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College of Education and Behavioral studies Department of
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**Determinants of Teachers' Work Motivation in Government
Secondary Schools at Yeka Sub City in Addis Ababa City of
Administration**

By

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Declaration

I declare that the study entitled “***Determinants of Teachers’ Work Motivation in Government Secondary Schools of Yeka Sub City, In Addis Ababa City of Administration***” is my original work and that all sources of materials used for the study have been duly acknowledged.

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List of Abbreviations and Acronyms

ETP	Education and Training Policy
MOE	Ministry of Education
UNESCO	United Nations Education, Science and Culture Organization
PTSA	Parent Teacher Student Association
TPA	Teachers' Profession Association
SPSS	Statistical Package for Social Science
ESDP	Education Sector Development Program
VSO	Voluntary Service Overseas
SDGs	Sustainable Development Goals

Abstract

The purpose of this study was to assess determinants of teachers' work motivation on their teaching profession in Government Secondary Schools at Yeka Sub City in Addis Ababa City of Administration. Embedded design was employed through quantitative and qualitative method. Stratified random sampling was used in teachers' career structure. Out of the total number of 606 teachers, 240 sample teachers were selected by calculating simplified formula. Primary and secondary data sources were used. Self designed questionnaires were used to collect data from teachers. Statistical Package for Social Sciences (SPSS, version 24) was used to analyze the quantitative data where descriptive statistics such as mean, frequencies, percentages, chi-square association test, binary logistic regression analysis and compared samples t-test analysis were used. The study found that teachers were de-motivated in various aspects of intrinsic and extrinsic factors. Even though, both intrinsic and extrinsic factors of motivation were statistically significant associated with teachers' work motivation, professional status, benefits & suitable working condition, advancement and achievement were highly affect to teachers' work motivation. Therefore, increasing professional status, benefits & suitable working condition, professional advancement and achievement were associated with an increased likelihood of exhibiting teacher's work motivation. But the value of salary, interpersonal relationship and school policy & administration, recognition, responsibility and work itself did not add significantly to the model. There was statistically significant difference between the intrinsic and extrinsic factors of motivation. Intrinsic factors of motivation were found to be higher than that of extrinsic factors of motivation. Therefore, intrinsic factors were more affects than extrinsic factors to teachers' work motivation. Marital status was found to be the statistically significant difference predictor of teacher's work motivation. Married teachers were more motivated than single teachers. From the findings of the study, it was concluded that professional status, benefits & suitable working condition, professional advancement and achievement were highly professional status, benefits & suitable working condition, advancement and achievement and marital status were the most determinant to teachers' work motivation. The study recommends that concerned educational stakeholders at all level should give a special attention for teachers' work motivation by respecting the status of teaching profession, creating suitable working condition, by giving freedom for their academic autonomy, as well as teachers' benefits like housing service, rewards and promotions should be fulfilled.

CHAPTER ONE

INTRODUCTION

This chapter presents an overview of the problems and its approach which covers the background of the study, statement of the problem, objectives of the study, the scope of the study, significance of the study, limitation of the study, definition of technical terms, ethical consideration and organization of the study.

1.1. Background of the Study

Motivation is a need or desire that energizes behavior and directs it towards a goal. Motivation is a process that starts with a physiological or psychological need that activates a behavior or a drive that is aimed at a goal. Every employee is expected to show increased and qualitative productivity by the managers. To achieve this, the behavior of the employee is very important. The behavior of the employees is influenced by the environment in which they find themselves. Finally, an employee's behavior will be a function of that employee's innate drives or felt needs and the opportunities he or she has to satisfy those drives or needs in the workplace.

As indicated Reuben, Badubi (2017), about motivation, at work places, reviews are done using appraisals and appraisals at work have predetermined standards, and their outcome may provoke an emotional reaction in the employee, and this reaction will determine how satisfied or dissatisfied an employee is. Good marks in reviews may reflect that an employee is satisfied and bad marks may reflect the opposite. In every employee,

motivation maybe because outside factors (extrinsic) such as rewards or within an individual (intrinsic), desire to do better.

As indicated (Desta, 2014) Research work, stated that teachers were the most important resources and the key figures for any changes (e.g., educational reforms) needed in schools (Desta, 2014). The provision of a high quality education system depends on high quality teachers (Jyoti & Sharma, 2009). As students' learning outcomes are highly dependent on the quality of instruction, teaching effectiveness has been explored in terms of teaching styles, teacher approaches to teaching, teaching practice and instruction behaviors in relation to teacher motivation factors (Butler & Shibaz, 2014). The quality of the teachers, their commitment, satisfaction and motivation are the determinant factors for the students to benefit from the education system. Teachers act as role-models, since they are the pillars of the society (Jyoti & Sharma, 2009) who help the students, not only to grow, but also to be the potential leaders of the next generation, and to shoulder the responsibility of taking their nation ahead.

As indicated by Jaiyeoba and Jibril (2008), satisfied and motivated teachers are important for any educational system. The success or failure of the education system depends mainly on satisfied teachers. Teachers spend a great amount of time with their students in class, and hence they have a significant impact on student achievement (Correnti, Miller & Rowan, 2002; Jyoti & Sharma, 2009).

Moreover, empirical studies (Mghana, 2013; Muhammad et al,2011) indicated that teachers were not satisfied with their socio economic status, choice of profession, student behavior, the salaries and fringe benefits, pension, medical and transport allowances. For

developed countries salary and other external motivational factors is not an issue for teachers' motivation while it is definitely a critical problem in developing countries particularly in sub-Saharan African countries including Ethiopia. Teachers' motivation is very essential to improve quality education that leads to the major implications on the development of productive labor force currently and in the future. The availability of competent teachers with the required knowledge, skill and attitude is a key factor for providing of quality of education, yet lack of job satisfaction may affect the productivity of even those well qualified and highly skilled directly or indirectly through burnout, absenteeism, apathy and turnover, all of which can lead to a lack of work continuity (Desta, 2014).

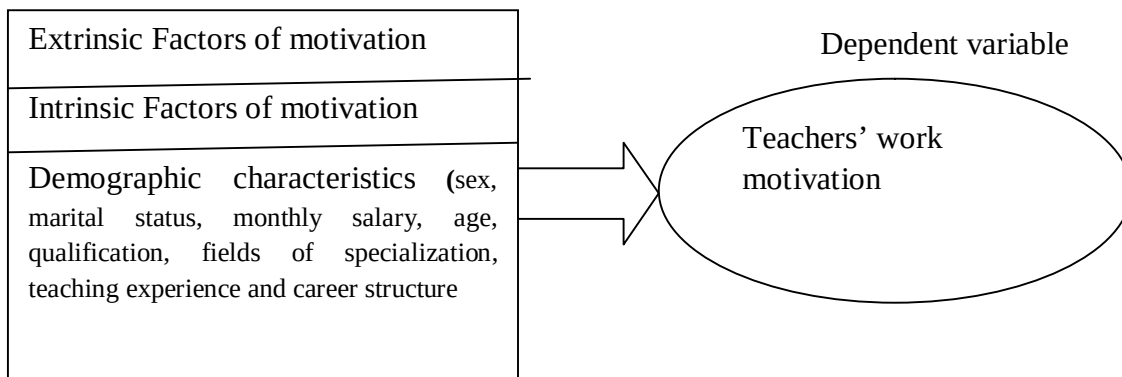
In Ethiopia, [Ministry of Education](#) was developed a new education policy in 1994, which was in effect of the complex problems of relevance, quality, accessibility and equity. In the policy stated that education, as a very important factor to human development, is of a high priority in the overall development endeavor of the government. The core messages of the Education and Training Policy remain education is a process by which we transmit, “experiences, new findings and values accumulated over the years... Education enables individuals and society to make all-rounded participation in the development process by acquiring knowledge, ability, skills and attitudes”.

Moreover, the Education and Training Policy of 1994 has, to date, been the inspiration for four medium-terms Education Sector Development Programmes (ESDP) and has passed through a series of successive, rolling Education Sector Development Programs (ESDP I-V). In ESDP V, document stated that the major priorities of the education and training

System, the one is promote effective leadership, management and governance at all levels in order to achieve educational goals by mobilizing and using resources efficiently.

Paradoxically, Ethiopia's economic development is largely dependent on an educated workforce, yet one of the greatest limitations to educational progress is a disadvantaged economy (Hoot, Szente & Tadesse, 2006). Fortunately, the Ethiopian government understands the value of education and currently dedicates a significant amount of resources towards its development at all levels. However, the quality of education is still very poor and the teachers' termination is increasing year to year. This indicates that teachers are not motivated in their teaching profession and they have a lack of commitment. Thus, this study was conducted to assess the current level of teachers' work motivation and factors which affect the teachers' work motivation in their teaching profession by investigating determinants of teachers' work motivation on the sub city level particularly at Yeka sub city government general secondary and preparatory schools (consists of six general secondary schools, two of them are both general secondary and preparatory, the only one is preparatory school) found in Addis Ababa City of administration. Teachers' work motivation is taken as dependent variable and demographic characteristics (sex, marital status, monthly salary, age, qualification, fields of specialization, teaching experience and career structure), intrinsic and extrinsic factors are independent variables for the study, hence the framework of the study is shown in figure.1

Figure 1. Conceptual Framework



Source: self construct

1.2. Statement of the Problem

There are many different layers, measures and levels of understanding of what drives teacher motivation (Richardson 2014) and how it impacts on teachers' behaviors and their teaching practice. Teachers have different intrinsic and extrinsic motivations for wanting to get into the profession, as well as, reasons for leaving or staying. (Richardson, 2014,P.11, cited in UNESCO-II CBA,(2017)) ,Teacher Support and Motivation Framework in Africa-- stated that there were frequent reports that teacher morale is low and declining as well as, teaching is not always a first-choice career option in Africa. The influential report on Teacher Issues in Sub-Saharan Africa (TISSA) underlined that the motivation of teachers is one of the critical factors affecting the quality of education across the continent.

On the World teachers' day 2018 program presented that despite teachers are the key to achieving quality education for all, teaching is still not widely regarded as a valued profession. Its low prestige impedes efforts to recruit and retain teachers in rich and poor countries alike. Thus, teachers must demonstrate to the public that teaching is a valued

profession by providing decent salaries and improving working conditions for educators at all levels of education.

It is believed that teachers are the first responsible and high role to take account in to the quality of education and the improvement of students academic and attitude performance. However, in Ethiopia the society even teachers have negative attitude to teaching profession and the capability of teachers also controversial. We understand from different annual data, the termination of teacher is high. This shows that more teachers dislike teaching profession and they didn't prefer teaching profession take as alternative choice. As observed from some schools, more teachers are studying in other field of specialization by self sponsor while working in teaching.

In MoE Education Statistics Annual Abstract (2010 E.C), document the attrition rate in secondary schools was summarized that it is about 6% nationally with female teachers being 9% and that of male teachers being 5%. The highest attrition rate was registered in Addis Ababa with 19%, followed by Afar with about 11% and in Oromiya with about 8%. In the document explored different reasons for this attrition rate, such as death, leaving the profession, prolonged sickness and retirement. From these reasons, 34% of attrition was in leaving from the profession at national level. In Addis Ababa, out of the total number of teachers who were leaving teaching profession, 268 were male and 45 were female teachers. According to Yeka Sub City Education Office as per data obtained that 49 teachers (male-39, female-10) teachers were left teaching profession from the study secondary schools in 2008-2010 E.C.(see annex-4)

In the study area, there are 706 teachers who working in nine government general secondary schools at Yeka sub city. In Yeka sub city education office annual report documented that 210 teachers were attended the up grading training, 24 teachers were recognized in sub city level, and 236 teachers were also served in housing service. However, 49 teachers (male 39, female 10) were left from their teaching profession and change to another profession, and out of 36 teachers who took licensing examination, only 14 teachers were passed the exam (Yeka Sub City Education office).

In this regard, several factors associated with teachers' motivation have been identified by different researchers conducted in different regions of the country. For instance, Alemu (2016), in Addis Ababa at Bolle Sub City Government Secondary Schools found that teachers were de-motivated in related with lack of recognition for good performance, lack of professional freedom, lack of merit based promotion, inadequate house allowance, Desta (2014), in South Nation Nationality and People of Regional State at Hadya Zone General Secondary schools found that the external factors have more influence than internal factors, Workineh & Tassew (2013) in Young Lives, Oxford Department of International Development (ODID), University of Oxford on Teacher Training and Development in Ethiopia Improving Education Quality by developing Teacher skills, Attitudes and work Condition study found that low salaries, given their low level of responsibility, low financial incentives, low parent and communities recognition to teachers and people do not have positive attitudes towards teaching profession.

However, some studies have certain limitation since they did not show the extent at which by how much these variables affect the teacher' work motivation on their teaching profession in the area, and hence, it gave less empirical evidence. Therefore, the relative

influence of determinants on teachers' work motivation has not been well investigated. Thus, this study may fill this gap by investigating the factors which are related to teachers are motivated or not motivated on their teaching profession and their association with the outcome variable using chi- square association test, logistic regression model and paired sample t- test model. Thus, the study was come up with the following basic research questions:

1. What is the current status of teachers' work motivation in government secondary schools of Yeka sub city?
2. Is there relationship between extrinsic factors of motivation and teachers' work motivation in government secondary schools of Yeka sub city?
3. Is there relationship between intrinsic factors of motivation and teachers' work motivation in government secondary schools of Yeka sub city?
4. Are there significant differences among teaches' sex, marital status, monthly salary, age, qualification, fields of specialization, teaching experience and career structure on teachers' work motivation?

