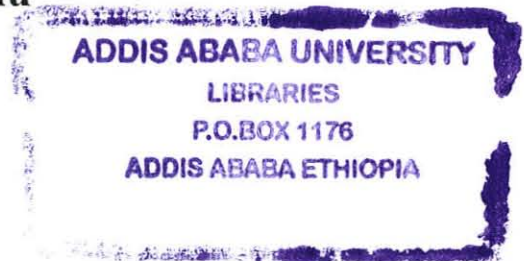


**An Assessment of Job Motivation of
Teachers in Government Secondary
Schools of Addis Ababa**

By

Cherinet Tulu



**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
COLLEGE OF EDUCATION AND
BEHAVIORAL STUDIES**

**DEPARTMENT OF EDUCATIONAL
PLANNING AND MANAGEMENT**

May, 2011

An Assessment of Job Motivation of Teachers in Government Secondary Schools of Addis Ababa

BY

CHERINET TULU

A THESIS SUBMITTED TO
THE SCHOOL OF GRADUATE STUDIES
ADDIS ABABA UNIVERSITY

IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE MASTER OF
DEGREE IN EDUCATIONAL LEADERSHIP



May, 2011
Addis Ababa

Acknowledgements

I am highly obliged to all people who helped me to successfully finalize this research paper. I am particularly thankful to Dr. Diribssa Abate for his guidance during the work of this research paper. He shared his knowledge and research with me along with his time to ensure successful completion of my work. Ato Tsegaye Chane helped me in how to make use of the statistical tools, particularly SPSS, without which the analysis part of my study may not be successfully completed. My great gratitude reaches to my wife W/ro Abinet Bekele(Muliye) for her all aspect contribution, specially financial and moral incentives. All my colleagues for not listed your name and my family members particularly my brother Ato Gelan Tulu have also confirm time and their willingness to lend a hand when needed. My last not the least thanks is for almighty God. God helped me in all walk of my life. I could not be where I am right now without his guidance and unfailing love.

Table of Contents

Topic	Page No
Acknowledgements _____	i
Table of Contents _____	ii-v
List of Acronyms _____	vi
List of Tables _____	vii
List of Figures _____	ix
List of Annexes _____	x
Abstract _____	xi

CHAPTER ONE

1. Introduction _____	1
1.1 Background of the Study _____	1
1.2 Objective of the Study _____	3
1.3 Statement of the Problem _____	3
1.4 Significances of the Study _____	4
1.5 Delimitations of the Study _____	5
1.6 Limitations of the Study _____	5
1.7 Definition of Terms _____	6
1.8 Organization of the Study _____	6

CHAPTER TWO

2. Review of Related Literature _____	7
2.1 Definition of Motivation _____	7
2.2 Sources of Motivation _____	7
2.2.1 Extrinsic Motivation _____	8
2.2.2 Intrinsic Motivation _____	8
2.3 The Importance of Motivation _____	9
2.4 Theories of Motivation _____	10
2.4.1 Need-based Approach or Content Theory _____	10

2.4.1.1 Abraham Maslow's Hierarchy of Needs Theory	10
2.4.1.2 Herzberg's Two-Factor Theory	11
2.4.1.3 Alderfer's ERG Theory	12
2.4.2 Process Theories	12
2.4.2.1 Adams' Equity Theory	13
2.4.2.2 Vroom's Expectancy Theory	15
2.5 Job Satisfaction of Teachers	16
2.6 Motivation and Rewards	16
2.7 Factor Affecting Teacher's Motivation	17
2.7.1 Organizational Policy and Administration	18
2.7.2 Teacher Management, Technical Support and Supervision	18
2.7.2.1 Teacher Management	18
2.7.2.2 Technical Support	18
2.7.2.3 Supervision	19
2.7.3 Interpersonal Relationships with Administrators, Peers, and Subordinates	19
2.7.4 Teacher Professional Development	20
2.7.5 Economic Factors/Consideration	21
2.7.5.1 Teachers' Salary	21
2.7.5.2 Non-Salary Benefits	22
2.7.6 Variables Associated with Job Satisfaction	23
2.7.7 Social Factors	24
2.7.7.1 Social Status of Teacher	24
2.7.7.2 Community Support	26
2.7.8 Administrative Factors	27
2.7.8.1 The Role of School Principals	27
2.7.8.2 Teachers' Participation in Decision Making	28
2.7.8.3 Evaluation System	29
2.7.9 Job Design	30
2.7.10 Teacher's Working Condition in Ethiopia	30

