

THE EFFECT OF MOTIVATIONAL FACTORS ON TEACHERS' AND PRINCIPALS' JOB SATISFACTION IN ASSOSA ZONE SECONDARY SCHOOLS OF BENISHANGUL GUMUZ REGIONAL STATE

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SEPTEMBER 2017

ADDIS ABABA, ETHIOPIA

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A Thesis submitted to the school of graduate studies in partial fulfillment of the requirements for the degree of Masters of Art in School Leadership

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Acknowledgments

First of all, my sincere gratitude goes to my advisor; Abdu Abagibe (PhD) for his unreserved professional advice, guidance, and counseling by giving constructive comments and useful suggestions right from the development of the research proposal, initiation of the study and to its completion and I wish to thank all my instructors and educational leadership department members.

I would like to thank Mr. Kemal Abdurehim, for his reading the document in various stages and has offered me with valuable and constructive comments on it. I would like to put on record the appreciation that I feel for the wealth of helpful suggestions and devices he has offered benefited in materializing this document. Without the valuable contributions and constructive comments he had offered me consistently, this document would not be materialized and take its present feature.

I am also grateful to extend my sincere thanks for Assosa Zone sample general secondary schools' principals and teachers for their participation in giving necessary information through questionnaire. I would like to extend my special regard to Mr. ChekoleGetaye, Mr. ShimelisLegese, Mr.YohannesLule, for their material, technical as well as moral support.

A special word of thanks is extended to my wife, TigistDesalegn for her encouragement, support and patience, and to my little angel Yeron.

Finally, many others have helped psychologically, morally and materially during the process of the study such as colleagues, friends and family, I cannot close, however, without expressing my very special thanks and gratitude for their remarkable efforts they have shown.

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ABSTRACT

The purpose of this study was to examine the effects of motivational factors on teachers' and principals' job satisfaction in Assosa Zone secondary schools. To address the purpose of the study four research questions were formulated; the questions were to what level are motivational factors being practiced in secondary schools of Assosa zone?, To assess the extent of teachers' and principals' job satisfaction in Assosa Zone of secondary school?, What is the relationship between motivational factors and job satisfaction in secondary school of Assoas zone? and What is the effect of motivational factors on job satisfaction in secondary schools of Assosa zone?. Descriptive survey research design was employed in the study. The size of population was 253. Of these, 155 teachers and 9 principals that is a total of 164 persons were selected as samples by using availability sampling techniques because to address the participants found in the selected schools. Closed ended questionnaire were used for gathering data. The reliability indices of 0.85, 0.88, 0.87, 0.89, and 0.84 for working condition, interpersonal relationship, organizational practice, job characteristics, and positive job attitude respectively was prepared by the researcher and employed to gather the necessary data for this study. Both descriptive and inferential statistical analysis techniques: descriptive analysis, one sample t- test, correlation, and regression were employed to compute the data. A total of 164 questionnaires were properly filled and analyzed. Descriptive analysis results showed that both teachers and principals perceived that motivational factors were not practiced enough so that it brings change in secondary schools. This implies that they were not satisfied with the practice of their schools. The results of a one sample t-test revealed that the mean score of both teachers' and principals' job satisfaction in relation to motivational factor shows that they were not satisfied with their job. The Pearson's coefficient of correlation between motivational factors and job satisfaction shows that there is significant positive relationship with working condition, interpersonal relationship, organizational practice, job characteristics, and positive job attitude. This indicated that there were positive correlation between job satisfaction and the five motivational factors. All motivational factors had significantly moderate positive correlation. Among the factors organizational practices had relatively high positive correlation while interpersonal relationship had least of the factors according to the research findings. Finally, regression was used to point out the effect of motivational factors on job satisfaction and it revealed that a total of teachers' and principals' job satisfaction was explained by the five predicting variables of the study. Thus, the increase in the five motivational factors; working condition, interpersonal relationship, organizational practice, job characteristics, and positive job attitude would show the way to increase the teachers' and principals' job satisfaction. Finally, in order to boost employees' job satisfaction, the researcher recommended that providing professional development training, recognizing their contribution, delegating responsibility and creating promotion opportunities. Moreover, it needs to supply adequate resources, be committed to pay appropriately, allocate appropriate work load, and develop clear policies and procedures.

KEY WORDS:

Secondary school; principal; job satisfaction; teachers

CHAPTER ONE

INTRODUCTION

This chapter deals with the background of the study, statement of the problem, objective of the study, significance of the study, delimitation of the study, limitation of the study, operational definition of key terms, and organization of the study.

1.1. Background of the study

Every organization has different types of resources that are information, physical, financial and human resources. The vital one is the human resource of an organization. It is the human resource that can make the other resource available for the organization and improve the efficiency of that organization. Human resource proves to be the nucleus of organizational resource; human resources are the most precious assets of any institution. Education sector organizations are among the institutions that need well trained and qualified professionals that help them to achieve the organizational goals set. One of the basic purposes of education is to produce trained human resource, which can overcome development impediments of a given country. Education is widely recognized as one indicator of development. To achieve this, there should be a satisfied work force in the sector.

The relevance of job satisfaction and motivation are very crucial to the long-term growth of any educational system around the world. They probably rank alongside professional knowledge and skills, center competencies, educational resources and strategies as the veritable determinants of educational success and performance.

Professional knowledge, skills and center competencies occur when one feels effective in one's behavior. In other words, professional knowledge, skills and competencies can be seen when one is taking on and mastering challenging tasks directed at educational success and performance (Filak& Sheldon, 2003).In addition, needs satisfaction and motivation to work are very essential in the lives of teachers because they form the fundamental reason for working in life. While almost every teacher and principals' works in order to satisfy his or her needs in life, he or she constantly agitates for need satisfaction. Job satisfaction in this context is the ability of the teaching job to meet teachers' and principals' needs and improve their job/teaching performance.

According to Denga (1996) and Joshua (2004) teachers are motivated with salaries, fringe benefits, management policies and administration, decision making procedures, working conditions. Similarly, Spector (1997) argues that the most common factors that motivate teachers to engage in the teaching activities are appreciation, communication, co-workers, fringe benefits, nature of the work, organizations' policies and procedures, remuneration, administration, superiors, security, and supervision.

The provision of high quality education system depends on high quality teachers (Jyoti & Sharma, 2009; Perie, Baker & The American Institute for research, 1997) as cited in Gedefaw(2012). Teachers, specifically, 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). Thus, as outlined above satisfaction with their teaching career not only plays an important role in lives of teachers themselves, but also in the lives of students and the parents, and for the sustainment of quality of education at large. Studies indicated that the quality of education depends on the professionalism and devotion of the teachers. It is impractical to realize positive changes in the schools without the teachers' commitment to and participation in reform. The quality and moral of the teachers are essential to the success of any educational reform (Kim, 2000) as quoted in Gedefaw (2012). That is, attempts to assure the quality of education in schools cannot be achieved without considering teachers' and principals' job satisfaction. Practices to improve performance in schools will never succeed if both principals and teachers' job satisfaction and motivation is ignored. This implies that motivated and satisfied teachers and principals are more likely to affect students' learning positively while the opposite of that may cause negative impacts on students' performance. 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 cited in Gedefaw(2012). As a result, the government in Ethiopia and Ethiopian teachers association are in a constant stand-off over the increase in salaries, benefits, and improvements in working conditions of teachers and principals. Though this has been done, it is assumed that teachers' agitations and demands are beyond the resources of the Ministry of Education or the government.

The federal and regional governments have argued that the present economic realities in the country cannot sustain the demanded increase in salaries, benefits, and improvements in working

conditions. Specifically they argue that teachers' demands are beyond the government resources. While teachers on their part argue that the existing salary structure, benefits and working conditions do not satisfy their basic needs in as much as other sectors of the economy have bigger salary structure, better motivation and enhanced working conditions. Therefore, educational leaders and administrators have to pay special attention to the phenomena of motivation and job satisfaction. For instance, to overcome the poor achievements of students in secondary school, the education bureau of the region under study tried to motivate teachers' and principals' to do their best. Towards this the region was employed different incentive mechanisms for school teachers and principals; such as improving salary by one career structure and given top up (2 stain for teachers and 4 stain for principals) different from other regions and delivering monthly additional incentives based on the standards of the woreda. But these incentive systems are not enough to improve teachers' and principals retention rate as well as to increase students' performance. Even if this done by the government of the nation and region, there has been deteriorating standards of professional conduct, including misbehavior in and outside of work, lack of commitment and interest, poor preparation of teaching materials especially lesson notes, lack of continuous pupil assessment and general poor professional performance. During the past 11 years teaching and principal ship experience of the researcher in Assosa Zone, has observed teachers' and principals high turnover intention in the secondary schools of Assosa zone. Thus, as a school principal in one of the secondary school in Assosa town administration, the researcher needs to assess schools practices in improving the teachers' and principals work motivation and job satisfaction in secondary schools of Assosa Zone.

1.2. Statement of the problems

From the background of the study it is clear that there are important links between the job satisfaction of teachers together with quality education, and student achievement. Thus, there is a need to generate accurate and trustworthy information about the job satisfaction of secondary school teachers. The motivation level of teachers has a significant factor in influencing the delivery of quality education. Moreover, it determines the school environment, the quantity and quality of knowledge children receive, the level of skills to enhance the development of young minds and the sense of security children feel.

A survey conducted recently on teachers' motivation and job satisfaction in 12 countries of Asia and Sub-Saharan Africa raises concerns about the influence of low teacher job satisfaction on teachers' absenteeism, lateness and lack of commitment to their work (Bennell & Akyeampong, 2007) as cited on Shimelis Mesfin, 2013.

Accordingly Shann (2001) describes teacher satisfaction has been shown to be a predictor of teacher retention, determinant of teacher commitment, and, in turn, a contributor to school effectiveness. In addition, the commitment and effectiveness of teachers solely depend on their motivation, morale and job satisfaction. This implies that teacher job satisfaction and motivation is an important phenomenon for secondary school teachers, their employers and students at large.

Therefore, it is widely asserted that low teachers' and principals' motivation is reflected in weakening standards of professional conduct, including serious misbehavior (in and outside of work) and poor professional performance (Bennell, 2004).To minimize this problem, different countries educational reform focuses on improving teacher's and principal's competence, the learning and working environments, and greater decentralization, all of which can improve both teacher's and principal's motivation. Regarding to this Ethiopian education and training policy (Ministry of Education, 1994) gives a mandate for schools to implement various activities which improve the teachers' motivation.

However, Ethiopian secondary school teachers are not much effective and efficient in achieving the expected quality of education due to different factors. Towards this the assessment made by Centre for Britain Teacher (2008) on job satisfaction among Ethiopian secondary school teachers reveals that, 39% of teachers' are dissatisfied with their work situation. Due to this, many teachers indicate a loss of interest and they mentioned that the work was tiresome; there was no satisfaction, lack of stimulation, lack of enthusiasm, and no incentive to like the profession and a non-conducive atmosphere for the profession.

Bennell (2004), as cited in Centre for British Teacher, 2008, p.97) also states "unacceptably high proportions of Ethiopian teachers' working in public school systems are poorly motivated due to a combination of low morale and job satisfaction, poor incentives and inadequate controls and other behavioral sanctions." Towards teacher motivation Hardre and Reeve (as cited in

Hardre and Sullivan, 2009) pinpoint academic motivation is a critical need to address in high school education, because motivational features are malleable and can significantly influence the management, learning achievement and the future aspirations and intension of students. It also facilitates teachers' turnover as well as transferring to other sectors.

In addition, as Bennell (2004) described when teachers had a problem of motivation, they show poor time keeping habit, which is expressed in arriving late at school, finishing the lesson early and leaving their classes during the day. In the same way this is true in principals because if they are not motivated and satisfied they cannot lead the schools towards the set goal and they cannot motivate the teachers they lead if they cannot motivate the teachers they would end up with dissatisfied teachers and subordinates. Large proportions of teachers and principals had been searching alternatives to leave the teaching profession. As the compiled data in Assosa Zone Education office indicates the number of teachers who left the teaching profession in 2006 and 2007 were 125(49%) and that of principals who left the profession were 12(66%). It reveals that the teachers and principals who leave their profession were high. This indicates the presence of factors that forced them to leave their profession.

In 2016 Chekole from Assosa zone secondary school has conducted his research on teachers' motivation and his findings showed that the schools were not practicing motivational factors sufficiently, the extent of teachers in taking responsibility on the teaching- learning process were not in a good position, the presence of low professional growth and development, the recognition and rewarding activities given for teachers were insignificant, lack of conducive and attractive learning environment, and low utilization of incentive system by the secondary schools of Assosa zone were seen as findings.

The region tried to motivate and retain the teachers and principals by providing them top up (2 stain for teachers and 4 for principals) starting from March 2015. In addition Government has given great attention for the sector and involved 8 stains for teachers and principals starting from July 2016. Even though this done by the government of the nation and the region, there has been deteriorating standards of professional conduct, including misbehavior in and outside of work, poor preparation of teaching materials especially lesson notes, lack of continuous pupil assessment and general poor professional performance.

It was these circumstances which encouraged the researcher to conduct a study on assessing the effect of motivational factors on teachers' and principals 'job satisfaction in secondary schools of Assosa Zone. In light of this the researcher tried to seek answer for the following basic questions:

1. To what level are motivational factors being practiced in secondary schools of Assosa zone?
2. What is the extent of teachers and principals job satisfaction in secondary school of Assosa zone?
3. What is the relationship between motivational factors and job satisfaction in secondary school of Assoas zone?
4. What is the effect of motivational factors on job satisfaction in secondary schools of Assosa zone?

1.3. Objectives of the Study

1.3.1. The General Objective of the Study

The general objective of this study was to investigate the contribution of motivational factors on teachers' and principals' job satisfaction in Assosa zone secondary schools.

1.3.2. The Specific Objectives of the Study

The specific objective of the study was:

1. To examine to what level are motivational factors practice in Assosa Zone secondary schools.
2. To assess the extent of teachers' and principals' job satisfaction in Assosa Zone of secondary school.
3. To analyze the relationship between motivational factors and job satisfaction in secondary school Assosa Zone.
4. To determine the effect of motivational factors on teachers' and principals' job satisfaction in secondary school of Assosa Zone.

1.4. Significance of the Study

The role of teachers and principals are crucial and important for the transfer of knowledge and skills to students in the schools. Conducting this study may benefit managers of secondary schools in that they will be able to identify at what level motivational factors are being practiced. It also helps to create awareness on the extent of teachers and principals job satisfaction for general secondary school leaders, woreda education office and zonal education department experts take actions on the factors that affect teachers" job satisfaction and motivation in general secondary school. Besides, this research can be tremendously priceless for educational planners and managers as well as researchers insights about the role of motivation and job satisfaction on employees' performance and productivity. It also hoped that the study would provide an insight to heads of regional education Bureau about the most important factors that affect teachers' and principals' job satisfaction. Further, it provides practical suggestion to enhance and sustain employees' motivation and job satisfaction.

In addition, it helps to aware heads of regional education Bureau and school principals about the existence of individual difference among employees and in turn, they might develop different mechanisms based on their needs. It also benefits the policy maker's because all proposed strategies cannot be successful unless it matched with employees' value and needs. As a result, the finding of this study is important to duly identifying teachers' needs for the setout motivational strategies.

1.5. Delimitation of the Study

The research was delimited in both content wise and geographically. Regarding to content, this research was delimited to assess the extent of teachers work motivation based on Herzberg theory of motivation. The practices assessed on focusing the following motivation variables; achievement, responsibility, professional growth and development, recognition, policy and administration, advancement, supervision, work itself, work relationship, status, working condition, job security, and incentives and benefit. Because as Sansone & Harackiewicz(2000), Schermerhorn, et al. (2011),Robinson (2004)and Ahuja & Shukla(2007) noted both intrinsic and extrinsic factors has their own influence in the motivation level of employees.

Geographically the scope of this study was delimited to secondary schools of Assosa Zone due to lack of resources and make it manageable. Therefore, the finding of this research was generalized for secondary schools of Assosa Zone without considering primary one or secondary schools of nearby regions.

1.6. Limitations of the Study

This study aimed to assess the levels of secondary school teachers' and principals' job satisfaction at a particular point of time. But, it is unknown that whether they are satisfied with their job currently unless systematic longitudinal study conducted.

The study was geographically restricted to specific areas of Asossa zone secondary schools. Due to this reason, it cannot generalize the results of the study to other Zones and Regions which are not included in the present study. This happened due to shortage of time and resources that are necessary to conduct the study.

Since the data gathering technique was self-administered questionnaire, the accuracy of the data was limited to the subjective perception and attitude of respondents. The researcher devoted his time to convince the respondents. It was difficult and time taking to convince them and to get their full commitment in reflecting real information. Furthermore, the lack of similar research works on the issue investigated in the study area impedes the researcher from consulting more findings in the literature as well as in the discussion part.

1.7. Definitions of Key Terms

This section provides definitions of the key concepts or words.

Motivation: Robbins and Coulter (2009) said that employee's motivation is the willingness of employees to perform excellent work efficiently and this willingness only comes when they perceive that their effort would result in their need satisfaction. Therefore, in this study, motivation refers to the willingness or the desire of the teacher to achieve the goals of the school or the teachers' initiation and willingness to achieve the goal of quality education in their school.

Work motivation: is a set of energetic forces that originate both within as well as beyond an individual's being, to initiate work-related behavior and to determine its form, direction, intensity, and duration (Latham and Pinder, 2005). In this research work motivation is defined as the interest, commitment and involvement of teachers to the teaching learning activities as well as the improvement of students' academic achievement.

Motivation factors: motivation factors represents both intrinsic and extrinsic factors (the whole independent variables) which includes achievement, responsibility, professional growth and development, recognition, policy and administration, advancement, supervision, work itself, work relationship, status, working condition, job security and incentives and benefit.

Job satisfaction- refers to the measurement of one's total feelings and attitudes towards one's job.