1.3. Objective of the Study

1.3.1. General objective

To assess determinants of teachers' work motivation on their teaching profession in Government Secondary Schools at Yeka Sub City in Addis Ababa City of Administration.

1.3.2. Specific objectives

- To conduct the current status of teachers' work motivation in government Secondary Schools of Yeka sub city.

- To examine relationship between Extrinsic factors of motivation and teachers' work motivation in government Secondary Schools of Yeka sub city.
- To examine relationship between Intrinsic factors of motivation and teachers' work motivation in government Secondary Schools of Yeka sub city.
- To examine the significant difference between Teachers' Demographic characteristics (sex, marital status, monthly salary, age, qualification, fields of specialization, teaching experience and career structure) on teachers' work motivation in government Secondary Schools of Yeka sub city.

1.4. Scope of the Study

The study was conducted to assess determinants of teachers' work motivation in Government General Secondary and Preparatory Schools at Yeka Sub City of Addis Ababa City of Administration. The Sub City covers six general secondary schools, two general secondary and preparatory schools and one only preparatory school namely, Higher 12 Secondary school, Birhan Guzo secondary school, Tesfa Birhan secondary school, Millinnim secondary school, Karalo secondary school, Abado secondary school, Kokebe Tsibia secondary and preparatory school, Ediget Chora secondary and preparatory school, and Dejazmach Wondrad preparatory school. The reason why this sub city schools are chosen is because, the researcher has familiar with those schools in previous working time so that it makes for easy the data collection process.

1.4. Significance of the Study

The outcome of this study will be expected to generate useful information about the determinants of teachers' work motivation on their profession in the study area and will forward possible solutions. Therefore, it would have the following significances:

- It may help for school leadership and school community to understand about detriments of teachers are de-motivated or motivated on their teaching profession and to undertake remedial measures.
- It may contribute for educational planner to achieve their educational objectives by fulfilling the teachers' needs and increase their knowledge, skill and attitude to improve quality education.
- Finally, teachers and students will be the most beneficiary of this research. Because, if the teachers are motivated, they may try to aspire and committed to improve students' behavioral and academic result as far as it helps to educational planning and programs to design proper benefits for teachers .

1.6. Limitations of the Study

While the questionnaires distributed, some respondents have no willingness to fill their response and some were didn't respect the questionnaires returned on the appointment date and time. As well as insufficient skill for SPSS software were the limitations of the study.

1.7. Operational Definition of Terms

The following four important terms that were used in the study is defined on the basis of the context and relevance of the objectives of the study.

Motivation: a feeling of interest or commitment that makes somebody want to do something.

Secondary school: is structural system that includes general secondary education (Grades 9 and 10) and preparatory education (Grades 11 and 12) (MoE).

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

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

1.8. Ethical consideration

In this part, ethical considerations were discussed; those were taken during the study process. The researcher was providing the letter taken from the department about the research topic and asking permission (my annual leave) from human resource development and administration directorate to conduct the research.

Besides to this, researcher was telling the purpose of the study to the respondents, it is only for educational benefit purpose with full confidentiality. The cover letter of the questionnaires was including the purpose of the study and about confidentiality and necessary instructions for respondents. Whenever distribute the questionnaires, the researcher was ask the respondents of kindly request for giving the response of their answer.

1.9. Organization of the study

The study was organized with five chapters. The first chapter was consist of the background of the study, the statement of the problem with the basic questions, objectives of the study, scope of the study, significances of the study, limitation of the study, operational definitions, ethical consideration and organization of the study. The second chapter was discussed and organizes the review of related literature and related researches which include the concept, the theoretical and empirical aspects those relatives with the determinants of teachers' motivation and its findings.

Chapter three was contain research design and methodology, population, sample size and sampling techniques, data gathering tools, procedures of data collection and method of data analysis. Chapter four was concern with the result and discussion of the data and presentation by using a variety of statically procedures, and interprets the data using the method of data analysis. Finally, chapter five was discussed the major findings, conclusion and recommendation.

CHAPTER TWO

REVIEW OF LITERATURE

This chapter deals with the review of the literature concerning the determinants of teachers' work motivation. In order to establish a theoretical framework and empirical literatures for the factors that related to the study was reviewed from the available literature. Thus, the main topic and subtopic areas that are critically examined and discussed throughout this chapter are: concepts of motivation, theories of motivation and classification, importance of work motivation, teachers' commitment, intrinsic and extrinsic factors of job satisfaction and, finally, summary of the related literature review were presented.

2.1. Theoretical Approaches to Teachers' Work Motivation

2.1.1. Concepts of motivation

Fred Luthans (1986) sees motivation as a combination of needs, drives and incentives. Motivation is defined as ' a process that starts with the physiological and psychological deficiency or need that activates behavior or a drive that it is aimed at a goal or incentive. Human being will strive to get that need satisfied or get the deficiency fulfilled.

need (deficiencies) $\Rightarrow$ drives (behavior) $\Rightarrow$ incentives (goals)

Need: Needs are created whenever there is physiological or psychological imbalance. Murray (1938) defined need as a force in the "brain region", which energizes and organizes perception, thoughts and actions transforming an existing unsatisfying situation in the direction of a particular goal.

Drives: Drives or motives are set up to alleviate needs. A physiological drive is the deficiency with the direction. Physiological or psychological drives are action oriented and provide an emerging thrust towards reaching an incentive.

Incentives: At the end of the motivation cycle is the incentive, defined as anything that will alleviate a need and reduce a drive. Thus, attaining an incentive will tend to restore physiological and psychological imbalance.

Primary Motives: These have two criteria: 1. Those must be unlearned and 2. Those must be physiological based. Thus hunger, thirst, sleep, avoidance of pain, sex and maternal concern are the most commonly recognized primary motives.

Secondary Motives: These motives must be learnt for those to become secondary motives. These motives are need for Power (nPower), need for Affiliation (nAffiliation), need for Achievement (nAchievement) can be the examples of secondary motivation. To generate the need for secondary motives, say for example (nPower), the person must know what power means. Only then the need for power can be generated. In other words, that need must be generated or learnt by the person for getting motivated to achieve it.

General Motives: 1. Those must be unlearned but 2. Those are not physiological based. Motives of curiosity, manipulation, activity and affection can be under this classification of motives.

The concept of motivation has been vigorously defined by different scholars using different connotations. Motivation has become one of the fundamental aspects in explaining and understanding the behavior of people at work place (Benabou and Tirole, 2003). Robbins (2003) sees work motivation as the willingness and ability of employees to perform a certain activity or task in relations to the attainment and achievement of

corporate goals and objectives. Olajide (2000) asserts that motivation is a way of encouraging workers to perform efficiently towards the achievement of corporate goals. According to Dreikurs (2000), motivation is the way of satisfying the psychological needs to improve the drive that is aimed at a goal incentive.

Huczynski and Buchanan (1993) defined motivation from three perspectives: in terms of the goals towards which human behavior is directed; as the process through which those goals are pursued and achieved; and the social factors involved. Huczynski and Buchanan considered motivation on three aspects that the motivation depends upon the goal of a human being, the way and means he uses to achieve the goal and the restricting, controlling and cheering factors from the external environment. Hence the motivators for every individual change as per his goal, processes he adopts for its achievement and the social environmental factors.

Mullins (1993) summarizes motivation thus: the underlying concept of motivation is some driving force within individuals by which they attempt to achieve goal in order to fulfill some need or expectation. Mullins also distinguishes between extrinsic motivation (related to tangible rewards such as money) and intrinsic motivation (related to psychological rewards such as the sense of challenge and achievement). Mullins sees motivation as a driving force aimed at the goal. He further classifies motivation into extrinsic and intrinsic types. Extrinsic rewards are those, which can be quantified or measured. E.g. remuneration perks and benefits, monetary incentives, physical facilities etc. Intrinsic rewards are intangible or abstract. E.g. sense of challenge, achievement, appreciation of efforts etc

Motivation refers to “the reasons underlying behavior” (Guay et al., 2010, p. 712). Paraphrasing Gredler, Broussard and Garrison (2004) broadly define motivation as “the attribute that moves us to do or not to do something” (p. 106). Intrinsic motivation is motivation that is animated by personal enjoyment, interest, or pleasure. As Deci et al. (1999) observe, “intrinsic motivation energizes and sustains activities through the spontaneous satisfactions inherent in effective volitional action. It is manifest in behaviors such as play, exploration, and challenge seeking that people often do for external rewards” (p. 658). Researchers often contrast intrinsic motivation with extrinsic motivation, which is motivation governed by reinforcement contingencies. Traditionally, educators consider intrinsic motivation to be more desirable and to result in better learning outcomes than extrinsic motivation (Deci et al., 1999).

Different authors give different definitions for the word motivation from their own reference point of view, some of them were: Miner 1988:158, Middlemist and Hitt 1988:144) can take prior position. Johns 1983:173 suggests motivation means the person works hard, the person keeps at his/her work and the person directs his/her behavior toward appropriate goals.

The definition of motivation contains three common aspects:

- **Effort** - concerns the magnitude or intensity of the employee's work-related behavior.
- **Persistence**- concerns the sustained effort employees' manifest in their work-related activities.

- **Direction-** where as efforts and persistence concern quantity of work performance. It refers to the quality of sustained efforts in direction that benefits the employer.

2.1.1 Theories of motivation and its classification

2.1.2.1 Classification of theories of motivation

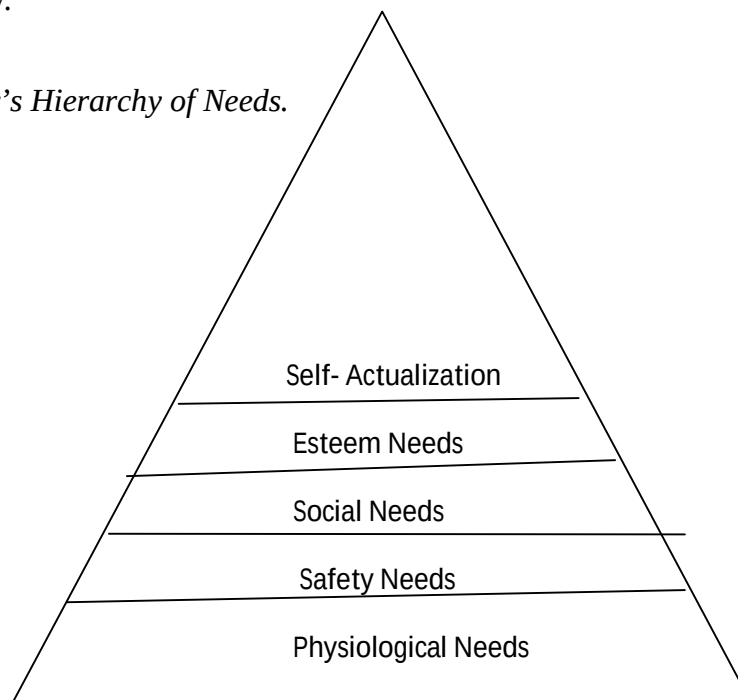
The classification of theories of motivation and the theories included under it are as follows:

A. Content theories: Focuses on the question what energize human behavior. The most popular content theories of motivation are Maslow's need hierarchy theory, Herzberg's motivation- Hygiene theory and Alderfer's Existence Relatedness Growth theory.

2.1.2.1.1 Need Hierarchy Theory

Abraham Maslow's (1954) need hierarchy theory is probably one of the best known and most widely used .Maslow's identified five basic groups of human needs that emerge in a specific sequence or pattern that is based on the hierarchy importance Abraham Maslow's need hierarchy.

Fig.2 *Maslow's Hierarchy of Needs.*



1. **Physiological needs**- include the needs for food, water, and shelter ,e.t.c
2. **Safety needs**- include protection against danger, threat, and deprivation.
3. **Social needs**- include affection, affiliation, friendships, and love.
4. **Esteem needs**- focus on self- respect includes recognition and respect from others.
5. **Self – actualization** -focus on the attainment of one’s full potential for continued self-development.

2.1.2.1.2 Motivation hygiene- theory

The theory seeks to determine factors that cause motivation rather than looking for needs energizing with the individual. It focuses attention on the work environment to identify factors that arise in people either positive or negative attitude. Good feelings were generally associated with the job itself, content, intrinsic, or psychological factor where as bad feelings associated with environment surrounding the job, context, extrinsic on physical factor. Meaning the motivation hygiene factors focus on two distinct categories of experience:

1. Motivation factors are not the positive feature of hygiene factors
2. Hygiene factors are not the negative features of motivation factors

The major propositions of the motivation –hygiene theory then can be grouped into five (bush, et al 1980:145, silver 1983:301) as follows:

- The positive presence of motivation factor leads to the satisfaction of the employees, when motivation factor are not existent or in a negative direction employees will not experience feelings of satisfaction.
- The absence of or the negative prescribe of hygiene factors tends to make employees dissatisfaction, the positive presence of these factors avoids dissatisfaction in employees and the problems it creates.
- The absence or the negative direction of motivation factors doesn't lead to dissatisfaction; the favorable modification of hygiene factor doesn't bring about satisfaction.
- The positive presence of motivation factors generates increase effort on the part of the employee while the positive presence of hygiene factor can't bring about such a result.
- The negative presence of motivation factor results in decrease effort on the part of the employees while the negative presence of hygiene factor can't bring about such a result.

