

Factor affecting teachers' motivation in government primary
schools of Oromia special zone in LagaTafo Laga Dadi
Administration town.



A thesis submitted to the department of educational planning
and Management, in partial fulfillment of the requirement for
the degree of master in Educational leadership.

By

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Declaration

I, the undersigned, declare that this thesis entitled “*Factor affecting teachers’ motivation in government primary schools of Oromia special zone in LagaTafu Laga Dadi Administration town.* ” is my own original work and that all sources have been accurately reported and acknowledged, and that this document has not been submitted for a degree in any other universities.

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Acronyms/Abbreviations

ERG - Existence Related Growth

INSET - In Service Training

NGOs - Non-governmental Organizations

TFT - Two -Factor Theory

TJS - Teachers Job Satisfaction

LTLD EO - Laga Tafo Laga Dadi Educational office

CBO -Community Based Organization

CSO -Civic Society Organizations

FBO -Faith Based Organizations

TOT -Training Of Trainer

Abstract

The objective of this study was to assess the major challenges that affect teachers' motivation. The study used the research design of mixed approach, which addresses both qualitative and quantitative aspects and variables. There were six government primary school in Laga Tafo Laga Dadi administrative town. All six schools were used as sample. After selecting the sample schools, the respondents of each unit were selected accordingly. This is, from the total of one hundred sixteen teachers of the sampling schools, ninety (90) teachers were selected by using the formula of (known number of population size) (Yemane, 1967). Relevant data had collected from 80 respondents selected as sample of this study from governmental schools by questionnaire because questionnaire had the ability to collect a large amount of information in a reasonably quick space of time. Interview used from six school principals because interview is one of the most important sources of data and defines the interview as a two-way conversation that gives the interviewer the opportunity to participate actively in the interview and focus group discussion from six educational experts as well as four primary schools supervisors because focus groups could be used to collect shared understanding from several individuals as well as to get views from specific people .The collected data analyzed properly where results also tabulated and depicted in bar and pie charts. Based on the findings of the study, majority 72 (90%) of respondents stressed that teachers were low paid servants with no adequate incentives. To conclude the findings, teachers' job satisfaction and school performance challenged as a result of different factors such as, low salary, lack of reward, lack of recognition, poor infrastructure and facility, lack of professional related training. Therefore, it would be recommended that government and concerned bodies should give priority and attention for the education sector, which is the huge source of human capital for the country. It should be taken into account that growth and prosperity of our country is unexpected without the effort of educated and well-qualified generation.

Key words: Incentives, Motivation, Quality education, Salary, Reward, Teachers

Chapter One: Introduction

This part of the paper presents the problem, research gaps, objectives and beneficiaries of the research in detail. The section has different sub-topics such as the background of the study, statements of the problem, research question, objectives, significance, and delimitation of the study and lastly operational definition of key terms.

1.1. Background of the Study

The education of effective teachers is an essential part of every national education system or every education reform initiative, because teachers are indisputably the major actors when it comes to the implementation of existing or reformed curricula. Teachers play a vital role in ensuring high quality of education for all. Numerous research studies have indicated that the quality of an educational system cannot outperform the quality of its teachers (Harris & Jones, 2010). Motivations of teachers play a vital role in teaching learning process. According to Ololube (2005), job satisfaction and motivation are not only crucial to the long-term growth of any educational system but also very essential in the lives of teachers as they form the fundamental reason for working. Moreover, Owens (2004) describes motivation as the forces that cause people to behave as they do.

Bennell and Akyeampong (2007) state that achieving better learning outcomes for learners in developing countries depend fundamentally on improvements in teaching. Thus, ways to increase teacher motivation and capabilities can be assumed to be central to any systematic attempt to improve learning outcomes. Likewise, Chireshe and Shumba (2011) state that a motivated teacher leads to motivated students and good performance. Conversely, teachers who are not motivated to teach or are not satisfied with their career can impact negatively on student learning and the schools. Arguably, teachers' satisfaction profoundly influences teachers' job performance, which in turn influences student learning. Zhilla (2013) succinctly put that employees' motivation can only be attained by realizing that their individual needs or goals are aligned with organizational goals or achievement. Adding to this, Zhilla remarked that organizations need to extract various internal and external motivators for its workers so that they can increase their motivation in order to get long run success.

At the same time, Laga Tafo Laga Dadi administrative town which is one of the nineteen (19) administrative town in Oromia Regional State achieved the remarkable success in access to education with number of schools and student gross enrollment rate both in primary and secondary schools even though certain challenges encountered in quality and efficiency of education.

According to annual report of Laga Tafo Laga Dadi education office (2017/2018) from 2016/17 to 2017/18, the number of primary schools increased from 5 to 6, number of secondary schools increased from 2 to 3; the number of teachers increase from 155 to 187 and students' enrollment in primary education increased from 81% to 95.6%, and secondary school enrollment reached 91%. However, the report shows that the school performance outcomes indicators particularly students' average classroom achievement declined from 76.8% to 65% in primary school and achievement of students in national exams for grade ten those got preparatory point decreased from 40.1% to 27.9% and grade twelve those got university entrance point decreased from 92.1% to 77.9% from 2016/2017 to 2017/18; respectively and dropout rates which was 3.6% in 2015/16 increased to 5.1% in 2017/18 in LagaTafo Laga Dadi administrative town. Therefore, any education system should pay considerable attention for school performance specially dropout and students achievement.

Generally, motivated teachers are more likely to motivate students to learn in the classroom, to ensure the implementation of educational reforms and feelings of satisfaction and fulfillment.

1.2. Statement of the Problem

Teacher motivation plays an important role in the promotion of teaching and learning excellence. It is indisputable that lack of well-qualified, satisfied and motivated teachers contributes to having dysfunctional education, an education that cannot produce an inquiry, creative, problem-solving mind, cannot equip learners with the required tools to confront the challenges of the present and future. It can be assumed that when teachers' needs are met, they will be motivated to be effective in their performance there by achieving organizational goals (Fekede, 2015). Certain informal group discussion in government schools in teaching and

administrative staff shows that teachers are dissatisfied with their profession due to some of the following reasons. Such as their life standard being declining, less time given for teaching learning process, providing additional tutorial class room, improvements observed from their students relative to their effort exerted, support obtained from different stakeholders like family, education office, nearby societies. The consequences can be observed through improvement of students performance, unwillingness to participate in school activities, poor attendance, unexpected absence, late coming, lack of additional training, uncreative and lack of initiation in teaching learning process , lack of interest in meetings.

Hence, students assume themselves as if teachers are the only.... for the success of teaching learning process. Moreover, teachers did not get the expected results both national and class room as comparable to the exerted effort. This will lead teachers to not be satisfied and motivated with their profession.

In Ethiopian context, Tsegaye (2011), Gudissa (2012), and Gedefaw (2012) conducted study on teachers' job satisfaction. Both Tsegaye and Guddisa conducted their research on TVET colleges and focused on the factors affecting teachers' job satisfaction and the extent of teachers' satisfaction depending on different variables. Their finding shows that the majority of the trainers were dissatisfied with their job due to insufficient satisfying elements. Out of this, salary and other fringe benefits were the most important factors, which discourage them. Gedefaw (2012) in his study on job satisfaction of secondary school teachers in Ethiopia employed the study only on teachers and investigated factors that dissatisfy teachers on their job; however, salary and benefits emerged as the primary dissatisfying aspect of all the work factors.

Further, during formal or informal gathering, teachers discuss challenges and problems they are facing in their life, in teaching profession and on how to have better life not only for themselves but also for their children. From the discussion, most of the teachers are discouraged to continue in this profession. At the same time, teachers argue that; unfair fringe benefits which other expertise obtained for different reason makes the teachers to be dissatisfied on their jobs. From the researcher's experience in Laga Tafo Laga Dadi administrative town, the achievement of students is declining and drop-out rate is increasing from time to time. Consequently, teachers

blame the students as well as their parents in their children readiness for learning; on the other hand, students complain teachers' preparation.

Furthermore, the previous researches attention have been directed towards the study of factors affecting teachers job satisfaction, the level of teachers job satisfaction based on different variables. On the other hand, they focus on comparing the teachers' job satisfaction started from secondary schools to higher institution like TVET, higher institution; in addition most of them consider only teachers as the population of the study.

However, these researchers did not address the relationship between teachers' motivation and school performance outcomes as well as the degree of teachers' motivation in primary school. Finally, the issue has not investigated in Laga Tafo Laga Dadi administrative town. Considering the aforementioned gap, the study is focus primarily on investigating the relationship between teachers' motivation and school performance outcomes as well as the level of teachers' motivation in primary school which are the current challenges in Laga Tafo Laga Dadi administrative town government schools. So, the researcher will be investigate the factors affecting teachers' motivation and its consequences for teaching learning process in primary government school at Laga Tafo Laga Dadi town administration. Therefore, this study will be an effort to find out the factors affecting the motivational level of teachers in primary government schools of Laga Tafo Laga Dadi administration town.

1.3 Basic Research Question

In view of this, the study tried to answer the following basic research questions.

1. To what extent are teachers motivated with their job in Laga Tafo Laga Dadi administrative town primary government schools?
2. What is the relationship between teachers' motivation and school performance in government primary schools of Laga Tafo Laga Dadi administrative town?
3. What are the major factors affecting teachers' motivation in primary government schools of Laga Tafo Laga Dadi administration town?

1.4. Objectives of the Study

1.4.1. General Objective

The main objectives of the study will be to find out the major factors affecting teachers' motivation in government primary schools of Laga Tafo Laga Dadi town administration.

1.4.2. Specific objectives of the study

Based on the general objective of the study, the following specific objectives were set to:

1. Find out the level of teachers' motivation in Laga Tafo Laga Dadi administrative town government primary schools.
2. Explore the relationship between teachers' motivation and school performance at Laga Tafo Laga Dadi administrative town government primary schools.
3. Identify the major factors that affect teachers' motivation at Laga Tafo Laga Dadi administrative town government primary schools.

1.5 Significance of the Study

The study will help government, policy makers, school leaders and administrators in order to identify and analyze factors that affect teachers' motivation and understand and address them. The teachers will also be benefited from the study to obtain what motivates them as well as to identify what makes them successful on their job. The families and students will also understand to what extent the teachers' are motivated and their roles to motivate them for successful performance. Hence, the researcher will recommend them the way to improve the revealed problems in Laga Tafo Laga Dadi administrative town in particular. Finally, the study will help other researchers to serve as the stepping stone for further study.

1.6 Scope/Delimitation of the Study/

The study mainly focuses on investigating the relationship between teachers' motivation and school performance in government primary schools of LagaTafo LagaDadi administrative town. Because, most of the societies are the beneficiaries of government schools, students and their

family claim the government school teachers and schools in their performance. To the contrary, the teachers claim the government bodies, societies and students on their initiative and participation. Due to the financial, time constraints, the work area of the researcher, he delimits himself in Laga Tafo Laga Dadi administrative town. There are various independent variables related to teachers' motivation (salary, incentives and fringe benefits, work conditions, interpersonal relationship, recognition, achievement, promotion and advancement).

1.7. Limitation of the Study

The researcher faced certain challenges some of respondents were not happy to complete the questionnaire, in addition some of them miss certain items. To overcome such challenges the researcher tried to encode the data precisely. Moreover, some of the respondents did not carefully read question, thus the researcher orient and guide them independently

1.8. Operational Definition of Terms

Motivation- Motivation is defined as “some kind of internal drive which pushes Someone to do things in order to achieve something.” Word motivation refers to the psychological processes that influence individual behavior with respect to the attainment of work place goals and tasks [Bennell and Akyeampong, 2007)].

Teachers' Job Satisfaction: is the fulfillment of teachers' desires (in pay, fringe benefit, contingent rewards, promotion, supervision, interpersonal relation, school rules and regulations and work condition.

1.9. Organization of the Study

The study was organized in to five chapters. Chapter one consist back ground, statement of the problem, objective, significance of the study, delimitation /scope ,limitation, definition of term and organization of the study was organized. In chapter two review of related literature was organized. Chapter three about research design and methodology, while chapter four presentation and analysis of the data. In the last chapter summery, conclusion and recommendation were organized.