Secondary school: The term secondary schools in the Ethiopia context will have four years duration, consisting of two years of general secondary school which will enable students to identify their interest for further education, for specific training and for the world of work. The second cycle of secondary education and training will enable students to choose subjects or areas of training which will prepare them adequately for higher education and for the world of work, which will be completed at grade 12 (Ministry of Education, 1994). Thus secondary school in this research refers to first cycle secondary schools (from 9 – 10 grades levels).

Principals –refers to a secondary school executive who carries out management roles and may be called a head teacher.

Teachers' compensation- is used to refer to salaries, benefits and other opportunities within the school for income.

1.8. Organization of the Study

This research had five chapters. The first chapter deals with introduction part that consists of background, statement of the problem, objectives, significance, delimitation and limitation of the study including operational definitions. The second chapter was encompass a review of literature

on the concepts of motivation and some of the content theories of motivation which includes Maslow's hierarchy of need theory, Herzberg's Two Factor Theory, Mc Gregory's of theory and McClelland's Need Achievement Theory. In addition, job satisfaction and motivational factors mainly working conditions, interpersonal relationships, organizational practice factors, job characteristics and personal factors and their relationship with job satisfaction were reviewed. The third chapter dealt about the research method, design, research site, population, and sample, sampling techniques, data gathering instruments and procedures as well as method of data analysis. Results and discussion of the major findings were presented in the fourth chapter. The fifth chapter presented the summary, conclusion and recommendations as part of the study. Finally, the reference, appendices and other information were attached at the end.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter embodies different views related to the studying topic. In this part, the concepts of motivation and some of the content theories of motivation which include Maslow's need hierarchy theory, Herzberg's Two Factor Theory, Mc Gregory's of theory and McClelland's Need Achievement Theory reviewed. In addition, job satisfaction and motivational factors suggested by Lewis and Smith i.e. working conditions, interpersonal relationships, organizational practice, job characteristics and factors related to positive job attitude. Finally, the relationship between motivational factors and job satisfaction reviewed.

2.1. The Concept of Motivation

The term motivation is derived from the Latin word 'mover', which means 'to move' (Baron, Henley, Mc Gibbon and McCarthy, 2002). They defined motivation as an emotion, desire or biological needs that initiates a person to do something. A great many definitions of motivation construct have been postulated over several decades during which this multi-faceted concept has been researched. The rich variety in perspectives on the topic of motivation is illustrated below.

Robbins and Judge (2008) defined motivation as the processes that account for an individual's intensity, direction, and persistence of effort toward attaining a goal. Mbua (2003) view motivation as the complex forces, drives, needs, tension states or other mechanisms that start and maintain voluntary activity directed toward the achievement of personal goals, or a prep tent [SIC] state that energizes and guides behavior. Conversely, Vroom (1995) defines the concept of motivation as a process governing choices made by persons or lower organisms among alternative forms of voluntary activity. Motivation is also defined as the processes that account for an individual's intensity, direction, and persistence of effort toward attaining a goal (Robbins, 2005).

From management point of view, motivated staff is the most important element to make the school more effective because they are looking for better way of doing the job, usually concerned about the quality and more productive than apathetic staff (Steyn, 1996). If the manager is to improve the work of the organization, attention must be given to the level of

motivation of its employees. Mullins (1999) claimed that people's behavior is determined by what motivates them. Their performance is a product of both ability level and motivation.

Performance = Function (ability X motivation)

The manager must also encourage staff to direct their efforts (the driving force) towards the successful attainment of the goals and objectives of the organization (Mullins, 1999). The basic model of motivation presented by Mullins (1999) has needs or expectations, deriving force or behavior goals and some form of feedback. This concept gives rise to the basic motivational model which is illustrated in fig.1

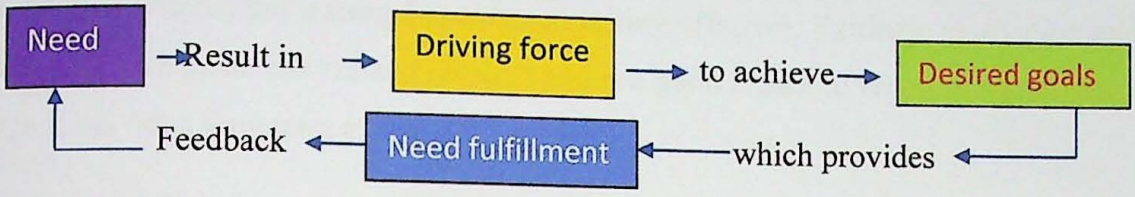

Figure1 A simplified illustration of the basic motivational model (Mullins 1991, P. 407)

Mullins (1999) suggested that the various needs and expectations can be categorized in a number of ways. For example the simple divisions in to physiological and social motives, in to intrinsic or extrinsic motives. Extrinsic motivation is related to" tangible'' reward such as salary and fringe benefits, security, promotion, contract of service, the work environment and conditions of work. Intrinsic motivation is related to psychological rewards such as the opportunity to use one's ability, a sense of challenge and achievement, receiving appreciation, positive recognition, being treated in caring and considerate manner.

According to Hitt, Black and Porter (2005), Characteristics of the individuals, Characteristics of the job, Characteristics of the work situation are thee determinant variables of motivation in the work settings. They further elaborated each variable. The first category is the source of the internal or pushes forces of motivation, that is, what the employee brings to the work settings. The individual's contributions to motivational force consists of three major subsets of variables: (a) needs-such as the need for security, self-esteem, achievement, or power; (b) attitudes -toward self, a job, a supervisor or the organization [including schools]; and (c)goals such as task completion, accomplishment of a certain level of performance, and career advancement. Characteristics of the job focus on what the person does in the work setting. These include how much direct feedback the person receives by performing tasks, the workload, the variety and

scope of the tasks that make up the job, and the degree of discretion the person is allowed in meeting the requirements of the job. The other category, work situation characteristics, refers to what happens to individual. This category has two sets of variables: the work group, and subordinates; various types of organizational actions, such as reward and compensation practices, the ability of training and development, and the amount of pressure applied to achieve high level of output.

To sum up the above concepts, in the work area motivation can appear through two ways. That is through internally (intrinsically) or externally (extrinsically). Intrinsic motivation arises within an individual without any external agents and is very effective. Extrinsic motivation arises from outside pull such as incentives and rewards and is a good means to accomplish the desired goals though it has not a long term effect.

Even though different scholars define the term motivation differently, in this study, motivation was defined as both intrinsic and extrinsic factors that help individuals' exert maximum effort to achieve certain goals. As already mentioned above, the concept of motivation is very important in terms of helping an organization to achieve its goals, as it constitutes the crucial link between employee job satisfaction and performance, which in turn determines organizational profitability and success. In this regard, to maintain optimally motivated teachers and principals, educational planners and policy makers should focus on different motivational strategies or factors that contribute towards employees' job satisfaction.

2.2. Theories of Motivation

Motivation research draws on a large number of theoretical perspectives. Although some of these appear to be less influential than when they were originally postulated, such as Maslow's hierarchy of needs theory (Wicker and Wiehe, 1999), their contributions as foundation layers and inspirations for subsequent theories are still evident and acknowledged. According to Petri (1996), the vast array of motivation theories are based on different approaches to the origins or sources of motivation, e.g. energy, heredity, learning, social interaction, cognitive processes, activation of motivation, homeostasis, hedonism or growth motivation. Depending on the particular approach adopted, motivation theories are generally classified into three categories, namely content, process and drive and reinforcement theories (Baron et al., 2002). However, the

researcher reviewed only some of the content theories of motivation for this study. That is, Maslow's hierarchy of needs, Herzberg's Two Factor Theory, McGregor's Theory X and Theory Y and McClelland's Need Achievement theory.

2.2.1. Maslow's Hierarchy of Needs Theory

Abraham Maslow's (1943) need-based theory of motivation is the most widely recognized theory of motivation and perhaps the most referenced of the content theories. According to this theory, a person has five fundamental needs: physiological, security, affiliation, esteem, and self-actualization. The physiological needs include pay, food, shelter and clothing and comfortable working conditions etc. The security needs include the need for safety, fair treatment, protection against threats, job security etc. Affiliation needs include the needs for being loved, accepted, part of a group etc. whereas esteem needs include the need for recognition, respect, achievement, autonomy, independence etc. Finally, self-actualization needs, which are the highest in the level of Maslow's need theory, include realizing one's full potential or self development; I call it the pinnacle of one's calling.

According to Maslow, once a need is satisfied, it is no longer a need. It ceases to motivate employees' behavior and they are motivated by the need at the next level up the hierarchy. Maslow's need hierarchy is portrayed in Fig 2.

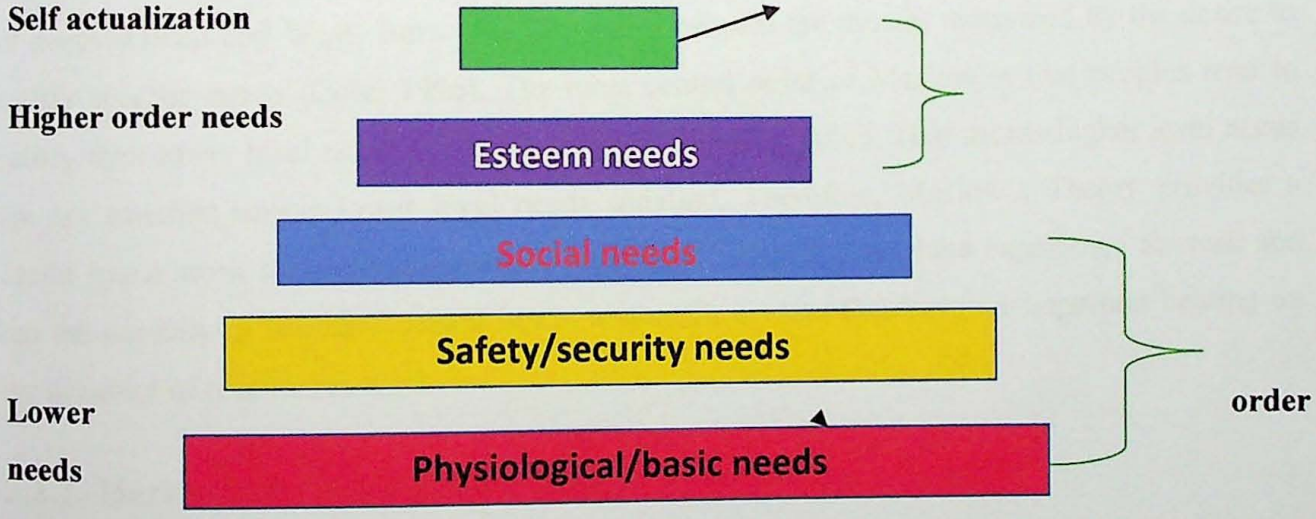

Figure 2 Maslow's Hierarchy of Needs (Source: Spector, 2003)

Maslow's theory lays the basis or foundation of the phenomena of motivation and job satisfaction. However, the most controversial question that arises is whether it is true for people from all cultures on the globe have the same needs and that those needs are hierarchical. It is an undeniable truth that people have needs which are not met, they cease to function effectively and that employees go to work to meet or satisfy their personal needs. Hoppock (1957) claims that people are attracted to jobs that make it possible for them to meet their needs. Employees are interested in the kinds of jobs at their disposal, what such jobs offer that they may gratify their needs, and what is expected of them in reciprocity (ibid).

Over time, little empirical evidence has been produced to support the idea of a needs hierarchy; their importance diminishes Baron and Greenberg (2003) and Hoy and Miskel (1996). These shortcomings have been addressed in Alderfer's Existence-Relatedness-Growth (ERG) theory, which is an expansion of Maslow's theory. Alderfer condensed Maslow's five needs into three, which were termed 'Existence' (physical survival needs), 'Relatedness' (social needs). and 'Growth' (need for personal growth and development). Alderfer emphasized that these needs do not occur in a hierarchy, but rather on a continuum (Spector, 2003), and may in fact be experienced simultaneously (Alderfer, 1969). Alderfer's ERG theory has intuitive appeal, and is more directly applicable to employee motivation than Maslow's needs hierarchy theory.

To sum up, Maslow's Theory stand the position that only un satisfied need motivate the behavior of peoples(Bush and West- Burn ham,1994) and peoples are mostly motivated by the desire to satisfy specific needs (Cole, 1996). The most central point of Maslow is that peoples tend to satisfy their lower level needs before higher level needs satisfied. That means higher level needs are not satisfied unless lower level needs satisfied. Therefore, Maslow's Theory provides a useful frame work for understanding the variety of needs that teachers experience at work and has the capacity to sensitize school heads to specific factors that have an important bearing on the behavior of teachers at work.

2.2.2. Herzberg's Two Factor Theory

Frederick Herzberg's well-known and controversial theory of motivation was postulated in 1954, and developed from his work to determine the attitude of workers towards their jobs (Gouws,

1995). As such, it was originally intended to be a job satisfaction theory, but over time it was its motivational aspects that attracted most attention (Baron et al., 2002). Beach (1980) was of the opinion that this theory constitutes more of a work motivation than general human motivation theory. The basic assumption of Herzberg's theory is that motivation originates from the job itself, but not from other external characteristics, and that those factors leading to job satisfaction "motivators" are separate and distinct from those leading to job dissatisfaction "hygiene" factors (Herzberg, 1966).

Herzberg, Mausner and Snyderman's (1959) were carried out several studies to identify things that cause to be satisfied and dissatisfied. The outcome of their study showed that the factors that lead to job satisfaction when present are different from the factors that leads to dissatisfaction when absent. Thus, they saw job satisfaction and dissatisfaction as independently. They referred to those environmental factors that cause workers to be dissatisfied as Hygiene Factors. The presence of these factors according to Herzberg et al. does not cause satisfaction and consequently failed to increase performance of workers in white-collar jobs. The hygiene factors are company policy and administration, status, salary, interpersonal relationship with supervisors, work conditions, the level of supervision; service conditions are associated with job content and perceived these factors as necessary but not sufficient conditions for the satisfaction of workers. On the other hand, they identified motivating factors that make employees work harder. They posited that these factors are associated with job context or what people actually do in their work and classified them as follows: achievement, recognition, work itself, responsibility and advancement. Achievement is represented by the drive to excel, accomplish challenging tasks and achieve a standard of excellence. The individuals' need for the opportunity of advancement and promotion, growth, increased responsibility and work itself are said to be the motivating factors.

The hygiene factors, which may be equated with Maslow's lower order needs, are placed along a continuum, from a state of dissatisfaction, to no dissatisfaction. These factors involve circumstances surrounding the task which do not lead to job satisfaction, but prevent dissatisfaction, if maintained adequately whereas motivators which is equated with Maslow's higher order needs, and are also placed along a continuum from a highly motivated to a highly unmotivated state and have a direct positive effect on the work situation, and lead to improved

productivity. Thus, Herzberg et al., (1959) pointed out that the opposite of dissatisfaction is not satisfaction but no dissatisfaction. Both hygiene factors and motivators are important but in different ways (Naylor, 1999).

Nonetheless, commitment to teaching and the workplace have been found to be enhanced by psychic rewards (acknowledgement of teaching competence), meaningful and varied work, task autonomy and participatory decision-making, positive feedback, collaboration, administrative support, reasonable work load, adequate resources and pay, and learning opportunities providing challenge and accomplishment (Johnson, 1990; Rosenholtz, 1989). In contrast, extrinsic incentives, such as merit pay or effective teaching rewards have not been found to affect teacher job satisfaction and effectiveness among Nigerian teachers (Ubom, 2001). The extrinsic factors evolve from the working environment while the actual satisfiers are intrinsic and encourage a greater effectiveness by designing and developing teachers higher level needs. That is providing teachers with greater opportunity, responsibility, authority and autonomy (Whawo, 1993). Nevertheless, it is hoped that if educational administrators and education policy makers can understand teachers' job satisfaction, they can design a reward system both to satisfy teachers and meet the educational goals.

2.2.3. McGregor's Theory X and Theory Y

Gouws (1995) noted that McGregor's theory closely resembles that of Maslow, in that the factors McGregor believed act as motivators to people at work, are arranged and satisfied in a similar hierarchy. McGregor also placed physiological needs first, followed by physical and social needs. Egotistical needs are sub-categorized as self-regard needs on the one hand, which involve self-respect, self-confidence, autonomy, achievement, competence and knowledge, and reputation needs on the other. The latter include needs such as the status, recognition, respect and appreciation a person enjoys. The highest level of need is that of self-fulfillment, which people attempt to satisfy through continued self-development and creativity.

Douglas McGregor's (1960) Theory X and Theory Y represent an extension of his ideas on motivation to the direction and control of employees in the workplace. According to McGregor's Theory X, which articulates the traditional approach to motivation, people are not keen on work,

and try to avoid it where possible. As a result, employees must be coerced and controlled by punitive measures to perform effectively. The average person is believed to lack ambition, avoid responsibility, and strive for security and financial compensation only. They are egocentric, and not at all mindful of organizational goals.

Theory Y, in contrast, reflects a more modern approach to motivation, in that most people are seen as keen to discipline themselves in order to successfully complete the tasks allocated to them. In addition, they seek responsibility, and are capable of creative problem solving. McGregor regarded Theory Y as a more accurate and realistic portrayal of human behavior, since it represents the integration of individual and organizational goals. McGregor did, however, recognize that the theory does not offer a complete explanation for employee motivation (McGregor, 1960).

2.2.4. McClelland's Need Achievement Theory

McClelland (1987) postulated the needs theory in 1967 in his book "The Achieving Society". McClelland identified three types of motivational needs prevalent in workers and managers to varying degrees. These needs are: the need for achievement, the need for power and the need for affiliation. The learned needs theory is based on the premise that achievement-orientated people acquire these major needs through learning and experience (Luthans, 1998).

According to McClelland (1987), most people possess and exhibit a combination of these characteristics, whilst some exhibit a strong bias to a particular motivational need. McClelland suggested that the following are characteristics and attitudes of achievement motivated people (Hoy and Miskel, 1996):

Achievement of an aim or task brings greater personal satisfaction than receiving praise/recognition. People have a strong desire to assume personal responsibility for performing a task or solving a problem.