CHAPTER THREE

3 Research Design and Method	32
3.1 Research Method	32
3.2 Data Sources	32
3.3 Sampling Size and Techniques	32
3.4 Data Gathering Tools	36
3.5 Data Collection Procedures	36
3.6 Pilot-Test	36
3.7 Data Analysis	37

CHAPTER FOUR

4 Data Presentation, Analysis and Interpretation	38
4.1 Demographic Characteristics of Teachers by Sex, Age, Marital Status and Experience	38
4.2 Teachers by Qualification and Field of Study	39
4.3 Teachers Career Structure, Salary and Additional Income	40
4.4 Teachers by Work load and Class Size	41
4.5 Demographic Characteristics of Principals	41
4.6 Principals by Qualification and Field of Specialization	42
4.7 Respondents Level of Agreement on Reasons to Become A Teacher	43
4.8 The Major Factors that Affect Motivation of Teachers	45
4.8.1 Respondents Level of Agreement on Motivational Factors	45
4.8.2 Respondents Level of Agreement on Hygiene Factors	49
4.9 The Relationship between Teachers Characteristics (Age, Salary, Experience, Qualification, Marital Status and Gender) and Motivational Factors	57
4.10 Attempts Made in order to Motivate Teachers and Other Recommended Points	64
4.10.1 Factors that De-motivate Teachers in the Work Place	64
4.10.2 Attempts were made to Motivate Teachers (at School, Woreda, Sub-city, Regional or Governmental level)	65

4.10.3 Possible Recommendations that are Important to bring Job Motivation of Teachers and Enhance their Productivity _____	65
--	----

CHAPTER FIVE

5. Summary, Conclusions and Recommendations _____	66
5.1 Summary of the Major Findings _____	66
5.2 Conclusions _____	69
5.3 Recommendations _____	71
References _____	72
Annexes _____	(xii-xxxii)

List of Acronyms

CPD-Continuous Professional Development

ETPI- The Educational and Training Policy and its Implementation

IIEP- International Institute for Educational Planning

ILO- International Labor Office

PDM- Participatory Decision Making

VSO- Voluntary Service Overseas

List of Tables

	Pages
Table 2.1 Three Aspects of Equity Theory _____	14
Table 3.1 Total Number of Teachers in Each School by Sex and Qualification _____	33
Table 3.2 Sample Respondents Taken from Each School _____	33
Table 3.3 Total Number of Teachers by Age Groups _____	34
Table 3.4 Total Number of Teachers by Marital Status _____	34
Table 3.5 Total Number of Teachers by Experience Groups _____	35
Table 3.6 Total Number of Teachers by Salary Group _____	35
Table 3.7 Total Number of Teachers by Career Structure _____	35
Table 4.1 Demographic Characteristics of Teachers _____	38
Table 4.2 Teachers by Qualification and Field of Specialization _____	39
Table 4.3 Teachers Career Structure, Salary and Additional Income _____	40
Table 4.4 Teachers by Work Load and Class Size _____	41
Table 4.5 Demographic Characteristics of Principals _____	42
Table 4.6 Principals by Qualification and Field of Specialization _____	42
Table 4.7 Statements / Items that are Reasons to Become a Teacher _____	43
Table 4.8 Teacher Development Program and Intrinsic Content of the work _____	45
Table 4.9 Possibility of Growth and Recognition _____	47
Table 4.10 Supervision, Organizational policy and Administration _____	49
Table 4.11 Interpersonal Relationship, Social factors and Evaluation System _____	50
Table 4.12 Job Design and Teacher Working Condition _____	51
Table 4.13 One Way ANOVA for Motivation Factors of Age Group _____	57
Table 4.14 One Way ANOVA for Hygiene Factors of Age Group _____	58
Table 4.15 One Way ANOVA for Job Motivation Factors of Salary Group _____	60
Table 4.16 One way ANOVA for Motivational Factors of Work Experience Group _____	60