Hygiene factors (extrinsic)	Motivation factors (intrinsic)
- Salary - Working condition - Status - Organization policy - Security - Interpersonal r/ship	- Recognition - Achievement - Responsibility - Advancement - Work itself

Fig. 3 Herzberg's Hygiene and Motivation factors. Source: Jacobsen & Thorsvik, 2010.

1.2.1.3 ERG Theory (Existence, Relatedness, Growth)

Clayton Alderfer's (1972) ERG Theory is an extension of Herzberg's and maslow's content theories of employee motivation. The proposition is that there is a basic distinction

between lower level needs and higher level needs that needs are important determinants of employee motivations.

Alderfer's Suggest three broad categories of needs:

Existence (E)- comprises all forms of physiological and material desires such as food, clothing and shelter. This corresponds roughly to Maslow's physiological and safety needs.

Relatedness (R) - interpersonal relationship (supervisors, colleagues, subordinate family friends).

Growth need (G) - Intrinsic desire to grow develops and fulfills one's potential. Self-Actualization and certain aspects of esteem needs.

B. Process Theories: The process theories are more concerned with how motivation occurs. The two major groups of processes theories are expectancy theory and Equity theory.

Expectancy Theory

Victor Vroom's (1964) expectancy theory aims to explain how people choose from the available actions. Vroom defines motivation as a process that governs our choices among alternative forms of voluntary behavior. The basic rationale of this theory is that motivation stems from the belief that decisions will have their desired outcomes.

This theory is clearly centered on the individual. It relates to the ways in which individual sees and perceives the environment. In particular, it relates to his view of work, his expectations, aspirations, ambitions and desired outcomes from it, and the extent to which these can be satisfied at the workplace. This is compounded by other factors: the

actual capacities and aptitudes of the individual concerned on the one hand and work environment on the other. The perception and expectations that the commissioner of the work has on the part of the person who is actually carrying it out also limit it. Vroom's theory is built around the concepts of Valence, Instrumentality and Expectancy (Vroom, 1964).

According to Lewis, et.al. (1995), expectancy theory is the most comprehensive motivational model that seeks to predict or explain task-related effort. This theory suggests that work motivation is determined by two factors: the relationship between effort and performance, and the desirability of various work outcomes that are associated with different performance levels.

Valence means the strength of an individual's preference for a particular outcome. Other that might be used includes *value*, *incentive*, *attitude*, and *expected utility*. In order for the valence to be positive, the person must prefer attaining the outcome to not attaining it. A valence of zero occurs when the individual is indifferent towards the outcome; the valence is negative when the individual prefers not attaining the outcome than attaining it. Another major input into the valence is Instrumentality.

Instrumentality means the possibility of first level outcome leading to a second level outcome. For example, if some person is due for promotion, his performance will be better. Hence the superior performance (first level outcome) of a person is seen as being instrumental in obtaining a promotion. Another major variable in the Vroom motivational process is Expectancy. Expectancy relates efforts to first level outcomes while instrumentality relates to first as well as second level outcomes. In other words,

expectancy is the probability (ranging from 0 to 1) that a particular action or effort will lead to a particular first level outcome.

Instrumentality refers to the degree to which a first level outcome will lead to a desired second level outcome. In summary, the strength of motivation to perform a certain act will depend upon the algebraic sum of the products of valences for the outcomes (which include instrumentality) times the expectancies. The 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 (Vroom, 1964).

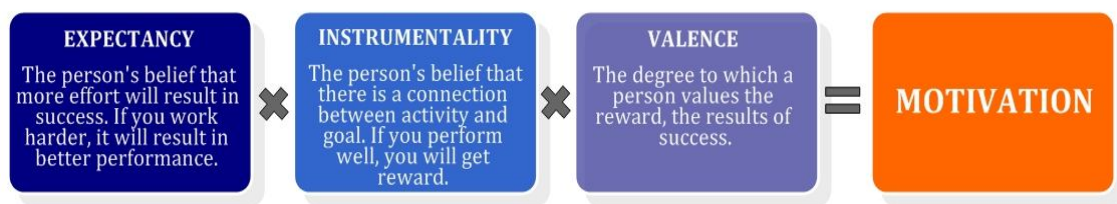


Figure. 4 Vroom's expectancy theory

Victor Vroom (1964) Expectancy theories of motivation have got four assumptions. These are people join organization with expectation about their needs motivation and past experience, an individual behavior is a result of conscious choice, people want different things from the organization and people choose among alternatives so as to optimize outcomes for them personally.

The basic expectancy mode has four key elements

- A. Out comes B. Expectancy

C. Instrumentality D. Valence

A. Out comes - Classified as first or second level, are the end results of certain work behavior: First level out come- some type of reward, and the second level out come for work goal accomplishment.

B. Expectancy- The strength of beliefs that job related effort will result in a certain performance. It is based on probability and range from 0 to 1

C. Instrumentality - The relationship between performance and rewards and range from 0 to 1

D. Valence- The strength of employees' preference for particular outcome or reward. It ranges from – 1 to+1

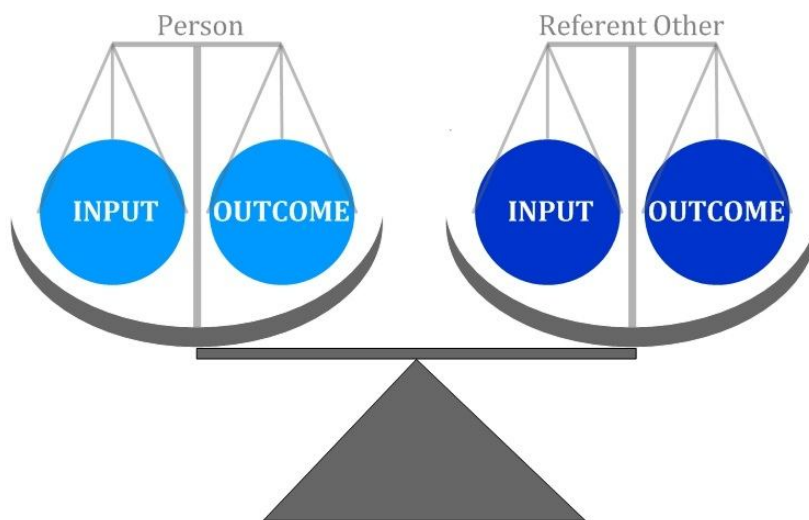
Equity Theory

Motivation is affected by one's perception (accurate or inaccurate) of the relative outcome (rewards) one receives and inputs (efforts) one exerts in comparison to others. Process theories explain 'how' satisfaction comes about, as opposed to 'what' causes motivation. The equity theory postulates that employees will weigh their input into a job against the output they receive from it – the more the rewards, the greater their satisfaction. This resonates with Naveed et al. (2011, p.302) definition of job satisfaction as the difference between employee input and job output. Regarding this theory, employees who perceive that they receive more output from their jobs than what they put into them will experience job satisfaction. Certain aspects of the job itself also shape how an employee perceives it. Tasks that are clarified bring a better job satisfaction since a

clear role breeds a work force that is happy, committed and shows much involvement in work that is done.

Authors identified five major job characteristics that impact on the psychological state of an employee and influence their motivation and job satisfaction, as well as their levels of absenteeism, namely the variety of skills involved in a task, the identity and significance of the task, autonomy, and feedback. Employees compare their input-outcome ratio with that of other employees and if they perceive it to be fair, employees will experience satisfaction (Robbins, 2007). If employees perceive an inequity in their input-outcome ratio compared to other employees, they become dissatisfied and less motivated.

According to this theory, people compare their contribution to work, costs of their actions and the benefits that will result to the contribution and benefits of the reference person. If people perceive that the ratio of their inputs-outputs to the ratio of referent other's input-output is inequitable, then they will be motivated to reduce the inequity (Figure 4).



Figure, 5. Adams' equity theory

2.1.2 Importance of Work Motivation on Organization Effectiveness

All organizations, regardless of size, market, and technology, want to be successful and maintain a constant progress even in a current highly competitive business environment. In order to achieve those goals and objectives, strategies must be developed and well-implemented with the effective utilization of all capable resources. A few companies believe that their employees are an important asset that can lead them to overcome difficulties, exceed their limits and reach prosperity. In contrast, companies that put their personnel in the centre of the business, maintaining a positive and strong relationship with its employees, persuading them. Towards task fulfillment are proved to result in higher effectiveness and productivity. (Adi, 2000, Anka, 1988, Rothberg 2005).

However, today, companies are also facing challenges in employee retention. Acknowledging the important role of employees and the huge influence they bring towards organizational effectiveness, companies are trying to retain employees by creating motivation and a healthier workplace. This is very important because if the personnel are not focused well, it associates with a decline in business productivity and effectiveness.

Many researchers have shown that motivated employees perform work better than demotivated ones. Motivated employees are more innovative as they are always looking for better ways to complete a task. They are self-directed and goal-oriented. They can produce high-quality work with more or maximized efficiency and productivity (Boundless 2017) which also leads to maximization of profits (Matthew, Grawich & Barber 2009).

Employee motivation has a strong influence on the effectiveness of an organization (Paul 2017). Organizational effectiveness is a broad term but this study follows the concept as “locating targets and attaining them proficiently in spirited and energetic surroundings” (Constant 2001). “An effective organization will make sure that there is a spirit of cooperation and sense of commitment and **satisfaction** within the sphere of its influence” (Abbah 2014). There are no fixed parameters to compute the effectiveness of an organization since it varies from company to company and from case to case. However, it can be used to measure anything within an organization, from leadership, communication, accountability, metric, human performance, to the delivery systems (Anderson & Adams 2015).

Every organization and business wants to be successful and have desire to achieve long-lasting progress. Only few organizations believe that the employees of the organization are its main assets that can lead the organization to long-lasting success. Modern markets are highly competitive and organizations regardless of their sizes are facing employee retention challenges. To overcome these restraints, a strong and positive relationship should be created and maintained between employees and their organizations. Unless and until, the employees of an organization are motivated for the tasks fulfillment and goals achievement, no organization can progress or achieve success (Adi, 2000, Anka, 1988, Rothberg, 2005).

2.1.3.1 Teachers’ Motivation and Commitment

Following Kazeem (1999), teachers and other school worker tend to remain contented and reasonably motivated as long as salaries are paid on time and they are promoted

regularly. Eton (1984) identified the payment of salaries, allowances and promotion as the key factors that shape teachers attitude towards their work. As a direct implication of these aforesaid findings, it is arguably true that prompt payment of salaries induces a direct commitment to teaching. However, there is no wide spread agreement on the extent to which financial inducement motivate teachers. This prompts us to infer that prompt payment of salaries; allowances and promotion are desirable incentives to boost teachers' motivation.

In Youlonfoun (1992), it is argued that good salaries and their prompt payment are important motivating factors. Nevertheless, there is evidence that other factors can undermine the commitment to the job. One of such factors is the disparity that exists between the teaching profession and other professions. For example, the working condition that surrounds the teaching profession portrays the face value assigned to the profession. A typical example is the impoverished working environment teachers in the developing countries find themselves in. In such an environment, even if a teacher has an intrinsic motivation, (possibly) at a short run, crisis associated to job satisfaction would adversely influence teacher motivation.

Motivation to teach refers to one's feelings about the teaching profession. Some factors are: desire to work with young people, feel stimulated to teach others, and feel efficacious and motivated in the classroom (Darling-Hammond & Sclan, 1996; Huberman, 1989; National Education Association, 1997a, 1997b); feel challenged in the profession and see opportunities for professional growth (Chapman & Lowther, 1982; Darling-Hammond &

Sclan); strong commitment to the field of education (Chapman, 1984). In addition, how others perceive the role of the teacher in the community.

So that, the quality of an education system and the profession of educators within a system depends mainly on the teachers who guide and carry out most of the tasks and activities of education that take place within the schools and institutions in the system (Tsui & Cheng, 1999). Moreover, the teachers play a very significant role in supplying, supporting and promoting instruction and learning of high quality. Working in both classrooms and other groups, teachers are under pressure to provide for and sustain high levels of performance, attitude and behavior in those whom they teach. Many studies have shown that the quality of teaching was a major influence on student achievement (Darling-Hammond, 2000). Moreover, Carroll (1963) identified quality of instruction as a key variable in his model of school learning alongside opportunity to learn, both of which were dependent on the teacher. It is not surprising that teachers and their commitment to their work are exposed to scrutiny and sometimes critical comment from politicians, policy makers, employers, parents, students and other stakeholders. Policy-makers and society at large have high expectations of teachers as professional persons, role models and community leaders. Teachers are commonly asked to manage the far-reaching changes that are taking place both inside and outside schools and institutions of higher education and to implement complex reforms in education systems. The gradual shifts to life-long learning and development alongside the expansion of university and technological education are making growing demands on those who work in such fields, because the resources provided for such changes, that are extremely expensive, even when supported by industry and commerce, are limited. Quality education cannot be

achieved without the efforts of dedicated and highly committed teachers. Committed teachers must inculcate and nurture values that will guide the subsequent use of the learning of both knowledge and skills in the wider world outside the classroom and lecture theatre.