Achievement-motivated people constantly seek improvements and ways of doing things better. They place a high value on achievement and have a strong desire for performance feedback.

Achievement is more than material or financial reward, and financial reward is regarded as a measurement of success, not an end in itself.

Therefore, learned needs theory is pertinent to teachers in the sense that teachers are individuals who form part of a team. They desire affiliation to the team (i.e. colleagues on the staff) with whom they share a professional relationship based on mutual trust and cooperation. Teachers constantly seek lofty achievement as implementers of the curriculum, and the power to know they are in charge.

2.3. Job Satisfaction

A great many definitions of the concept of job satisfaction have been formulated over time. Arnold and Feldman (1986) described job satisfaction as "the amount of overall affect that individuals have toward their job". High job satisfaction therefore means that an individual likes his or her work in general, appreciates it and feels positive about it. Additionally, McCormick and Ilgen (1980) define job satisfaction as a person's attitude towards his or her job, and an attitude is an emotional response to the job, which may vary along a continuum from positive to negative. Beck (1983) added that since a job has many characteristics, job satisfaction is necessarily a summation of worker attitudes regarding all these. The good features are balanced against the bad, so that the overall job satisfaction is perceived as high or low. It appears that job satisfaction may be studied from two slightly different perspectives. Firstly, job satisfaction may be treated as a single, overall feeling towards a person's job. Alternatively, researchers may focus on the different aspects that impact upon a job, e.g. its rewards and social environment, and even characteristics of the job itself, such as its content. It is believed that this latter view permits a more comprehensive picture of job satisfaction, as an individual typically experiences different levels of satisfaction across different job aspects (Spector, 2003). It is this summed total of satisfaction with the different aspects of the job that many authors collectively refer to as job satisfaction.

Megginson, Mosley and Pietri (1982) stated that people experience job satisfaction when they feel good about their jobs, and that this feeling often relates to their doing their jobs well, or their becoming more proficient in their professions, or their being recognized for good performance.

Locke (1976) held that job satisfaction is simply a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences. Work satisfaction results from the perception that one's job fulfils, or allows the fulfillment of, one's important job values.

Schneider and Snyder (1975) view job satisfaction as a personal evaluation of conditions present in the job, or outcomes that occur as a result of having a job. It appears then that job satisfaction encapsulates a person's perception and evaluation of his job, and that this perception is influenced by the person's unique disposition. People will therefore evaluate their jobs against those aspects that are important to them (Sempaneet al., 2002). Since job satisfaction involves employees' emotions and feelings, it has a major impact on their personal, social and work lives (Sempaneet al., 2002), and for this reason may also influence their behavior as employees, e.g. absenteeism (Locke, 1976; Visseret al., 1997). The collective job satisfaction of employees may also result in a particular organizational culture (Sempane et al., 2002).

2.4. Motivational Factors

Motivation as a concept that represents a highly complex and multi-dimensional phenomenon affected by many factors. These factors operate together in the organizational context to determine teachers' attitude towards their work and consequently some aspects of their general work behavior. Every person has different needs and priorities that are motivated by different factors. From the examination of the literature, it is clear those teachers' value and motivation affected by many different factors. Some of the factors that influence the motivation of teachers and principals are intrinsic to the work itself while others extrinsic to the work of teaching. Extrinsic factors relate to the larger school context such as administrative policies, job security, salary and benefits, relationship with colleagues and superiors, recognition and support from other teachers, evaluation by administrators or increased authority over some aspects of school organization (Lee Dedrick and Smith, 1991). The extrinsically motivated teachers tend focus on condition of work rather than the work itself. In contrast to this, intrinsically motivated teacher is inspired by the work that is personally interesting and satisfying is inspired by achievement, responsibility and advancement and professional and personal growth to increase his/herself actualization (Campoy and Hoewisch, 1998).

Drawing from Herzberg's work, pick (1991) contends that teachers are motivated by the factors that include achievement, recognition, work itself, responsibility, advancement and growth. She posits that it is in teachers work with student that they find their basic motivation to teach and this relationship often involves both academic achievement and personal development. Conversely, teachers are dissatisfied by what they perceive as unfair workloads and salary (Pickle, 1991). Motivation, argue Herzberg flows from the relationship that the person has to job content, achievement, the nature of the task, responsibility for the task and professional advancement (Herzberg, 1962). In his study job satisfaction among English primary school teachers in England, Chaplain (1995) found the least satisfying job facets to be working condition and lack of teaching resources. Alienation, feeling of ineffectiveness in the classrooms and frustrating working conditions leads to lack of motivation. In addition, teachers were dissatisfied with low salary, prospects of promotion and poor accommodation.

Motivation could be said to be complex and affected by many factors. In this regard, the researcher categorized the main factors that influence teachers' and principals' job satisfaction into working conditions, interpersonal relationship, organizational practices, job characteristics and personal factors.

2.4.1. Working Conditions

In the present study, working conditions refers salary, fringe benefit, physical environment and administrative support. Working conditions care concern and understanding of what makes an individual satisfied could be remain paramount in the up liftmen of teachers' soul (Manser, 2006). Thus, working condition is positively or negatively affects teachers' job satisfaction in the school in light of the following points.

Herzberg and his associate classify salary as a maintenance or care factor. Salary provision can either contribute or seriously undermine teachers' job satisfaction. Thus, low salary can generate such dissatisfaction that teachers' may not respond to opportunities for achievement, recognition or professional growth (Owen, 1995). Positive reinforcement in the form of many can serve as a powerful motivator (Lemmon, 1991). According to Maslow's need hierarchy, money is usually considered relatively unimportant for satisfying higher order needs. Therefore, money is not considered as an effective motivator (Steers & Porter 1991). However, Hoy and Miskel (1996)

argue that teachers are motivated by the opportunity to earn more money: money matters particularly to educators whose income fails to meet their basic needs. A guaranteed salary meets the teachers' physiological and security needs posited by Maslow. According to Steyn (1996) while money it may be a motivator to some , source of status and security to other or a form of recognition, money is primarily used to alleviate the physical demands made on teachers.

In the context of the present study, Fringe benefit refers to annual bonuses, travelling allowances, housing allowances, holydays, vacation leave, medical schemes and retirement income. According to Herzberg (1965) fringe benefit are care factors and peoples are dissatisfied if they are missing but their existence is worth nothing in terms of getting real motivation for teachers. Similarly, educators in Hofmeyr's (1992) study did not see benefit such as housing subsidy but working hours and holidays were seen as motivating. In Herzberg's view, improving the fringe benefits by itself is not motivating but it may reduce or eliminate the dissatisfaction of teachers and create conditions wherein they may be motivated (Owens, 1995).

In this study, physical environment refers to class, teaching loads, the material and equipment available and the overall condition of maintenance. It can cause dissatisfaction if adequately maintain. Pager (1996) found that the physical working environment is one of the most important factors in improving the motivation of teachers. To support this, Bedassi (1990) who proposed that school head could directly motivate teachers by giving special attention to the teachers' physical comfort and other related matters. Teachers are more likely to work hardest and accomplish most in their job if working condition such as class space, equipment, supplies and basic physical necessities are modern and adequate. Physical discomfort caused by large and difficult classes, poorly constructed classrooms, heavy schedules, inadequate furniture and lack of resources affect teacher motivation and output (Bedassi, 1990). According to Noe, Hollenbeck, Gerhart and Wright (1994) physical environment particularly extreme conditions within this circumstance are capable of affecting job attitudes and job performance.

Teachers interviewed in an urban secondary school in USA by winter and Sweeney (1994) identified five types of administrative support that affect school climate: recognizing achievement, backing up teachers, cars and administrating school rules fairly. Teachers need recognition for their achievement; they need to be backed when they have problems with parents

or students. Thus, providing for Maslow's need for security and trust (Winter and Sweeney, 1994).

According to Hofmeyr (1992), school management has the responsibility of providing a supportive extrinsic climate within which teachers' intrinsic drive can best be actualized. Support, encouragement, caring and fairness as well as consistency in policy and rule enforcement can create a positive school climate (Winter and Sweeney, 1994), and thus, enhance motivation. Teachers in Hofmeyr's (1992) study reported that poor administrative support has negative impact on teachers' motivation and they felt such poor support an attack on their professional integrity. Thus, teachers will motivated by the administrative and professional support which can get from school management.

2.4.2. Interpersonal Relationship

According to Maslow (1949) states that interpersonal relationship results from the need for belongingness. Herzberg and his colleagues classify interpersonal relation under maintenance factors which is cannot motivate people at work through maintenance factors (Owen, 1995). However, Van Der (1991) considers positive interpersonal relationship strengthening motivation. The following categories of interpersonal relations in the environment can be identified with colleagues' superiors, students, and parents.

Hargreaves cited in Hausman and Goldring (2001) associates collegiality with "the new professionalism", which conceptualizes teaching as part of a communal endeavor moving away from the isolationist individualism which characterized the earlier views of teacher professionalism. The new professionalism views the teacher as moving away from his/her traditional professional authority and autonomy towards new forms of relationships with colleagues, learners and parents. For the success of any organization, collegial support and teamwork are vital Tukani cited in Schulze and Steyn (2003).Collegiality at school implies working together as a team for the achievement of common goals, objectives and purposes so that knowledge, skills, values and attitudes can be effectively transmitted to learners. Collegiality meets teachers' needs for affiliation, enables them to share expertise, and creates shared understandings that can impact on student learning (Hausman and Goldring, 2001). Co-worker

relations are therefore an important antecedent of job satisfaction and the social context of work has a significant impact on workers' attitudes and behaviors (Evans, 2001).

Steyn (2002) maintains that even though much of the teacher's work is carried out in self-contained classrooms that isolate them from their colleagues, the nature of interpersonal relations with colleagues can contribute to job satisfaction or dissatisfaction. Teachers have a strong desire for personal growth and achievement, and hence welcome collegial support. In their study of working conditions and job satisfaction among Albanian teachers, Kloep and Tarifa (1994) found that good relationships with their colleagues accounted for high levels of job satisfaction. Similar studies by Singh and Manser (2002), as well as Wright and Custer (1998) link up with the human relations and behavioral science, and social influence theories of job satisfaction. Their studies show that collegial opportunities will have a motivational effect on teachers. These opportunities would be team teaching, sharing teaching techniques, working on projects together, conducting workshops, experiencing stimulating and challenging work, and creating school improvement plans.

Harmonious superior-subordinate relations are essential for the smooth functioning of an organization. For post level 1 teachers to manage the art of teaching well, there needs to be a team-spirit based on mutual respect, openness and a shared vision for the achievement of common goals (Singh et al., ibid.). Postmodernism, according to Jaye (2002) and Singh et al.(ibid.), also has as its basic principles teamwork, flexibility, employee participation and empowerment as characteristics that are essential in the promotion of job satisfaction and motivation. These characteristics are in keeping with McGregor's Theory Y leaders who engage employees in participatory decision-making, and who affirm the belief that employees are disciplined and responsible, and need to be encouraged and motivated rather that instructed and policed – as stipulated in McGregor's Theory X.

The role of the principal in creating a working climate based on cordiality and collegiality is of paramount importance. Minarik, Thornton and Perreault (2003) maintain that the principal, in his capacity as diligence paterfamilias (a prudent father figure) needs to be the chief catalyst in ensuring that cordial human relations prevail at school. The principal needs to lead by example, without fear, favor or prejudice, and in accordance with statutory regulations.

Motivation and job satisfaction among teachers are affected positively or negatively by students' responsiveness, behavior, and attitudes to work, achievement and relationships with the teachers (Wright and Custer, 1998). In 1998 Clarke and Keating cited in Wright and Custer (1998) found that teachers saw their interaction with learners as the most satisfying aspect of teaching. Unmotivated learners lack enthusiasm, are often absent from class, are evasive and appear unconcerned about perceptions about the fellow learners and teachers (Davids and Makwabe, 2007; Schulze and Steyn, 2007). Ill-disciplined learners are those who display disruptive behavior, aggressive and violent as well as negative attitudes towards the work (Kyriacou, 2001). This implies that inappropriate behavior of students had negative impact with teachers and their job satisfaction.

In the process the lives of learners, teachers and principals are often threatened (Christie, qawe1998; Vally, 1999). Unsafe environments militate against the proper functioning of schools, hence the promotion of a culture of teaching and learning is compromised. Community participation in the day to day running of the school is a paramount importance (Botha, 2007). The local community, in particular parents who are involved in school activities, develops a sense of efficacy that communicates itself to the children and this leads to positive academic results. The importance and relevance of teacher-parent partnerships in the education of learners have been well researched and documented.

2.4.3. Organizational Practices

Bedassi (1990) states that the organizational climate play a significant role in motivating educators which implies that healthy climate has a highly positive effect on the quality of educator motivation. Thus, managerial and broad organizational issues have an impact on teachers' job satisfaction. In this study, the organizational practices under consideration are: management policies and administration, management style, communication and decision making procedure.

Herzberg and his colleagues classify management policies and administration under maintenance factors. As to Herzberg, inadequate policies and administration can causes employees dissatisfaction. However, Owens (1995) considered as a factor that does not lead to employee job satisfaction but it can be a prerequisite to motivation. Sergiovanni and Starrat (1993) argue that

regressive school policies and practices are often put in to place leading to job dissatisfaction, lack of work motivation and even alienation among teachers. Hofmeyr (1992) found the majority of researchers in their study viewed undemocratic and poor management policies and practice have negative effect on teachers' job satisfaction. Arbitrarily actions by school management, behavior that reflect discrimination and unpredictable administrative policies are more likely to cause the feeling of insecurity (Bedassi, 1990).

The management style determine the teachers' autonomy, self-actualization, discipline, enthusiasm, efficiency and therefore, their happiness and meaningful and satisfaction (Bedassi, 1990). An autocratic and directive management style which is the typical of McGregor's theory X assumption can strip control and discretion from teachers, thereby heightening their frustration and demotivation, Hofmeyr (1992), educators viewed an authoritarian management style as serious demotivator. According to Manser (2000) transformational and colleagial relationship styles can result in the achievement of optimum levels of performance by teachers. In Bedassi (1990) view "the majority of teachers react positively to the human resource leadership with a higher level of motivation towards work prestige". School heads motivate teachers in directly by means of his or her school policy and management style; and if management style is democratic, teachers will be involved in policy making and they will accept shared responsibility and accountability (Bedassi, 1990).

Communication between students, teachers, school leaders and parents is necessary if the entire school community to unite in a shared commitment to school improvement. Good relationships will only occur and be maintained if there is effective communication which is a necessarily requirement to influence the conduct of teachers to motivate them and offer effective education (Bedassi, 1990). Hofmeyr (1992) found that poor and ineffective communication has a negative effect on educators. Effective leadership entails two way communications and staff motivation can take place successfully when there is effective communication. If the members of staff are informed about the objectives and the results as well as the progress of their schools, they are inclined to cooperate and feel that they are members of the group but if they do not know what they are supposed to achieve, they will show little interest and have little motivation (Van Der Wsthuizen (1991). This indicated that without effective communication successful feedback is impossible.

Allowing staff to have an input in to policy formulation and participate in educational decision making can be a source of intrinsic motivation at its best (Hayden, 1993). Where management retains all major decision making power, some teachers will inevitably be not motivated. Participation making often increases teachers' motivation to make sure that decision is executed properly and also give teachers the feeling that their contributions are valued which is likely to fulfill the teachers' need for belongingness, achievement, recognition, respect and self esteem (van Fleet, Griffin and Moorhead, 1991). It can be concluded that motivation through participation facilitate teachers being able to satisfy their higher order needs, particularly the need for self esteem and self actualization which is indicated in Maslow hierarchy of needs. The educators in Hofmeyr's (1992) study indicated that undemocratic, top-down decision making procedures had negative impact on employees' job satisfaction. Therefore, it is important that democratic decision making prevails in the school.

2.4.4. Job Characteristics

Job characteristics are those relating to the individual's job. There are five core characteristics of the teachers' job that reasonably objective and changeable properties of the work which can produce work motivation (Hoye and Miskel, 1996). These job characteristics which have role to play in motivation are: skill variety, task identity, task significance, autonomy and feedback and the first three factors contribute to job meaningfulness (Steers and porter, 1991). Lemmon (1991) asserts that increases in task identity, autonomy and feedback leads increases in motivation, satisfaction and work effectiveness.

Skill variety is the extent to which a job demands a variety of activities that involve different skills and talents for its completion (Steers and Porter, 1991). Meaning fullness of a job is experienced by the worker when the work requires him or her to engage in a variety of activities that challenge his/her skills and abilities (Ellie and Bernhardt, 1992). Positive personal and work outcomes, such as high internal work motivation and job satisfaction are obtained when the meaningfulness of a job is experienced (Frase and Sorenson, 1992). The teaching profession comprises many varied skills and tasks such as planning, instruction, resource management and class, which can influence the level of motivation and satisfaction of an individual, acquire from his her vocation.

Task identity is the degree to which job can be done as a whole from beginning to end with a visible outcome (Steer and Porter 1991). A worker will experience meaning fullness of the work when he or she can identify visible outcomes from his/her work (Ellis and Bernhardt, 1992). When the teacher is responsible for the completion of the whole and identifiable pieces of the work, he/she will find the work more meaning full than if she or he were responsible for only small part of the whole job (Steers and Porter 1991). If teachers feel that they are responsible the completion of the tasks in their entirety, they are more likely to develop a sense of purpose and the feeling of worth. If staffs are only responsible for the part of the task, they will experience work as less meaning full (Steyn, 1996). That is, once work is experienced as a meaningless, it can have a negative effect on the part of teachers' job satisfaction.