Chapter Two: Review of Related Literature

The main objective of the study is to assess the relationship between teachers' motivation and school performance in government primary schools of Laga Tafo Laga Dadi administrative town. Thus, this chapter deals with reviewing the literature of different scholars related to topic and objectives

2.1. Concepts and Theory of Motivation

Motivation is the inner drive that directs a person's behavior toward goals. Motivation can be defined as a process which energizes, directs and sustains human behavior. Motivation aims at transforming the 'ability to do' into 'the will to do'. Motivation has been defined as the act of stimulating someone to take a desired course of action to push the right button to get a desired reaction [Bennell and Akyeampong, 2007]. Motivation as the "willingness, drive or desire to engage in good teaching," (Michaelowa 2002, 5) which is furthermore acted upon. Good teaching here is taken to mean adherence to professional conduct and efforts to help students learn as best as the teacher knows how.

Motivation theories seek to explain why employees are motivated by and satisfied with one type of work than another. It is essential that stakeholders have a basic understanding of work motivation because highly motivated employees are more likely to produce a superior quality product or service than employee who lack motivation. Employee job satisfaction and motivation can be studied through several broad approaches. The most common ones are: content or need based theories, process theories and reinforcement theories, (Fred and Allan, 2008).

2.2 Need-based Approach or Content Theory

Several factors are believed to influence a person's desire to perform work or behave in a certain way. The need-based theories explained motivation primarily as a phenomenon that occurs intrinsically, or within an individual and answer the question of what energizes human behavior?

The three most popular content theories of motivation are: Maslow's hierarchy of needs, Herzberg's two factor theory and Alderfer's existence related growth (ERG) theory, (Fred and

Allan, 2008). For the sake of the study the researcher focuses on two of them namely, Maslow's hierarchy of needs and Herzberg's two factor theory.

2.2.1. Abraham Maslow's Hierarchy of Needs

Abraham Maslow's need-based theory of motivation is the most widely accepted description of human needs in hierarchy and perhaps the most referenced of the content theories (Samuel and Trevis, 2010).

This theory has two assumptions: the first assumption each person's needs depend on what he already has, and only needs yet not satisfied can influence behavior. A satisfied need cannot influence behavior. The second assumption was needs are arranged in hierarchy of importance, once a need is satisfied it is no longer a need and another emerges and demands satisfaction (Nirmal, 2004).

According to this theory, a person has five fundamental needs: physiological, security, affiliation, esteem, and self-actualization (Fred and Allan, 2008).

The physiological need includes pay, food, shelter and clothing; Schaffer (cited in Abdel Fattah, 2010) argued that individuals use monetary rewards and salaries not only to satisfy their physical needs such as food, shelter, and clothing but also their psychological needs as a symbol of achievement and recognition. If the salary earned by teachers' does not materializes in this way the fulfillment of basic needs, described by Maslow, wouldn't be met. Only when these basic needs have been met is it possible for higher-order needs, which are the bases of true job satisfaction, to be realized (Bennell, 2004). In organizational settings, most physiological needs are satisfied by adequate wages and by the work environment itself, which provides employees with rest rooms, adequate lighting, comfortable temperatures and ventilation.

Security or safety needs refers to the requirements for a secure physical and emotional environment. Examples include the desire for adequate housing and clothing, the need to be free from worry about money and job security and the desire for safe working conditions, protection against danger, and avoidance of anxiety.

Belonging or social needs are related to social aspect of human life. They include the need for love and affection and the need to be accepted by one's peers. For most people these needs are satisfied by a combination of family and community relationships and friendships on the job. Managers can help ensure the satisfaction of these important needs by allowing social interaction and by making employees feel like part of a team or work group.

Esteem needs actually comprise of two different sets of needs: The need for a positive self-image and self-respect, and the need for recognition and respect from others, achievement, autonomy, independence etc. Organizations can help address esteem needs by providing a variety of external symbols of accomplishment such as job titles and spacious offices. At a more fundamental level, organizations can also help satisfy esteem needs by providing employees with challenging job assignments that can be induce a sense of accomplishment.

At the top of the hierarchy are those needs, which Maslow defines the self-actualization needs. These needs involve realizing one's potential for continued growth and individual development. Since these needs are highly individualized and personal, self-actualization needs are perhaps the most difficult for managers to address (Maslow, 1954; Schultz & Schultz, 2009). Therefore, an employee should try to meet these needs on his/her own end. However, an organization can help his employee by creating a climate for fulfillment of self-actualization need, which is the highest in the level of Maslow's need theory, includes realizing one's full potential or self-development.

Organizations, specifically schools, might provide the Maslow's hierarchy of needs for Physiological needs by providing basic salary, and comfortable work conditions etc., security needs with safe working conditions, fair rule and regulations job security, pension and insurance plans, and salary increments. Besides, affiliation need including employee centered supervision, providing opportunity for teamwork, following group norms, and sponsoring group activities like sport, self-esteem need through recognition and award programs.

In addition articles in the district newsletter, promotions, and other prestigious job titles and self-actualization by involving employees in planning job designs, making assignments that capitalize on employees' unique skills and relaxing structure to permit employees personal growth and

development. Therefore, Abraham Maslow's need-based theory of motivation and job satisfaction in school context imply that teachers have different levels of internal needs. Thus, the researcher should understand what teachers' need and motivate them to be satisfied for the school effectiveness. In general, researcher connects the creation of the existence of teachers' sense of satisfaction with the maintenance of the classified needs.

2.2.2. Herzberg's Two Factor Theory

Another popular need-based approach to motivation is the dual-structure approach developed by Frederick Herzberg, Mausner and Snyderman's. This is also known as Two-Factor Theory (TFT). They found that entirely different sets of factors were associated with satisfaction and dissatisfaction. For instance, an individual who identified 'low pay' as causing dissatisfaction did not necessarily mention 'high pay' as cause of satisfaction. Instead, several other factors, such as recognition or accomplishment, were cited as causing satisfaction.

This finding suggests that satisfaction and dissatisfaction are at opposite ends of a single scale. Employees would, therefore, be satisfied, dissatisfied or somewhere in between. Herzberg argued that attitudes and motivation consists of a dual structure. One structure involves a set of factors that result in feelings ranging from satisfaction to no satisfaction. The other structure involves a set of factors that results in feelings ranging from dissatisfaction to no satisfaction.

Herzberg identified two sets of factors responsible for causing either satisfaction or dissatisfaction. The factors influencing satisfaction are called motivation factors or motivators, which are related specifically to the job itself such as, achievement, recognition, advancement, the work itself, the possibility of personal growth and responsibility and the factors causing dissatisfaction, are called hygiene factors, which are related to the work environment in which the job is performed. For instance, company policies, technical supervision, interpersonal relation, salary, job security, personal life and work conditions.

Based on these findings, Herzberg recommended that organization seeking to motivate employees should first make sure that hygiene factors are taken care of and that employees are not dissatisfied with pay, security and working conditions. Once a manager has eliminated

employee dissatisfaction, Herzberg recommends focusing on a different set of factors to increase motivation, by improving opportunities for advancement, recognition, advancement and growth (Al-Habsi, 2009).

Applying these concepts to education school improvement depends fundamentally on the improvement of teaching, ways to increase teacher motivation and capabilities should be the core processes upon which efforts to make schools more effective focus. From this theory point of views the researcher can accommodate what factors satisfy or motivate and dissatisfy or as a hygiene factors for teachers in the school. To the end, the researcher tries to find out the intrinsic and extrinsic factors of teachers job satisfaction.

2.3 Process-Based Theories to Motivation

Process-based theories to motivation are concerned with how motivation occurs. They focus on why people choose to enact certain behavioral options to fulfill their needs and how they evaluate their satisfaction after they have attained these goals. Two of the most process-based approaches to motivation are expectancy theory and equity theory.

2.3.1 Equity Theory

J. Stacy Adams developed equity theory of motivation. The equity theory argues that motivations arise out of simple desire to be treated fairly. Equity can be defined as an individual's belief that he/she is being treated fairly relative to the treatment of others. An employee's contributions or input to an organization include time, education, effort, experience and loyalty. Outcomes are what an individual receives from an organization such as, pay, recognition and social relationships. The theory suggests that people view their outcomes and inputs as ratio and then compare their ratio to the ratio of someone else. This other person may be someone in the work group. The comparison may result in three types of attitudes: The individual may feel equitable rewarded, under-rewarded and over-rewarded.

An individual will experience a feeling of equity when the two ratios are equal. If an individual has the feeling of equity then he/she should maintain the status quo. If an employee feels underpaid then it will result in the employee feeling hostile towards the organization and perhaps

their co-workers, which may result in the employee not performing well at work anymore or change the input. Research by McKenna (2000) confirms equity theory as one of the most useful frame works for understanding and has a role to play in the study of job satisfaction. According to Kaila (2007) rewards perceived as equitable should have positive results on job satisfaction and performance; those rewards perceived as inequitable may create job dissatisfaction and cause performance problems.

The single most important idea for managers to remember about equity theory is that if rewards are to motivate employees, they must be perceived as being equitable and fair. However, managers must remember that different employees have different sense towards basis for a reward and this may result in problems. Hence, the best way to avoid such problems is to make all employees aware of the basis for rewards.

2.3. 2. Expectancy Theory

Expectancy theory of motivation was developed by Victor Vroom. Basically, Vroom's expectancy theory views motivation as a process of governing choices. The expectancy theory tries to explain how and why people choose a particular behavior over an alternative. The theory suggests that motivation depends on two things: how much an individual desires a particular goal and how likely he/she thinks can get it. Expectancy theory suggests that motivation leads to efforts and that effort, when combined with individual ability and environmental factors, result in performance. Performance, in turn, leads to various out comes, each of which has an associated value called its 'valence'. According to this theory individual develop some sense of these expectations before he/she exhibit motivated or non- motivated behavior (Al-Habsi, 2009; Estes & Polnick, 2012). These are:

a) Effort-to-Performance Expectancy

The effort-to-performance expectancy refers to an individual's perception of the probability that effort will result in high performance. When an individual believes that effort will lead directly to high performance, expectancy is quite strong. When an individual believes that effort and performance are unrelated, the effort-to-performance expectancy is very weak.

b) Performance-to-Outcome Expectancy

Performance-to- outcome expectancy means an individual's perception of the probability that performance will result in a specific outcome. For example, an individual who believes that high performance will lead to a pay raise has a high performance-to-outcome expectancy and an individual who believes that performance has no relationship to rewards has a low performance-to-outcome expectancy.

c) Outcomes and Valences

Expectancy theory recognizes that an individual may experience a variety of outcomes as a consequence, of behavior in an organizational environment. A high performance, for example, may get big pay raises, fast promotions and praise from the boss. If an individual wants an outcome, its valence is positive. If an individual does not want an outcome, its valence is negative.

Thus, for motivated behavior to occur on the part of any individual, three conditions must be met, which are first, the effort-to-performance expectancy must be greater than zero. Second, the performance-to- outcome expectancy must also be greater than zero. Third, the sum of the valences for all relevant outcomes must be greater than zero.

Expectancy theory of motivation (Porter & Lawler, 1968) postulated that rewards would lead to satisfaction if the reward was viewed as leading to a desired outcome. Based on expectancy theory an individual can only be successful if he/she believes that he/she can be successful in the task, sees the connection between the success and the activity, and values the results of the success (Huitt, 2001). Likewise, Kroth (2007) described that if an employee believes that good work will result in a successful project, but that the probability of being rewarded for success is zero, the employee will not be motivated.

According to Lewis, expectancy theory is the most comprehensive motivational model that seeks to predict or explain task-related effort. The principle of this theory is that a person's job satisfaction can depend on two factors: the relationship between effort and performance and the desirability of various work outcomes that are associated with different performance levels.

This theory suggests that the motivation that will lead to job satisfaction is a function of the perceived relationship between an individual's effort, performance, and the desirability of consequences associated with job performance (Fred and Allan, 2008). It implies that the smaller the gap between these two, the more chance teachers satisfied with their job.

2.4 Reinforcement theories

The concept of reinforcement is identical to the presentation of reward. Reinforcement theories relate to the idea of operant conditioning. They concentrate attention on the link between behavior and consequences. The reinforcement is the stimulus whose presentation or removal increases the probability of a response reoccurring (Brijesh. and Singh, 2009). Alberto and Troutman (2009) as cited in Woolfolk (2009) whenever you see a behavior persisting or increasing over time you can assume the consequence of any action.