Park (2005) advanced two strong reasons why teacher commitment should be emphasized in the fields of education. First, commitment was an internal force coming from within teachers themselves who had needs for greater responsibility, variety and challenge in their work as their level of participation in education had grown. Second, there were external forces directing both reform and development in education and seeking higher standards and greater accountability that were dependent upon each teacher's combined efforts, as well as the sustained efforts of the teachers within each school.

UNESCO-II CBA, (2017). In Teacher Support and Motivation Framework for Africa: The Global Education 2030 Agenda stated that teachers are at the core of achieving the 2030 Sustainable Development Goals (SDGs), in particular, teachers and teaching as a priority area for quality education for all and promote lifelong learning and identified that low motivation of African teachers has been well documented (Bennell & Akyeampong, 2007, Bennell, 2006; Garrette, 1999). Whether it is low-pay, difficult working conditions, and/or inadequacy of teacher qualifications, understanding the challenges of the profession are vital to increasing the pool of quality teachers and it is also important to understand what draws teachers in and what conditions are necessary for their engaged persistence and retention. In addition, on the meeting recommended that ensuring pay scales and remuneration are commensurate with the status of the teaching profession and

no less than those of other public sector workers, with adequate access to health coverage and social services, housing and transportation, valorizing teachers' pedagogic expertise and empowering them, investing in school leadership roles towards the promotion of collaborative and supportive working environments at school level, giving parents and the community the power to work in collaboration with teachers , recognizing the frequent disconnect between pre-service programs and the realities of teaching, free high quality professional development for teachers at school and cluster levels and clearly defined guidelines for career advancement, school leadership and management roles.

In 2002, Voluntary Service Overseas (VSO) through its A policy Research report on teachers' motivation in developing countries noted that teachers' motivation is fragile and declining because of they have low self- esteem in their professional role and feel they are not respected by others. And also summarized that there is a strong link between teachers' motivation and performance and education quality so that the international efforts to achieve development targets in education are to be successful, the teachers' role must be recognized, understand and taken in to account in developing countries (VSO, 2002).

In Ethiopia, a VSO (2008) report on the motivation and morale of Ethiopian teachers, by means of questionnaires, focus group discussions and interviews, indicated that inadequate salaries were mentioned by the majority of the participants. Their low salaries were the most significant and most-often mentioned cause of de-motivation and low morale (VSO, 2008:9, 28). This also Gedefaw (2012), quoted in a study of Wole (2002), confirmed that a low or inadequate salary was the major source of teacher dissatisfaction in Addis Ababa secondary schools. In addition, the low status of the teaching profession

in Ethiopia, as found by a VSO (2008) report, may have caused the poor relationships between parents and teachers.

2.1.4 Intrinsic and Extrinsic Motivation

Motivation may take two forms; such as, intrinsic and extrinsic motivation. Intrinsic motivation is something within the person that energizes behavior. It is motivation which comes from within satisfaction of doing the job itself. It comes from the personal enjoyment and educational achievement that we derive from doing that particular thing. It is directly part of the job content. For example for people who love music, their motivation to practice the instrument, attend classes etc, is intrinsic motivation. Intrinsic motivation is crucial in today's work environment. Research shows that it is a key factor in performance and innovation. At a personal level, intrinsic motivation makes our work fulfilling. It's a major reason for deciding to stay on a job. It helps to keep our stress level down. Intrinsic motivation is done for reasons that are internal to one's self. It is for self-satisfaction and not for the fear of a consequence. The reward is within the action itself and does not need external factors to steer behavior. Individuals are intrinsically motivated when they seek enjoyment, interest, satisfaction of curiosity, self-expression, or personal challenge in the work (Amabile 1993).

Extrinsic motivation is something outside the person that energizes behavior. Extrinsic motivation comes from external factors which is related to the rewards or benefits one receive after having performed a given job or tasks and the actions are done because of what has been said. This means that if we are told to do something, we do it because of extrinsic motivation. For example being motivated to work hard at the office because you

are looking for a promotion is a type of extrinsic motivation. Social recognition, money, fame, competition or material achievements are all examples of extrinsic motivation. According to Deci (1972), described that extrinsic motivation as money and verbal reward, mediated outside of a person, on the other hand intrinsic motivation is mediated inside the person. A person can be intrinsically motivated to do a task if there is no clear reward for the task done except the task itself or the feelings which upshot from the task.

As extrinsic motivation rises, intrinsic motivation decreases because the person starts to only look for external rewards instead of working on something for personal satisfaction. There should always be a combination of both, but in essence, the person must be able to motivate from within to truly gain worth or a feeling of self-accomplishment from a task or goal.

2.1. Empirical Literatures

The 2011 study by Save the Children (Guajardo/Save the Children and, 2011) underlined that teacher salaries are generally low and irregularly paid, social respect for teachers has fallen, teachers face weak accountability with little support, teaching is often a second-choice job with few opportunities for professional development, teachers face unclear and constantly changing policies in addition to poor management, teachers rarely have an opportunity for input into school management and ministry policy, and they have few or poor learning materials and poor physical facilities.

According to Wisniewski and Gargiulo (1997) demonstrated that the high attrition rates amongst teachers could be attributed to job dissatisfaction. They concluded that lack of recognition, few opportunities for promotion, loss of autonomy, lack of supplies, low

pay, and stressful interpersonal interactions all contributed to teachers' decisions to leave schools. Regarding this, Xaba (2001), Mulkeen (2010), Mutune & Orodho (2014), Bennell (2005), WB (2007), as quoted by Klara (2016), stated that the main causes of attrition in Sub- Sahara Africa were suggested to be related to teachers motivation, poor management and low salary and the teacher profession is viewed as a last choice as well as a stepping stone to other jobs. Klara (2016), his study found that determinant of salary can be related to the most factors. Thus, accommodation and status are strongly related to salary and motivation. The work itself was initially associated with status and a significant aspect to contribute imparting knowledge.

Alemu (2016), as quoted by Mohammed (2011) on the factors affecting the motivational level of teachers at secondary school found that most of the teachers were not satisfied with their salaries, economic status, a number of teachers were of the view that teachers should be given incentives and rewards on showing good performance as well as in his research on the determinants of teachers' work motivation in government secondary schools of Bole sub city found that teachers were de-motivated in lack of recognition for good performance, lack of professional freedom, lack of merit based promotion, inadequate benefits, lack of incentives and inadequate house allowance and both intrinsic and extrinsic factors of motivation directly relationship with the overall teachers' work motivation. Furthermore, female teachers were more motivated than male teachers, teachers of the age group between 26-30 years and 51 and above years were found to be more motivated than the rest age categories, teachers with second degree (MA/MSc) were found more motivated than first degree (BA/BSc/BEd) holders and there were no statistically significant differences found among different fields of specialization and

teachers' work motivation, concerning teaching services, teachers with service years between 6-10 years were found most motivated and teachers with 11-15 years of service were found least motivated.

Gedefaw (2012), his dissertation result on job satisfaction of teachers in selected secondary schools in Addis Ababa indicated that the teachers were significantly dissatisfied with most aspects of their work, salary and benefits, opportunities for promotion, the management style of the principals, the lack of decision-making opportunities, poor relationships with the principals and the parents emerged as the primary dissatisfying aspect of all the work factors as well as indicated that teachers who were 50 years and older, were significantly more satisfied with their work than the younger teachers and teachers with more experience were also significantly more satisfied than the less experienced teachers.

Desta (2014), his study on the investigation of teachers' job satisfactions and commitment in selected general secondary schools found that the external factors have more influence than internal factor on teachers' job satisfaction, lack of stay in teaching profession, teachers need to as alternative to change other sector and low moral responsibility in the job. Rose Kalage (2016), Teacher motivation and job satisfaction research report result revealed that the factors of teachers' work motivation and job satisfaction in Tanzania were poor working environments, delays in promotions, lack of support from authorities, inadequate support from parents and the community, inadequate teaching and learning materials, the low status of the teaching profession and low salaries.

2.2. Summary

In this chapter several theories and empirical studies relating to work motivation were explained. The views of different scholars and researchers of the findings and conclusions associated with the factors that relating teachers' work motivation were reflected. The review highlighted the theories of motivation classified in content and process theories of job satisfaction. The content theories namely, Maslow's Hierarchy of Needs Theory, Herzberg's Two-factor Theory, ERG Theory (Existence, Relatedness, Growth) and the process theories also the Expectancy Theory and Adam's Equity theories were explained. The content theories explain the desires which are primarily occurred within an individual to perform work or behave in a certain way. The process-based theories view motivation as a rational process.

Different literatures pertaining to the important of work motivation on organization effectiveness, the extrinsic and intrinsic factors of motivation have been reviewed. Extrinsic motivation is something outside the person that energizes behavior. Extrinsic motivation comes from external factors whereas, It intrinsic motivation comes from the personal enjoyment and educational achievement that we derive from doing that particular thing.

In different empirical studies found that both intrinsic and extrinsic factors of motivation were directly relationship with the overall teachers' work motivation. As the result of studies that related with the factors of teachers' work motivation found that poor working environments, delays in promotions, lack of support and supervision, inadequate parents and the community involvement in teaching learning process, the low status of the teaching profession and low salaries, inadequate benefits, lack of incentives and inadequate housing service were reviewed as a basic factors. Moreover, female, married and experienced teachers were more motivated.

CHAPTER THREE

RESEARCH DESIGN AND METHOD

3.1. Description of the Research Area

Location of the Study Area: The study was conducted in Government General Secondary Schools at Yeka Sub City in Addis Ababa City of Administration to assess determinants of teachers' work motivation. The study was focus on teachers those who are working Government General Secondary Schools (KokobeTsibea,TesfaBirhan, BirhanGuzo, Millinim, Karalo, Ediget Cora, Kefteгна-12, and Abado) located in different direction of in Yeka Sub City.

3.2. Research Design

Research methodology is about philosophical foundation, strategies of inquire and research methods. Thus, philosophical foundation of this research is pragmatism. It is a world view arises out of actions, situations, and consequences rather than antecedent conditions (as in post positivism) (Dawson, 2007). The main objective of the study was to assess the determinants of teachers' work motivation in the available eight government secondary schools of Yeka sub city. To attain this purpose, the embedded design was employed. Embedded research design is appropriate when the researcher collects both quantitative and qualitative data simultaneously or sequentially during a single study.

The mixed method approach was allowed the inquiry to draw freely from both quantitative and qualitative information. Specifically, the research strategy was cross sectional with the basic questions that the basic question number- 1 inquired by qualitative data and for the other basic questions number- 2- 4 inquired by the

quantitative data. The qualitative data is important that can help as supportive to elaborate the findings of quantitative method.

3.3. Population, Sample Size and Sampling Technique

3.1.1 Population, Sample Size

Population is the entire group of people to which a researcher intends the results of a study to apply (Aron & Coups, 2008). The study population for qualitative and quantitative data were used those teachers in the study area currently working in their schools. They are totally 706 teachers in all nine general secondary schools (six of them are secondary schools, two of them are both secondary and preparatory schools, only one is preparatory school) of Yeka sub city catchments. Those teachers were considered as sample frame for the study. Particularly, the teachers who are working in eight general secondary school which total number is 606 were include in the sample but the one preparatory school (Dejasmach Wondrad preparatory school) was exclude because its level is different from the others and all teachers are teaching only preparatory students. So that representative sample teachers were chosen from eight schools' teachers. Therefore, the sample size is calculated using simplified formula (Israel, 1992) as follow.

$$n = \frac{N}{1 + N(e)^2}$$

Where **n** is the required sample size, **N** is the teacher size in the sub city general secondary schools (606), and **e** is the level of precision set at 5%. When this formula is applied, we get total sample size n=240, which can be said well representative. Finally, based on the schools teachers' size, the total sample size was proportionally allocated for the sub city eight general secondary school teachers.

3.1.2 Sample Selection Techniques

All enumerate teachers in each school was taken as a sample frame of respondents. Due to the fact that these teachers of population have homogeneous socioeconomic activities however they have heterogeneous in their career development, teaching experience and their salary paid. In this case, stratified random sampling was used in teachers' career structure along the composition of age, sex, marital status, qualification and field of specialization representation. First draw the proportional size number of samples from each eight schools then, stratified in four groups by disproportional size number the level of career structure such as, beginner and junior teachers, teacher and higher teachers, associate and leader teachers, higher leader teachers-I- III including such composition. Finally, from total numbers of teachers in the nine general secondary schools, 606 out of 240 teachers were randomly selected on the proportionality of numbers.

Table-1. Number of Sample teachers with career structure in each school

No	Name of the schools	Total no of teachers	Samples in proportional size	Sample size in teachers' career structure with disproportion				
				Beginner & junior	Teacher & Higher teacher	Associate & lead teacher	Higher leader teacher I-III	Total
1	karalo	90	15%	9	9	9	9	36
2	Higher-12	57	9%	6	6	5	5	22
3	kokobeTsibia	109	18%	10	10	11	11	42
4	Birhan Guzo	47	8%	4	5	5	5	19
5	Tsifa Birhan	65	11%	7	7	7	7	28
6	Millinnim	62	10%	6	6	6	6	24
7	Ediget Chora	93	15%	10	8	9	9	36
8	Abado	83	14%	8	9	8	8	33
Total		606	100%	60	60	60	60	240

Source: Yeka Sub City Education Office

3.4. Data Gathering Tools

The researcher used primary and secondary data sources for the study. The primary sources of this study was the data collected from general secondary schools' teachers who are working in the study area, through questionnaires from school teachers, and document observation also used as an instrument of data collecting tools from Yeka Sub City of Education Office and the eight general secondary schools of the study area.