Task significance is the degree to which a particular job has a substantial impact on the lives or work of other peoples (Hoy and Miskel). When workers see their roles as being significant, the meaningless of the work is usually enhanced (Ellie and Bernhardt, 1992). Steyn (1996) observe that if teachers realize that their work has a real influence on the well being of their students, colleagues and other stakeholders, the meaningless of their job is enhanced and this can leads to high quality performance, awareness of the impact of work up on others' motivation and satisfaction. Additionally, Wright and Custer (1998) found that teachers enjoyed working with students and making meaningful difference in their lives which resulted in personal satisfaction.

Autonomy refers to the degree to which teachers are allowed freedom, independence and discretion to perform their duties as they see fit and in accordance with their job descriptions (Ellis and Bernhardt, 1992). Owens (1995) concurs, and adds that autonomy is the individual's need to participate in making decisions that affect them, to exert influence on controlling the work situation, to have a voice in setting job-related goals, to have authority to make decisions, and latitude to work independently. Hoy and Miskel (1996) maintain that autonomy is the primary characteristic of work which creates a sense of responsibility.

Teachers are essentially implementers of the curriculum (Dehaloo, 2008), and due to the interactive nature of their work with learners, view autonomy as crucial to their work performance. According to Sergiovanni and Staratt (2001), teachers have a relatively high degree of autonomy when they experience freedom to schedule work, decide classroom arrangements,

teaching methodology and procedures. This view is shared by Hausman and Goldring (2001) who declare that teachers should be free from bureaucratic controls, be allowed to be autonomous to innovate, diversify the curriculum, and engage in varied instructional strategies in order to meet the needs of their learners. This implies that autonomy is viewed as a prerequisite for teacher motivation and job satisfaction, in accordance with task enrichment, and the self-efficacy, control and action theories.

Feedback is the degree to which the performance of the work activities results in the individual obtaining on a fairly regular basis, direct and clear information to decide whether the outcomes of his or her work are satisfactorily (Sergiovanni and Starrat, 1993). Feedback provides individual teachers and principals with knowledge and understanding of results about job performance and satisfaction levels (Hoye and Miskel, 1996). According to Bennet (1994), the purpose of feedback is to give information for the participants in the work situation in order to make decision. White (1999) argues that specific knowledge of result is an important factor for motivation. In addition to this, teachers with high need for achievement will motivated by task related feedback while a teacher with a high need for affiliation will be better motivated by supportive feedback from supervisors and colleagues (Hofmeyr,1992). Frees and Sorenson (1992) found that adequate and regular feedback from co-workers and supervisor was a strong predictor of job satisfaction. However, Ellis and Bernhardt (1992) found that teachers appeared to be satisfied with the feedback received from the work itself and less satisfied the feedback obtained from the supervisors and peers.

2.4.5. Positive Job Attitude

Factors that lead to employees' job satisfaction are identified by Herzberg and his associates as motivators. These motivational factors are in Herzberg's view intrinsic in nature and have uplifting has an effect on employees' job satisfaction. Hoye and Miskel (1996) contend that factors that leads to job satisfaction include; achievement, recognition, advancement, promotion, professional growth, responsibility and work itself because they have the potential to satisfy individual's need for self-actualization.

Achievement is refers to the personal satisfaction of completing task, solving problem, performing work particularly well and seeking the results of one's effort. In terms of Maslow's

hierarchy of needs achievement satisfies esteem needs (Hoye and Miskel, 1996). Herzberg points out the existence of achievement or success as motivating factors and can influence the teachers' job satisfaction (steyn, 1996). According to Owens (1995) every individual has two different motivational traits: the desire to achieve success and the desire to avoid failure. The need for achievement is characterized by personal responsibility for solving problems, a tendency to set challenging goals, the need for concrete feedback and preoccupation with task and task accomplishment (Hofmeyr, 1992). It is a motivational need for teachers to achieve the feeling of professional competence and respect to be seen increasingly as people of achievement; professionals who are influential in their work place, growing persons with a sense of accomplishment and success (Owens, 1995). However, teachers with low need for achievement might find responsibility and challenging tasks frustrating and demotivating Hofmeyr (1992).

Recognition is an important factor to motivate teachers in engaging in teaching learning process. Maslow and Herzberg as cited in Hoy and Miskel (1996), considered recognition as esteem need satisfier and a factor of motivator or increase job satisfaction respectively. Teachers need to be recognized for their accomplishment and appreciate feedback from the school heads, parents, and students for their effort (Steyn, 1996). Recognition has an effect on the job satisfaction and motivation of teachers and principals. With regard to statistics, there is an important link between recognition between motivation and satisfaction (Ali and Ahmed, 2009). The recognition may include the monetary award but these facets are not of any importance or significance (Fisher and Ackerman, 1998). Teachers are judged for their professional competence. In the teaching profession, the position of teachers offers them recognition for their capabilities and accomplishments but recognition may not work alone.

Although the strength of recognition may give a boost to the employee in society, however their effects are not measureable alone without paying something (Fisher, and Ackerman, 1998). Intrinsic rewards and extrinsic rewards are usually correlated. According to Maslow, recognition satisfies esteem needs (Hoy and Miskel, 1996). In terms of two factor theory (Schultz et al., 2003) affirm the significance of intrinsic motivators such as praise and recognition as basic human needs teachers need to be recognized for their accomplishment and appreciate feedback from the school head, parents and students for their effort which is partly met by praise, complements and promotions(Steyn, 1996). As Bedassi (1990) point out that school head can

directly motivate teachers by praising and give credit when warranted. Blasé and Kirby (1992) found that teachers, who viewed praise as a positive reinforcement strategy to encouraged, appreciated and recognized. In addition to greater esteem and satisfaction, praise increases teachers' sense of belongingness.

Advancement is the major force in motivating employees to lift their performance through the use of their maximum potential. Sergiovanni as cited in Owens (1995) observe that advancement which is an important motivator which can be realized when employees are promoted to the next ladder of performance. The aim of personal and professional growth is the eventual self-actualization of the teachers which is a higher order needs and can have the capacity to influence employees' job satisfaction and motivation. Most teachers are intrinsically motivated to update their skills and grow professionally. If professional growth is limited, stifled or absent, it will have negative effect which contribute to personal frustration and dissatisfaction. Therefore, professional growth can facilitate through in service training, promotion opportunities, rewards and staff development.

Herzberg proposed that responsibility as a motivating factor can lead workers to feel satisfied but its absence will not necessarily leads to dissatisfaction (Van Fleet, 1991). Responsibility refers to the teacher's control of his/ her own job to his/ her being given responsibility for the work of others. The feeling of responsibility for work out come is the degree to which individual teacher feels personally accountable for the results of the work he or she perform (Hoy and Miskel, 1996). When empowerment and positive reinforcement are present, teachers assume responsibility for results (Mc Coy, 1992). To meet the need for responsibility, teachers should have an opportunity for participation in formulating school policies and making decision (Steyn, 1996). Involvement and accountability appear to be the major motivational factors in the work places. Increased responsibilities for once own job is one of the several criteria for meaning full work which is identified by Herzberg (Ellis and Bernhardt, 1992).

Herzberg's Two-factor theory conceives that the work itself is a motivator and that satisfaction at work arises from the work itself (Owens, 1995). To support this, Tarrant (1991) who found the work itself highly a motivating factors. That is the challenge of the work itself appears to motivate peoples and therefore, associated with job satisfaction as opposed to Herzberg and his colleagues (Owens, 1995). Similarly Owens (1995) agrees with Robbins that the intrinsic

motivational factors of the work itself tend to be closely related to the individual's desire for self esteem and self actualization. Additionally, Campoy and Hewish (1988) found that intrinsically motivated teacher is inspired by work that is personally interesting and satisfying. Teachers' professional commitment enhanced when they experience their work as a meaning full and intrinsically rewarding (Tarrant, 1993). However, the job provides very little challenge and meaning, it leads to boredom, frustration and lack of motivation will prevail (Van Der Westhuizen, 1991).

2.5. The Relationship between Motivational Factors and Job Satisfaction

Job satisfaction and motivation concepts are often misunderstood as being synonymous to each other. The fact is that these concepts are much related to each other, that is, they are like two sides of the same coin. However, the link between them is not very clear. It is claimed that job satisfaction is part and parcel of motivation (Mbua, 2003). Observation of relationships between employee motivation and job satisfaction in the workplace specifically is important, since several aspects of the work environment serve as powerful motivators to employee performance (Herzberg, 1966). Agreement on several of the major research findings, which are discussed below, exists between researchers. This is indicative of the availability of solid empirical research evidence that organizational practice may be informed by.

The aspects affecting people's motivation at work may be grouped into different dimensions. These dimensions cover, and are based on, the well-researched theoretical dimensions of employee motivation. For example, certain needs or motives experienced by employees are indicative of their energy and dynamism while at work, such as their need for achievement and power, their level of activity under pressure, and the extent to which they are motivated by a competitive environment. Similarly, several employee needs and motives portray the nature and level of synergy or harmony between their motivation profiles and their work environments. These include, for example, the extent to which people are motivated by opportunities for interaction at work, by praise and tangible recognition, by the synergy between their own and the company's values and principles, by their need for job security, and by their need for opportunities for continual personal growth and development. Employees' intrinsic motivation dimension is reflected by aspects such as their need for meaningful and stimulating work, for

flexible structures and procedures surrounding their tasks, and for an adequate level of autonomy in their jobs. The extrinsic dimension of employees' motivation profiles is represented by aspects such as their need for financial reward, positive promotion prospects, and position and status in the firm.

A need for achievement is often linked to a need for power in the workplace. Many employees are motivated by opportunities for exercising authority, taking responsibility, negotiating, and being in a position to influence others. This follows from the thinking of theorists like McClelland (1987), who postulated through the theory of learned needs that achievement-oriented people tend to be driven by the need for power more than others. A relationship between this motivational dimension and job satisfaction has been shown by authors such as Becherer, Morgan and Richard (1982), who demonstrated that the stronger the experience of responsibility, or the ability to control and influence others, and therefore power, was in the workplace, the higher the level of job satisfaction tended to be. Similar findings were produced by Custer (1992), who found that the authority to take action and to exercise the accompanying responsibility resulted in enhanced job satisfaction. Together these findings lend credence to the concept that power is a significant predictor of job satisfaction in those workers who are motivated by it.

Certain needs or motives on the part of employees determine the level of synergy between their motivational drive system and the characteristics of their work environment. From the work of Cohen-Rosenthal and Cairnes (1991), Strydom and Meyer (2002), Van Vuuren (1990) and Visseret al. (1997) it was deduced that many employees experience job satisfaction because their need for interaction with others at work is being satisfied to some extent. Hoole and Vermeulen (2003) found that pilots who enjoyed more social interaction with colleagues, staff and clients experienced significantly higher levels of job satisfaction than those who did not have much social contact with others at work. Social relations with clients and subordinates were also found to elevate the job satisfaction of a small group of managers from a variety of industries (Strydom and Meyer, 2002). An impressive finding in this regard was that, next to the experience of success, the affiliation motive was found to be a significant contributor towards job satisfaction. This result came from a large study (Visseret al., 1997) that measured several dimensions of job satisfaction in the workplace. The needs theories (Alderfer, 1969; Herzberg, 1966; Maslow,

1968; McGregor, 1960) emphasize that people need and appreciate the support they receive from those they share their work environment with, and that this support and interaction make them feel much happier at work.

Once their more basic needs have been met, employees are often driven more strongly by esteem needs (Maslow, 1968). Bellenger et al. (1984) and Guppy and Rick (1996) explored people's need for praise and other outward signs of recognition for their achievements. In their investigation of characteristics of the work environment that may potentially impact on job satisfaction, they concluded that recognition of performance is a significant predictor of job satisfaction. Employees experience their jobs as far more pleasant and rewarding when they receive appropriate recognition for their accomplishments (Beach, 1980 and Van Vuuren, 1990).

The need for security is one of the most basic needs, according to Alderfer's (1969), Maslow's (1968), and McGregor's (1960) theories. According to Davy, Kinicki and Scheck (1997) job security refers to one's expectations about continuity in a job situation, and extends to concern over loss of desirable job features such as promotion opportunities and working conditions. The extent to which people are motivated by contextual factors, such as pleasant working conditions and job security has a bearing on their job satisfaction. This was found by authors such as Cohen-Rosenthal and Cairnes (1991), Davy et al. (1997), Hoole and Vermeulen (2003), and Ritter and Anker (2002), who emphasized that job security is an important predictor of job satisfaction. Moon (2000) also posited a relationship between these variables. Visseret al. (1997) demonstrated that a lack of job security impacts negatively on job satisfaction.

The need theories (Alderfer, 1969; Maslow, 1968; McGregor, 1960) hold that self-actualization is one of the powerful higher-order needs that motivate people at work. In line with people's need for achievement at work, it is expected that their satisfaction will increase as more opportunities for further training and development and acquisition of new skills present themselves. Coster (1992) confirmed this notion through the finding that learning opportunities represented a substantial predictor of job satisfaction. People place a high premium on their own personal development, especially since it affirms and boosts their sense of self-worth, and satisfies their need for self-actualization.

With reference to employees' intrinsic motivation dimension, task enrichment theory holds that a person's motivation is increased by his or her experience of meaningful and enriching job content (Hackman and Oldham, 1976; Porter et al., 1975). Job enrichment involves the structuring of various elements of the job content, for example, increasing job responsibilities, the variety of tasks, or employee autonomy (Hackman, 1977 cited in Perry and Porter, 1982). The literature reported a positive relationship between job satisfaction and the need of employees to perform jobs that provide them with variety, interest and stimulation (Herzberg, 1987). Coster (1992), for example, found that for all hierarchical levels in the organization, stimulating job content had significant predictive value when it came to job satisfaction, and that the related dimensions of problem-solving and mental effort also correlated positively with job satisfaction. Strydom and Meyer (2002) confirmed this finding by stating that the content of the work itself has a direct effect on job satisfaction, in that the more interesting the tasks an employee has to perform are, the higher his or her level of job satisfaction is expected to be. Kemp et al. (1983) reported a significant and unambiguous effect of meaningful work design on job satisfaction. Shepard (1973) found that workers in highly specialized, repetitive jobs exhibited the lowest levels of job satisfaction among workers performing a variety of jobs. Similarly, Stinson and Johnson (1977) found a consistent negative relationship between task repetitiveness and job satisfaction, regardless of whether the respondent exhibited a high need for achievement. In other words, even employees who are not highly achievement-oriented, experience decreased job satisfaction when performing repetitive, unstimulating work. Further confirmation of the linear relationship between job satisfaction and employees' need for stimulating activity at work came from Visseret al. (1997), who found challenging work to be a significant determinant of job satisfaction.

Autonomous activity is an innate need experienced by many people (Beach, 1980; Coster, 1992; Vercueil, 1970). A number of studies have found a significant relationship between job satisfaction and the extent to which employees are motivated by being given scope for greater self-regulation in their work. Several authors have demonstrated a significant positive correlation between the levels of autonomy a person experiences at work and his or her level of job satisfaction (Aghoet al., 1993; Bechereret al., 1982; Coster, 1992; Fried and Ferris, 1987; Guppy and Rick, 1996; Stinson and Johnson, 1977; Weaver, 1988). An employee's perceived control

over his or her own work was also found to moderate the relationship between the levels of motivation and job satisfaction experienced (Orpen, 1994). The literature showed that the nature of the relationship between motivation and job satisfaction is determined to a large extent by people's perceptions of the amount of control they have over their own work.

The extrinsic dimension of employee motivation is concerned with the premium placed on material reward at work. Material, or extrinsic, rewards are those provided by the organization that is tangible and visible to others (Bellenger et al., 1984). Research on issues surrounding material reward for work performance reported a significant positive correlation between the extent to which people are motivated by financial reward and their level of satisfaction with their work (Aghoet al., 1993; Bellengeret al., 1984; Mol, 1990; Strydom& Meyer, 2002; Thomson, 2003; Visseret al., 1997). However, Bellenger et al. (1984) added that pay appeared to be significantly less important to more senior employees, who valued higher-order rewards. As with praise and recognition, material reward represents a visible means by which an employee's contribution towards the interests of the company, and as such also his or her value to the organization, may be affirmed.

Status also represents an avenue for enhancing a sense of self-worth. Hoole and Vermeulen (2003) found that the extent, to which people are motivated by outward signs of position, status and due regard for rank, is positively related to their experience of job satisfaction. Jernigan et al. (2002) agreed, and added that a low level of satisfaction with an employee's status at work is likely to lead to an increased level of alimentative commitment towards the organization.

Many employees, especially highly achievement-orientated people, are strongly motivated by having encouraging promotion prospects in their jobs, as these offer opportunity for advancement in their careers and in the companies they work for (Bellengeret al., 1984; Sylvia and Sylvia, 1986; Van Deventer, 1987).

Moreover, MoE (2006) grouped Ethiopian teachers' dissatisfying factors into two classes; incomes and living conditions in one hand and issues related to good governance on the other. Income issues include low salaries, lack of incentives and lack of teacher residences around schools. Issues of good governance include regular payments of salaries, poor supervision and

professional support, low regard and social status for the profession, lack of transference from place to place. Both problems need to be gradually rectified with governance issues given the priority. This is because it is relatively simple for the government to rectify issues related to good governance. However, salary improvements might not be easy as salaries very much drain the education budget more than other expenditures. At the same time, it is impossible to disregard the improvement of incomes under the existing conditions of rising costs of living. Therefore, a gradual adjustment which corresponds with other sectors of government is essential.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

As stated in chapter one, this study was aimed at examining the effect of motivational factors on teachers' and principals' job satisfaction by considering some of the content theories of motivation. This chapter specifically dealt with the methodological issues pertinent to attain the above purpose. Particularly, it presents the research method and design, research site, population, and sample, sampling techniques, instruments to gather data, data collection procedures and method of data analysis.

3.1. The Research Design

Research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure. In fact, the research design is the conceptual structure within which research is conducted; it constitutes the blueprint for the collection, measurement and analysis of data (Kothari, 2004). As such the design includes an outline of what the researcher was done from writing the hypothesis and its operational implications to the final analysis of data. It was also known as the plan of action that links the philosophical assumptions to specific methods (Creswell & Planoclark, 2007). Therefore, descriptive design was employed to conduct the study. As a result, this approach was more convenient to get in-depth data on the effects of motivational factors on teachers and principals job satisfaction in secondary schools of Assosa Zone.