To conclude the different theories job satisfaction, with the intention of shedding light and explaining what and how people find satisfaction and fulfillment with their occupations. The Maslow's hierarchy of needs and Herzberg's two-factor theories job satisfaction explain what motivates, satisfies or dissatisfies or energizes teachers at school as well as the internal and external factors that activate or deactivate teachers' job satisfaction. On the other hand, Equity and Expectancy theory of job satisfaction attribute to the effects of cognitive and perceptual processes on objective teachers' work conditions. It suggests that educational administrators and policy makers need to pay attention to the process and link between effort and teachers' needs satisfaction and school performance, determine what outcome teachers value, link the reward that teachers value to their job performance, and ensure that teachers wages and salary rates are not perceived as unfair (Fred and Allan, 2008).

The emergence of these theories expresses the thought that jobs are perceived as not only a means of earning a living, but also as an important extension of a person's identity and happiness. It is also observed that people who have a high level of motivation tend to be more productive and become successful in their chosen careers.

2.5. Factors Affecting Teachers Motivation

A review of empirical studies on teacher motivation in developing countries indicates widespread low or decreasing levels of motivation, resulting in lower quality of education. These factors can be classified in to two major components such as extrinsic and intrinsic factors. Bennell and Akyeampong (2007) find that sizeable percentages of primary school teachers are poorly motivated in Sub-Saharan Africa and South Asia.

2.5.1. Extrinsic factors

I. Workload and challenges

Expanding access to education for all, as many countries are attempting, increases the workload and challenges faced by teachers. Education for all, combined with population growth, often requires remote deployment of teachers, large class sizes, multiple teaching shifts, or multiple grade levels within a single class. Michaelowa (2002) finds that these challenges are negatively correlated with teacher job satisfaction and positively correlated to absenteeism in Africa. Furthermore, due to political influence and irrational policies, it is the least qualified teachers who are most often sent to the most challenging and neediest schools – frequently those located in rural areas (Bennell and Akyeampong 2007). In addition, safety and cultural traditions can severely undermine the motivation of female teachers to work on rural or remote areas. Living far from school can also contribute to absenteeism.

As schools expand to rural areas, teachers are beginning to instruct minorities speaking different languages. Many teachers are unfamiliar with these new languages, and unused to the challenges of teaching those with a different native tongue. Alternatively, national curriculum may dictate that teachers teach a secondary language, such as English, in which teachers are less competent and confident.

In many developing countries, teachers are increasingly asked to perform a greater range of duties, including health education, distributing food, giving immunizations, taking census data, and organizing community development activities. If not properly compensated, these sorts of

demands on teachers can decrease their motivation (Ramachandran and Pal, 2005). Other demotivating challenges include teaching students of a lower social class and recent regulations banning student corporal punishment (Ramachandran and Pal, 2005). Finally, not only does a heavy workload negatively impact teachers' effort, it also makes teachers resistant to applying new teaching methods (Bennell and Akyeampong, 2007).

II. Remuneration and incentives

The broad consensus among occupational psychologists in developed country contexts is that pay on its own does not increase motivation. Only when these basic needs have been met is it possible for „higher-order “ needs, which are the basis of true job satisfaction, to be realized.” (Bennell and Akyeampong, 2007).

In developing countries like Africa, teacher salaries are generally low; corresponding to Maslow's hierarchy of needs, lack of a living wage can undermine the foundation of basic need fulfillment teachers require before they can focus on improving their work. When teachers do not have enough money to live, they often resort to secondary employment activities, which can undermine their motivation to perform in their primary job and lead to increased absenteeism (Methodological Guide for the Analysis of Teacher Issues, 2010). One such secondary employment activity, private tutoring, can be especially harmful to student achievement, or at least the distribution of student achievement, when teachers cut back on teaching part of the curriculum in school in order to generate demand for their tutoring services out of school (Bennell and Akyeampong, 2007).

Besides resorting to secondary employment, teachers who earn poverty wages are often unable to eat properly before coming to school (Bennell and Akyeampong, 2007). Furthermore, it is difficult to motivate qualified teachers to work in the neediest schools and in rural areas without sufficient material incentives. Low pay also alters the profile of those who are most motivated to become teachers, as the opportunity cost of joining the poorly-paid teaching force is lowest for the unskilled, inexperienced, women, and those from rural areas (Umansky and Vegas, 2007).

III. Accountability

In many countries, teacher accountability is generally weak. Systematic controls are inadequate, and teachers are rarely inspected and difficult to discipline. When salaries are deposited to banks, headmasters cannot withhold them from poorly performing teachers and face lengthy and ineffective alternate means of sanctioning them (Methodological Guide for the Analysis of Teacher Issues, 2010).

Furthermore, teacher pay and promotion is rarely linked to performance. When teachers are inspected, the process is often purely supervisory with little support or advice for how teachers can improve their performance. Bennell and Akyeampong (2007) highlight the need for greater accountability in order to rein in unprofessional teacher behavior in Sub-Saharan Africa and South Asia. Duflo, Dupas, and Kremer (2007) find that increased accountability can function as a strong complement to other methods of improving teacher motivation. In Kenya, they observe that combining class size reduction with improved accountability (by hiring local teachers on short term contract or by increasing parental oversight) produced larger test score increases than reduced class size alone.

IV. Institutional environment

The work environment has a significant impact upon employee performance and productivity. By work environment we mean those processes, systems, structures tools or conditions in the work place that impact favorable or unfavorable individual performance. The work environment also includes policies; rules, culture, resources, working relationships, work location and internal and external environmental factors, all of which influence the ways those employees perform their job functions. 2012). According to Tessema and Soeters (2006), designation without autonomy and participation is like establishing many rules but no implementation of those rules. Thus, empowerment is one of human resource practices that effect job satisfaction because every employee cannot be motivated and satisfied with financial incentives. Some people are interested in authority and self-actualization and they do not give more importance to the financial benefits but more like self-respect

Teachers prefer meritocratic promotion, deployment, and pay; but instead politics and patronage networks usually dominate and thus undercut teacher motivation, especially in South Asia (Teacher Professionalism in Punjab: Raising Teachers' Voices, 2005). Teachers have a strong sense of equality, and become de-motivated when they see other teachers (frequently math, science, and language teachers) receive what they perceive to be special treatment (Ramachandran and Pal, 2005).

With increased reform, teachers face constantly changing policies, which can confuse and demotivate. In addition, constant transfers mean that teachers are often unable to teacher in the same school long enough to witness the change in student achievement resulting from their efforts (Bennell and Akyeampong, 2007).

School headmasters can play an important role serving as examples and leaders (Javaid 2009), but they lack the necessary training and experience. Headmasters rarely receive training, and they themselves are often promoted to such a position through political influence. Many headmasters still have pedagogical responsibilities that prevent them from sufficiently supervising and supporting teachers (Charron and Chau, 1996). Other conditions limiting the effectiveness of headmasters to improve teacher motivation include weak management systems for headmasters, overly tight fiscal management policies, and constrained powers of headmasters' vis-à-vis teachers (Mpokosa and Ndaruhutse, 2008).

According to Parasad (2007) the type of supervision and leadership style affects job satisfaction, but the degree attached to individual differences. In employee oriented supervision and leadership style there is more concern for people and provides them more satisfaction whereas, in job oriented supervision and leadership style it is more emphasis on the performance of the job and employees secondary, decreases job satisfaction.

The predominant view has focused on the situational context supervision and leadership as a cause of satisfaction and has argued that high-performance work practices and thus a positive working climate foster employee satisfaction (Bowen and Ostroff, 2004). Again Michael (2012) citing Nzuve (1999) indicates that effectiveness of leaders' behavior is measured by the degree to which the manager meets both the organizational goals and satisfies the employee needs. If the

workers' deem the supervisory leader unworthy and incompetent it becomes frustrating to them thus producing job dissatisfaction. Furthermore, Tsegaye (2011) conducted a research on job satisfaction status of trainers found that of the respondents were dissatisfied with the formal recognition program and accomplished by supervisors and coworkers.

In Lesotho, teachers' professional relationships with supervisors are critical for teacher motivation and outweigh the influence of pay and facilities on motivation (Urwick, Mapuru and Nkhobotin, 2005). In Ethiopia, institutional problems undermining teacher motivation include frequent policy changes, lack of merit-based promotion, irrational deployment, weak relationship between teachers and directors, and lack of support from Regional Education Bureaus (How Much is a Good Teacher Worth? A Report on the Motivation and Morale of Teachers in Ethiopia).

According to Clements-Croome (2000), environment in which people work affects both job performance and job satisfaction. The tasks workers perform in modern office buildings are increasingly complex and depend on sophisticated technology; and companies whose occupancy costs are increasing generally seek to reduce them without adversely affecting the workers. Such workspace decisions aspire to create an investment in employees 'quality of life, the argument being made that measurable productivity increases will result. Dilani (2004) adds that, researchers are increasingly finding links between employee health and aspects of the physical environment at work such as indoor air quality and lighting. Contemporary literature on stress in the work environment typically focuses on psychosocial factors that affect job performance, strain and employee health. Green (2000) as cited in Admasu (2007) expressed that many individuals' and social need could be satisfied through favorable interactions with coworkers and managers at work. Hence, job satisfaction is significantly affected by the quality of the relationship of employees with coworkers in the work environment who might act as the role model.

Some theoretical models of stress at work have included the physical environment as a factor. But in many cases, studies referring to physical environment factors tend to refer to the physical parameters of the tasks being performed rather than to features of the physical space in which work is done. As research on job strain and other aspects of stress at work tends not to address

the growing body of work on the environmental psychology of workspace, the purpose of this paper is to create a link between these two fields of endeavor.

According to Macfie (2002), it is important for management's effort to create a working environment where everyone is highly motivated and feels valued. He adds that if staff look after their health, they will be better in their own lives and in the business. If people feel better about the way they manage, their lives they will be more creative and more productive in the way they contribute at work.

V. Learning material and facilities

The work environment is also an important determining factor in teacher motivation. The teacher's working environment in Nigeria has been described as the most impoverished of all sectors of the labor force (Nigeria Primary Education Commission (1998). Facilities in most schools are dilapidated and inadequate, (Adelabu 2003). Kazeem (1999) has recommended that greater attention should be given to improving work-related conditions of teachers to improve the quality of education. In particular, there should be improvements in the supply of teaching and learning materials and general classroom environment to improve student learning.

Luthans (1998) argues that if people work in a clean, friendly environment they will find it easier to come to work. If the opposite should happen, they will find it difficult to accomplish tasks. Working conditions are only likely to have a significant impact on job satisfaction when, for example, the working conditions are either extremely good or extremely poor. Moreover, employee complaints regarding working conditions are frequently related to manifestations of underlying problems. Teachers' workload, changes in the education system and a lack of discipline amongst some of the learners may be some of the reasons why teachers want to exit the profession. According to Bishay (1996), the working environment of teachers also determines the attitude and behavior of teachers towards their work. He indicates that research has shown that improvement in teacher motivation has a positive effect on both teachers and learners. Moreover, within the teaching profession, for example, there are different working conditions based on the past allocation of resources to schools. Ngidi and Sibaya (2002) found

that, in disadvantaged schools, working conditions are often not conducive to teaching and learning.

In many countries, teachers increasingly have to do more with less. A small number of textbooks and other learning materials are spread thin over many students, while physical infrastructure is poorly constructed or maintained. In Africa, Michaelowa (2002) finds that adequate provision of textbooks can improve teacher job satisfaction and increase student test scores. In Ethiopia, teachers are de-motivated by the fact that the school syllabus assumes that teachers have access to learning materials when in reality such materials are scarce. Basic amenities such as water and electricity are also very important for teacher job satisfaction and motivation. For example, sanitary facilities are especially important to motivate female teachers to work at a given school (Ramachandran and Pal, 2005). Other problems include slow textbook development; restricted space; nonexistent or under-resourced libraries, labs, etc.

From these five factors two of them are the most prevalent in researcher's context is discussed as follows.