3.4.1 Questionnaire

In this study, questionnaire was widely used for the data collection. It was prepared by self made for teachers who were selected for the sample of respondents. The questionnaires were developed in English language, because all of the sample teachers can have the necessary skills to read and understand the concepts that are incorporated in the questionnaires. The questionnaire was both close and open- ended statements. The items were grouped under five domains. The domains were included: a) demographic characteristics, b) Extrinsic factors related with work motivation, c) Intrinsic factors related with teachers' motivation, d) The overall level of teachers' work motivation e) open- ended questions. Each item of questions which related to teachers' work motivation used a Likert scale through close-ended questions and open- ended questions the respondents to reflect their ideas and feelings. The questionnaire was designed based on the previous literature and made some modification on some parts of questionnaires.

3.5. Piloting of Research Instruments

Pilot testing was held on 20 teachers who are randomly selected from Minillik Government Secondary School.

3.5.1 Reliability

To test the reliability of the instruments, Cronbach's Alpha correlation was utilized using SPSS (see annex-5)

Table 2: Cronbach's Alpha Reliability Coefficients

Variables of Items	Cronbach's Alpha	No of Items
Extrinsic factors of motivation	.926	34
Intrinsic factors of motivation	.921	28
All items	.958	62

According to Ronald, Yockey (2008), SPSS Demystified coefficient alpha is determined that the value of the result assumed the coefficient of 0.90 and above is excellent. Therefore, the above table shown that in the pilot test for the reliability of the instrument Cronbach's Alpha coefficient of 0.958 for the questionnaire was obtained and hence, the instrument for the study was quite reliable.

3.6. Procedures of Data Collection

To examine the determinants of teachers' work motivation using teachers in the school level information, first the draft of the questionnaire was prepared and submitted to the advisor for comment then revised based on the feedback of advisor. Finally, after the necessary amendments (the rating scale would be changed "unknown" in to 'undecided', the age categories would amended in fixed interval and also under intrinsic factors, three items would be amended) were made, and the researcher took the annual leave permission

and the questionnaires were distributed to the sample of general secondary school teachers in Yeka sub city.

3.6.1. Method of Data Analysis

During and after the field survey, the quantitative questionnaires were checked for missing responses and consistency of variables and were properly entered in the excel data program. Then data was exported to SPSS version 24 statistical software for analysis. Descriptive statistics was done to present the demographic characteristics. Statistical analysis was used to test the significant difference between demographic characteristics (sex, age, marital status, qualification, field of specialization, work experience, monthly salary, additional benefits and career structure) and intrinsic and extrinsic factors of respondents in relation with the outcome variable (teachers' work motivation). The statistical associations between the dependent and independent variables were analyzed in the chi-square association test and to ascertain the effects of independent variables on the likelihood that participants are motivated on their job, the binary logistic regression model was performed. Moreover, to compare the impact of the aggregate intrinsic and extrinsic factors of motivation on teachers' work motivation used in paired samples t-test. The analysis was also supported by the qualitative information from open-ended questions, which have discussed in the form of integrated way of analysis.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents presentation, analysis and interpretation of the data which gathered through questionnaire from school teachers on the current level of their work motivation and the factors that affect the teachers' work motivation. The questionnaires were including in five sections. The first section was about demographic characteristics, the second section is related with extrinsic factors of motivation which included 34 items, the third section was related with intrinsic factors of motivation which included 28 items, the fourth section also stated about the overall of the current level of teachers' work motivation and the last section was open-ended questions which the respondents to response the major factors of teachers' work motivation and recommend how to solve the factors in their school. The questionnaires were distributed for the sample of 240 teachers. Among the distributed questionnaires 218(90.8%) were filled by the respondent teachers and returned. The responses which are given to each of the questions were analyzed and interpreted in line with major research questions. It was broadly categorized under quantitative data through descriptive analysis (such as frequencies, percentage and mean) and statistical analysis using chi- square association test, binary logistic regression and compared sample t-test were done using SPSS statistical software. Moreover, the qualitative data of responses were also analyzed with under extrinsic and intrinsic factors of motivation thematic areas.

4.1. Quantitative Data Analysis

4.1.1. Demographic Characteristics of the Participants

Describing the demographic characteristics of the population under study provided important information about the participants in the study. Thus, the demographic variables were presented using descriptive statistics as follows.

Table 3: Sex, Age, Qualification and Field of Specialization Composition

		Frequency	Percent
Sex	male	170	78.0
	Female	48	22.0
	Total	218	100.0
Age category	21-25	2	.9
	26-30	78	35.8
	31-35	62	28.4
	36-40	34	15.6
	41-45	21	9.6
	46 and above	21	9.6
	Total	218	100.0
Qualification	MA/MSc	31	14.2
	BA/BSc/BEd	187	85.8
	Total	218	100.0
Field of Specialization	Natural Science	116	53.2
	Social Science	54	24.8
	Language	45	20.6
	Other	3	1.4
	Total	218	100.0

As shown table-3 above reflected that the sex distribution of respondents contacted through questionnaire. Among the total number of 218 respondents participated in the study, 78% were male and 22% were female. Although it was tried to manage gender biasness in the study, male respondents were the highest participant over female. This was because of the nature of the study sampling method used stratified sampling in teachers' career structure which was the female teachers were smaller than male teachers in each level of career structure.

Respondents of age composition, the greater age group involved under age group of 26-30 years old which is 78 (35.8%) out of the total 218 sample respondents. The next larger age group of respondents was between 31-35 years old which has the share of 62(28.4%). Followed by 36-40, 41-45, 46 and above 21-25 also have the share of 15.6%, 9.6% and 0.9% respectively.

Qualification of the respondents who participated in the study out of the total 218 sample respondents, the majority of 187(85.8%) were BA/BSc/BEd holders. Whereas, 31(14.2%) were MA/MSc holder. Regarding the field of specialization of the respondent teachers, the greater respondents 116(53.2%) were specialize on natural sciences, 54(24.8%) respondents were specialize in social science, 45(20.6%) of respondents and the least of them 3(1.4%) were specialize on language and others (physical education) respectively.

Table 4: Current teachers' career structure

Current teachers' career structure		Frequency	Percent
	Beginner teacher and Junior teacher	52	18.8
	Teacher and Higher teacher	60	37.6
	Associate teacher and Lead teacher	56	23.4
	Higher leader teacher I- III	50	20.2
	Total	218	100.0

Even though, the researcher was categorize in to four groups based on the teachers' career structure by using stratified sampling through disproportion of 60 in each groups, the respondents were participated as shown in table 4 above, out of the total 218 sample of respondents 60 (37.6) were reached teacher and higher teacher level, 56(23.4) were reached at the level of associate teacher and lead teacher, 52(18.8) were beginner and

junior teacher and 50(20.2) of them were also reached at the level of higher leader teacher I- III.

Table 5: Respondents' Responses to Teachers Benefits

Benefits		Frequency	Percent
	housing allowance and transport service	165	75.7
	housing allowance, housing and transport service	53	24.3
	Total	218	100.0

As shown in table-5 above, benefits of teachers without salary from the total respondents 165 (75.7) are served in housing allowance and transport service and 53 (24.3) are served housing allowance, housing and transport service. This indicates that housing allowance and transport service are delivering for all teachers but housing service users are a few teachers.

4.1.2. Statistical Analysis

Analyzing the relationship and the significant level between the variables (Independent and Dependent variables) of the respondents the Chi-Square test, binary logistic regression and paired samples t-test under the study provided in order to determine whether there is an association between the given categorical variables, To estimate and ascertain the effects of independent variables on teachers 'work motivation and to compare the impact of the aggregate intrinsic and extrinsic factors of motivation on teachers' work motivation.

While the data administered to insert with statistical analysis, the responses of participants would like the number of responses 'strongly de-motivated' 21, 'de-motivated' 102, 'motivated' 61, 'strongly motivated' 6 and 'undecided' 28. Due to the assumption of chi-

square test and binary logistic regression model that the variables should be categorized and used the dichotomy scale because the nature of the study topic is categorical and non parametric. Therefore, it is possible to observe for only two types of '0' and '1' by labeling in de-motivated and motivated which is de-motivated (strongly de-motivated and de-motivated) coded in to '0' and motivated (strongly motivated and motivated) coded in to '1'. The 'undecided' responses could be excluded because it is difficult to decide whether the teachers were motivated or de-motivated. As well as, the level of respondents agreement and disagreement, the Likert Scale (strongly agree, agree, undecided, disagree and strongly disagree) would be categorized and recoded in to 'agree and disagree'.

4.1.1.1. Chi-Square test

4.1.2.1.1 Demographic Characteristics

A Chi-Square test has been conducted on the association between teachers work motivation and respondents' demographic characteristics such as sex, age, marital status, qualification, field of specialization, work experience, monthly salary, additional benefits and career structure. The result shows that, most of these demographic characteristics (except age, qualification, field of specialization, monthly salary), have significant association with teachers' work motivation (See Annex 2).

Table 6: Chi-Square test of Demographic Characteristics

Variabls			De-motivated	motivated	Total	X^2	P	AOR (95% CI)
Sex	Male	N	102	47	149	4.18	.033	
		%	68.5%	31.5%	100.0%			
	Female	N	21	20	41			
		%	51.2%	48.8%	100.0%			
Marital status	Married	N	60	52	112	14.899	.000	
		%	53.6%	46.4%	100.0%			
	Single	N	63	15	78			
		%	80.8%	19.2%	100.0%			
Benefits	housing allowance and transport service	N	102	47	149	4.185	.04	
		%	68.5%	31.5%	100.0%			
	housing allowance, housing and transport service	N	21	20	41			
		%	51.2%	48.8%	100.0%			
Teaching experience	0-5	N	28	8	36	12.672	.049	
		%	77.8%	22.2%	100.0%			
	6-10	N	39	13	52			
		%	75.0%	25.0%	100.0%			
	11-15	N	35	22	57			
		%	61.4%	38.6%	100.0%			
	16-20	N	9	9	18			
		%	50.0%	50.0%	100.0%			
	21-25	N	5	5	10			
		%	50.0%	50.0%	100.0%			
	26-30	N	4	4	8			
		%	50.0%	50.0%	100.0%			
	31-35	N	3	6	9			
		%	33.3%	66.7%	100.0%			
Current teachers' career structure	Beginner teacher and Junior teacher	N	31	7	38	10.54	.014	
		%	81.6%	18.4%	100.0%			
	Teacher and Higher teacher	N	51	23	74			
		%	68.9%	31.1%	100.0%			
	Associate teacher and Lead teacher	N	23	19	42			
		%	54.8%	45.2%	100.0%			
	Higher leader teacher I- III	N	18	18	36			
		%	50.0%	50.0%	100.0%			

The Chi- Square test result in the above table shows that teachers' demographic characteristics have significantly difference association with teachers' work motivation. Sex ($X^2 = 4.18$, $P = 0.033$), marital status ($X^2 = 14.899$, $P < 0.01$), benefits ($X^2 = 4.185$, $P = 0.04$), teachers' career structure ($X^2 = 10.54$, $P = 0.014$) are significantly different associated with teachers' work motivation. This indicates that female teachers are more motivated than men,

married teachers are more motivated than single teachers, teachers who deliver housing allowance, housing and transport service are more motivated than those who deliver housing allowance and transport service and teachers who reach at Higher leader teacher I- III and Associate teacher and Lead teacher in their career structure more motivated than that of Beginner teacher and Junior teacher.

4.1.2.1.2 Extrinsic Factors of Motivation

To examine the level of relationship between the extrinsic factors of motivation and teachers' work motivation by using the Chi-Square test of significant association. The independent variables are the value of salary, benefits & suitable working condition, interpersonal relationship, professional status and school policy & administration.(See Annex.2)

Table 7: Chi-Square test on Extrinsic Factors of Motivation

Variables	Level of agreement		Motivational level					
			demotivated	motivated	Total	X ²	P	AOR (95%CI)
The value of salary	Disagree	N	122	35	157	66.613 ^a	.000	
		%	77.7%	22.3%	100.0%			
	Agree	N	1	32	33			
		%	3.0%	97.0%	100.0%			
The value of benefits	Disagree	N	116	31	147	57.169 ^a	.000	
		%	78.9%	21.1%	100.0%			
	Agree	N	7	36	43			
		%	16.3%	83.7%	100.0%			
Interpersonal relationship	Disagree	N	50	0	50	36.96 ^a	.000	
		%	100.0%	0.0%	100.0%			
	Agree	N	73	67	140			
		%	52.1%	47.9%	100.0%			
Professional Status	Disagree	N	76	1	77	65.42 ^a	.000	
		%	98.7%	1.3%	100.0%			
	Agree	N	47	66	113			
		%	41.6%	58.4%	100.0%			
SchoolPolicy&Administration	Disagree	N	123	0	123	190.000	.000	
		%	100.0%	0.0%	100.0%			
	Agree	N	0	67	67			
		%	0.0%	100.0%	100.0%			

As shown in table seven the results of the chi-square test indicates that the significant association between value of salary and teachers' work motivation ($X^2 = 66.613, P < .001$), between the value of benefits and teachers' work motivation ($X^2 = 57.169, P < .001$), between interpersonal relationship and teachers' work motivation ($X^2 = 36.69, p = .000$), between Professional Status and teachers' work motivation ($X^2 = 65.42, P < .001$), and between school policy & administration and teachers' work motivation ($X^2 = 190.00, P < .001$). Therefore, value of salary, value of benefits, interpersonal relationship, professional status and school policy & administration were significantly associated with the respondents of teachers' work motivation based on their level of agreement.