3.2. The Research Method

Method is a style of conducting a research work which is determined by the nature of the problem (Singh, 2006). Thus, quantitative data were required to assess the effects of both principals and teachers work motivation practices on their job satisfaction in secondary schools of Assosa Zone. As a result, descriptive survey method particularly selected and used to collect the quantitative data, A survey, according to Kothari (2004), is a method of securing information concerning an existing phenomenon from all or selected number of respondents of the concerned

universe facilitates to have or to get in-depth data on the effects of motivational factors on teachers and principals motivation from the respecting individuals. Therefore, the method was selected with the assumption that it was helpful to obtain precise information concerning the current effects of motivational factors on teachers' and principals' job satisfaction in detailed from numerous numbers of respondents.

3.3. The Research Site

Assosa Zone is one of the three Zones in Benishangul-Gumuz Regional State of Ethiopia, which is bordered on the south by the Mao-Komo special Woreda, on the west by Sudan, on the northeast by the Abay River which separates it from Metekel and on the east by the Dabus River, which separates it from Kamashi. Assosa is the capital city of this zone and also to Benishangul Gumuz Regiona State. It is found on 678 KM distance from Addis Ababa. Assosa Zone comprises seven Woredas; Assosa, Banbasi, Homosha, Kurmuk, Mengie, Oda-Godere and SherkoleWoreda. These Woreda have similar infrastructure, weather conditions and socio economic status. The total number of secondary schools in a Zone is 16. The number of teachers was 253 in secondary including preparatory schools.

3.4. Sources of Data

The necessary information to conduct the study has been collected from primary sources. The primary sources for first-hand information were school principals and teachers through closed ended questionnaire. The decision to use these subjects as a source of data was based on the expectation that they have a better experience and information on the effects of motivational factors of teachers and principals' job satisfactions in secondary schools.

3.5. Population, Sample and Sampling Techniques

'Population refers to the total of items about which information is desired (Kothari, 2004)'. Therefore the populations that were included in the sample area; Secondary school teachers (253), principals (16) out of these 155 teachers and 9 principals were taken as sample. The formula that the researcher used was Yemana (1967) sample size determination formula

$n = \frac{N}{1+N(e)^2}$, $n = \frac{253}{1+235(0.05)^2}$, n=154.97~155 teachers

Where n=is the number of sample

N= is the number is population

e=0.05

In Benishangul Gumuz regional state, there are three zones. Out of these the researcher selected Assosa Zone as a target of the study randomly and the researcher had experience when working as a teacher and principal of secondary school found in this zone. Since Assosa zone have relatively similar standards like infrastructure, facility, weather condition, availability of necessary human resources (both administrative and academic) and other, selecting them randomly prompted. With regard to schools, in Assosa Zone there were 16 secondary schools out of these the researcher has selected 9 schools by using simple random sampling techniques particularly lottery method. In the lottery technique, the researcher took the names of the 16 schools and wrote their name on a piece of paper having equal size and then folded the papers, putting them on a carton. Then, the researcher put back in each of the drawn schools before the next draw until the required number of samples obtained this was done to ensure that each school had equal chance to be selected and to make it manageable. In general 164 individuals were included as the sample to extract sufficient evidence on teachers and principals work motivation practices in secondary schools of Assosa Zone by using availability sampling techniques because to address the participants found in the selected schools.

Table 1 Summary of population, sample size and sampling techniques:

No	Types of respondents	Sample size	%	Sampling technique	Remark
1	Principals	9	100	Availability	
2	Teachers	155	100	Availability	
Total		164	100		

Table 2.Selected secondary schools from the Zone:

No.	List of sample schools	Sampling Techniques	Remark
1.	1.Hoha No 2 secondary school	simple random	
2	2.Oura secondary school	simple random	
3	3.Nebar komishiga secondary school	simple random	
4	4.Selga N0 2 Secondary school	simple random	
5.	1.EuketFana secondary school	simple random	
6	2.Bambasi senior secondary school	simple random	
7.	1.Homosha J.S.S	simple random	
8.	1.Hora-azabp.s.s	simple random	
9.	1.Menge G.S.S	simple random	
Total	9		

3.6. Data Gathering Tools

Questionnaire is the instrument found relevant to collect data from all subjects in the sample for this study. Two sets of questionnaires developed by the researcher, one for teachers and the other for the principals because the activities performed by teachers and principals in school are different. The items in the questionnaires contained closed ended items.

The questionnaires for teacher participants had three parts with 40 items; the first part had 5 items concerning to the back-ground of the participants, second part was about the use of motivational factors in secondary school suggested in the model with 30 items,the third Part having 5 items to measure teacher' job satisfaction. The researcher also used the same questionnaires for principals. For each dimension there have five points of Likert type items. The scales of each item require participants to express their opinion by rating from 1 up to 5. The scales represent 1=strongly disagree/not satisfied at all, 2=disagree/not satisfied, 3=somewhat agree/satisfied, 4=agree/satisfied and 5=strongly agree/more satisfied. Using the scale stated above, the participants indicated their opinions for each items by putting tick(√) mark in

appropriate space. The questionnaires were prepared in English language since the participants were bachelor holders, and they can understand the language easily.

3.7. Pilot Study

To ensure the validity and the reliability of the instruments administered to teachers and principals, theoretical support was sought from the pertinent literature and technical evaluation of the instruments from the pilot study. Validity is the extent to which the instrument measures what it is supposed to measure (Borg and Gall, 1989). In this study, face and content validity were employed. Borg (1998) states that face validity are concerned with the degree to which the instruments appear to measure what it purport to measure. It also relies upon the subjective judgment of the researcher. Thus, face validity is a matter of definition or semantic judgment (Bailey, 1987). In this study, face validity helps to decide that the definition of the concept being measured should be known. If the questionnaire does not seem to be measure any recognizable concept other than motivation and job satisfaction, the questionnaire can be said to have face validity. In short, to maintain the validity and reliability of the questionnaire: the thesis advisor, educational psychologists who are teaching in higher education, school leaders and classmates had contacted to get their comments. After the comments have been incorporated, the researcher piloted the instruments to check its reliability by administering to 25 randomly selected teachers and school principals from the research area but they were not included in the sample study. The reliability coefficients of the instruments with Cronbach Alpha (α) = (0.85, 0.88, 0.87, 0.89 and 0.84) for working condition, interpersonal relationship, organizational practice, job characteristics and positive job attitude respectively. The results indicated that the reliability the instruments were high since the reliability coefficients were high. This helped me to eliminate problems related to difficulties, ambiguity, repetition and poorly worded item as well as adjust the amount of time needed to fill the questionnaire.

3.8. Procedures of Data Collection

Before administering the questionnaires to the respondents, the researcher went to each school and met the school principals and introduced himself to seek permission and order to access for lists of all teachers in the schools and administered the questionnaires and the researchers himself

contacted each participants and clarified the purpose of the study after administering the questionnaires. Finally, the researcher collected the questionnaire in person.

3.9. Methods of Data Analysis

Data analysis was carried out based on quantitative techniques. After collecting the questionnaires, the researcher sorted out those questionnaires properly filled questionnaires from incompletely filled ones. Next, data was coded out, preparing of code sheet, and filling of data in a code sheet. The data that were gathered through the questionnaire were analyzed with the aid of both descriptive and inferential statistical techniques that can be used to answer the research questions. That is the mean, Pearson's coefficient of correlation and Regression. The descriptive statistics are a set of statistical tools that allow us to accurately describe a large volume of data with just a few values. Coefficients of correlation were employed among descriptive statistics where as one sample t- testand Regression were used from inferential statistical techniques.

Descriptive statistics were used to compute the biographical characteristics of respondents with regard to sex, age, work experience, educational qualification and teaching streams. From inferential statistical techniques, One sample t- test were used to examine to what level were motivational factors being practiced in 9 selected secondary schools in relation to working condition, interpersonal relationship, organizational practice, job characteristics and positive job attitude (Research Question One). In addition, one sample t- test also used to assess what is the extent of teachers' and principals' job satisfaction in secondary school of Assosa Zone (research Question Two). It can be done with working condition, interpersonal relationship, organizational practice, job characteristics and positive job attitude in particular and overall satisfaction in general. The mean score represents the agreements or disagreements of most respondents but standard deviation is the differences /variation in the responses of respondents with the given item. Regression is a statistical technique that is used to determine the predictor variables. For the research question three, the researcher was used regression to analyze the relationship between motivational factors; working condition, interpersonal relationship, organizational practice, job characteristics, positive job attitude) on job satisfaction in secondary school of assosa zone(Research Question third). This technique was therefore used to answer this particular question.

Finally, Pearson's coefficient of correlation was employed to determine the effect of motivational factors; working condition, interpersonal relationship, organizational practice, job characteristics, positive job attitude) on job satisfaction in secondary school of assosa zone (Research Question four). Therefore, SPSS-20.0 version was used to calculate the Cronbach Alpha of the questionnaires.

3.10. Ethical Consideration

Ethical consideration plays an important role during data collection time. Researcher was awareand followed the ethical consideration related to the studies. Efforts was made to make the research process professional and ethical and make sure that to take all possible safeguards to avoid doing wrong to anyone involved in the research. To this end, the respondents were informed about the purpose of the study. Respondents also informed that there was no coercion of any of the participants either before, to force them to be involved, or during the study to get them to disclose information. They were informed that their participation will be purely voluntary and there was no benefit for participating in this study.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF RESULTS AND DISCUSSION

This study aimed at investigating the effect of motivational factors on teachers' and principals job satisfaction. To this end, data were collected from a total of 164 participants (155 teachers and 9 principals) using questionnaire with a 100% return rate. The presentation, analysis and discussion of results are made based on these data. The chapter first presents the results and then the discussion. In both sections, the subsections were organized following the themes of the research questions.

4.1. Characteristics of the Respondent

The quantitative data in relation to participants' back ground, the use of motivational factors, the level of job satisfaction, variation in job satisfaction, the contribution of motivational factors to job satisfaction as well as the relationship between motivational factors and job satisfaction were presented respectively in the form of table using descriptive and inferential statistical techniques.

Background Information about the participants

Table 3 illustrates the respondents' biographical information as determined by question 1 to 5 of the questionnaire. The total number of the respondent's were164.

The background information of participants analyzed in terms of sex, age, work experience, educational qualification and the teaching stream in which teachers and principals engaged. All these in formations indicated in the table below.

Table 3: A descriptive Statistics of the back ground information about the participants

Participants' background		Participants			
		Teachers		Principals	
		Number	Percent	Number	Percent
Sex	Male	132	85.16	9	*100*
	Female	23	14.84	-	-
Age	Under 30 years	29	18.7	-	-
	30 – 39 years	71	45.8	5	*55.56*
	40 -49 years	53	34.2	*4*	*44.4*
	50 and above year	2	1.29	-	-
Experience	1-5 years	26	16.77	-	-
	6-10 years	63	40.64	4	*44.4*
	11-15 years	60	38.71	2	*22.2*
	>16 years	6	3.87	3	*33.3*
Educational level	Diploma	-	-	-	-
	Degree	155	100	3	33.333
	MA/MSC	-	-	6	66.666
Teaching stream	Science	74	47.74	2	22.22
	Social science	61	39.35	7	77.88
	Language	18	11.61	-	-
	Art	2	1.29	-	-

Table 3 illustrates the following: of the total of 155 teachers, males were in the greater part (N=132, 85%), females constituted the rest (N=23, 15%). This manifests that the population is mainly self-possessed of male teachers. In the same way, the number of principals were 9 astonishingly, none of them is female all are males. This shows that there was the domination of males. The frequency distribution of the respondents by age showed that most of the teachers (N= 71, 46%) and principals (N=5, 55.6%) were in the age category of 30-39 years for teachers and the principals respectively. The respondents who belonged to the age category 40 to 49 years constituted the second largest group of both the teachers and principals (N=53, 34%) and (N=4, 44%) correspondingly. The teacher respondents who belonged to the age below 30 years and above 50 years were (N=29, 19%, N=2, 1.29%). Table 3 also shows that 17% of the teachers in this sample had less than 5 years of teaching experiences. The data indicated that 41% of the teachers and 44% of the principals had between 6 and 10 years of experience, 39% of the teachers and 22% of principals were found between the ranges of 11-15 years of work experience but four percent teachers and 33% of the principal participants had greater than 16 years of experience. This implies that the teachers' retention rate is lower in more experienced teachers and indicated that there were high turnover. Table 3 further indicates that most of the educators were well qualified, that is, all teachers all and three principals had first degree which

is the least requirement to teach in secondary schools while the majority of principals 67% had a MA/MSC in leading. Additionally, Table 3 portrays that 74(48%) of teachers were science subject teachers while those who taught social science subjects constituted 39% of the sample. But the minority of teacher participants 12% and one percent were language and art subject teachers respectively. In contrast to this, 78% of principal participants were trained in the field of social science while 22% were trained in natural science subject.

4.2. Data Presentation and Analysis on the Effects of Motivational Factors on Job Satisfaction

4.2.1. The Application of Motivational Factors in Secondary Schools

The first research question was aimed to appraise to what level motivational factors being practiced in secondary schools of Assosa zone. To this end, one sample t- test was computed.

Motivational Factors

To study the motivational factors in the secondary schools of Assosa Zone, five motivational factors; working condition, interpersonal relation, organizational practice, job characteristics and factors related to positive job attitude were identified and the results are illustrated as follows.

1. Working condition

In order to measure the extent of working condition in the schools, six items were identified from the questionnaire and item-wise mean value analysis is explained as follows.

Table 4: item-wise mean value analysis of working condition

Items	Mean	Std. Deviation
work load appropriateness or manageability	2.33	.83710
Access of adequate materials/ equipment for work	2.32	.72582
Favorability of the class rooms	2.38	.64016
The provision of necessary support from the school to do work	2.85	.72293
The security of the job	2.35	1.03167
The prospects of salary increment in my school	2.15	.86687
Total working condition	2.39	.53392

<3 = Disagree, 3 =undecided, &>3 = Agree

As could be indicated in the table 4 above, mean value analysis results of items identified to measure working condition in the secondary schools show that teachers and principals demonstrated that mean values in items of working condition is below an expected mean value. Accordingly, the respondents perceived the necessary support from the school at mean value approaching an average value. On the other hand, a prospect of salary increment was scored the least mean value. Thus, the extent of working condition in the secondary schools of Assosa zone was found at mean value of*2.39*. This implies both teachers and principals were not satisfied by the practice of the schools on working condition; the work load appropriateness or manageability, access of adequate materials/equipment for work, favorability of the class rooms, and provision of necessary support from the school to do work, security of the job and prospects of salary increment in their schools.

Table 5: item-wise mean value analysis of interpersonal relation

Items	Mean	Std. Deviation
The relation with principal	2.84	.81608
The support from students when engaged in teaching	2.88	.52425
The relationship with parents/ community	2.70	.65700
Parental support for work	2.16	.55691
The working relationships with students	2.54	.60011
The co operations expected from colleagues when necessary	2.54	.61025
Total interpersonal relationship	*2.61*	*.34097*

* <3 = Disagree, 3 = undecided, &>3 = Agree

As may possibly be indicated in the table 5 above, mean value analysis results of items acknowledged determining interpersonal relationship in the secondary schools of Assosa zone show that teachers and principals confirmed mean values in items of interpersonal relation is below an anticipated mean value. In view of that, the respondents professed the support from students when they engaged in teaching at mean value nearing to an average value. Conversely, parental support for work scored the least mean value. Thus, level of the interpersonal relation in the secondary schools of assosa zone was found at the mean value of 2.61. This indicates that both teachers and principals revealed that the interpersonal relationship; the relation with colleagues, the support from students, the relationship with parents/ community, parental support

for work, the working relationships with students, the co-operations expected from colleagues when necessary found in their school was insufficient.

Table 6: item-wise mean value analysis of Organizational practice

Items	Mean	Std. Deviation
About the democratic management style	2.597	.60387
The efficiency of school administration	2.72	.73099
Effective dissemination of information	2.68	.61610
Opportunity for teachers to participate in decision making process	2.63	.79896
Opportunity for staff participation in policy making	2.76	.64705
The presence of interesting school policies and procedures	1.65	.67008
Total Organizational practice	*2.51*	*.31649*

* <3 = Disagree, 3 = undecided, &>3 = Agree

As may perhaps be indicated in the table 6 above, mean value analysis results of items identified to measure organizational practices in the secondary schools show that teachers and principals demonstrated mean values in items of organizational practice is below an expected mean value. This indicates that both teachers and principals showed that the organizational practices; the management style, efficiency of school administration, effective dissemination of information, decision making process, participating in policy making, and school policies and procedures in their school were not satisfied. Consequently, the respondents perceived the opportunity for staff to participate in policy making at mean value approaching an average value. In contrary, presence of interesting school policies and procedures in the school was scored the slightest mean value. Hence, the amount of organizational practice in the secondary schools of Assosa zone was fall on *2.51.*This result showed that teachers and principals were not satisfied with the existing organizational practice in their schools.

Table 7: item-wise mean value analysis of Job characteristics

Items	Mean	Std. Deviation
The presence of different opportunities to use all skills work	2.60	.65269
Freedom to decide on how to do my work	2.76	.85172
Feedback from colleagues concerning work	2.93	.78429
The Community benefited from the results of work	2.69	.70554
Access to sufficient information necessary to accomplish work	2.80	.79245
Teaching is challenging work	2.74	.73160
Total Job characteristics	2.75	.34660

* <3 = Disagree, 3 = undecided, &>3 = Agree

As may possibly be indicated in the table 7 above, mean value analysis results of items recognized shaping interpersonal relation in the secondary schools of Assosa Zone show that teachers and principals confirmed mean values in items of job characteristics; opportunities to use all skills, freedom to do work, feedback from colleagues, the benefit from the result of work, sufficient information, teaching is challenging, were below an anticipated mean value. Therefore, the respondents perceived the feedback they get from their colleagues concerning their work at mean value nearing to an average value. Conversely, the presence of different opportunities to use all their skills on their work scored the least mean value. Thus, level of the job characteristics in the secondary schools of Assosa zone was found at the mean value of 2.75. This implies that the response of teachers and principals about the job characteristics in their schools was not satisfactory.