In developing countries like Africa, teacher salaries are generally low; corresponding to Maslow's hierarchy of needs, lack of a living wage can undermine the foundation of basic need fulfillment teachers require before they can focus on improving their work. When teachers do not have enough money to live, they often resort to secondary employment activities, which can undermine their motivation to perform in their primary job and lead to increased absenteeism (Methodological Guide for the Analysis of Teacher Issues 2010). One such secondary employment activity, private tutoring, can be especially harmful to student achievement, or at least the distribution of student achievement, when teachers cut back on teaching part of the curriculum in school in order to generate demand for their tutoring services out of school (Bennell and Akyeampong, 2007).

Besides resorting to secondary employment, teachers who earn poverty wages are often unable to eat properly before coming to school (Bennell and Akyeampong, 2007). Furthermore, it is difficult to motivate qualified teachers to work in the neediest schools and in rural areas without sufficient material incentives. Low pay also alters the profile of those who are most motivated to

become teachers, as the opportunity cost of joining the poorly-paid teaching force is lowest for the unskilled, inexperienced, and those from rural areas (Umansky and Vegas, 2007).

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2.5.2. Intrinsic factors

I. Recognition and prestige

Low salaries play a role, but so does the assignment of administrative or menial tasks; lower standards of teaching; increasing demands on schools from communities; and the creation of large groups of unqualified or even female teachers (Bennell and Akyeampong, 2007). On the other side, the status of volunteer or community teachers appears to motivate those types of teachers to perform more so than formal or civil-servant teachers (Michaelowa, 2002). In addition, sometimes teachers may simply not have a good relationship with the community

surrounding their school, and this can be especially true in hierarchical societies with large gaps between teachers and the students and community (Ramachandran and Pal, 2005). Many teachers feel that another way to increase societal respect for teaching is to improve the public image of their profession by making the public more aware of the actual conditions they face (Tudor-Craig , 2002).

In many developing countries teaching has historically enjoyed a large degree of prestige. Today, however, many teachers feel the respect for their profession is decreasing in the eyes of students, parents, government, and the larger society.

II. Career development

Employees benefit by experiencing greater satisfaction about their ability to achieve results on the job and by taking responsibility for their career; the organization benefits by having employees with more skills who are more productive. Employees say that the availability of skill development opportunities and career movement are key attractors to organizations. According to Kreisman (2002), if an organization does not recognize the individual's need and desire to grow, then development becomes a primary reason for resignation.

In organizations where employees receive the proper training needed to assume greater responsibilities, turnover rates are generally lower. According to Walsh and Taylor (2007), several studies show that training activities are correlated with productivity and retention. The use of formal training programs is associated with significantly higher productivity growth. Organizations with extensive training opportunities should experience lower turnover rates. They theorize that companies that provide more training are concerned about employee skills and performance, and thus experience a high percentage of employee terminations.

Krueger and Rouse (1998) found that general training and specific skills are many times embedded in one another. They found that employees that attended training, regardless of its specificity, became more invested employees. These employees were shown to seek more job upgrades, receive more performance awards, and have better job attendance than those that did not attend training. It can be argued that the expenditure of effort and time led these employees

to become more committed to the organization. Many scholars agree that organizations that train their employees consistently have better outcomes than those that do not.

The main aim of teacher training is to develop educational skills that are compatible with education policies and to enable teachers to deliver these policies. According to Gustafsson, (2003), it is a complex task to define teaching practices that have an impact on student performance since what counts as an effective teaching strategy varies by student age group, personality, learning ability and social background, and different strategies call for different teacher skills.

There exists a relationship between teacher productivity and teacher training, including formal pre-service university education, in-service professional development, and informal training acquired through on the job experience. Some studies find that formal education is important and these have been interpreted as support for strengthening existing teacher preparation programs in universities and increased expenditures on post college training. Equally common, however, is the finding that formal education is irrelevant, leading others to argue for the elimination of colleges of education. While some recent studies of the determinants of teacher productivity continue to employ the gain score approach (Aaronson, et al., 2007; Hill, et al., 2005; Kane, et al. (2006), the bulk of recent research has shifted away from this methodology.

According to Clotfelter, et al. (2006), better trained and more experienced teachers tend to be assigned to students of greater ability and with fewer discipline problems. Varga (2007) stated that some of the factors characterizing education in schools (class size, expenditure per pupil) do not have demonstrable effects on student performance while teacher quality (as measured by skills, knowledge and qualifications) plays a decisive role in students' progress. Based on an analysis of teacher training policies in 25 countries, the OECD (2005) report cogently entitled.

Teachers Matter comes to the conclusion that teacher quality is the most important factor in an education system and the second most important factor (only preceded by family background) among the variety of influences affecting student achievement. McKinsey and Company report stated that certain education systems achieve substantially better outcomes than others because they have produced a system that is more effective in doing three things: getting more talented

people to become teachers, developing these teachers into better instructors, and in ensuring that these instructors deliver consistently for every child in the system. According to Barber and Mourshed (2007), the quality of an education system cannot exceed the quality of its teachers. This appears to be the area that resources should target; knowledge intensive training institutions and knowledge rich teacher development centers should be provided. Falus (2002) stated that requirements defined in terms of teacher competences cannot fully replace qualification requirements since the latter must be measurable in an unambiguous and economical way. According to TDA (2005), indicators of teachers' qualifications, the so called standards define levels of competence in a way that is sufficiently specific, explicit and simple to measure in order to provide a clear and reliable criterion for awarding qualifications regardless of where a candidate completed teacher training studies. For the assessment of teacher performance, in contrast, at present no indicators are available which could provide unambiguous and simple to use methods of measurement.

In-service training (INSET) in particular can increase teacher morale, especially when combined with mentoring and observation, and lead to improved student outcomes (Ginsburg, 2009). Professional development also enhances teacher motivation through an important and related channel: observed student achievement.

Unfortunately, conditions surrounding career development often undermine teacher motivation. Teachers are often recruited from lower-performing academic tracks in the education system; and this not only contributes to a view of teaching as a lower-skilled profession, but also makes teaching a job of last resort for the skilled and an attractive option for the untalented. Tellingly, Michaelowa (2002) finds that teachers with the highest educational attainment are the least satisfied with their job, indicating that their preparation is mismatched with the reality of their work. When committed, skilled teachers do enter the system, they face few opportunities for promotion and only infrequent, low quality training that fails to give teachers the tools to overcome their classroom challenges (Ramachandran and Pal, 2005).

2.6. Teachers Job Satisfaction (TJS)

According to Ifinedo (2003) employee 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 as well as the perception of that situation by the individual. Goodman and Fandt (1995) assert that organization's liveliness comes from the motivation of its employees, although their abilities play just as crucial a role in determining their work performance as their motivation. Motivated and committed staff can be a determining factor in the success of an organization.

Job satisfaction is the level of commitment of individuals with their jobs. Locke as cited on Teresa (2012) defines job satisfaction as a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences. There are a variety of factors that influence a person's level of job satisfaction. These include income, perceived fairness of promotion system, quality of working condition, social relationships, leadership and the job itself. Job satisfaction or dissatisfaction of medical practitioners affects their relationship with co-workers, administration and patients. Job satisfaction and motivation are therefore very crucial to the long-term growth of any educational system around the world.

2.7. Influences of Teachers' Motivation on Teaching Learning Process

Bennell and Akyeampong (2007) state that achieving better learning outcomes for learners in developing countries depend fundamentally on improvements in teaching. Thus, ways to increase teacher motivation and capabilities can be assumed to be central to any systematic attempt to improve learning outcomes. Likewise, Chireshe and Shumba (2011) state that a motivated teacher leads to motivated students and good performance. Conversely, teachers who are not motivated to teach or are not satisfied with their career can impact negatively on student learning and the schools performance.

Summary of the Literature Review

The researcher reviewed different literature pertaining to the factors influencing employee motivation. On the effect of job satisfaction on teacher motivation, it was found that income; perceived fairness of promotion system, quality of working condition, social relationships, leadership and the job itself affect job satisfaction among employees. Regarding the effect of reward system on teacher motivation, it was found that appreciation from the boss, pay, bonuses, fringe benefits, and promotions affect teacher motivation. It was also found that teacher training and development affects their motivation as training is found to be correlated with productivity and retention. Organizations with extensive training opportunities should experience lower turnover rates. On the work situational factors, it was found that work place arrangement and availability of teaching and learning resources affect teachers' motivation. This study was therefore, aimed at findings out factors influencing teacher motivation in government primary schools at LagaTafo LagaDadi administrative town.

Chapter Three: Research Design and Methodology

Introduction

This chapter described the research design, study population, sample size, sampling techniques. In addition the chapter discussed about methods of data collection, instruments, procedures and its analysis.

3.1. Description of the Study Area

Laga Tafo Laga Dadi is one of 19 Administration Town in Oromia Regional State. It is located in Northeastern part of Addis Ababa on Dessie road, 20km away from Addis Ababa. It has four urban kebele. Laga Tafo Laga consists of nine governmental schools.

3.2. Research Design and Approach

This study was employed descriptive survey design. The main advantage of this type of design is that it enables the researcher to assess the situation within the study area at the time of the study in natural phenomenon. The researcher therefore was used the design to assess the factors affecting teacher motivation in government schools at Laga Tafo Laga Dadi administration town. According to Cresswell (2012), survey designs were procedures in quantitative research in which you administer a survey or questionnaire to a small group of people (called the sample) to identify trends in attitudes, opinions, behaviors, or characteristics of a large group of people (called the population).

The research was employed both quantitative and qualitative approach in the process of data collection, analysis and presentation, thus it is mixed method approach. The data collection also involves gathering both numeric information (e.g., on instruments) as well as text information (e.g., on interviews) so that the final database represents both quantitative and qualitative information. The purpose of this form of research is that both qualitative and quantitative research, in combination, provides a better understanding of a research problem or issue than either research approach alone. It employs strategies of inquiry that involve

collecting data either simultaneously or sequentially to best understand research problems (Punch, 2009).

3.3. Population, Sample Size and Sampling Techniques

3.3.1. Population of the Study

The population of the study were encompassed all schools teachers, principals, school supervisors and woreda experts in Laga Tafo Laga Dadi administration town. Why conducting this body was that they were the targets from which information and ideas collected were well defining the problem of the study.

3.3.2. Sample and Sampling Technique

There were six government primary school in Laga Tafo Laga Dadi administrative town. All schools were used as sample. After selecting the sample schools, the respondents of each unit were selected accordingly. This is, from the total of one hundred sixteen teachers of the sampling schools ninety teachers were selected by using the formula of (known number of population size) (Yemane, 1967). The formula was used to calculate the sample size of population.

$$n = [N] / [1 + N (e^2)]$$

Where: n – Sample size, N – Population size and e – sampling error. Based on this, the sample size of each school was calculated to get proportionally representative number of teachers from each school by using the stratified random sampling techniques. This was because of the number of teachers varies from school to school. To develop it; the researcher used the formula as follows.

$$n = [116] / [1 + 116 (0.05^2)] = 90$$

Table 1 Population and Sample Size

Name School	Number teachers preschool	Sample of teachers preschool
Tafo Number Two	13	10
Tafo Number One	17	13
Gawasa	16	13
Wobar	18	14
Dale Danbal	40	31
Hamaresa	12	9
Total	116	90

3.4. Methods of Data Collection

Research methods was understood as all those methods that were used by the researcher to conduct research (Kothari, 2004). Research instruments were used questionnaires, interview and focus group discussion.

3.4.1. Questionnaire

Orodho (2004) defines a questionnaire as an instrument used to gather data, which allows a measurement for or against a particular viewpoint. He emphasized that a questionnaire had the ability to collect a large amount of information in a reasonably quick space of time. Best and Khan (1993) observed that questionnaires enable the person administering them to explain the purpose of the study and to give meaning of the items that was not clear. The researcher used questionnaires to collect data from 90 teachers in the six government primary schools in Laga Tafo Laga Dadi administration town. The instrument was chosen because the targeted population was considered literate which minimized the interpretation of the questions for their understanding to capture reliable

3.4.2 Interview

Yin (2003), states that interview is one of the most important sources of data and defines the interview as a two-way conversation that gives the interviewer the opportunity to participate actively in the interview. The researcher used interview schedules to collect data from the school principals. Kerlinger (1973) observed that more people were willing to communicate orally than in writing, this therefore provided data more readily in an interview. The interview schedule was structured based on the research questions of the study

3.4.3 Focus Group Discussion

Focus groups could be used to collect shared understanding from several individuals as well as to get views from specific people. A focus group interviews the process of collecting data through interviews with a group of people, typically four to six. Focus group discussion method is useful for exploring attitudes and feelings, to draw out precise, in depth information about how people think about an issue, clarification of some unforeseen information to other instruments and the researcher. The researcher held two focus group discussions one with the administrative town education office experts and the other with primary school supervisors.