4.1.2.1.3 Intrinsic Factors of Motivation

To examine the level of relationship between the intrinsic factors of motivation and teachers' work motivation by using the Chi-Square test of significant association. The independent variables are recognition, work itself, responsibility, advancement and achievement. All are significantly related with teachers' work motivation. (See Annex.2)

Table 8: Chi-Square test on intrinsic Factors of Motivation

Variables	Level of agreement		demotivated	motivated		X^2		AOR (95%CI)
Recognition	Disagree	N	120	0	120	177.422	0.000	
		%	100.0%	0.0%	100.0%			
	Agree	N	3	67	70			
		%	4.3%	95.7%	100.0%			
Work itself	Disagree	N	114	0	114	155.244	0.000	
		%	100.0%	0.0%	100.0%			
	Agree	N	9	67	76			
		%	11.8%	88.2%	100.0%			
Responsibility	Disagree	N	83	0	83	80.282	0.000	
		%	100.0%	0.0%	100.0%			
	Agree	N	40	67	107			
		%	37.4%	62.6%	100.0%			
Advancement	Disagree	N	104	2	106	117.000	0.000	
		%	98.1%	1.9%	100.0%			
	Agree	N	19	65	84			
		%	22.6%	77.4%	100.0%			
Achievement	Disagree	N	94	1	95	97.409	0.000	
		%	98.9%	1.1%	100.0%			
	Agree	N	29	66	95			
		%	30.5%	69.5%	100.0%			

As shown in table-8, the results of the test indicates that the significant association between the value of recognition and teachers' work motivation ($X^2 = 177.422, P<.001$), between work itself and teachers' work motivation ($X^2 = 155.244, P<.001$), between responsibility and teachers' work motivation ($X^2 = 80.282, p=.000$), between advancement and teachers' work motivation ($X^2 = 117.000, P<.001$), and between achievement and teachers' work motivation ($X^2 = 97.409, P<.001$). Therefore, the intrinsic factors of

motivation were significantly associated with the respondents of teachers' work motivation based on their level of agreement.

4.1.1.2. Logistic Regression

To estimate the probability of level of teachers' work motivation in the response of level of agreement with the given independent variables (Demographic Characteristics, Extrinsic and Intrinsic Factors of Motivation) occurring whether greater or equal or less than 0.05. Therefore,

it becomes necessary to have a method to assess the effectiveness of the predicted classification against the actual classification. Thus, the analysis of results and interpretations were presented as follows:

4.1.2.1 Demographic Characteristics, Extrinsic and Intrinsic Factors of Motivation

A logistic regression was performed to ascertain the effects of independent variables on the likelihood that participants are motivated on their job. After the identification of the variables that has a significant relationship with the dependent variable (Teachers' work motivation), from demographic characteristics (sex, marital status, benefits, teaching experience and teachers' career structure), related with extrinsic factors (the value of salary, the value of benefits & suitable working condition, interpersonal relationship, professional status and school policy & administration) and related with intrinsic factors (recognition, work itself, advancement and achievement) were tested for binary logistic regression. Based on the result, five variables; marital status, the value of benefits & suitable working condition, professional status, advancement and achievement were found

to be eligible for binary logistic regression (See Annex.3). Therefore, these variables were inserted into the model.

In order to predict the probability of an event occurring based on a one unit change in an independent variable when all other independent variables are kept constant, the information in the "Variables in the Equation" table are used. As shown in the table below, only marital status was found to be the statistically significant predictor of teacher's work motivation.

Table 9: Binary logistic regression with marital status on teachers' work motivation

Variable	Level of agreement		Motivation_level		Total			AOR (95%, CI)
			demotivated	motivated		X ²	p	
Marital status	Married	N	60	52	112	14.89	.000	1
		%	53.6%	46.4%	100.0%			
	Single	N	63	15	78			.365 (.173,.767)*
		%	80.8%	19.2%	100.0%			

* Significant at $\alpha = 0.05$

Based on the Chi-Square test, a binary logistic regression was conducted with the associated demographic variables (sex, marital status, work experience, monthly salary, benefits, working experience and career structure). However As shown in the table above, only marital status was found to be the statistically significant with teachers' work motivation ($X^2 = 14.89, p < .001$). Single respondents were found 0.365 times less motivated than married teachers. This indicates that teachers who married higher motivated than teachers who are not married on their work in the study area.

Table 10: Binary logistic regression with extrinsic factors on teachers' work motivation

variables	Level of agreement		Level of Motivation			X^2	P	AOR (95% CI)
			De-motivated	motivated	total			
Benefits & suitable working condition	Disagree	N	116	31	147	57.17	.000	1
		%	78.9%	21.1%	100.0%			
	Agree	N	7	36	43			1.25 (.246, 6.353)*
		%	16.3%	83.7%	100.0%			
Status	Disagree	N	76	1	77	65.42	.000	1
		%	98.7%	1.3%	100.0%			
	Agree	N	47	66	113			48.62(4.12,568.8)*
		%	41.6%	58.4%	100.0%			

* Significant at $\alpha = 0.05$

The results we can see that benefits & suitable working condition ($X^2 = 57.17$, $P < .001$), status ($X^2 = 65.42$, $P < .001$) added significantly to the model/prediction, but the other

factors or variables like the value of salary, interpersonal relationship and school policy & administration did not add significantly to the model. The table above shows that the odds of being motivated is 48.62 times greater for respondents who agreed with the status as opposed to those who are disagreed with the role of status for teacher's work motivation. Similarly, respondents who are agreed with benefits & suitable working condition on their job motivation were 1.25 times more likely to exhibit motivated than teachers who did not agreed on benefits & suitable working condition. Therefore, increasing professional status was associated with an increased likelihood of exhibiting teacher's work motivation.

Table 11: Binary logistic regression with intrinsic factors on teachers' work motivation

			Motivation_level					
			demotivated	motivated	Total	x ²	p	AOR (95% CI)
Advancement	Disagree	N	104	2	106	177	.0001	
		%	98.1%	1.9%	100.0%			
	Agree	N	19	65	84			67.52(10.62,429.42)*
		%	22.6%	77.4%	100.0%			
Achievement	Disagree	N	94	1	95	97.409 ^a	0.000	1
		%	98.9%	1.1%	100.0%			
	Agree	N	29	66	95			79.681(8.175,776.6)*
		%	30.5%	69.5%	100.0%			

* Significant at $\alpha = 0.05$

From these results we can see that advancement ($P < .001$) and achievement ($P < .001$) added significantly to the model/prediction, but recognition, responsibility and work itself did not add significantly to the model. The table above shows that the odds of being motivated is 67.52 times greater for respondents who agreed with the advancement as opposed to those who are disagreed with the role of advancement for teacher's work motivation. Similarly, respondents who are agreed on achievement on their job were 79.681 times more likely to exhibit motivated than teachers who did not agreed on achievement. Increasing advancement and achievement was associated with an increased likelihood of exhibiting teacher's work motivation.

4.1.2.3 Comparison between intrinsic and extrinsic factors of motivation

To compare the impact of the aggregate intrinsic and extrinsic factors of motivation on teachers' work motivation used paired samples t-test and the result shows as follow:

Table 12: Paired Samples t- Test between intrinsic & extrinsic factors on teachers' work motivation

	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2- tailed)
				Lower	Upper			
Extrinsic - Intrinsic	-.26026	.40418	.02737	-.31422	-.20631	-9.507	217	.000

	t	df	Sig. (2-tailed)
Extrinsic - Intrinsic	-9.507	217	.000

As shown in the paired samples –test table 12, the t value (df= 217) is found to be -9.5 (p=.000). Therefore, there is statistically significant difference between the intrinsic and extrinsic factors of motivation. This implies that intrinsic factors of motivation are found to be higher than that of extrinsic factors of motivation. Therefore, intrinsic factors more affects than extrinsic factors to teachers' work motivation.

4.2. Qualitative Data Analysis

The respondents were responded their ideas of information based on the given open- ended questions (what are the teachers' motivational mechanisms in your school?, what are the basic factors that affect teachers' work motivation in your school?). Thus, the responses were analyzed as follows:

A. Related Extrinsic factors of motivation

Most respondents were responded that soft, soap, uniform (Gowon), were used as motivational benefit in the school but there is no any motivational mechanisms in the school level. Some respondents were responded that housing allowance and transport service were

given for all teachers. Accordingly, the second open-ended question, what are the basic factors that affect teachers' work motivation in your school? Most respondents were response as a basic factors related with extrinsic factors of motivation were inadequate salary, lack of housing service, lack of benefits, lack of suitable working condition (cafeteria service, internet access, ICT room, library, laboratory etc.), students disciplinary problem, low attitude of students towards education, low attitude of parents and society towards teachers, lack of respect and low status for the teaching profession given by society and low respect for teachers, lack of parent involvement and participation in teaching learning activities, there is no clear evaluation system, and some respondents were response that sometimes there was political influence in professional freedom, decision making problem and lack of qualified & effective school leadership in the school.

B. Related Intrinsic Factors of Motivation

Based on the open ended question about the teachers' motivational mechanisms in their school, most respondents were response that sometimes the school, sub city education office were provide certificate reward for a few teachers, up grading training opportunity provided for few teachers in summer program. However, most respondents said that there is no enough and holistic recognition, promotion, advancement and other motivational mechanisms with sustainable way. One respondent said that, *“without qualified teacher, there is no quality of education. Without motivation, there is no qualified teacher.”*

Regarding to about basic factors that affect teachers' work motivation in their schools, most respondents were response related with intrinsic factors of motivation as a basic factors; lack of recognitions, attention for teaching profession, low attitude for teaching profession, lack of supervision, low interest for teaching profession, lack of short term trainings about the

teaching learning and poor students' academic performance, there is no recognition for good performance, lack of fulfillment the basic needs like house, shelter and lack of discussion about the school base improvement.

Moreover most respondents were recommend to improve teachers' work motivation in their school that;

Teaching is the mother of all profession so that all societies should understand about education, the teachers' salary should be the best of all profession, and all should give positive attitude to the profession and provide rewards for teachers who made good performance and every teaching activity to be encouraged.

This indicates the respondents believed that even if the teaching profession is very essential for all but the societies' attitude is very low and they cannot understand the value of education as well as they assumed that their salary is not adequate with their work load, experience, tasks and responsibilities of profession, and less paid than from another profession payment.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter presents the summary, conclusions, and recommendations the study.

5.1. Summary

The purpose of this study has been to conduct determinants of teachers' work motivation on their teaching profession in Government Secondary Schools at Yeka Sub City in Addis Ababa City of Administration. And then, come up with some feasible recommendations that may help alleviate the problems identified.

At Yeka Sub City in Addis Ababa City of Administration, there are nine Government General Secondary and Preparatory Schools. Six of them are general secondary schools (Higher 12, Birhan Guzo ,Tesfa Birhan, Millinnim, Karalo, Abado), two of them are general secondary and preparatory schools (Kokebe Tsibia, Ediget Chora) and the only one is preparatory school (Dejasmach Wondrad preparatory school). However, the study was conducted on eight schools and the one preparatory school (Dejasmach Wondrad preparatory school) was excluded because its level is different from the others and all teachers are teaching only preparatory students. In those schools, there are 606 teachers. The study followed quantitative and qualitative method through embedded research design. The questionnaires data gathering tool was used. The questionnaires were distributed for 240 sample of teachers who were selected from the total population by stratified sampling

method based their current level of career structure (such as, beginner and junior teachers, Teacher and higher teachers, associate and leader teachers, higher leader teachers I- III) and filled out by 218 sample of teachers. In the course of study, attempts were made to answer the following basic questions.

1. What is the current status of teachers' work motivation in government secondary schools of Yeka sub city?
2. Is there relationship between extrinsic factors of motivation and teachers' work motivation in government secondary schools of Yeka sub city?
3. Is there relationship between intrinsic factors of motivation and teachers' work motivation in government secondary schools of Yeka sub city?
4. Are there significant differences among teaches' sex, marital status, monthly salary, age, qualification, fields of specialization, teaching experience and career structure on teachers' work motivation?

In descriptive analysis, among the total number of 218 respondents participated in the study, 78% were male and 22% were female. The respondents of age composition, the greater age group involved under age group of 26-30 years old which is 78 (35.8%) out of the total 218 sample respondents. The next larger age group of respondents was between 31-35 years old which has the share of 62(28.4%). Followed by 36-40, 41-45, 46 and above 21-25 also have the share of 15.6%, 9.6% and 0.9% respectively.

Out of the total 218 sample of respondents 60 (37.6) were reached teacher and higher teacher level, 56(23.4) were reached at the level of associate teacher and lead teacher, 52(18.8) were beginner and junior teacher and 50(20.2) of them were also reached at the level of higher leader teacher I- III. Benefits of teachers without salary from the total

respondents 165 (75.7) are served in housing allowance and transport service and 53 (24.3) are served housing allowance, housing and transport service.