Table 4.17 One Way ANOVA for Hygiene Factors of Experience group _____	61
Table 4.18 Mean Standard Deviation and T-test Values of The Factors of Work Motivation for Current Qualification _____	62
Table 4.19 Mean Standard Deviation and T-test Values of The Factors of Work Motivation for Marital Status _____	63
Table 4.20 Mean Standard Deviation and T-test Values of The Factors of Work Motivation for Gender _____	64

List of Figures

	Pages
Figure 2.1 Representation of Herzberg's Two-Factors Theory _____	11
Figure 2.2 Synthesis of Herzberg and Vroom's Expectancy Theory _____	15

List of Annexes

Annex 1: Questionnaire _____	xii-xxiv
Annex 2: Correlation Tests _____	xxv-xxxii
Annex 3: The t-test of two occupational groups' _____	xxxiii

Abstract

The objective of this study is to assess job motivation factors of teachers in secondary schools of Addis Ababa. In line with this specifically: to assess the extent to which teachers are satisfied with their job, to determine the major factors that affect motivation of teachers in secondary schools of Addis Ababa, to distinguish if there is any relationship between teacher characteristics (ages, salary, experience, qualification, marital status and gender) and job motivation factors (motivator and hygiene factors). Also to identify the attempts that have been made in order to motivate teachers at school, woreda, regional or federal level. To achieve the study objectives, information from primary sources (questionnaire and document analysis) and secondary sources such as: review of different books, journals, unpublished materials, articles and other sources was used. Based on the data collected, each basic question was examined using statistics such as percentage, mean, correlation, t-test, and one way ANOVA. A number of evidences were discussed and conclusions made about factors which can affect teachers' motivation include the area of organizational policy and administration, interpersonal relationships, economic factors, social factors and possibility of growth as well as recognition were the major factors. the major findings were: Both respondents satisfied in common with motivator factors include, the job provides them with strong feeling of responsibility since, they are positively influencing other people's lives (students or colleagues) through their work and the job provides them with strong feeling of responsibility since, they were contributing to the society. Both respondents satisfied in common with hygiene factors include, there was a shared vision and school goal setting process formulated by school principal, there was a mechanism by which competent teachers share their experience of teaching methodologies and there was strong relationship between school administrators and teachers. And dissatisfied with respect accorded to teachers by the community, Community and parental support of teachers, they were dissatisfied with the job security that creates job responsibilities and the principal exercise educational leadership alone. Additionally, the grand mean result shows that, both teachers and principals were highly satisfied by motivator factors than hygiene factors. The result of this research also indicated that many personal characteristics affect job satisfaction in different ways. There were statistical significant difference between teacher demographic characteristics (age, salary, working experience, educational levels, marital status and gender). salary and other forms of financial incentive (medication and reinforcement for the model teachers) were among the major factors affects motivation of teachers. The researcher drawn recommendation includes, it was pointed out that the existing management and leadership support to teachers could not maintain their motivation for that it lacked their full participation in many ways. Therefore, in order to get teachers full participation in the school, participative management should be exercised and all teachers were needed to upgrade themselves through further education (post-graduate educational program) but, the cost it request is challenging. Therefore, it is recommended that adequate access of educational opportunity for all teachers should be given to maintain their satisfaction and enjoy the profession.

CHAPTER-ONE

1. Introduction

This part of the study gives overview about background of the study, objectives of the study, statement of the problem, significances of the study, delimitation and limitations of the study, definitions of terms and organization of the study will be addressed.

1.1. Background of the Study

Motivation is a basic psychological process. A recent data based comprehensive analysis concluded that competitive problems appear to be largely motivational in nature. Along with perception, personality, attitudes, and learning, motivation is a very important element of behavior (Miner, Ebrahimi, and wachtel, 1995).