3.5. Pilot Study

The instruments of the study was tested by principals and supervisors those have an experience about research and they didn't participate in the actual study. The piloting is to ensure clarity of the final instruments for the actual data collection. The purpose of this pre-testing is to assist in finding out any weakness that might be contained in the instruments of the study.

3.6. Data Collection Procedure

The researcher was obtained a letter from the Addis Ababa University that allows researcher to go to the field. The researcher made appointments with principals of the sample schools to notify and request for permission to carry out the study in their schools and arranged for the dates for data collection.

The researcher administered the instruments to the respondents who was given ample time to respond to the questions. This is to ensure achievement of a good return ratio and help respondents to get a chance to seek clarification on items which proved difficult.

3.7. Data Analysis Method

Primary data from the respondents was edited to eliminate errors made. Coding was done to translate question responses into specific categories. Coding was expected to organize and reduce research data into manageable summaries. Quantitative data was analyzed using descriptive statistics while content analysis a technique was used to analyze qualitative data collected using interview schedules. Statistical Package for Social Sciences (SPSS) version 20. was used to analyze the quantitative data. Descriptive statistics such as frequencies and percentages was used to describe the data. The data was presented in form of tables, pie-charts and bar graphs where applicable.

Chapter Four: Data Presentation, Analysis and Interpretation

This chapter illustrates the interpretation of the present study that emerged out of the data presented and analyzed from the sample respondents. The descriptive statistics like mean, standard deviations, frequency, and percentage. Moreover, data was also presented using tables.

The overall response rate for the questionnaire was 80 (88.9%). This indicates that the number of non-respondent rate which was 11.1% has insignificant effect on the study.

4.1. Background Characteristics of the Respondents

The descriptive statistics in terms of utilizing frequencies, means, standard deviations and percentage of the background data analysis characteristics and variations among participants presented in the table below.

Table 1: Personal Background Information (n=80)

Gender		T	%
	Male	60	75
	Female	20	25
Age	21-30	48	60
	31-40	21	26.25
	41-50	7	8.75
	More than 51	4	5
Marital Status	Married	55	68.75
	Widowed	1	1
	Single	22	27.5
	Divorced	2	2.5
Family Members	0	14	17.5
	1-3	45	56.25
	4-6	18	22.5
	Above 6	3	3.75

Among respondents who directly take part in this study majority 60 (75%) of them were male and the remaining 20 (25%) of them were female. This implies that in Laga Tafo Laga Dadi Adimistiration town in primary school the gender bias the majority of teachers are male while the minorities of teachers are female. The gender equity among teachers is not addressed accordingly.

Regarding their age distribution, majority 48 (60%) of respondents were found at the age between 21- 30 whereas 21 (26.25%) of them were found between 31- 40 years and only four of respondents were above 51 years.

With regard to the marital status of respondents majority 55 (68.75%) of them were married, 22 (27.5%) of the respondents were bachelor, two of respondents family were divorced and only one of the respondents had lost his life partner which means widowed.

Majority 45 (56.25%) of respondents possess one to three family size, 18 (22.5%) of them have a family size of four to six whereas 14 (17.5%) of them didn't have family and only three of the respondents have seven family members which is considered to be the highest relative to others.

Table 3: About Qualification, Service Year and Carrier Structures

Qualification		T	%
	Certificate	1	1.25
	College diploma	40	50
	Bachelor's degree	39	48.75
Experience in years	0-5	22	27.5
	5-11	30	37.5
	12-17	17	21.25
	18-24	8	10
	Above 24	3	3.75
Career Structure	Beginner	10	
	Junior	28	35
	Teacher	16	20
	Higher teacher	16	20
	Associate lead	5	6.25
	Lead	2	2.5
	Senior lead I	3	3.75

Descriptive statistical Report

Concerning academic background of respondents none of them were no graduate since the respondents of this study were teachers that were expected more qualified. Therefore, based on the grade level they teach, all respondents were found to be at least more than certificate holders. Accordingly, almost equivalent number of respondents 40 (50%) and 39 (48.75%) of them were

diploma and degree level whereas only one individual was graduated in certificate. There was no postgraduate respondent as well.

Comparatively, majority 30 (37.5%) of respondent teachers had work experiences of 6 – 11 years, 22 (27.75%) of them had experience of 0 -5 years. Again, 17 (21.25%) of respondents had work experience of 12 – 17 years whereas only eight of them had experience of 18 – 24 years and three of respondent teachers were senior to the remaining teachers with work experience of more than 25 years in teaching profession.

In relation to their professional carrier structures, eight carrier structures allowed for teachers; even though the last one is not implemented yet. On this basis, 28 (35%) of respondents were junior teachers, equivalently, 16 (20%) of them were teachers and higher teacher respectively, five were assistance lead teachers, a few two of them were lead teachers and only three of them reached on the carrier structure of higher lead teacher I.

4.2 Motivational factors and school performance

Table 4. Satisfaction of Respondents with Leadership of Supervisor and Principal

No	Items	Mean	N	Std. Deviation
1	I am well satisfied with the leadership I have been getting from supervisor.	2.1750	80	1.02839
2	My school leaders initiates me to do my work effectively with in challenge condition	2.26	80	1.07614
3	My school leaders guides me to achieve the annual educational goals specifically students' academic achievement	2.3750	80	1.01102
4	School leaders guide teachers to focus on learners	2.2875	80	1.05775

Hint: Mean Value Measurement: Below 1.5 Strongly Disagree, 1.5-2.49 Disagree, 2.5-3.49 Neutral,

3.5-4.49 Agree and Above 4.49 Strongly Agree.

Table 4 shows that for all items of leadership of supervisor and principal the mean value is 2.28, and a standard deviation of 1.04, which indicates that leadership of supervisor and principal were, demotivates teachers. The individuals' behavior and training capacity of supervisors and principals must go in order to enhance the professional ethics of teachers and development of education sector.

According to Parasad (2007) the type of supervision and leadership style affects job satisfaction, but the degree attached to individual differences. In employee oriented supervision and leadership style there is more concern for people and provides them more satisfaction whereas, in job oriented supervision and leadership style it is more emphasis on the performance of the job and employees secondary, decreases job satisfaction. The predominant view has focused on the situational context supervision and leadership as a cause of satisfaction and has argued that high-performance work practices and thus a positive working climate foster employee satisfaction (Bowen and Ostroff, 2004). Again Michael (2012) citing Nzuve (1999) indicates that effectiveness of leaders' behavior is measured by the degree to which the manager meets both the organizational goals and satisfies the employee needs. If the workers' deem the supervisory leader unworthy and incompetent it becomes frustrating to them thus producing job dissatisfaction. Furthermore, Tsegaye (2011) conducted a research on job satisfaction status of trainers found that of the respondents were dissatisfied with the formal recognition program and accomplished by supervisors and coworkers.

Other conditions limiting the effectiveness of headmasters to improve teacher motivation include weak management systems for headmasters, overly tight fiscal management policies, and constrained powers of headmasters' vis-à-vis teachers (Mpokosa and Ndaruhutse, 2008).

In Lesotho, teachers' professional relationships with supervisors are critical for teacher motivation and outweigh the influence of pay and facilities on motivation (Urwick, Mapuru and Nkhobotin, 2005).

Table 5. Recognition Given for Teaching Activities by Concerned Bodies

No	Items	Mean	N	Std. Deviation
1	Teaching has high rank in the society	2.9000	80	1.17570
2	The recognition for work done well provided from my leaders initiate me to do more and effective	3.4750	80	1.21150
3	The recognition given to teaching profession from the society satisfies me	2.8375	80	1.21638
4	I am satisfied with the prestige/ respect I have with in administrative town	3.9000	80	.89443
5	My supervisor give me recognition for the job done well	2.3375	80	1.29208
6	The administrative town leaders give me great recognition and value to me	2.1250	80	1.37219

Hint: Mean Value Measurement: Below 1.5 Strongly Disagree, 1.5-2.49 Disagree, 2.5-3.49 Neutral, 3.5-4.49 Agree and Above 4.49 Strongly Agree.

Table 5 show that for all items of respecting given for teaching activities by society the mean value is 2.9 and a standard deviation of 1.19, which indicates that it was relatively in better condition, which approaches to 3 values which is moderate. Moreover, recognition given for teachers by supervisors and administrative town the mean value of 2.3 and of Std 1.3, and 2.13 and 1.37 respectively, which shows that the did not recognized and valued. The political commitment of the reader concerning education was low. This must be checked again in order to give recognition and acceptance of teachers' profession according to the rule of land and recommendation on the status of teachers.

- ❖ For analysis purpose interview and focus group discussion (FGD) coded as P₁, P₂, P₃, P₄, P₅ for interview and S, E for focus group discussion.

Information gathered from interviewers concerning recognition.

“Most of the interviewers said that no recognition has been given for hard working teachers by stakeholders but, P₁ said that his school gave recognition for hard working teachers at the end of year. All interviewers said that recognition is important to motivate teachers to do their work effectively”. (P1, P2, P3, P4, P5, May 6, 2019)

According to Kreisman (2002), if an organization does not recognize the individual's need and desire to grow, then development becomes a primary reason for resignation.

In addition, sometimes teachers may simply not have a good relationship with the community surrounding their school, and this can be especially true in hierarchical societies with large gaps between teachers and the students and community (Ramachandran and Pal, 2005). Many teachers feel that another way to increase societal respect for teaching is to improve the public image of their profession by making the public more aware of the actual conditions they face (Tudor-Craig , 2002).

Table 6. Salary of Teachers and Their Level of Satisfaction

No	Items	Mean	N	Std.
1	My salary enhances my status	1.4750	80	.84156
2	My salary improves my commitment	1.5125	80	.84184
3	My salary is appropriate for my experience	1.6582	80.	1.17545
4	I am satisfied with the present salary	1.6125	80	.92084
5	My salary covers all basic needs	1.2785	80	.74999
6	My salary equivalent with the input I afford to the job	1.3000	80	.70081
7	My monthly salary satisfies, to participate in social affairs with confidence	1.3500	80	.78111
8	I would like to search other means of income generating activities for my life	4.3250	80	.93829

Hint: Mean Value Measurement: Below 1.5 Strongly Disagree, 1.5-2.49 Disagree, 2.5-3.49 Neutral,

3.5-4.49 Agree and Above 4.49 Strongly Agree.

Regarding salary table 6 shows that, the mean value is 1.46 and the Std of 0.99. This indicates that the mean value is below average, and teachers were demotivated with this factor. In addition, the mean value 4.32 and Std. 0.94 shows that teachers need additional part time work to improve their income.

Information from interview gave that motivation of teachers became less gradually towards students' academic performance. Recently, teachers cannot fulfill their basic needs due to financial incapacity. (P1, P2, P3, P4, P5, May 6, 2019)

Gedefaw (2012) in his study indicated that government and public secondary school teachers of Addis Ababa were dissatisfied with different factors. Among those factors, salary and benefits were the most prominent one with 87.3% dissatisfaction and only 13.7% satisfaction

In developing countries like Africa, teacher salaries are generally low; corresponding to Maslow's hierarchy of needs, lack of a living wage can undermine the foundation of basic need fulfillment teachers require before they can focus on improving their work. When teachers do not have enough money to live, they often resort to secondary employment activities, which can undermine their motivation to perform in their primary job and lead to increased absenteeism (Methodological Guide for the Analysis of Teacher Issues, 2010) One such secondary employment activity, private tutoring, can be especially harmful to student achievement, or at least the distribution of student achievement, when teachers cut back on teaching part of the curriculum in school in order to generate demand for their tutoring services out of school (Bennell and Akyeampong, 2007).

Besides resorting to secondary employment, teachers who earn poverty wages are often unable to eat properly before coming to school (Bennell and Akyeampong, 2007).