Table 8: item-wise mean value analysis of Job Attitude

Items	Mean	Std. Deviation
I get recognition from my principal for any contribution that i made	2.73	.73748
In my school I have opportunities for positional or career advancement	2.55	.74515
In my school there are opportunities for participation in professional development programs	2.85	.56746
There is opportunities for in-service training program in my school	2.60	.56066
My school has made me feel great responsibility to my work	2.89	.95042
In my school there are opportunities for promotion based on performance	1.68	.78276
Total Factors related to Positive Job attitude	2.55	.38085

* <3 = Disagree, 3 = undecided, &>3 = Agree

As may perhaps be indicated in the table 8above, mean value analysis results of items identified to measure factors related to positive job attitude in the secondary schools show that teachers and principals demonstrated mean values in items of positive job attitude; recognition, positional or career advancement, professional development programs, in-service training program, responsibility, and promotion were below an expected mean value. Consequently, the respondents perceived the school made them feel great responsibility to their work at mean value approaching an average value. In contrary, .about the opportunity for promotion based on performance the school was scored the least mean value. Hence, the amount of positive job attitude in the secondary schools of Assosa Zone fall on average mean of *2.55.* This showed that the respondents response on the factors related to positive job attitude was unsatisfactory.

Table 9: mean value analysis of Motivational factors

Motivational factors	**Mean**	**SD**	**t-value**	**Df**	**Sig(2-tailed)**
Working conditions	*2.39*	*.53394*	*57.501*	*163*	*.000*
Interpersonal relationship	*2.61*	*.34097*	*98.094*	*163*	*.000*
Organizational practice	*2.51*	*.31649*	*101.405*	*163*	*.000*
Job characteristics	*2.75*	*.34660*	*101.719*	*163*	*.000*
Positive job attitude	*2.55*	*.38085*	*85.806*	*163*	*.000*
Motivational factors	2.63	*.25755*	*130.927*	*163*	*.000*

* <3 = Disagree, 3 = undecided, &>3 = Agree

As could be indicated in Table 9, it is the summary of the mean value analysis of the motivational factors; working condition, interpersonal relationship, organizational practices, job characteristics, and factors related to positive job attitude which were presented in Table 4 to 8.

As may perhaps be indicated in the table above, mean value analysis results of motivational factors identified to measure it in the secondary schools show that teachers and principals demonstrated mean values is below an expected mean value. Consequently, the respondents perceived the schools mean value fall on 2.63. This implies that both teachers and principals were not satisfied. Hence, the motivational factors were in a poor condition in the secondary schools of Assosa zone.

4.2.2. Teachers' and Principals' Job Satisfaction

The purpose of the second research question is to assess the extent of teachers and principals job satisfaction in secondary schools of Assosa Zone. To look at these, one sample t-test was employed as shown in Table 10.

Table 10: A one sample t- test of teachers' job satisfaction with the five motivational factors

Motivational factors	N	Mean	SD	t-value	Df	Sig. (2-tailed
Working condition	155	2.41	.53392	55.744	154	.000
Interpersonal relational ship	155	2.60	.34097	93.247	154	.000
Organizational practice	155	2.49	.31649	98.584	154	.000
Job characteristics	155	2.75	.34660	98.893	154	.000
Positive job attitude	155	2.56	.38085	83.496	154	.000
Overall job satisfaction	155	2.51	.37705	92.027	154	.000

* <3 = Disagree, 3 = undecided, &>3 = Agree

Table 10 presents the teachers' views on the five factors constituting the job satisfaction on one sample t-test of job satisfaction reveals that the mean scores of teachers response with satisfaction is below an expected mean(3) . Consequently, the respondents perceived that among the factors job characteristics was at mean value approaching an average mean value. In contrary, the factor related to working condition was scored the least mean value.

In conclusion, table 10 indicated that the results of a one sample t-test of teachers' job satisfaction with respect to the overall motivational factors revealed that the mean score of teachers' response(2.51) lower than the expected mean(3) at (t=92.027, df=154, p>0.05). This implies that the teachers perceived they were not satisfied by their job.

Table 11: A one sample t- test of principals' job satisfaction with the five motivational factors

Motivational factors	N	Mean	SD	t-value	Df	Sig.(2-tailed
Working condition	9	2.24	.47952	14.019	8	.000
Interpersonal relational ship	9	3.15	.24216	39.001	8	.000
Organizational practice	9	2.91	.25154	34.675	8	.000
Job characteristics	9	2.65	.28191	28.180	8	.000
Positive job attitude	9	2.741	.47222	17.412	8	.000
Overall job satisfaction	9	2.79	.54874	13.729	8	.000

* <3 = Disagree, 3 = undecided, &>3 = Agree

As may perhaps be indicated in table 10 above, the scores of principals views on the five factors constituting the job satisfaction on one sample t-test of job satisfaction reveals that the mean scores of the principals response with satisfaction was under the average mean (3). Accordingly, the respondents supposed that amongst the factors interpersonal relationship presents the principals' views on the five factors constituting the job satisfaction on one sample t-test of job satisfaction reveals that the mean scores of principals' response with satisfaction was above an expected mean(3). Consequently, the respondents perceived that the organizational practice at mean value approaching an average value. In contrary, the factor related to working condition was scored the least mean value.

To sum up, table 11 indicated that the results of a one sample t-test of principals job satisfaction with respect to the overall motivational factors discovered that the mean score of principals response (2.79) below the expected mean (3) at (t=13.729, df=8, p>0.05). This showed that the principals response were different results which implies mixed perception. This means they were satisfied by the practice of interpersonal relationship in their schools and not satisfied in the rest of the factors like working condition, organizational practice, job characteristics, and factors related to positive job attitude. Generally, the results seen from a one sample t-test revealed that more or less principals were satisfied while teachers were not satisfied.

4.2.3. The Relationship between Motivational Factors and Job Satisfaction

The third basic question sought to establish what the relationship between motivational factors and job satisfaction in secondary schools of Assosa Zone. To look at their relationship, Pearson's correlation was employed as shown in Table 12.

Table 12: Pearson's coefficient of Correlation between motivational factors and job satisfaction.

Motivational Factors	Job Satisfaction		
	N	Pearson Correlation(r)	Sig. (2-tailed)
Working conditions	164	*.458***	*.000*
Interpersonal relationship	164	*.306***	*.000*
Organizational practice	164	*.557***	*.000*
Job characteristics	164	*.502***	*.000*
Positive job attitude	164	*.478***	*.000*

**correlation is significant at 0.01 level (2-tailed)

As indicated in table 12, the result of Pearson's coefficient of correlation between motivational factors and job satisfaction shows that there is significant positive relationship with working condition($r=46$, $p<0.01$), interpersonal relationship($r=31$, $p<0.01$), organizational practice($r=56$, $p<0.01$), job characteristics ($r=50$, $p<0.01$), and positive job attitude($r=48$, $p<0.01$).This indicated that there were positive correlation between job satisfaction and the five motivational factors.

To come to the point, all motivational factors; working condition (46%), interpersonal relationship (31%), organizational practice (56%), job characteristics (50%), and factors related to positive job attitude (48%) had significantly moderate positive correlation. Among the factors organizational practices (56%) had relatively high positive correlation while interpersonal relationship (31%) had least of the factors according to the research findings. This implies that the increase in the five motivational factors; working condition, interpersonal relationship, organizational practice, job characteristics, and factors related to positive job attitude would show the way to increase the teachers' and principals' job satisfaction.

4.2.4. The Effects of Motivational Factors on Job Satisfaction

The final basic question sought to explore the effect of motivational factors on job satisfaction in secondary schools of Assosa Zone. To look at their contribution, Regression was employed as shown in Table 13. Thus, teachers' and principals' job satisfaction is considered as dependent variables while the five motivational factors are treated as an independent or predictor variables

Table 13: Regression of the contribution of motivational factors on job satisfaction

Model	Dependent variable	Independent variables (predictors)	**Adjusted R Square**	Unstandardized Coefficients		Standardized Coefficients	T-Value	Sig.
				B	Std. Erro	Beta		
1	Job satis faction	Constant	.417	*.285*	*.252*		*1.131*	*.260*
		Working condition		*.143*	*.053*	*.196*	*2.695*	*.008*
		I/p relationship		*.198*	*.078*	*.173*	*2.542*	*.012*
		Organizational practice		*.295*	*.115*	*.239*	*2.562*	*.011*
		Job characteristics		*.108*	.099	*.096*	1.084	.280
		Job Attitude		.238	.078	.232	3.059	.003

As could be indicated in table 13, regression results show that the total 41.7 % of the variation in job satisfaction is explained by the five predicting variables of this study. The values of coefficient of determinations are found as .143, .198,.295, .108 and .238 for working condition, interpersonal relationship, organizational practice, job characteristics and factors related topositive job attitude respectively. While the t-values for all the independent variables remained more than 1.084 showing significant relatedness and predicting qualities of the coefficients. This revealed that the regression analysis indicated 42 % of the job satisfaction depends upon motivational factors; working condition, interpersonal relationship, organizational practice, job characteristics and factors related to positive job attitude while the rest of 58 % dependence is on other variables which are not taken in this study. Generally the effects of motivational factors play great role on both teachers' and principals' job satisfaction.

4.3. Discussions of Results

In this section, the results presented in the previous section are discussed in relation to the literatures. Thus, the first part discussed about the practice of motivational factors followed by the levels of job satisfaction with respect to the five motivational factors in the second part. The third part discusses the effect of motivational factors on teachers' and principals' job satisfaction. Finally, the relationship between the five motivational factors and job satisfaction of teachers and principals are discussed in the fourth part in relation to the basic questions.

4.3.1. The Practice of Motivational Factors in secondary schools

As shown in Table 4, the practice of motivational factors i.e. working condition, interpersonal relationship, organizational practice, job characteristics and positive job attitude in secondary schools that respondents reported was statistically determined by descriptive mean.

It was found that the quantitative results made with teachers and principals regarding the use of working condition suggested that both teachers and principals replied that there was some efforts made on it but it was not enough favorable working condition in their schools. The result of the current study were consistent with the previous research findings concerning working condition (Chaplin, 1995; Kim, 2000; Shimelis, 2013; Nhundu, 1994; Pickle, 1991; Robbins and Judge, 2008; Summer hill *et al.,* 1998) reported that working condition: manageability of work load, provision of adequate materials, administration support, favorability of classrooms, job security, fringe benefit and salary increment was poorly practiced in secondary schools. On the contrary, the result of the present study contradict with the previous research findings of (Ololube, 2008; Spector, 1997; and Greenberg and Baron, 1995) pointed out that working condition was appropriately maintained in secondary schools to motivate employees' in order to exert their effort.

With regard to interpersonal relationship, teachers and principals reported that even if there was good interpersonal relationship it was notas it is expected to be between students, teachers, principals and parents in their schools. This indicated that if there is not good interpersonal relationship among them, they cannot work together towards the achievement of the common goals. The findings of the present study were contradict with the previous research findings of

(Shimelis, 2013; Cockburn, 2000; Wright and Custer, 1998) reported that there was good interpersonal relationship between students, teachers, principals and parents in secondary schools. This implies that interpersonal relationship between students, teachers, principals and parents were considered as the major factors that facilitate to implement the objectives of the schools at large.

Moreover, the quantitative results made with teachers and principals regarding the use of organizational practice suggested that both teachers and principals pointed out that there was some improvement but not good enough organizational practice in their schools to motivate them. This implies that the management style, the systems of information sharing process, participation in decision and policy making process were not maintained appropriately in schools to motivate employees. The result of the current study concerning organizational practice was inconsistent with the previous research findings of (Shimelis, 2013;Hofmeyr, 1992; Bedassi, 1990; Christies, 1998 and Jones, 1997) indicated that secondary schools were kept organizational practices appropriately to achieve its objectives effectively.

In relation to job characteristics, the findings of the current study regarding the presence of interesting job features suggested that both teachers and principals reported that there were not interesting job features in their schools which are instrumental to motivate them. This implies that if there is enough freedom, sufficient information and challenging work in schools, employees work hardly to improve the success of their learners and if this lack the reverse will be true. Concerning job characteristics, the result of the current study is quiet contradicting with the previous research findings of Shimelis (2013), Brunetti (2001) Kloep and Tarif (1994), Cockburn and Bastick (2000) reported that there were interesting and attractive job feature in secondary schools to bring new ideas on the part of employees.

Finally, with regard to positive job attitude, teachers and principals reported that factors related to positive job attitude practiced in their schools although it was not sufficient to keep employees motivated. In this study, positive job attitude include: achievement, recognition, advancement, growth, promotion and responsibility. Most of the research findings were in favor of the presence of positive job attitude at schools. Hence, the result of the current study is consistent with the previous research findings of Woods and Weasmer (2002), Bedassi (1990), Styen (1996) reported that factors related to positive job attitude implemented in secondary schools to ensure that

teachers and principals were motivated enough. Similarly, the present research findings consistent with the findings of (Owens, 1995; Shimelis, 2013; and Blasé and Blasé, 1999) indicated that secondary schools used factors related to positive job attitude.

To conclude, the five motivational factors that were seen under study: working conditions, interpersonal relationship, organizational practices, job characteristics, and factors related with positive job attitude as teachers and principals were responded that there were poor practices at their schools.

4.3.2. The Extent of Teachers' and Principals' Job Satisfaction

The surveys administered in the 9 secondary schools to measure the extent of teachers' and principals' job satisfaction. The second research question hunted to assess what the extent of secondary school teachers and principals' satisfaction with working condition, interpersonal relationship, organizational practice, job characteristics and factors related to positive job attitude and the overall factors in general. One sample t- test was employed to determine the level of teachers' and principals' job satisfaction as indicated in Table 10 and 11 respectively.

Working Condition

The results of a one sample t-test of teachers' and principals' job satisfaction with respect to working condition indicated that teachers and principals were not satisfied with the existing working condition in their schools. The result of this study is consistent with the previous research findings of (Shimelis, 2013; Abdo, 2000; Chaplain, 1995; Kim, 2000; Smith and Smith, 1993) reported that secondary school teachers and principals were not satisfied by the working condition. Similarly, Nhundu (1994) and Van Amelsvoort*et al.* (2000) found that working condition contributed to job dissatisfaction due to institutional limitation among secondary school teachers and principals. Abdo (2000) also observe that teaching was affected by poor working condition which pushes employees away from the profession. This implies that employees who were engaged in teaching profession not willing to work in the future as a result of un favorability of the working condition in which they engaged in.

In addition to this, the result of the current study is consistent too with the previous research findings of (Davidson, 2007;Shimelis, 2031; Kim, 2000; Kloep and Tarifa, 1994) reported that

teachers and principals were not happy with pay, fringe benefits, housing, workload and physical working environment. Furthermore, the present research results supported by Herzberg's two factors Theory in which working condition including pay, fringe benefits, bonuses, adequacy of materials and administration support were associated with job dissatisfaction (Herzberg *et al.* 1959).

Interpersonal Relationship

The results of a one sample t-test of teachers' job satisfaction with respect to interpersonal relationship practices indicated that they were not feeling comfort not satisfied with the social interaction in their school. On the other hand, the results of a one sample t-test of principals'job satisfaction with respect to interpersonal relationship practice indicated that they are satisfied with the social interaction in their schools. Thus, meaningful interpersonal relationships between colleagues, parents and teachers and principals and learners are essential for success of learners.

The present research finding contradict with the previous research findings of (Kloep and Tarifa, 1994; Shimelis, 2013; Singh and Manser, 2002; and Wright and Custer, 1998) reported that secondary school teachers were satisfied with the presence of interpersonal relationship in their schools. The present research finding is consistent with the previous research findings of (Kloep and Tarifa, 1994; Shimelis, 2013; Singh and Manser, 2002; and Wright and Custer, 1998) reported that secondary school principals were satisfied with the presence of interpersonal relationship in their schools. Collegiality at school would be team teaching, sharing teaching techniques, conducting workshops, experiencing stimulating and challenging work, and creating school improvement plans. This implies that collegiality meets teachers' and principals' needs for affiliation and enables them to share expertise, knowledge, skills and values (Hausman and Goldring, 2001).

In addition, the present research finding is inconsistent with the previous research findings ofCohen-Rosenthal and Cairnes (1991), Hoole and Vermeulen (2003), Strydom and Meyer (2002), Van Vuuren (1990) and Visseret al. (1997) reported that secondary school teachers were experience job satisfaction because their need for interaction with others at work place is being satisfied at large. But the present research finding is consistent with the previous research findings of Cohen-Rosenthal and Cairnes (1991), Shimelis, 2013;Hoole and Vermeulen (2003), Strydom and Meyer (2002), Van

Vuuren (1990) and Visseret al. (1997) reported that secondary school principals were experience job satisfaction because their need for interaction with others at work place is being satisfied at large. Hoole and Vermeulen (2003) added that employees who enjoyed more social interaction with colleagues, staff and clients experienced significantly higher levels of job satisfaction than those who did not have much social contact with others at work. Social relations with clients and subordinates were also found to elevate the job satisfaction of a small group of employees from a variety of organization (Strydom and Meyer, 2002). On the other hand, the current research findings concerning interpersonal relationships is contradict with the previous research findings of (Herzberg et. al. 1959 and Robbins et al., 2008) in which interpersonal relationship is the sources of job dissatisfaction.

Organizational Practice

The results of a one sample t-test of teachers' and principals' job satisfaction with respect to organizational practice indicated that teachers were not satisfied with the organizational practice having in their schools. On the other hand, principals were somehow better than teachers even though they were not satisfied with the organizational practice.