As stated in Edward (1999) Frederic Herzberg proposes two sets of factors of work motivation: Hygiene and Motivator factors. Hygiene factors were identified as aspects of job context. They do not motivate us to work harder if they are satisfied but have the potential, if unsatisfactory, to reduce our performance by making us dissatisfied with the employment. Hygiene factors include job security, working conditions, company policy and its administration, technical supervision, peer relationships, relationships with supervisors. Satisfying experiences of employment in Herzberg's theory were what he called motivator factors. The emphasis is on the internal satisfaction of doing the work, the challenges and rewards of the doing. The motivator categories in Herzberg's lists are achievement on important tasks, recognition, doing good work, the nature of the work itself, responsibility for the work, and advancement on the basis of work.

Obviously effectiveness of the teaching –learning process was mainly fall on the shoulder of committed and motivated teachers. Similarly, Schermerhorn (1989) suggests that in order to achieve high performance, even people with ability and support must try to perform. That, is they must put forth adequate work effort. Willingness to exert effort, in turn, reflects motivation to work. In line with this Manna and Tesfaye (2000) finds that personal characteristics such as interests and moral values attached to the career might moderate some dissatisfying conditions in the job environment and may encourage teachers to stay in the job. On the other hand, normative beliefs representing

social pressure, the social status the job of whether or not they should join the teaching profession or stay in it and their motivation to comply with their expectation.

Motivation factors (achievement, recognition, responsibility, advancement, the work itself and possibility of growth) are the primary cause of job satisfaction because they are relate directly to the real nature of the work(job content) people perform (Plunkett and Attner, 1989).

In addition to this Ritchie and Crow (1961) states that the most important characteristics of effective teachers in the opinion of secondary school principals, include subject matter mastery, motivation, dedication, co-operation, sense of humor, creative efficiency. Self-control, discipline, standards promptness with reports methods, success with regents (state) examinations and generosity with personal time for students.

Specifically, Norton and Kelly (1997) identifies the following factors that contributes to increase teacher dissatisfaction and to teachers leaving the profession.

- ✦ Problems /frustrations with the variety of administrative routines and accompanying Paper work;
- ✦ Problem related to teacher load;
- ✦ Concerns about relationships with peers and administrative personnel, including Supervisory relationships and communication channels;
- ✦ Low pay;
- ✦ Few possibilities of career promotion or growth, and;
- ✦ The declining respects for the profession.
- ✦ Problems related to students' behavior and handling of students' discipline;

Several researches have been done locally on employee job satisfaction and work motivation. Among these Adamu (2007) did research on Job Satisfaction of TVET Teachers in East Showa Zone, a related research were done by Guta (2008) An Assessment of Employee Job Satisfaction at Ethiopian Union Mission. The other related research was made by Dawit (2008) Study on Factors of Work Motivation, Attrition and Retention of North Wollo TVET Teachers in Amhara Region. Teachers in secondary schools of Addis Ababa, like all other types of organizations, are affected by job motivation factors. Hence, this study is conducted to assess job motivation and explore the factors affecting the job motivation of teachers in secondary schools of Addis Ababa.

1.2. Objectives of the Study

The General Objective:

The general objective of this study is to assess job motivation factors of teachers in secondary schools of Addis Ababa.

The specific objectives are:

1. To assess the extent to which teachers are satisfied with their job.
2. To determine the major factors that affect motivation of teachers in Secondary Schools of Addis Ababa.
3. To distinguish if there is any relationship between teachers characteristics (ages, salary, experience, qualification, marital status and gender) of teachers with job motivation factors.
4. To identify the attempts that have been made so far in order to motivate teachers at school, woreda and sub-city, regional or federal level.

1.3. Statement of the Problem

Motivation is the energizing of human behavior, or, simply stated, the process of stimulating action (Kinard, 1988). Different organizations, such as schools, establish various motivational activities for their employees to maximize the accomplishment of their goal (Bogler, 2001).

In line with this idea a number of studies have shown that according to Heller, clay and Perkins, (1993) the mission of education seems to be dependent on the way teachers feel about their work and how satisfied they are with it. Therefore, it is not surprising that researchers suggest that “schools must give more attention to increasing teacher job satisfaction”.