Low pay also alters the profile of those who are most motivated to become teachers, as the opportunity cost of joining the poorly-paid teaching force is lowest for the unskilled, inexperienced, women, and those from rural areas (Umansky and Vegas, 2007).

Table 7 Incentives and Fringe Benefits of Teachers

No	Items	Mean	N	Std.
1	I enjoy with the benefit earned from education sector as other sectors' offer to their employee	1.7375	80	1.00308
2	Pay incentives would improve teacher morale	3.9000	80	1.13182
3	The summer vacation taken from school satisfies me	3.6000	80	1.08616
4	I have life satisfaction being in this profession	2.5750	80	1.34799

Hint: Mean Value Measurement: Below 1.5 Strongly Disagree, 1.5-2.49 Disagree, 2.5-3.49 Neutral,

3.5-4.49 Agree and Above 4.49 Strongly Agree.

Regarding pay incentives, fringe benefit and satisfaction with their profession table 7 shows that, the mean value is 3.36 and the Std of 1.19. This indicates that the mean value is moderate, and teachers were moderate satisfied with this factor. Moreover, the above table describes that teachers didn't get equivalent benefits with other sectors.

Gedefaw (2012) in his study indicated that government and public secondary school teachers of Addis Ababa were dissatisfied with different factors. Among those factors, salary and benefits were the most prominent one with 87.3% dissatisfaction and only 13.7% satisfaction

Table 8 Teachers Promotion and Advancement

No	Items	Mean	N	Std.
1	I am well satisfied being promoted to a better position	2.0875	80	99612
2	I have an opportunity to advance my education status	3.3750	80	1.12930

Hint: Mean Value Measurement: Below 1.5 Strongly Disagree, 1.5-2.49 Disagree, 2.5-3.49 Neutral,

3.5-4.49 Agree and Above 4.49 Strongly Agree.

Table 8 illustrates that teachers were moderately satisfied with educational opportunity that consists mean value 3.38 and standard deviation of 1.13. Teachers' promotions were dissatisfying factors in Laga Tafo Laga Dadi administrative town.

Furthermore, Tessema (2006) found that there is a positive relationship among the promotion practices and job.

Table 9 Organization Policy and Autonomy

No	Items	Mean	N	Std. Deviation
1	School policies, rules, regulations and procedures satisfies me	3.8500	80	1.18107
2	I have a great chance to participate in the supervisory decisions that affect my job and benefit	2.6500	80	1.36965
3	I am being empowered on my job without interference	2.4625	80	1.26234
4	Individual differences respected at my school	4.1750	80	.79197
5	I agree with the goals of the curriculum	2.7375	80	1.44733

Hint: Mean Value Measurement: Below 1.5 Strongly Disagree, 1.5-2.49 Disagree, 2.5-3.49 Neutral,

3.5-4.49 Agree and Above 4.49 Strongly Agree.

The mean value 3.85 and Std 1.18 School rules and regulations were satisfactory related factors in table 9 indicates that teachers in Laga Tafo Laga Dadi administrative town were satisfied with it. From the items listed to measure these factors individual differences respected at the school more satisfied teachers than other items, to the contrary empowered without interference has the lowest score of 2.46 mean values. This shows that teachers academic right is violated where there is interference.

According to Tessema and Soeters (2006), designation without autonomy and participation is like establishing many rules but no implementation of those rules. Thus, empowerment is one of

human resource practices that effect job satisfaction because every employee cannot be motivated and satisfied with financial incentives. Some people are interested in authority and self-actualization and they do not give more importance to the financial benefits but more like self-respect.

Table 10 Interpersonal and Social Relations

No	Items	Mean	N	Std. Deviation
1	I frequently collaborate with other teacher and staff	3.9625	80	.98654
2	At my school the students respect the teachers	2.1875	80	1.36032
3	I have good relationship with my supervisor	2.0625	80	1.37190
4	I have good relationship with my staff (co-workers)	4.0625	80	1.04753
5	I have good relationship with the students	2.4750	80	1.34046
6	I worked with the school leaders in harmony	4.0250	80	96751

Hint: Mean Value Measurement: Below 1.5 Strongly Disagree, 1.5-2.49 Disagree, 2.5-3.49 Neutral,

3.5-4.49 Agree and Above 4.49 Strongly Agree.

From the above table we observe that the mean value of teachers collaborates Staff relationship with each other and cooperative with school leaders were above 3.96. It indicates that teachers were satisfied with interpersonal or social relationship, which shows teachers were working in harmony with their leaders, staff, and co-workers. Moreover, the highest mean value registered for an item 4 with a mean of 4.06, to the contrary the weak relationship between the teacher and supervisors observed with the mean value of 2.06 which indicates dissatisfaction.

In the focus group the participants raised the absences of house and transport allowance, and the low level of societal respect do to their asset are the major hindrances to teachers' motivation. (S1, S2, S3, May 7, 2019)

In Ethiopia, institutional problems undermining teacher motivation include frequent policy changes, lack of merit-based promotion, irrational deployment, weak relationship between

teachers and directors, and lack of support from Regional Education Bureaus (How Much is a Good Teacher Worth? A Report on the Motivation and Morale of Teachers in Ethiopia

Green (2000) as cited in Admasu (2007) expressed that many individuals' and social need could be satisfied through favorable interactions with coworkers and managers at work. Hence, job satisfaction is significantly affected by the quality of the relationship of employees with coworkers in the work environment who might act as the role model.

Table 11. Working Place Safety and Suitability

No	Items	Mean	N	Std. Deviation
1	I have adequate& available resources enables me to do my job	2.0750	80	1.28058
2	The physical working conditions are very good	2.0750	80	1.13377
3	The school environment has safe work condition to do my job	2.2875	80	1.37052
4	I have enough time to participate in any social affairs	3.6125	80	1.14177

Hint: Mean Value Measurement: Below 1.5 Strongly Disagree, 1.5-2.49 Disagree, 2.5-3.49 Neutral,

3.5-4.49 Agree and Above 4.49 Strongly Agree.

Table 11 of work place safety and suitability related factors show that the mean value items is 2.5. This indicates that teachers were moderately satisfied with this factor. Among the items, item number 4, have the highest mean value in which teachers were satisfied with it. Whereas an item 1and 2 revealed the least mean value of2. 07, which indicates the scarcity of resource and lack of suitable work place demotivates teachers.

From the interview conducted as part of research school environment for effective teaching learning process was inadequate and this problem hinder the teaching learning process and solved by popular participation of all stakeholders (P1, P2, P3, P4, P5, May 7, 2019). This was justified by different scholars' as following.

According to Clements-Croome (2000), environment in which people work affects both job performance and job satisfaction.

Dilani (2004) adds that, researchers are increasingly finding links between employee health and aspects of the physical environment at work such as indoor air quality and lighting.

According to Macfie (2002), it is important for management's effort to create a working environment where everyone is highly motivated and feels valued.

Kazeem (1999) has recommended that greater attention should be given to improving work-related conditions of teachers to improve the quality of education.

Luthans (1998) argues that if people work in a clean, friendly environment they will find it easier to come to work.

According to Bishay (1996), the working environment of teachers also determines the attitude and behavior of teachers towards their work. He indicates that research has shown that improvement in teacher motivation has a positive effect on both teachers and learners.

Ngidi and Sibaya (2002) found that, in disadvantaged schools, working conditions are often not conducive to teaching and learning.

Table 12 Training and Development

No	Items	Mean	N	Std. Deviation
1	The school leaders trains, and guides me for fulfilling my professional gap	2.4375	80	1.17832
2	Woreda educational bureau give me training for fulfilling my professional gap	2.2375	80	1.27531
3	Training among teachers improves their job satisfaction thus improving their performance	3.8125	80	1.29355
4	Availability of training opportunities among teachers motivates them to perform	3.1750	80	1.36665

Hint: Mean Value Measurement: Below 1.5 Strongly Disagree, 1.5-2.49 Disagree, 2.5-3.49 Neutral,

3.5-4.49 Agree and Above 4.49 Strongly Agree

From the above table the mean value and Std. of item 1 and 2 are 2.34 and 1.2 respectively and this shows training given by woreda education office and by school principals were below the average. In addition to this trained teachers are motivated to implement the curriculum and training improves teachers' motivation.

From the interview conducted as part of research no trainings has been give this from educational office. P2 said that I offered training for teachers but, those training was not efficiency. They said that trainings which were given before not related teaching profession rather than they were focusing on political issue. Due to this problem many teachers lose their interest to participating in the given trainings actively. If professionally related trainings are given, teachers will be highly motivated and develop higher interests towards their occupation.

In the focus group discussion the respondents mainly no discussed on the training offering for teachers. The school rarely prepares the trainings and could not pay for the trainees and trainers. The town educational office didn't give training for teachers at least once a year concerning teaching learning processes due to lack of budget and commitment. This negatively affects their motivation. In the discussion most of the participants explained that if professional related trainings offered for teachers, they will be motivated and courage. All agreed that TOT is motivational factor if it is properly rendered and paid for the participants. (Ex, May 5, 2019), (S, May 7, 2019)

According to Walsh and Taylor (2007), several studies show that training activities are correlated with productivity and retention.

According to Gustafsson, (2003), it is a complex task to define teaching practices that have an impact on student performance since what counts as an effective teaching strategy varies by student age group, personality, learning ability and social background, and different strategies call for different teacher skills.

Varga (2007) stated that some of the factors characterizing education in schools (class size, expenditure per pupil) do not have demonstrable effects on student performance while teacher quality (as measured by skills, knowledge and qualifications) plays a decisive role in students' progress.

In-service training (INSET) in particular can increase teacher morale, especially when combined with mentoring and observation, and lead to improved student outcomes (Ginsburg, 2009).

When committed, skilled teachers do enter the system, they face few opportunities for promotion and only infrequent, low quality training that fails to give teachers the tools to overcome their classroom challenges (Ramachandran and Pal, 2005)

Table 13. School Performance and Achievement

No	Items	Mean	N	Std. Deviation
1	I am feeling success in my school performance	1.7750	80	.69309
2	I place top priority on student academic performance	2.4375	80	1.33922
3	The students' enrollment rate was excellent	4.4000	80	.49299
4	The students' completion rate is high	3.3625	80	1.38932
5	The students' academic result in regional , and grade level was excellent	2.3375	80	1.13566

Hint: Mean Value Measurement: Below 1.5 Strongly Disagree, 1.5-2.49 Disagree, 2.5-3.49 Neutral,

3.5-4.49 Agree and Above 4.49 Strongly Agree

Table 13 of the general level of the school reveals that the schools performance were not succeed in items number 1, 2, and 5, with a mean of 1.77,2.4 and 2.34, respectively. Respectively, Students enrollment and completion rate is high with mean value 4.4 and 3.36.

In addition, the focus group discussion with the education office expertise assure that in the 2010 E.C (2017/2018) academic year the school performance not successful regarding decreasing repetition and dropout rate, and increasing students' academic achievement. The education office experts revealed that in 2016/2017 and 2017/2018 academic years' school performance outcomes indicators particularly dropout rate increased from 3.6 to 5.1% and repetition rate increased from 3.1 to 5.5%. In addition, grade eight, ten and twelve students result also decline. Generally the school performance not successful because of many problems such as, lack of motivation of teachers, lack of commitment of stakeholders, low living standard of teachers, lack

physical infrastructure and facilities. (Ex, May 6, 2019) (S, May 7, 2019). From this the information gathered by questionnaire and got from focus group support each other.

In generally the researcher identified the following problems from information gathered by questionnaire, interview and focus group discussion.

- Low salary of teachers. Regarding salary table 6 shows that, the mean value is 1.46. This indicates that the mean value is below average, and teachers were demotivated with this factor
- Lack of reward and recognition of teachers. Table 5 show that recognition given for teachers by supervisors and administrative town the mean value of 2.3 which shows that the did not recognized and valued
- Lack of physical infrastructure and facilities. Table 11 of work place safety and suitability related factors show that the mean value items one and two revealed the least mean value of 2. 07, which indicates the scarcity of resource and lack of suitable work place demotivates teachers.
- Lack of professional training related training for teachers. From table 12 the mean value of item 1 and 2 are 2.34 and 1.2 respectively and this shows training given by woreda education office and by school principals were below the average.
- Weak educational management such as educational board.
- Educational performance of students declined.