The results of the present study in relation to teachers' job satisfaction consistent with the previous research findings of (Christie, 1998; Hofmeyr, 1992;Shimelis, 2013; Kim, 1992; and Rise borough et al., 1991) reported that most secondary school teachers and principals were not satisfied with organizational practice that exist in their schools. This implies that management style, communication, school policies and procedures, opportunity for staff participation in decision and policies making process were not instrumental in their schools.

Job Characteristics

In the survey assessed, the results of a one sample t-test of teachers' and principals' job satisfaction with respect to job characteristics indicated that teachers and principals were not satisfied with the aspects of job characteristics: autonomy and the challenge of the job, the access of necessary information, task significance, and feedback from colleagues and supervisors and by the benefits to the community resulting from their work.

The present research findings concerning teachers' job satisfaction consistent with the previous research findings of (Brunetti, 2001; Shimelis, 2013; Kloep and Tarifa, 1994) reported that teachers were not satisfied by their job. However, the results of the current study of teachers contradict with the previous research findings of (Bastic, 2000; Cockburn, 2000; and Yong, 1999) indicated that teachers were satisfied by their job features in secondary schools. This implies that teachers were satisfied by their job due to the presence of interesting and attractive job features in their schools. This supported by Connolly's (2000) findings that teachers were satisfied with the services they rendered to the societies. Strydom and Meyer (2002) confirmed this finding by stating that the content of the work itself has a direct effect on job satisfaction, in that the more interesting the tasks an employee, the higher his or her level of job satisfaction is expected to be.

In addition, it was found that principals were not satisfied with the job characteristics in the present study. The result of this study is not consistent with the previous research findings of Becherer*et al.* (1982), Fried and Ferris (1987) and (Jernigan *et al.* (2002) portrayed that secondary school principals were satisfied with their job features. This implied that jobs that require the application of a wider array of skills enhance the level of employees' job satisfaction.

In addition, depending on an employee's satisfaction level, the skill variety component of the job was found to significantly influence his or her affective commitment towards the organization (Jernigan *et al.*, 2002).

Generally, the results of the current study concerning teachers' and principals' job satisfaction in relation to job characteristics were consistent and contradict with the previous research findings which have produced mixed results.

Positive Job Attitude

With regards to factors related to positive job attitude, the results of a one sample t-test of teachers' and principals' job satisfaction with positive job attitude indicated that teachers and principals' were not satisfied with the positive job attitude. In this study, factors related to positive job attitude includes: opportunities of professional growth and advancement,

recognition, professional development and in-service training program, responsibility and promotion.

The results of the present study are consistent with the previous research findings of (Nasser, 1997; Yong, 1999; Shimelis, 2013; Nhudu, 1994 and Nyagura, 1990) pointed out secondary school teachers and principals were dissatisfied with the aspects of positive job attitude. Similarly, (Abdo, 2000; McEwans, 1999; Nyagura and Reece's, 1990) found that teachers were not satisfied with professional development, in-service training programs and responsibilities as well as the recognition given in return to their contribution.

However, there are a number of research findings including Herzberg's two factor theory against the present research findings regarding positive job attitude. Thus, (Adair, 1996), Backer (1982) and Botha (2003) found that secondary school teachers and principals were highly satisfied with factors related to positive job attitude. This implied that opportunities for exercising authority, taking responsibility, achievement, recognition and work itself were strongly affect teachers' and principals' job satisfaction. In addition to this, Coster (1992), and Hoole and Vermeulen (2003), confirmed that the authority to take action and to exercise the accompanying responsibility result in enhancing job satisfaction among secondary school teachers and principals.

4.3.3. The Relationship between Motivational Factors and Job Satisfaction

The third basic question sought to determine whether there is statistically significant relationship between motivational factors: working condition, interpersonal relationship, organizational practice, job characteristics and positive job attitude and teachers' and principals' job satisfaction. To look at their relationship, Pearson's coefficient of correlation was employed as shown in Table 12.

Working Condition and Job Satisfaction

As indicated in Table 12, the results of Pearson's coefficient of correlation between working condition and teachers' and principals' job satisfaction revealed that there was significant low positive correlation between working condition(46%)and teachers' and principals' job satisfaction. This showed that the existence of favorable working condition was leads to

increaseteachers' and principals' job satisfaction and the reverse is true. In the current study; workload, materials, classrooms, job security, benefits, salary were considered as working condition.

The results of this study is consistent with the previous research findings of (Bellenger*et al.*, 1984; Shimelis, 2013; Agho*et al.*, 1993; Strydom and Meyer, 2002; Thomson, 2003 and Visser*et al.*; 1997) indicated that there were significant positive correlation between the working condition and employees' level of job satisfaction. Similarly, Bellenger*et al.* (1984) added that pay appeared to be significantly important to more senior employees, who valued higher-order payment. In addition, the need for security is one of the most basic needs (Alderfer's, 1969; Maslow's, 1968; and McGregor's, 1960) theories. According to Davy, Kinicki and Scheck (1997) job security refers to one's expectations about continuity in a job situation, and extends to concern over loss of desirable job features such as working conditions. In line with the results of the current study, (Cohen-Rosenthal and Cairnes, 1991; Davy *et al.*, 1997; Ritter and Anker (2002), found that there were significant positive correlation between working condition and the level of employees' job satisfaction. They also indicated that there were positive relation between job security and employees' job satisfaction since it is an important predictor of job satisfaction (Moon, 2000). Visser*et al.* (1997) demonstrated that a lack of job security results negative impacts on job satisfaction.

Interpersonal Relationship and Job Satisfaction

With respect to interpersonal relationship the results of Pearson's coefficient of correlation between interpersonal relationship and teachers' and principals' job satisfaction indicated that there was significantly low positive relationship between interpersonal relationship (30.6%)and teachers' job satisfaction. This implies that whenever there is good interpersonal relationship in the schools the satisfaction of teachers and principals boosted up because of the presence of meaning full interpersonal relationship in their schools. In this study, interpersonal relationship means that the relationship between and among students, teachers, principals and communities. Thus, the results of the present study in relation to interpersonal relationship also both consistent and inconsistent with the previous research findings.

Education is a cooperative activity primarily concerned with the imparting of knowledge, skills and values to learners by teachers who serve as in loco parentis (Hayward, 2009). Hence,

meaningful interpersonal relationships between colleagues, parents and teachers and learners are essential for learner success. Certain needs or motives on the part of employees determine the level of synergy between their motivational drive system and the characteristics of their work environment. In addition, many employees experience job satisfaction because their need for interaction with others at work is being satisfied to some extent. Therefore, the results of the present study consistent with the research work of Cohen-Rosenthal and Cairnes (1991), Shimelis, 2013; Strydom and Meyer (2002), Van Vuuren (1990) and Visser*et al.* (1997) in that there were positive correlation between interaction of employees at work and the level of employees' job satisfaction. Similarly, Hoole and Vermeulen (2003) found that pilots who enjoyed more social interaction with colleagues, staff and clients experienced significantly higher levels of job satisfaction than those who did not have much social contact with others at work.

Organizational Practice and Job Satisfaction

As portrayed in Table 12, the results of Pearson's coefficient of correlation between organizational practice and teachers' and principals' job satisfaction revealed that there was significantly moderate positive correlation between organizational practice(56%) and teachers' and principals' job satisfaction. This implies that improving the organizational practices in the schools would increase the job satisfaction of both teachers' and principals'. Due to the existence of unfavorable organizational practice, teachers and principals would end up with dissatisfaction in their job. In this study, Organizational practice include: management style, school administration, information flow, school policies and procedures, participation in decision and policy making process. The present research findings in relation to organizational practice is consistent with the previous studies of (Shimelis, 2013; Christie, 1998; Hofmer, 1992; and Kim, 1992) indicated that there were significantly positive correlation between organizational practice and employee job satisfaction.

Job Characteristics and Job Satisfaction

Additionally, the results of Pearson's coefficient of correlation between job characteristics and teachers' and principals' job satisfaction pointed out that there was statistically significant moderate positive correlation between job characteristics(50.2%) and teachers' and principals'

job satisfaction. This indicated that teachers' and principals' job satisfaction has positive relationship with job characteristics. This means that their job satisfaction could be boosted up if job characteristics become favorable. The present research findings are consistent with the previous work of(Perry and Porte, 1982; Herzberg, 1987;Orpen, 1994; Shimelis, 2013; and Coster, 1992) reported that there were significantly positive relationship between job characteristics including mental efforts and employees job satisfaction. Likewise, Strydom and Meyer (2000) confirmed this by stating that the content of the work itself has a direct effect on job satisfaction, in that the more interesting the tasks an employee has to perform are, the higher his or her level of job satisfaction is expected to be.

Positive Job Attitude and Job Satisfaction

Furthermore, the results of Pearson's coefficient of correlation between factors related to positive job attitude and teachers' and principals' job satisfaction revealed that factors related to positive job attitude(48%) had significantly low positive correlation with teachers' and principals' job satisfaction. This implies that both teachers' and principals' job satisfaction would be influenced by improper practices or malfunctioning of factors related to positive job attitude in their schools.

In this study, achievement, recognition, advancement, promotion, professional growth, responsibility and work itself were categorized under positive job attitude. Thus, the present research findings are consistent with the previous work of (Shimelis, 2013;Bellenger et al., 1984 and Guppy and Rick, 1996) found that people's need for praise and other outward signs of recognition for their achievements. In their investigation of characteristics of the work environment that may potentially impact on job satisfaction, they concluded that recognition of performance had positive correlation with employees' job satisfaction. In the same way, (Du Plessis, 2003; Maslow, 1968; Rothmans and Coetzer, 2002) reported that challenging work and their abilities had direct impact on job satisfaction.

A need for achievement is often linked to a need for power in the workplace. Many employees are motivated by opportunities for exercising authority, taking responsibility, negotiating, and being in a position to influence others. This follows from the thinking of theorists like McClelland (1987), who postulated through the theory of learned needs that achievement-oriented people tend to be driven by the need for power more than others. The relationship

between motivational dimension and job satisfaction has been shown by authors such as Becherer, Morgan and Richard (1982), who demonstrated that the stronger the experience of responsibility or the ability to control and influence others, the higher the level of job satisfaction tended to be. Recognition also represents an avenue for enhancing a sense of self-worth. This was supported by Hoole and Vermeulen (2003) found that people are motivated by outward signs of position, status and due regard for rank, is positively related to their experience of job satisfaction. Many employees, especially highly achievement-oriented people, are strongly motivated by having encouraging promotion prospects in their jobs, as these offer opportunity for advancement in their careers and in the companies they work for (Bellengeret al., 1984; Sylvia and Sylvia, 1986; and Van Deventer, 1987). In this vein, it has been shown that promising promotion prospects significantly enhance an employees' job satisfaction(Coster, 1992; Hoole and Vermeulenn, 2003) and that negative promotion practices, for example, prolonged temporary status bring about a decrease in job satisfaction(Visseretal. 1997).

4.3.4. The Effects Motivational Factors on Job Satisfaction

The fourth basic question required to analyze the effect of motivational factors on teachers' and principals' job satisfaction. To look at their contribution, Regression was employed as shown in table 13. Thus, teachers and principals job satisfaction was considered as dependent variables while the five motivational factors: working condition, interpersonal relationship, organizational practice, job characteristics and positive job attitude were treated as independent variables.

The regression revealed that a total of 42 % of teachers' and principals' job satisfaction was explained by the five predicting variables of this study. The values of coefficient of determinations are found as (0.143, 0.198, 0.295, 0.108, and0.238) for working condition, interpersonal relationship, organizational practice, job characteristics and positive job attitude respectively. The regression analysis shows that 42% of teachers' and principals' job satisfaction depends up on working condition, interpersonal relationship, organizational practice, job characteristics and factors related to positive job attitude while the rest of 58% was depend on the other variables which were not included in this study. This implies that as the motivational factors; working condition (21%), interpersonal relationship (10%), organizational practice (31%), job characteristics (25%) and factors related to positive job attitude (23%) increases the job satisfaction of both teachers and principals' increase. Therefore, in this study, motivational

factors were predicting the teachers and principals job satisfaction. The results of the current study in relation to the working condition; work load, adequate resources, salary, job security and support consistent with the findings of (Johnson, 1990; Rosenholtz, 1989). The current study contrasts the findings of (Ubom,2001) in that merit pay or effective teaching rewards have not been found to affect teachers and principals' job satisfaction and Maslow's need hierarchy, money is usually considered relatively unimportant for satisfying higher order needs. This implies that the working condition play vital role in teachers and principals' job satisfaction.

The results of the current study in relation to interpersonal relationship consistent with the previous findings of Cohen-Rosenthal and Cairnes (1991), Shimelis 2013; Strydom and Meyer (2002), Van Vuuren (1990) and Visser*et al.* (1997) indicated that many employees experience job satisfaction when they interact with others at work. Hoole and Vermeulen (2003) also found that employees who have more social interaction with colleagues, staff and clients experienced significantly higher levels of job satisfaction than those who did not have much social contact with others at work. This implies that interpersonal relationship among employees play an important role in employees' job satisfaction. To support this, Strydom and Meyer (2002) added that social relations with clients and subordinates were also found to elevate the job satisfaction of a small group of employees from a variety of organizations.

Moreover, the needs theories of (Alderfer, 1969; Maslow, 1968; and McGregor, 1960) emphasize that people need and appreciate the support that they receive from other peoples make them feel much satisfied at work. In the same way, the present research findings are consistent with the previous research findings of (Woods and Weasmer, 2002; and Cockburn, 2000; Shimelis, 2013) who claimed that workers' job satisfaction is derived from collegial relationship and colleagues viewed as a source of support in times of difficulty. Conversely, these findings were inconsistent with Herzberg's Two Factors Theory in which interpersonal relationship is the sources of job dissatisfaction (Herzberg *et. al.* 1959 and Robbins *et al.*, 2008)).

The results of the current research findings in relation to organizational practices consistent with the previous research findings in that 31% of teachers and principals were responded that improving organizational practice which includes decision making, management style, communication, participation in decision and policies making process in their schools has effect

on their satisfaction (Nhudu, 1994). (Nhudu1994; Shimelis, 2013) also found that organizational practice had significant positive effect on teachers' and principals job satisfaction. Conversely, Hofmeyr (1992) reported that the respondents in his study viewed management style negatively and considered as factors responsible to teachers' job dissatisfaction. Similar studies of Jone (1997) found that teachers were deprived from the opportunity to participate in decision making process. Generally, the present results of teachers and principals' job satisfaction in relation to organizational practices contradict with Herzberg's Two Factors Theory in which organizational practices are the sources of job dissatisfaction (Herzberg *et. al.* 1959 and Robbins *et al*, 2008). This implies that organizational practices have fundamental role in job satisfaction of both teachers and principals.

With regard to job characteristics, regression analysis indicates that variety of job features significantly contributed to both teachers' and principals' job satisfaction. Thus, the current study finding consistent with the previous research findings of (Bechereret al., 1982; and Jernigan et al., 2002; Shimelis, 2013) reported that jobs that involve the application of a wider array of skills from an employee enhance the level of employees' job satisfaction. This supported by Connolly's (2000) findings that teachers were satisfied with the services they rendered to the societies. Strydom and Meyer (2002) confirmed this finding by stating that the content of the work itself has a direct effect on job satisfaction, in that the more interesting the tasks an employee, the higher his or her level of job satisfaction is expected to be. However, (Brunetti, 2001; Kloep and Tarifa, 1994) reported that teachers were not satisfied by their job although it had different job features. Finally, with regard to positive job attitude, regression analysis revealed that various job features considerably contributed to both teachers and principals' job satisfaction. Thus, the current study challenges the findings of Hoye and Miskel(1996) in that factors related to positive job attitude; achievement, recognition, advancement, promotion, professional growth, responsibility and work itself that leads to job satisfaction because they have the potential to satisfy individuals' need for self-actualization. In addition, the current study consistent with Maslow and Herzberg as cited in Hoye and Miskel(1996) in that they considered recognition as esteem need satisfier similarly (Steyn, 1996) added that recognition has an effect on the job satisfaction of teachers and principals. This implies that the factors related to positive job attitude has greater impact on teachers and principals job satisfaction.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECCOMENDATIONS

5.1. Summary of Major Findings

The main intention of this study was to examine the effect of motivational factors on teachers' and principals' job satisfaction with particular reference to Asossa Zone Secondary Schools. Teachers' and principals' job satisfaction were the major problems that observed in secondary schools up on which the study opted to rest. In line with the stated problem, the following research questions were formulated:

1. To what level are motivational factors being practiced in Assosa Zone secondary schools?
2. What is the extent of teachers' and principals' job satisfaction inAssosa Zone secondary school?
3. What is the relationship between motivational factors and job satisfaction in Assosa Zone secondary schools?
4. What is the effect of the five motivational factors on job satisfaction in secondary school Assosa Zone?

A descriptive survey design was employed to conduct this study. To gather data pertinent to the issue to be researched, the study employed quantitative data collection instrument. Thus, questionnaire was distributed and its results were tabulated and analyzed using both descriptive and inferential statistics. Pilot study was conducted to check the internal consistency of the items using Cronbach Alpha. The population size of teachers was 253 and of these 155, principals 16 of these 9 a total of 164 was selected as a sample of the study and employing simple random and all data collected from 164 participants were analyzed and discussed.

Based on the interpretations and analyses of the data, the following major findings were obtained:

The first research question was examined to what level motivational factors are practiced in Assosa Zone secondary schools. The results of descriptive analysis revealed that teachers and principals reported that there was not enough or good working condition, organizational practice,

job characteristic and factors related to positive job attitude were adequately not being practiced in their schools and they were inefficient to motivate them. In addition, teachers were responded that interpersonal relationship was poorly practiced in their school. Conversely, principals were responded that interpersonal relationship was practiced in their schools.