Qualification of the respondents who participated in the study out of the total 218 sample respondents, the majority of 187(85.8%) were BA/BSc/BEd holders. Whereas, 31(14.2%) were MA/MSc holder. Regarding the field of specialization of the respondent teachers, the greater respondents 116(53.2%) were specialize on natural sciences, 54(24.8%) respondents were specialize in social science, 45(20.6%) of respondents and the least of them 3(1.4%) were specialize on language and others (physical education) respectively.

By the involvement of respondents with such composition in the study, the following major findings were obtained using the chi-square association test, binary logistic regression and paired samples t-test statistical analysis. All the differences and relationship were tested for statistical significance at the 0.01 and 0.05 levels.

5.1.1 The Association and Current Status of Teachers' Work Motivation in Chi-Square test

A. Demographic Characteristics

The study found that sex, marital status, work experience, benefits, experience and career structure categories have statistically difference significant relationship with teachers' work motivation. From the result, female and married teachers were comparatively higher motivated than male and single teachers, teachers who served in housing allowance, housing and transport service were higher motivated than teachers who served in housing allowance and transport service, associate and leader teachers, higher leader teachers-I- III were also relativity higher motivated than beginner and junior teachers, teacher and higher teachers, and

higher working experience teachers were motivated than low working experience teachers in their job.

B. Extrinsic Factors of Motivation

The value of salary, benefits & suitable working condition, interpersonal relationship, professional status and school policy & administration were significantly associated with teachers' work motivation. From the study result found that increasing salary, adequate benefits & suitable working condition, well interpersonal relationship with their colleagues, principals, supervisors, students and student parents, the status of teaching, fair, clear and effective school policy& leadership style leads to increasing teachers' work motivation.

C. Intrinsic Factors of Motivation

The value of recognition, work itself, responsibility, advancement and achievement were significantly associated with the respondents of teachers' work motivation. This indicates that increasing enough recognition from all education stakeholders leads to increase their work motivation. Teachers who getting intellectual rewards, capability & preference of teaching would have increase their work motivation. Increasing getting autonomy, freedom, responsible& encouragement on their job also increase their work motivation. Increasing getting professional advancement & value, receive relevant feedback and getting rewards and opportunities to promotion leads to increase teachers' work motivation.

5.1.2. The Relationship between Demographic Characteristics, Extrinsic and Intrinsic Factors of Motivation and Teachers' Work Motivation in Binary Logistic Model

A. Demographic Characteristics

Marital status was found to be the statistically significant difference predictor of teacher's work motivation. Single respondents were found 0.365 times less motivated than married teachers. That means married teachers were more motivated than single teachers.

B. Extrinsic Factors of Motivation

The odds of being motivated are 48.62 times greater for respondents who agreed with the status as opposed to those who are disagreed with the role of status for teacher's work motivation. Similarly, respondents who are agreed with benefits & suitable working condition on their job motivation were 1.25 times more likely to exhibit motivated than teachers who did not agreed on benefits & suitable working condition. Therefore, increasing professional status and benefits & suitable working condition were associated with an increased likelihood of exhibiting teacher's work motivation. But the value of salary, interpersonal relationship and school policy & administration did not add significantly to the model.

C. Intrinsic Factors of Motivation

The odds of being motivated are 67.52 times greater for respondents who agreed with the advancement as opposed to those who are disagreed with the role of advancement for teacher's work motivation. Similarly, respondents who are agreed on achievement on their job were 79.681 times more likely to exhibit motivated than teachers who did not agreed on achievement. Increasing advancement and achievement was associated with an

increased likelihood of exhibiting teacher's work motivation. But recognition, responsibility and work itself did not add significantly to the model.

5.1.3. Paired Samples t- Test between Intrinsic & Extrinsic Factors on Teachers' Work Motivation

The study was found that there was statistically significant difference between the intrinsic and extrinsic factors of motivation. Intrinsic factors of motivation were found to be higher than that of extrinsic factors of motivation. Therefore, intrinsic factors were more affects than extrinsic factors to teachers' work motivation.

5.1.4. Summary of Qualitative Data

In qualitative data of analysis, the study was found that related with extrinsic and intrinsic factors of motivation, there were some motivational drives like housing allowance, transport service, soft, soap and uniform (Gowon) by government initiative and sometimes the school, sub city education office were provide certificate reward for a few teachers, up grading training opportunity provided for few teachers in summer program. But in schools level there was no planned motivational mechanisms.

Moreover, inadequate salary, lack of housing service, lack of benefits & suitable working condition, students disciplinary problem, low attitude of students towards education, low attitude of parents and society towards teachers, lack of respect and low status for the teaching profession, administrative problems and lack of qualified & effective school leader ship styles in the school were as basic factors that teachers were due to externally de-motivated in their job. Similarly, with intrinsic factors of motivation, lack of recognitions, attention for teaching profession, low attitude for teaching profession, lack of

supervision, low interest for teaching profession, lack of short term trainings and poor students' academic performance were as basic factors when teachers motivated in their job.

5.2. Conclusion

The aim of the study was to assess determinants of teachers' work motivation in government secondary school at Yeka Sub City in Addis Ababa City of Administration. It was focused on the relationship between extrinsic & intrinsic factors of motivation and teachers' work motivation by ascertaining the extent which how much these variables affected it and the difference between teachers' demographic characteristics (sex, marital status, monthly salary, age, qualification, fields of specialization, teaching experience and career structure) on their job. As well as, it was conducted the current level of teachers' work motivation in their school. Thus, based on the findings of the study the following conclusions were drawn.

1. Even though, both intrinsic and extrinsic factors of motivation were statistically significant associated with teachers' work motivation, professional status, benefits & suitable working condition, advancement and achievement were highly affected on teachers' work motivation. However, according to Frederick Herzberg hygiene-motivation theory evidence indicating that employees have two sets of needs which relating to job satisfaction and job dissatisfaction. Extrinsic factors like, salary, benefits & working condition, interpersonal relationship, professional status, school policy & administration stand out as forces of strong job dissatisfaction (hygiene factors). An improvement of these factors tended to reduce employee dissatisfaction conversely, intrinsic factors like recognition, responsibility, work itself, professional achievement

and advancement factors represent as forces of strong job satisfaction (motivators). The existence of motivators tended to affect the employee's attitudes in apposite direction. Therefore, the study found that improving adequate benefits & suitable working condition, the status of teaching, increasing getting professional advancement and achievement for teachers in the school would have increase the teachers' work motivation. Motivated employee can produce high-quality work with more or maximized efficiency and productivity

2. Teachers were de-motivated in various aspects of both intrinsic and extrinsic factors of motivation where improving both extrinsic and intrinsic determinants for teachers leads to increases the overall teachers' work motivation. Unless and until, the employees of an organization are motivated for the tasks fulfillment and goals achievement, no organization can progress or achieve success (Adi, 2000, Anka, 1988, Rothberg, 2005).
3. However, both sets of extrinsic and intrinsic factors were affecting the teachers' work motivation, they have differently significant to compare with the intrinsic and extrinsic factors of motivation on teachers' work motivation. Intrinsic factors of motivation are found to be higher than that of extrinsic factors of motivation. Therefore, the study found that teachers' work motivation was more affected in related with intrinsic factors than extrinsic factors.
4. Even though, there is statistically significant difference between sex, marital status, work experience, benefits (housing allowance & transport service, and housing and transport service), experience and career structure categories have statistically significant difference with teachers' work motivation, marital status was found to be the statistically significant

predictor of difference with teacher's work motivation in binary logistic regression model. Married teachers are more motivated than single teachers.

5. In national and regional teachers' and Teachers' Profession Association (TPA) conference, teachers' salary and benefits, teachers' housing service issues, low attention for teachers, capability of teachers and low quality of education were widely raised. As a result, all agreed that teachers are highly responsible and the first line to build nations specifically, and this leads to the development of the country so that there should be given attention for their profession, respect and freedom for their academic autonomy and there should be required special attention for quality education and access as well as teachers' benefits.

5.3. Recommendations

Teachers' work motivation is very essential to improve quality education that leads to the major implications on the development of productive labor force currently and in the future. Many studies have shown that the quality of teaching was a major influence on student achievement and low teachers' work motivation leads to negative educational outcomes and negatively affect the society in all aspects and may lead to failure. So teachers should be well motivated and treated by different education stakeholders and developmental partners to achieve better educational outcomes. Based on the findings and conclusions, the following recommendations are made.

1. The current level of teachers' work motivation is very low, because the intrinsic and extrinsic factors of motivation were affecting them. Therefore, it is recommended that, teachers should energize their internal and external behaviors as much as possible. Especially, it is better to evaluate and describe the teaching profession by Civil Service

Commission and respective educational bodies in job Evolution and Grading system, then the Government should improve their salary, Addis Ababa city of Administration and Education bureau should facilitate working benefits for teachers like housing service, Schools, Sub City Education Office and Addis Ababa Education bureau should facilitate and deliver proper rewards for teachers who performed with a good achievement.

2. In fact teachers believe that the status and interest of the teaching profession is low attitude. Therefore, the respect and the status of teaching profession, creating suitable working condition and effective education leadership in the schools should be improved. As well as respected organization and education partners should continuous support to realizing teaching capability and interest. Moreover, create awareness towards students, parents and other society the value of teaching and announce the impact of teaching and the teachers' efforts by in different level of education organizations with different mass media.

3. Married teachers are more motivated than single teachers. Therefore, it is kindly advised that education partners, researchers do different works (assignments, assessment, projects etc.) on this social aspect.

4. Teachers' work motivation was more affected in related with intrinsic factors than extrinsic factors. Therefore, it is recommended that Ministry of Education, Addis Ababa Education bureau should facilitate to make teachers have different opportunities for professional advancement, promotion. Moreover, while supervisors, education experts and school principals supervise evaluate teachers, mainly focus on professionalism appraisal

without political participation and should give relevant feedback timely and encourage them for their quality of efforts to increase ultimate potential.

5. most respondents were response in open ended question that students disciplinary problem, low attitude of students towards education, low attitude of parents and society towards teachers, poor students academic performance, poor management, low interest for teaching profession, and lack of short term trainings about the teaching learning system were as a basic factors to teacher' work motivation. Therefore, it is recommended that the schools rules and regulations should be practical in the school and made as a common consensus with continuous discussion and communication among school management, teachers, students, parents and Parent Teacher Student Association (PTSA) to solve any students' misbehavior. Schools, Teacher' Profession Association (TPA), stakeholders, governmental and non-governmental education partners, and college of teachers & universities should build teachers teaching- learning capacity to enhance teachers' class room management, instructional leadership and improve students' academic performance and attitudes as well as educational leaders, Teachers' profession Association and respected educational bodies should support to keep teachers moral and respect the teaching profession.

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Annex: 1

Questionnaires for teachers

Addis Ababa University
College of Education and Behavioral studies
Department of Educational Planning and Management

Questionnaire for Teachers

The purpose of this questionnaire is to assess determinants of teachers' motivation on their teaching profession in Government Secondary Schools at Yeka Sub City in Addis Ababa City of Administration. Therefore, you kindly requested to fill the questionnaire based on the necessary information related to the study. The success of this study directly depends upon your honest and genuine response to each question. Each data you supply will be used only for the purpose of academic issue and also treated with utmost confidentiality.

General Direction: *This questionnaire has five sections. The first section tells about personal information, the second section tells about the extrinsic factors of teachers' work motivation, the third section also tells about the intrinsic factors of teachers' work motivation, the fourth section is about the overall level of current work motivation and the last one is open-ended questions. Read the questions under each part and you are expected to respond accordingly. Ask the data collector if you need extra support before providing your answer in not clear. No need of writing your name.*

SECTION ONE: Personal Information /Demographic Characteristics.

Instruction: Please indicate your answer by making a ☒ mark inside the box or Write where it is necessary in the space provided.

1. Sex A. Male ☐ B. Female ☐

2. Age _____

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

4. Your qualification _____

A. MA/MSc ☐ B. BA/BSc/BEd ☐ C. Diploma ☐ D. Certificate ☐

5. Your field of specialization

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

6. Workload (periods) per week _____

7. Monthly gross salary _____

8. What kind of additional benefits do you get?

A. housing allowance ☐ B. medical allowance ☐ C. housing service ☐

D. transport service ☐ E. others please specify. _____

9. Your total year of teaching experience

A. 0-5 ☐ B. 6-10 ☐ C. 11-15 ☐ D. 16-20 ☐ E. 21-25 ☐

F. 26-30 ☐ G. 31-35 ☐

10. Your current career structure

A. Beginner teacher ☐ B. Junior teacher ☐ C. Teacher ☐

D. Higher teacher ☐ E. Associate teacher ☐ F. Leader teacher ☐

G. Higher leader teacher- I ☐ H. Higher leader teacher- II ☐

I. Higher leader teacher- III ☐

SECTION Two: Related with Extrinsic factors of motivation:

In this section, please indicate to what extent your degree of agreement on the stated items of extrinsic factors. Indicate your answer by putting the sign of ☐ under the rating numbers specified below.

5= Strongly Agree, 4 = Agree, 3= Undecided, 2= Disagree, 1 = Strongly Disagree

Ex.Factors (Variables)	No	Items	5	4	3	2	1
Salary	1.	My salary is well compared with my workload.					
	2.	My salary is appropriate for my experience.					
	3.	My salary enhances my status.					
	4.	My salary improves my commitment.					
	5.	I earn well in comparison to other professional jobs.					
	6.	My salary covers all my basic needs.					
Benefits & Suitable Working Condition	1.	I am happy with the types of allowances given.					
	2.	I am motivated in the opportunity of education given for teachers.					
	3.	I am motivated in my present living conditions in my needs of housing services.					