Chapter Five: Summary, Conclusion and Recommendations

5.1. Summary of Major Findings

The main objective of this study was to investigate the relationship between teachers' motivation and school performance in government primary schools of Laga Tafo Laga Dadi town administration. In order to attain the specific objectives , and answer basic questions on the level of teachers' motivation, relationship between teachers' motivation and school performance, and major factors affecting teachers' motivation. Data collection instruments like questionnaire, interview, and focus group discussions were developed and employed. The study was carried out on government primary school teachers, principals, and supervisors at Laga Tafo Laga Dadi administrative town. In addition, education office expertise considered as the sample of the study. The rate of response for the questionnaire presented was 80 (88.9%) for teachers. Finally, the data obtained were encoded, tabulated, analyzed, and interpreted quantitative and qualitative using descriptive statistics.

Research Question

1. To what extent are teachers motivated with their job in Laga Tafo Laga Dadi administrative town primary government schools?
2. What is the relationship between teachers' motivation and school performance in government primary schools of Laga Tafo Laga Dadi administrative town?
3. What are the major factors affecting teachers' motivation in primary government schools of Laga Tafo Laga Dadi administration town?

As the result, the following major findings were drawn:

- ❖ Teachers are unmotivated because of their low salary and fringe benefits equivalent to the effort they exert on education
- ❖ Scarcity of resource and suitable work place.
- ❖ Lack of equivalent promotion.
- ❖ Due to interference teachers academic right was violated.

- ❖ There was lack of on job training.(TOT)
- ❖ Lack of popular participation of education stakeholders
- ❖ Educational performance of students declined because of teachers' demoralization.

5.2 Conclusion

To conclude the findings, teachers' job satisfaction and school performance challenged as a result of different factors related to teachers. Moreover, it also indicated that certain helpful interventions were needed in satisfying teachers' basic needs using salary, incentives and fringe benefits. In addition, the recognition from the society to this profession should need special attention, considering the situation in turn affects school performance.

5.3 Recommendation

Based on the major findings of this study, the researcher of this study would like to forward the following recommendations with the aim of contributing for improvement education quality.

- ❖ Some schools are not well equipped with educational resources; therefore, concerned bodies such as, government, NGOs, CBOs, CSOs FBO may take action by working jointly for sustainable development of education sector.
- ❖ Teachers and their organization ought to work to protect their professional duty.
- ❖ School leadership and supervision have some gaps; so that school principals, supervisors and teachers should work cooperatively for the same goal.
- ❖ The educational leadership training and assignment need to be on professional based.
- ❖ Specially now days, teachers have no job satisfaction because of many reasons; consequently, to overcome this problems the researcher recommends that fulfilling infrastructure, building psychological motivation and enhancing teaching and learning process is vital to be successfully in achieving the educational goals government and concerned body should be participate.
- ❖ Participants of the study also argued on that teachers' value is undermined and their replaceable contribution is not recognized; hence, recognition of teachers' activity and

their profession should take as part of the solution to overcome the great threat on education quality.

- ❖ Many schools were found to be unsafe and not suitable for working place; therefore, it should be facilitated, and made attractive for all school communities with special emphasis and care for students for loving their schools and the educational sector.
- ❖ The interest of students to learn and study have been declined; to reverse this attitude and situation education should priority and value to initiate the teachers motivation.
- ❖ The overall government police, political commitment and budget allocation may be revised in order to solve problem of quality education Vs teachers' salary and incentive.
- ❖ There is a strong need to create awareness in the society to recognize the status and important role of teachers in education of students. Mass media needs to be mobilized. Radio and T.V programs can better achieve this target. Print media can also be used to achieve this end.
- ❖ Teachers are the backbone of the educational institutes and future of our nation lies in their hands. In order to improve the quality of education, there is a dire need to spend on the teacher training, which in return may provide quality education.

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Appendices

Appendix – A Questionnaire Guide Questions

Addis Ababa University

College Of Education and Behavioral Studies

Educational Planning and Management Department

School Leadership Program (MA)

Questionnaire to be filled by School Teachers

Dear Teachers:

I am a postgraduate student pursuing a Master of School Leadership program (MA) at Addis Ababa University. The purpose of this questionnaire is to gather information concerning, **“Factors Affecting Teacher Motivation in Government Primary Schools of Laga Tafo Laga Dadi administrative town”**. Therefore, you are kindly requested to respond to all the items in questionnaire. This information will be used only for academic purposes. There are no right and wrong answers and what is needed from you is to show the level of your personal opinion in each item.

This questionnaire has three parts.

Part one about personal information, part two close ended questions of five-point scale and finally part three will be presented with open ended question. Each part has its own instruction. Please read each item carefully and give your response accordingly.

Your name will not be mentioned.

Thank you in advance.

Part I. Personnel Background Information

This part of the questionnaire will about your personnel background, please react to the items according to the question. For an items having an option circle your choice.

1. Region: _____ Zone: _____ woreda: _____
2. Name of the school from _____
3. Gender : 1) Male 2) Female
4. Age : 1) 21-30 years 2) 31-40 years 4) 41-50 years 5) more than 51years
5. Marital status:
1) Married 2) Widowed 3) Unmarried 4) Divorced
6. Number of dependant family: 1) 0 2) 1-3 3) 4-6 4) more than 7
7. Your highest academic qualification(Educational level):
1) Non graduate 2) Certificate 3) Diploma 4) Degree 5) Master
8. How long have you been teaching in year/s including this year? Circle your choice.
1) 0-5 2) 6-11 3) 12-17 4) 18- 24 5) more than 25
9. Your career structure:
1) Beginner teacher 2) Junior teacher 3) Teacher position
4) Higher teacher 5) Assistant lead teacher 6) Lead teacher 7) Higher lead teacher
10. How long have you worked in teaching profession (Year service in teaching)
1) 0-5 2) 6-11 3) 12-17 4) 18- 24 5) more than 25
11. Subject you graduated: _____
12. Subject you teach: _____
13. Grade level you teach: _____

Part II. Specific Items on Different Job Satisfaction Factors and school performance

Each item has a scale with the following values:

1= strongly disagree, 2= disagree, 3= neutral, 4 =agree, 5= strongly agree Select and put a (✓) mark on each space given which best shows how you feel about your opinion.

No	Items	1	2	3	4	5
1	Leadership, Supervision,					
1	I am well satisfied with the type of leadership I have been getting from supervisor					
2	My school leaders initiates me to do my work effectively with in challenge condition					
3	My school leaders guides me to achieve the annual educational goals specifically students' academic achievement					
2	Recognition	1	2	3	4	5
1	Teaching has high rank in the society					
2	The recognition for work done well provided from my leaders initiate me to do more and effective					
3	The recognition given to teaching profession from the society satisfies me					
4	I am satisfied with the prestige/ respect I have with in administrative town					
5	My supervisor give me recognition for the job done well					
6	The administrative town leaders give me great recognition and value to me					
3	Salary	1	2	3	4	5
1	My salary enhances my status					
2	My salary improves my commitment					
3	My salary is appropriate for my experience					

4	I am satisfied with the present salary					
5	My salary covers all basic needs					
6	My salary equivalent with the input I afford to the job					
7	My monthly salary satisfies, to participate in social affairs with confidence					
8	I would like to search other means of income generating activities for my life					
4	Incentives, Fringe benefits	1	2	3	4	5
1	I enjoy with the benefit earned from education sector as other sectors' offer to their employee					
2	Pay incentives would improve teacher morale					
3	The summer vacation taken from school satisfies me					
4	I have life satisfaction being in this profession					
5	Promotion and Advancement Related	1	2	3	4	5
1	I am well satisfied being promoted to a better position					
2	I have an opportunity to advance my education status					
6	Organization Policies and Autonomy	1	2	3	4	5
1	School policies, rules, regulations and procedures satisfies me					
2	I have a great chance to participate in the supervisory decisions that affect my job and benefit					
3	I am being empowered on my job without interference					
4	Individual differences respected at my school					
5	I agree with the goals of the curriculum					
7	Interpersonal/ Social Relations	1	2	3	4	5
1	I frequently collaborate with other teacher and staff					
2	At my school the students respect the teachers					
3	I have good relationship with my supervisor					
4	I have good relationship with my staff (co-workers)					
5	I have good relationship with the students					
6	I worked with the school leaders in harmony					

8	Work Conditions	1	2	3	4	5
1	I have adequate& available resources enables me to do my job					
2	The physical working conditions are very good					
3	I have enough time to participate in any social affairs					
4	The school environment has safe work condition to do my job					
9	TRAINING AND DEVELOPMENT	1	2	3	4	
1	The school leaders trains, and guides me for fulfilling my professional gap					
2	Woreda educational bureau give me training for fulfilling my professional gap					
3	Training among teachers improves their job satisfaction thus improving their performance					
4	Availability of training opportunities among teachers motivates them to perform					
10	School Performance, Achievement	1	2	3	4	5
1	I am feeling success in my school performance					
2	I place top priority on student academic performance					
3	The students' enrollment rate was excellent					
4	The students' completion rate is high					
5	The students' academic result in regional , and grade level was excellent					

Part III. Open-ended questions

This part will present the open-ended questions to investigate the general teachers' job satisfaction. Please respond the items accordingly.

1. What are others factor affecting job motivation among teachers?

Appendix - B: An interview guide questions

Addis Ababa University

College Of Education and Behavioral Studies

Educational Planning and Management Department

School Leadership Program (MA)

IV. Interviews prepared for School Principals

Purpose: this interview is prepared for school principals to find out relationship between teachers' motivation and school performance. The result of this instrument will be used to supplement the data gathered from the teachers by questionnaire.

1. What are the major factors affecting teachers' motivation in your schools?
2. Do you think teachers of your school exert high level of their effort on behalf of the schools to minimize educational wastages and improve students' academic achievement?
3. Does educational bureau give training for teachers this year and do you believe that give training for teachers affect their motivation?
4. Is their reward system for teacher according to educational bureau and do you think the presence of reward system affect teachers' motivation?
5. Does the community engage in any type of activities to recognize or support teachers?
6. Do teachers generally teach in a school environment with adequate physical infrastructure and facilities?

Appendix - C: A focus group guide questions

Addis Ababa University

College Of Education and Behavioral Studies

Educational Planning and Management Department

School Leadership Program (MA)

V. Leading questions prepared for focus group discussion for education office expertise and teachers supervisors of administrative town.

Purpose: These focus group discussions are prepared for education office expertise and supervisors for triangulation and understand their perception about teachers' motivation and school performance. The result of this instrument is to show their views and others to give attention for the problems teachers and school face.

1. Does your bureau give training for teachers this year? How many?
2. Do you believe that give training for teachers affect their motivation?
3. Is their reward system for teacher according to your bureau?
4. Do you think the presence of reward system affect teachers' motivation?
5. What are the major factors affecting teachers' motivation in LagaTafo LagaDadi government primary schools
6. How do you see the extent of school performance in LagaTafo LagaDadi government primary schools from students' academic achievement, completion rate, dropout rates and repetition rates points of view?

Thank you very much!

Appendices A: Questionnaire Guide Questions

ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

EDUCATIONAL PLANNING AND MANAGEMENT DEPARTMENT

SCHOOL LEADERSHIP PROGRAM (MA)

Questionnaire to be filled by School Teachers(Gaafannoon kun barsisota mana barumsaatin guuttama.)

Dear Teachers :(kabajamoo barsiisaa/ttuu)

I am a post graduate student pursuing a Master of School Leadership program (MA) at Addis Ababa University(Ani barataa digirii 2^{ffaa} (MA) univarsiitii Finfinneeti) . The purpose of this questionnaire is to gather information concerning, **“Factors Affecting Teacher Motivation in Government Primary Schools of Laga Tafo Laga Dadi administrative town” Kaayyon gaafannoo kanaa raga dhimma “ Sababoota kaka’umsa barsiisota sadarkaa 1^{ffaa} Mana Barumsa Mootummaa Bulchinsa Magaala Laga Laafoo Laga Daadhii” keessatti argaman irratti dhiibbaa geessisan funaanuf.** Therefore, you are kindly requested to respond to all the items in questionnaire (Kanaafuu, ragaa kana akka naaf guuttan kabaja guddaadhadhan isin gaafadha). This information will be used only for academic purposes (Ragaan kun kan gargaaru dhimma qorannoo kana qofaaf). There are no right and wrong answers and what is needed from you is to show the level of your personal opinion in each item (Gaaffin sirrii fi dogongora hin jiru. Kan isin irraa eeggamu lakkoofsa yaada keenya ibsa jettan jalatti guutudha).