The second research question was assessed to what extent Assosa Zone secondary school teachers and principals were not satisfied with working condition, organizational practice, job characteristics and factors related to positive job attitude. The results of one sample t-test revealed that principals were significantly satisfied with interpersonal relationships they have in their schools. However, they were not satisfied with working condition, organizational practice, job characteristics and factors related to positive job attitude. In addition, as the results of one sample t-test revealed teachers were not satisfied with the practice related to interpersonal relationship in their school. Although there were satisfaction differences in motivational factors, generally, teachers were not satisfied by their job while principals were insignificantly satisfied with it.

The third research question was about the relationship between motivational factors and job satisfaction in Assosa Zone. The results of Pearson's coefficient of correlation indicated that with all the motivational factors there were positive correlation with job satisfaction. This implies that the improvement of motivational factors leads to increase in teachers' and principals' job satisfaction and vice versa.

The fourth research question was designed to determine the effects of motivational factors on job satisfaction in Assosa Zone. Thus, the results of regression revealed that there were a total 42 % of the variation in job satisfaction is explained by the five predicting variables of this study. The values of coefficient of determinations are found as 0.143, 0.198, 0.295,0 .108 and 0.238 for working condition, interpersonal relationship, organizational practice, job characteristics and positive job attitude respectively. Since the t- values for all the independent variables remained more than 1.084 showing significant relatedness and predicting vales of the coefficient. The regression analysis indicated that 42 % of the job satisfaction depends upon the predicting variables while the rest 52% dependence is on the other variables which are not taken in this study.

5.2. Conclusions

The study aimed to examine the effect of motivational factors on teachers and principals' job satisfaction with particular reference to Assosa Zone Secondary Schools. The researcher found both positive and negative quantitative results of teachers' and principals' perception about the effectiveness of motivational factors. Although motivational factors are practiced in Assosa Zone Secondary Schools, teachers were not satisfied with the motivational factors but principals were insignificantly satisfied with it. This implies that even though there were satisfaction differences between teachers and principals in motivational factors, generally, teachers were not satisfied by their job but principals were moderately satisfied. The findings of this study indicate that there were several factors that make secondary school teachers and principals less satisfied with motivational factors.

In sum, based on the results of the present study, it is possible to conclude that motivational factors were not effective in eliciting job satisfaction on the part of employees, especially for teachers and principals due to the absence of certain enabling conditions (personal and institutional factors) and commitment to improve the existing motivational factors. Furthermore, this implies that arranging or designing motivational factors per se is not an end by itself to create employees' job satisfaction. Finally, the writer of this thesis strongly believes that if motivational factors are properly design and implement, teachers and principals become more satisfied by their job.

5.3. Recommendations

Motivation model implies that if there is an improvement in motivational factors i.e. working condition, interpersonal relationship, organizational practice, job characteristics and factors related to positive job attitude, employees would have good level of job satisfaction. However, teachers' and principals' job satisfaction is low due to inadequately practice of motivational factors in their schools. Because of this problem, the results of this research indicated that the motivational factors do not seem to be successful to satisfied employees unless special attention is given to their design and management. Based on these research findings, the researcher

recommended to the heads of ministry of education, regional educational Bureau and school principals as well as teachers focus on the following issues in order to improve job satisfaction:

1. For Ministry of Education

1. It seems better to formulate clear policies and procedures to ensure that employees have promotion and advancement opportunities.
2. Need to incorporate interesting job contents in the work to motivate and satisfy employees.
3. It is advisable to involve appropriate pay and fringe benefits for employees that take into account their living standards.

2. For Heads of Regional Education Bureau

1. Conduct needs assessment before designing motivational factors to meet the needs of the teachers.
2. Formulating clear policies and procedures are recommended at regional levels to ensure that employees have promotion opportunities.
3. Design and implement appropriate incentive strategies that consider the needs of employees.

3. For School Heads/Principals

1. Schools principals advised to make professional development program as legal requirement for all teachers.
2. It is praiseworthy establishing income generating activities at school levels to meet personal needs of employees as well as the purposes of the schools.
3. It is important to improve the working condition of the schools through supplying adequate resources, allocating appropriate work load, arranging favorable classrooms and maintain the job security of teachers.
4. Need to improve organizational practice for teachers via following appropriate management style, communication as well as offer chance to participate in decision and policy making process.

5. Should have to improve the existing job characteristics by maintaining to have task identity, task significance, autonomy, and feedback and skill variety on the part of teachers to enhance their job satisfaction.
6. Improve the existing positive job attitude through delegating responsibilities, providing promotion opportunities, providing professional development and in-service training program as well as recognizing the contribution of teachers.

4. For Teachers

1. Teachers should engage in income generating activities that serves to improve the working condition of schools and meet their personal needs.
2. Teachers should have to ready to participate in professional development programs and take responsibilities.
3. Teachers should have to show willingness to participate in decision and policy making process that can affect them.

5. For the policy makers

1. It is advisable to use these research findings for policy makers in that when they need to reform policies related to the motivation and job satisfaction of teachers and principals.

6. Further research

Further researches need be conducted in order to widen understandings of secondary school teachers' and principals' job satisfaction across regions as this study focused on one Zone, which may not represent the whole country. So to make the results more credible and valid, it is important to conduct more extensive investigation through using well known theories of motivation and job satisfaction to carry out a wider scope of research. Moreover, it is better to conduct systematic longitudinal study to get consistent results with regard to employees' job satisfaction. Finally, extending similar research to other business organizations is desirable.

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APPENDICES

APPENDIX A

ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL SCINCES

DEPARTMENT OF EDUCATIONAL PLANING

AND MANAGEMENT

Questionnaire for Teachers

General directions

This questionnaire is designed to explore the effect of motivational factors on teachers' and principals' job satisfaction in Assosa Zone secondary Schools which is found in BenishangulGumuz Regional State. The researcher kindly requests you to fill the questionnaire honestly and thoroughly depending on the given instruction. Your responses will be kept confidential and will only be used for academic purpose. In addition, the researcher would like to inform you that there is no right or wrong answer for each items rather the answers reflect your perceptions. And again there is no need of writing your name. Finally, the researcher would like to express his appreciation for the time and effort you have complete the questionnaire.

Thank you in advance for your cooperation!!

Part A: Respondents' back ground

Put a tick /√/ mark in the boxes for each of the following items.

1.1 **Your sex:** 1. Male □ 2. Female □

1.2. **Your age range:**

1. Under 30 years□ 2. 30-39 years □ 3. 40-49 years□ 4. 50 and above years □

1.3. **Your years of teaching experience:**

1.1-5 years □ 2. 6-10 years□ 3. 11-15 years□ 4. Above 16 years □

1.4. **Educational Status:**

1. Diploma □ 2. Degree □ 3. MA/ MSC □

1.5. **Your teaching stream:**

1. Science Teacher □ 2. Social science □ 3.Language □ 4. Art

Part B: Motivational factors

This section is designed to gather information about the extent to which motivational factors practiced to enhance teachers' job satisfaction. Please, respond to all items by encircling a scale that represents your opinions. 1 = Strongly Disagree, 2 = Disagree, 3 = somewhat agree, 4 = Agree and 5 = Strongly Agree

No	Items	Responses				
		1	2	3	4	5
	1. WORKING CONDITION					
1.1	My work load is appropriate or manageable	1	2	3	4	5
1.2	In my school there are adequate materials/ equipment for my work	1	2	3	4	5
1.3	In my school classrooms are favorable to teach students	1	2	3	4	5
1.4	I get the necessary support from the school to do my work	1	2	3	4	5
1.5	I feel secured in my job	1	2	3	4	5
1.6	There is the prospects of salary increment in my school	1	2	3	4	5
	2. INTERPERSONALR RELATIONSHIP					
2.1	I have friendly relation with my principal	1	2	3	4	5
2.2	I get support from my students when I engage in my teaching	1	2	3	4	5
2.3	I have good relationship with parents/ community	1	2	3	4	5
2.4	I get parental support for my work	1	2	3	4	5
2.5	I have good working relationships with my students	1	2	3	4	5
2.6	I get co operations from my colleagues when necessary	1	2	3	4	5
	3. ORGANIZATIONAL PRACTICE					
3.1	My principal follows democratic management style	1	2	3	4	5
3.2	There is efficient school administration in my school	1	2	3	4	5
3.3	There is effective dissemination of information in my school	1	2	3	4	5
3.4	In my school there is an opportunity for teachers to participate in decision making process	1	2	3	4	5
3.5	There is an opportunities for staff participation in policy making	1	2	3	4	5
3.6	In my school there are interesting school policies or procedures	1	2	3	4	5
	4. JOB CHARACTERISTICS					

4.1	In my school there are ample opportunities to use all my skills in my work	1	2	3	4	5
4.2	In my school I have freedom to decide on how to do my work	1	2	3	4	5
4.3	I get feedback from my colleagues concerning my work	1	2	3	4	5
4.4	The communities benefited from the results of my work	1	2	3	4	5
4.5	I have access to sufficient information necessary to accomplish my work	1	2			
4.6	Teaching is challenging work for me	1	2	3	4	5
	5. POSITIVE JOB ATTITUDE					
5.1	I get recognition from my principal for any contribution that I made	1	2	3	4	5
5.2	In my school I have opportunities for positional or career advancement	1	2	3	4	5
5.3	In my school there are opportunities for participation in professional development programs	1	2	3	4	5
5.4	There opportunities for in-service training program in my school	1	2	3	4	5
5.5	My school has made me feel great responsibility to my work	1	2	3	4	5
5.6	In my school there are opportunities for promotion based on performance	1	2	3	4	5

Part C: Job satisfaction

This section is designed to collect information about to the extent to which secondary school teachers satisfied by their job. Please, respond to all items by encircling a scale that represents your opinions.1= not satisfied at all; 2 = not satisfied; 3 = somewhat satisfied; 4 = satisfied; 5 = more satisfied.

No	Items	Responses				
		1	2	3	4	5
3.1	How you are satisfied with the extent of working condition in your school?	1	2	3	4	5
3.2	How you are satisfied with level of interpersonal relational ship that you have in your school?	1	2	3	4	5
3.3	How you are satisfied with the extent of organizational practice in your school?	1	2	3	4	5
3.4	How you feel about the level of job characteristics in your work place?	1	2	3	4	5
3.5	How you are satisfied with the extent of positive job attitude in your school?	1	2	3	4	5

Thank you!

APPENDIX B

ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL SCINCES

DEPARTMENT OF EDUCATIONAL PLANING

AND MANAGEMENT

Questionnaire for Principals

General directions

This questionnaire is designed to explore the contribution of motivational factors on teachers' and principals' job satisfaction in Assosa Zone secondary Schools which is found in BenishangulGumuz Regional State. The researcher kindly requests you to fill the questionnaire honestly and thoroughly depending on the given instruction. Your responses will be kept confidential and will only be used for academic purpose. In addition, the researcher would like to inform you that there is no right or wrong answer for each items rather the answers reflect your perceptions. And again there is no need of writing your name. Finally, the researcher would like to express his appreciation for the time and effort you have complete the questionnaire.

Thank you in advance for your cooperation!!

Part A: Respondents' back ground

Put a / √/ mark in the boxes for each of the following items.

1.1 Your sex:

1. Male ☐ 2. Female ☐

1.2. Your age range: 1. Under 30 years☐ 2. 30-39 years ☐ 3. 40-49 years ☐ 4. 50 and above years ☐

1.3. Your years of teaching experience: 1.1-5 years ☐ 2. 6-10 years☐ 3. 11-15 years☐ 4. Above 16 years ☐

1.4. Educational qualification: 1. Diploma ☐ 2. Degree ☐ 3. MA/ MSC ☐

1.5. Your teaching stream:

1. Science Teacher ☐ 2. Social science ☐ 3.Language ☐ 4. Art

Part B: Motivational factors

This section is designed to gather information about the extent to which motivational factors practiced to enhance principals' job satisfaction. Please, respond to all items by encircling a scale that represents your opinions. 1 = Strongly Disagree, 2 = Disagree, 3 = somewhat agree, 4 = Agree and 5 = Strongly Agree

No	Items	Responses				
		1	2	3	4	5
	1. WORKING CONDITION					
1.1	My work load is appropriate or manageable	1	2	3	4	5
1.2	In my school there are adequate materials/ equipment for my work	1	2	3	4	5
1.3	In my school classrooms are favorable to teach students	1	2	3	4	5
1.4	I get the necessary support from the school to do my work	1	2	3	4	5
1.5	I feel secured in my job	1	2	3	4	5
1.6	There is the prospects of salary increment in my school	1	2	3	4	5
	2. INTERPERSONALR RELATIONSHIP					
2.1	I have friendly relation with my principal	1	2	3	4	5
2.2	I get support from my students when I engage in my teaching	1	2	3	4	5
2.3	I have good relationship with parents/ community	1	2	3	4	5
2.4	I get parental support for my work	1	2	3	4	5
2.5	I have good working relationships with my students	1	2	3	4	5
2.6	I get co operations from my colleagues when necessary	1	2	3	4	5
	3. ORGANIZATIONAL PRACTICE					
3.1	My principal follows democratic management style	1	2	3	4	5
3.2	There is efficient school administration in my school	1	2	3	4	5
3.3	There is effective dissemination of information in my school	1	2	3	4	5
3.4	In my school there is an opportunity for teachers to participate in decision making process	1	2	3	4	5
3.5	There is an opportunities for staff participation in policy making	1	2	3	4	5
3.6	In my school there are interesting school policies or procedures	1	2	3	4	5
	4. JOB CHARACTERISTICS					
4.1	In my school there are ample opportunities to use all my skills in my work	1	2	3	4	5

4.2	In my school I have freedom to decide on how to do my work	1	2	3	4	5
4.3	I get feedback from my colleagues concerning my work	1	2	3	4	5
4.4	The communities benefited from the results of my work	1	2	3	4	5
4.5	I have access to sufficient information necessary to accomplish my work	1	2			
4.6	Teaching is challenging work for me	1	2	3	4	5
	5. POSITIVE JOB ATTITUDE					
5.1	I get recognition from my principal for any contribution that I made	1	2	3	4	5
5.2	In my school I have opportunities for positional or career advancement	1	2	3	4	5
5.3	In my school there are opportunities for participation in professional development programs	1	2	3	4	5
5.4	There opportunities for in-service training program in my school	1	2	3	4	5
5.5	My school has made me feel great responsibility to my work	1	2	3	4	5
5.6	In my school there are opportunities for promotion based on performance	1	2	3	4	5

Part C: Job satisfaction

This section is designed to collect information about to the extent to which secondary school teachers satisfied by their job. Please, respond to all items by encircling a scale that represents your opinions. 1= not satisfied at all; 2 = not satisfied; 3 = somewhat satisfied; 4 = satisfied; 5 = more satisfied

No	Items	Responses				
		1	2	3	4	5
3.1	How you are satisfied with the extent of working condition in your school?	1	2	3	4	5
3.2	How you are satisfied with level of interpersonal relational ship that you have in your school?	1	2	3	4	5
3.3	How you are satisfied with the extent of organizational practice in your school?	1	2	3	4	5
3.4	How you feel about the level of job characteristics in your work place?	1	2	3	4	5
3.5	How you are satisfied with the extent of positive job attitude in your school?	1	2	3	4	5

Thank you!

APPENDIX C

Regression (ANOVA(C)) for Job Satisfaction

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.458[a]	.209	.205	.34795
2	.306[a]	.094	.088	.37251
3	.557[a]	.310	.306	.32498
4	.502[a]	.252	.247	.33855
5	.478[a]	.229	.224	.34371

Dependent variables: job satisfaction

ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	5.198	1	5.198	42.932	.000[b]
	Residual	19.613	162	.121		
	Total	24.810	163			
2	Regression	2.331	1	2.331	16.796	.000[b]
	Residual	22.480	162	.139		
	Total	24.810	163			
3	Regression	7.701	1	7.701	72.920	.000[b]
	Residual	17.109	162	.106		
	Total	24.810	163			
4	Regression	6.243	1	6.243	54.471	.000[b]
	Residual	18.567	162	.115		
	Total	24.810	163			
5	Regression	5.672	1	5.672	48.016	000b
	Residual	19.138	162	.118		
	Total	24.810	163			

a. Dependent variables: job satisfaction

Independent variables: (constant), organizational practice, job characteristics, interpersonal relationship, working condition and positive job attitude.

Beta Coefficients of Variables

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	*1.985*	*.125*		*15.834*	*.000*
	Working condition	*.334*	*.051*	*.458*	*6.552*	
2	(Constant)	*1.871*	*.225*		*8.300*	
	Interpersonal relationship	*.351*	*.086*	*.306*	*4.098*	*.000*
3	(Constant)	*1.065*	*.203*		*5.245*	
	organizational practice	*.687*	*.080*	*.557*	*8.533*	*.000*
4	(Constant)	*1.232*	*.212*		*5.804*	
	job characteristics	*.565*	*.077*	*.502*	*7.380*	*.000*
5	(Constant)	*1.537*	*.182*		*8.426*	
	positive job attitude	*.490*	*.071*	*.478*	*6.929*	*.000*

b. Dependent variables: job satisfaction

Independent variables: (constant), organizational practice, job characteristics, interpersonal relationship, working condition and positive job attitude

APPENDIX D

Cronbach alpha (α) values of items

Subscales	A	Item size	Number of respondents
Working condition	0.85	7	15
Interpersonal relationship	0.88	7	15
Organizational practice	0.87	7	15
Job characteristics	0.89	7	15
Positive job attitude	0.84	7	15

APPENDIX E

Scales used to interpret coefficients of correlation

Size of Correlation	Interpretation
0.90 to 1.00 (-0.90 to -1.00)	Very high positive (negative) correlation
0.70 to 0.90 (-0.70 to -0.90)	High positive (negative) correlation
0.50 to 0.70 (-0.50 to -0.70)	Moderate positive (negative) correlation
0.30 to 0.50 (-0.30 to -0.50)	Low positive (negative) correlation
0.20 to 0.30 (-0.20 to -0.30)	Very low positive (negative) correlation
0.00 to 0.20 (0.00 to -0.20)	No or very little correlation