Ex.Factors (Variables)	No	Items	5	4	3	2	1
	4.	I am motivated in the school conditions with adequate physical infrastructure and facilities.					
	5.	I am secured in my job and that motivates me.					
	6.	I am motivated in cafeteria service with low cost provided for teachers at school.					
Interpersonal Relationships	1.	I feel motivated in having friendly relations with school management.					
	2.	I feel more motivated while there is fair team spirit in the school.					
	3.	I am happy with my professional relationship with the school director.					
	4.	I am satisfied with my relationships with colleagues.					
	5.	I am pleased with my relationships with the students' parents.					
	6.	I am happy the parents are involved in their children's learning.					
	7.	I am happy with my relationships with the students.					
	8.	I am pleased the relationships with colleagues enhance my teaching.					
Status	1.	I am satisfied with the respect from my school director.					
	2.	I am happy with the respect from my colleagues.					
	3.	I am happy with the support of the Teachers' Association for rights and benefits of teachers.					
	4.	I am happy the students respect the teachers.					
	5.	I am pleased with the respect I get from the parents.					
	6.	I am satisfied with the student discipline.					
	7.	I feel motivated for the teaching profession is respected in the society.					
School policy & Administration	1.	The school administration fairly evaluates my performance.					
	2.	I am satisfied with our school rules and regulations.					
	3.	I am happy with how decisions are made at my school.					
	4.	I am pleased with the leadership style of the school directors.					
	5.	The leadership style at my school enhances my commitment.					
	6.	I am happy my school leaders value me as a teacher.					
	7.	I am motivated with my school leaders treat me fairly.					

SECTION THREE: Related with Intrinsic (Int.) Factors of Motivation

In this section, please indicate to what extent your degree of agreement or disagreement on the stated items of intrinsic factors. Indicate your answer by putting the sign of ☐ under the rating numbers specified below.

5= Strongly Agree, 4 = Agree, 3= Undecided, 2= Disagree, 1 = Strongly Disagree

Int-Factors (Variables)	No	Items	5	4	3	2	1
Recognition	1.	I get enough recognition from Parent Student Teacher Association.					
	2.	I get enough recognition from respected organizations for my work.					
	3.	I am motivated in that my supervisor always recognizes the work I do.					
	4.	I feel motivated in that my students and parents recognize and appreciate the work I perform.					
	5.	I feel motivated in that the school management recognizes and appreciates my effort.					
	6.	I feel motivated in that government media is engaged in activities to recognize teachers.					
Work (Teaching) Itself	1.	I get pleasure from teaching.					
	2.	I get intellectual rewards from teaching.					
	3.	I have the opportunity to get more satisfaction with my teaching.					
	4.	I like teaching forever.					
	5.	I preferred teaching because it is my interest.					
	6.	I am motivated in teaching because I perform well it gives me a good status.					
Responsibility	1.	I am satisfied with my autonomy as a teacher.					
	2.	I am satisfied with the amount of freedom I have in decision-making.					
	3.	I feel empowered in my job.					
	4.	I am motivated in being responsible for my own work.					
	5.	I am motivated in the encouragement to come up with new and better ways of doing things in teaching learning.					
	6.	I feel motivated while I help my students outside class time.					
Advancement	1.	I have many opportunities for professional advancement.					
	2.	I have opportunities for promotion.					

Int-Factors (Variables)	No	Items	5	4	3	2	1
	3.	I am happy with the way teachers are evaluated.					
	4.	I am motivated my job provides me with an opportunity to achieve professionally.					
	5.	I am motivated in realizing my ultimate personal potential and find the opportunity of advancement.					
Achievement	1.	I am motivated in the improvement of my students' academic performance.					
	2.	I am motivated in the good attitude of my students.					
	3.	I feel motivated in that I am valued by my supervisors.					
	4.	I feel motivated that receive relevant feedback timely by my supervisors.					
	5.	The reward I receive for the quality of my efforts motivates me.					

SECTION FOUR: Overall Current Status of Teachers' Work Motivation

1. What level of work motivation do you have currently?

- A. Highly motivated ☐ B. Motivated ☐ C. Undecided ☐ D. De-motivated ☐
E. Highly de-motivated ☐

SECTION FIVE: Open-ended Questions

Dear respondents, you are kindly requested to answer the following questions briefly.

1. What are the teachers' motivational mechanisms in your school?

2. What are the basic factors that affect teachers' work motivation in your school?

3. What would you recommend to improve teachers' work motivation in your school?

Thank you!!

Annex-2

Table.1 Chi-Square test of Demographic Characteristics

Variables			demotivated	motivated	Total	χ^2	P	AOR (95% CI)
Sex	Male	N	102	47	149	4.18	0.033	
		%	68.5%	31.5%	100.0%			
	Female	N	21	20	41			
		%	51.2%	48.8%	100.0%			
Age	21-25	N	1	1	2	8.75	0.119	
		%	50.0%	50.0%	100.0%			
	26-30	N	55	17	72			
		%	76.4%	23.6%	100.0%			
	31-35	N	34	22	56			
		%	60.7%	39.3%	100.0%			
	36-40	N	17	10	27			
		%	63.0%	37.0%	100.0%			
	41-45	N	8	9	17			
		%	47.1%	52.9%	100.0%			
Marital status	Married	N	60	52	112	14.899	0.000	
		%	53.6%	46.4%	100.0%			
	Single	N	63	15	78			
		%	80.8%	19.2%	100.0%			
Qualification	MA/MSc	N	14	11	25	.963	0.327	
		%	56.0%	44.0%	100.0%			
	BA/BSc/BEd	N	109	56	165			
		%	66.1%	33.9%	100.0%			
Field of specilization	Natural Science	N	70	34	104	1.795	0.616	
		%	67.3%	32.7%	100.0%			
	Social Science	N	28	16	44			
		%	63.6%	36.4%	100.0%			
	Language	N	24	15	39			
		%	61.5%	38.5%	100.0%			
monthly salary categorical	Other	N	1	2	3	7.189	0.066	
		%	33.3%	66.7%	100.0%			
	3137-3579	N	29	9	38			
		%	76.3%	23.7%	100.0%			
	4085-5338	N	54	24	78			
		%	69.2%	30.8%	100.0%			
	6036-7647	N	35	26	61			
		%	57.4%	42.6%	100.0%			
	7648 and above	N	5	7	12			
		%	41.7%	58.3%	100.0%			
Benefits of teachers with out monthly salary	housing allowance and transport service	N	102	47	149	4.185	0.04	
		%	68.5%	31.5%	100.0%			
	housing allowance, housing and transport service	N	21	20	41			
		%	51.2%	48.8%	100.0%			

Variables			demotivated	motivated	Total	X ²	P	AOR (95%CI)
Teaching experience	0-5	N	28	8	36	12.672	0.049	
		%	77.8%	22.2%	100.0%			
	6-10	N	39	13	52			
		%	75.0%	25.0%	100.0%			
	11-15	N	35	22	57			
		%	61.4%	38.6%	100.0%			
	16-20	N	9	9	18			
		%	50.0%	50.0%	100.0%			
	21-25	N	5	5	10			
		%	50.0%	50.0%	100.0%			
Current teachers' career structure	Beginner teacher and Junior teacher	N	31	7	38	10.54	0.014	
		%	81.6%	18.4%	100.0%			
	Teacher and Higher teacher	N	51	23	74			
		%	68.9%	31.1%	100.0%			
	Associate teacher and Lead teacher	N	23	19	42			
		%	54.8%	45.2%	100.0%			
	Higher leader teacher I- III	N	18	18	36			
		%	50.0%	50.0%	100.0%			

Table: 2 Chi-Square test of Extrinsic factors of motivation

			Motivational level			X ²	P	AOR (95%CI)
			demotivated	motivated	Total			
The value of salary	Disagree	N	122	35	157		0.000	
		%	77.7%	22.3%	100.0%			
	Agree	N	1	32	33			
		%	3.0%	97.0%	100.0%			
benefit	Disagree	N	116	31	147	57.169	0.000	
		%	78.9%	21.1%	100.0%			
	Agree	N	7	36	43			
		%	16.3%	83.7%	100.0%			
Interpersonal relationship	Disagree	N	50	0	50	36.96	0.000	
		%	100.0%	0.0%	100.0%			
	Agree	N	73	67	140			
		%	52.1%	47.9%	100.0%			
Professional Status	Disagree	N	76	1	77	65.42	0.000	
		%	98.7%	1.3%	100.0%			
	Agree	N	47	66	113			
		%	41.6%	58.4%	100.0%			
School_Policy & Administration	Disagree	N	123	0	123	190.000	0.000	
		%	100.0%	0.0%	100.0%			
	Agree	N	0	67	67			
		%	0.0%	100.0%	100.0%			

Table:3 Chi-Square test of Intrinsic factors of motivation

			demotivated	motivated	Total	X ²	P	AOR (95%CI)
Recognition	Disagree	N	120	0	120	177.422	0.000	
		%	100.0%	0.0%	100.0%			
	Agree	N	3	67	70			
		%	4.3%	95.7%	100.0%			
Work_itself	Disagree	N	114	0	114	155.244	0.000	
		%	100.0%	0.0%	100.0%			
	Agree	N	9	67	76			
		%	11.8%	88.2%	100.0%			
Responsibility	Disagree	N	83	0	83	80.282	0.000	
		%	100.0%	0.0%	100.0%			
	Agree	N	40	67	107			
		%	37.4%	62.6%	100.0%			
Advancement	Disagree	N	104	2	106	117.000	0.000	
		%	98.1%	1.9%	100.0%			
	Agree	N	19	65	84			
		%	22.6%	77.4%	100.0%			
Achievement	Disagree	N	94	1	95	97.409	0.000	
		%	98.9%	1.1%	100.0%			
	Agree	N	29	66	95			
		%	30.5%	69.5%	100.0%			

Annex-3

Table : 4 Binary logistic regression Result related to Demographic characteristics

Variables in the Equation								
	B	S.E.	Wald	df	Sig.	Exp(B)	95% C.I. for EXP(B)	
							Lower	Upper
Sex(1)	.517	.410	1.591	1	.207	1.677	.751	3.747
Mstatus(1)	-1.009	.380	7.060	1	.008	.365	.173	.767
Benefits(1)	.096	.426	.050	1	.823	1.100	.477	2.538
Experience			3.436	6	.752			
Experience(1)	-.880	1.049	.703	1	.402	.415	.053	3.243
Experience(2)	-.730	1.112	.430	1	.512	.482	.055	4.264
Experience(3)	.255	1.297	.039	1	.844	1.290	.101	16.407
Step 1 ^a Experience(4)	.389	1.459	.071	1	.790	1.476	.084	25.782
Experience(5)	.259	1.554	.028	1	.868	1.295	.062	27.210
Experience(6)	.912	1.553	.345	1	.557	2.490	.119	52.213
C.structure			1.733	3	.630			
C.structure(1)	1.134	1.072	1.119	1	.290	3.107	.380	25.374
C.structure(2)	1.169	1.188	.968	1	.325	3.219	.313	33.050
C.structure(3)	.563	1.413	.159	1	.690	1.757	.110	28.045
Constant	-.870	.498	3.050	1	.081	.419		

a. Variable(s) entered on step 1: Sex, Mstatus, Benefits, Experience, C.structure.

Table:5 Binary logistic regression Result related with Extrinsic and Intrinsic factors of motivation.

Variables in the Equation									
		B	S.E.	Wald	Df	Sig.	Exp(B)	95% C.I. for EXP(B)	
								Lower	Upper
Step 1 ^a	benefit(1)	.224	.829	.073	1	.000	1.251	.246	6.353
	Status(1)	3.881	1.257	9.538	1	.002	48.462	4.128	568.861
	Advancement(1)	4.212	.944	19.919	1	.000	67.525	10.618	429.420
	Achievement(1)	4.378	1.162	14.202	1	.000	79.681	8.175	776.617
	Constant	-10.035	1.929	27.072	1	.000	.000		
a. Variable(s) entered on step 1: benefit, Status, Advancement, Achievement.									

Annex- 4

Table: 6 Number of Secondary Schools' Teachers who Leave Teaching Profession at Yeka Sub City in 2008- 2010 E.C

No	Name of Schools	Number of teachers who leave teaching profession in sex		
		Male	Female	Total
1	Kokobe Tsibea	6	2	8
2	Tesfa birhan	1	1	2
3	Karalo	9	3	12
4	Birhan Guzo	3	1	4
5	Millinim	8	1	9
6	Keftegna-12	11	2	13
7	Ediget Cora	1	-	1
8	Abado	-	-	-
	Total	39	10	49

Source: Yeka Sub City Education Office

Annex- 5 Cronbach's Alpha Reliability

Case Processing Summary

		N	%
Cases	Valid	32	100.0
	Excluded ^a	0	.0
	Total	32	100.0

a. Listwise deletion based on all variables in the procedure.

Extrinsic Factors

Reliability Statistics

Cronbach's Alpha	N of Items
.920	28

Intrinsic Factors

Reliability Statistics

Cronbach's Alpha	N of Items
.933	34