This questionnaire has three parts (Gaafannoon kun gosa sadii of keessa qaba). Part one about personal information, part two close ended questions of five point scale and finally part three will be presented with open ended question (1^{ffaa} raga keessan, 2^{ffaa} gaaffii cufaa qabxii shan jalatti guuttamu fi 3^{ffaa}n immoo gaaffii banaadha. Each part has its own instruction (Tokkon tokkon gosa gaafannoo ajaja mataa ofii qabu). Please read each item carefully and give your response accordingly (Adaraa seeran dubbisaatii guuta).

Your name will not be mentioned (Maqaa keessan barressuun hin barbaachisu).

Thank you in advance (Baay’ee galatoomaa).

Part I. Personnel Background Information (Raga nama gaafannoo guutuu)

This part of the questionnaire will about your personnel background, please react to the items according to the question. For an items having an option circle your choice.(Kutaan kun raga waa'ee keessanii itti guutan waan ta'eef deebii keessan itti maraa)

1. Region/naannoo: _____ Zone/godina: _____
woreda/Aanaa: _____
2. Name of the school from /Maqaa nana barumsaa _____
3. Gender/Saala : 1) Male/Dhiira 2) Female/Durba
4. Age/Umurii : 1) 21-30 years 2) 31-40 years 4) 41-50 years 5) more than 51years
5. Marital status/Haala gaa'ilaa:

1) Married/Kan fuudhe/Heerumte 2) Widowed/Kan du'aan addan bahan

3) Unmarried /Kan hin fuune/Hin heerumne 4) Divorced/Addaan bahan
6. Number of dependent family/ Baay'ina maatii bulchuu/tuu:

1) 0 2) 1-3 3) 4-6 4) more than 7
7. Your highest academic qualification(Educational level)/Sadarkaa barumsaa:

1) Non graduate/Kan hin eebbifamne 2) Certificate/Sertefikeetii 3) Diploma 4) Degree 5) Master/Digirii 2ffaa
8. Your career structure/Sadarkaa barsiisummaa:

1) Beginner teacher/B/saa jalqabaa 2) Junior teacher/B/ giddu galeessaa

3) Teacher position/ Barsiisaa 4) Higher teacher(B/saa olaanaa)

5) Assistant lead teacher (B/saa Gargaara dursaa)

6) Lead teacher (B/saa Dursaa 7) Higher lead teacher I (B/saa dursaa olaanaa 1^{ffaa})

8) Higher lead teacher II (B/Dursaa Olaanaa 2^{ffaa})

9. How long have you worked in teaching profession (Year service in teaching)/Barsiisummaan hammam hojjetan)

1) 0-5 2) 6-11 3) 12-17 4) 18- 24 5) more than 25

10. Subject you graduated/Gosa barumsa itti eebbifamttan:_____

11. Subject you teach/Gosa barumsa barsiistan: _____

12. Grade level you teach/Kutaa barsiistan:_____

13. Number of period you teach/Baay'ina wayiitii barsiistan:_____

Part II. Specific Items on Different Job motivation Factors and school performance
((Ajajni 2^{ffaa}n kun dhimma sababa kaka'umsa barsiisaa fi raawwii mana barumsaa kan ibsu)

Each item has a scale with the following values:

1= strongly disagree/baay'ee walii hin galu, 2= disagree/walii hin galu, 3= neutral/yaada hin qabu, 4 =agree/walii nan gala, 5= strongly agree/baay'een walii gala.
Select and put a (filadhuutii mallattoo kana lakkoofsa yaada keessan ibsu jalatti barreessa)() mark on each space given which best shows how you feel about your opinion.

No	Items/gosa gaaffii	1	2	3	4	5
1	Leadership, Supervision, /Hooggansaa fi Doowwinsa					
1	I am well satisfied with the type of leadership I have been getting from supervisor(Gorsaa fi hooggansa supervaayizara kiyya irraa argadhetti itti gammade)					
2	My school leaders initiates me to do my work effectively with in					

	challenge condition(Hooggansi mana barumsaa akkan ani rakkoo dandamadhee hojii koo seeran hojjedhu na jajjabeessu ykn nakakaasu)					
3	My school leaders guides me to achieve the annual educational goals specifically students' academic achievement (Hooggansi mana barumsaa akka ani galma mana barumsaa irra caalatti gahumsa barattootaa galmaan gahu naqajeelchu.					
2	Recognition(Beekkamtii)	1	2	3	4	5
1	Teaching has high rank in the society (Barsiisaan hawaasa keessatti iddoo olaanaa qaba.					
2	The recognition for work done well provided from my leaders initiate me to do more and effective (Beekkamtiin hooggantoota kiyya irraa hojii gaarii hojjedhee naaf kanname hojii kiyya akkan seeran hojjedhu nataasise.					
3	The recognition given to teaching profession from the society satisfies me (Beekkamtiin hawaasa keessaa barsiisotaaf kenname nagammachiise.)					
4	My supervisor give me recognition for the job done well(Beekkamtiin hojii gaarii hojjedhee suupervaayizera kiyya irraa argadhe)					
5	The administrative town leaders give me great recognition and value to me(Hooggantootni bulchiinsa magaala beekkamtii fi kabaja naaf kennan.)					
3	Salary(mindaa)	1	2	3	4	5
1	My salary enhances my status(mindaan argachaa jiru kabaja koo ol kaase)					
2	My salary improves my commitment(mindaan argachaa jiru kutannoo ani hojiidhaaf qabu cimse).					
3	My salary is appropriate for my experience(Mindaan koo muuxannoo hojii koo waliin walmadaala.)					

4	I am satisfied with the present salary(mindaa argachaa jiru na gammachiisa)					
5	My salary covers all basic needs (mindaan koo fedhii bu'uura hunda naaf guutati jira.)					
6	My salary equivalent with the input I afford to the job(mindaan koo humna ani baasa jiru waliin wal madaala)					
7	My monthly salary satisfies, to participate in social affairs with confidence (mindaan amma argachaa jiru dhimma hawaasummaa keessatti ofitti amanamummaan akkan hirmaadhu na taasise).					
8	I would like to search other means of income generating activities for my life(karaa galii dabalataa ittiin argadhu nan barbaada).					
4	Incentives, Fringe benefits (Faayidaa dabalataa garagaraa kan ibsu)	1	2	3	4	
1	I enjoy with the benefit earned from education sector as other sectors' offer to their employee(Akkuma hojjetaan biraa seektara isaa irraa faayidaa argatu anis seektara barnootaa irraa faayidaa gahaa argachaa jira)					
2	Pay incentives would improve teacher morale (faayidaa dabalataa barsisaan yoo argate kaka'umsi barsiisotaa ni dabala).					
3	The summer vacation taken from school satisfies me(daawwannaa gannaa manni barumsaa kiyya qoheesse nagamachiise)					5
4	I have life satisfaction being in this profession(barsiisaa ta'uu kootitti baay'een gammade)					
5	Promotion and Advancement Related (Guddinaa fi angoo ilaalchise)	1	2	3	4	5
1	I am well satisfied being promoted to a better position (Guddina olaana waanan argadheef baay'een gammade)					
2	I have an opportunity to advance my education status(barumsa koo fooyyeffachuudhaaf caraa baldhaatu jira)					

6	Organization Policies and Autonomy (Seera mana barumsaa ilaalchise)	1	2	3	4	
1	School policies, rules, regulations and procedures satisfies me (danbiin itti bulmaata,seera fi adeemsa manni barumsaa kiyya hordoofaa jiru hojii koo rakkoo tokko malee akkan hojjedhu na taasise).					
2	I have a great chance to participate in the supervisory decisions that affect my job and benefit (supervishiin irratti hirmaadhee yaada kennuuf carraa guddaan qaba.)					
3	I am being empowered on my job without interference (hojii kiyya dhiibbaa qaama biraatiin alatti of danda'ee hojichaa jira).					
4	Individual differences respected at my school (garaagarumman namaa mana barumsaa keenya keessatti kabajamaat jira).					
5	I agree with the goals of the curriculum(galma imaamanni barnootaa ka'e irratti walii nan gala)					
7	Interpersonal/ Social Relations(haala walitti dhufeenyaa kan ibsu).	1	2	3	4	5
1	I frequently collaborate with other teacher and staff(barsiisotaa fi hawaasa mana barumsaa kiyya waliin walitti dhufeenya gaariin qaba)					
2	At my school the students respect the teachers (mana barumsaa keenya keessatti baratoonni barsisotaa , hojjetoota fi barattoota biraa ni kabaju)					
3	I have good relationship with my supervisor(suupervaayizarii kiyya waliin walitti dhufeenya gaariin qaba)					
4	I have good relationship with my staff (co-workers) (Istaafii kiyya waliin walitti dhufeenya gaariin qaba).					
5	I have good relationship with the students (barattoota kiyya waliin walitti dhufeenya gaariin qaba).					
6	I worked with the school leaders in harmony(hogantoota mana barumsaa kiyya waliin walii galeen hojjedha)					

8	Work Conditions(haala mijataa iddoo hojii ilaalchisee)	1	2	3	4	5
1	I have adequate& available resources enables me to do my job (leecoleen manni barumsaa kiyya naaf dhiyeesse akkan ani hojii koo seera hojjedhu nataasise).					
2	The physical working conditions are very good (haalli mijataan manni barumsaa kiyya qabu baay'ee gaariidha).					
3	I have enough time to participate in any social affairs(dhimma haasummaa keessatti hirmaachuudhaaf yeroo gahaan qaba)					
4	The school environment has safe work condition to do my job (haalli nageenyaa mana barumsaa keenya keessa jiru akkan ani hojiikoo seeran hojjedhu nataasise).					
9	TRAINING AND DEVELOPMENT(haala leenjii fi guddinaa ilaalchisee)	1	2	3	4	5
1	The school leaders trains, and guides me for fulfilling my professional gap(Leenjii manni barumsaa koo naaf kenne hanqina koo akkan guuttadhu nataasise).					
2	Woreda educational bureau give me training for fulfilling my professional gap (leenjii waajjir barnootaa bulchiinsi magaala naaf kenne akkan hanqina koo guuttadhu nataasise).					
3	Training among teachers improves their job satisfaction thus improving their performance (barsiisaaf leenjii kennuun akka hojiisaatti gammaduu fi raawwin isaa dabaluu taasisa).					
4	Availability of training opportunities among teachers motivates them to perform (bariisaan leenjii akka argatu haalli yoo mijateef kaka'umsaan hojii isaa akka raawwatu taasisa).					
10	School Performance, Achievement(raawwii fi gahumsa)	1	2	3	4	5
1	I am feeling success in my school performance (gahumsa mana barumsaa kiyyatti nan gammada).					
2	I place top priority on student academic performance (xiyyeeffannon					

	ani gahumsa barattootatiif kennu guddadha).					
3	The students' enrollment rate was excellent (galmeen barattootaa baay'ee gaariidha).					
4	The students' completion rate is high (barumsa xumuuruun barattootaa ol aanaadha).					
	The students' academic result in regional, and grade level was excellent (qabxiin barattoonni dareetti galmeessisanii fi qorumsa naannoo kutaa 8 ^{ffaa} ti galmeessisan baay'ee gaariidha).					
5	Students dropout rate is declining (barumsa addaan kutuun barattootaa hir'atee jira).					
6	Students repetition rate is declining (kufaatiin ykn irra deebiin barattootaa hir'atee jira).					

Part III. Open ended questions(Gaafii banaa)

This part will present the open ended questions to investigate the general teachers' job motivation. Please respond the items accordingly. Gosti gaafannoo kanaa gaaffii walii gala rakkoowwan kaka'umsa barsiisaa irratti dhibbaa geechisan itti deebi'uudha. Haaluma kanaan akkaataa gaafatamtaniin deebii nuuf kennaa>

1. What are others factor affecting job motivation among teachers?
2. (Sababoonni biraa kaka'umsa barsiisaa irratti dhibbaa geechisan maalfaadha? Barreessa.