Intrinsic and extrinsic factors affecting teachers’ job satisfaction. In the Ethiopian Journal of education (Mana and Tesfaye, 2000 as cited in Tekeste, 1990) noted that possible argument for the crisis of teaching as a profession in general and teacher dissatisfaction with the job in particular should be view from the broader perspective of the crisis of education as a system.

According to Dargie (2002) described that in Addis Ababa high schools apparently time pressure is an issue. Some teachers carry a load of thirty periods a week and they teach at different grade

levels. That makes preparation and follow-up very difficult large class size demands a lot of time for making papers and providing individual help. Yet the evaluation criteria assume that teachers can contribute noticeably in terms of research, extracurricular programs, and other non-teaching activities.

Moreover, according to Young (2004) it is now possible to change how teachers are paid in ways that simultaneously enhance teaching as a profession and reinforce the goals and strategies of standard based reform. It is generally agreed up on that if an employer can identify the reasons a worker is productive, reports to work on time, and remains with the company, the employer might then be able to apply this motivational factors unilaterally to the entire work force. Applying this model and fashioning the employment atmosphere to better accommodate the motivational factors of the employee, the employer becomes a more desirable employment destination, retaining employees longer, and increasing productivity and service at the same time. In the researcher observation and experience this day's many teachers leave the teaching profession and looking for another job for better salaries and living condition.

Therefore, a number of evidences were discussed and conclusions formulated by different researchers about factors which can affect teachers motivation and consequences. However, this study focuses on assessing factors affecting teachers' motivation via activities that have been made for further motivation and satisfaction by selected government secondary schools of Addis Ababa and this study tries to answer the following basic questions:

1. To what extent are teachers satisfied with their job?
2. What are the major factors that affect teachers' motivation in secondary schools of Addis Ababa?
3. What are the relationship between teachers' characteristics (ages, salary, experience, qualification, marital status and gender) and job motivation factors (motivator and hygiene factors)?
4. What attempts have been made so far at school, woreda and sub-city, regional or federal level in order to motivate teachers?

1.4. Significances of the Study

Teachers' qualification together with their commitment and motivation is highly related to the effective teaching learning process in general and raising quality of education in particular. Therefore, this study is significant for the following reasons:

✦ It helps to create awareness for concerned bodies about factors affecting teacher's motivation in selected governmental secondary school of Addis Ababa and to take corrective actions for continuous motivation and satisfaction.

✦ It may give some insights in to major theory and policy issues so that it play a part in delivering valuable information on the existing conditions concerning teachers' motivation of selected secondary schools.

✦ It helps to understand the extent of the gaps among selected secondary schools in terms of teachers' motivation more over it may serve as aspiring board for other similar studies.

1.5. Delimitations of the Study

Regardless of the fact that various factors affect motivation such as, knowledge of subject matter, professional interest, school culture, tactfulness and the like are considered as personal qualification of teachers. Among which this study focuses on teachers' motivation. This study focuses on self interest, economic, social value, working condition and administration factors. At present in Addis Ababa the number of secondary schools is increasing from year to year. Moreover, the researcher conduct similar study throughout Addis Ababa, but for the manageability purpose and time factor, the researcher delimited the scope in collecting data from four sub-cities. Because, as there is no significant difference of input and process among the secondary schools of Addis Ababa and easily manage the research.

1.6 Limitations of the Study

The population for this study is selected secondary government schools in Addis Ababa. Because of the qualities that may be unique to the city, the results of this study may not be applied to teachers in all other geographical locations.

The study was geographically restricted to one city, Addis Ababa, and because it involved only secondary government school teachers, the perceptions and attitudes of primary and private secondary school teachers will remain unknown. The study is limited to the perceptions and attitudes of secondary government school teachers only.

There are important considerations to be made with respect to the limitations on the design of this study. The method of the filling out of the questionnaires may not have been performed in a consistent manner where the subjects were able to respond without undue distraction and with concentration. In addition respondents did not provide sufficient responses to the open-ended questionnaire. Finally the above limitations might have influence on the generalizability of the findings of this study.

1.7. Definition of Terms

1. **Motivation:** - is some kind of internal drive which pushes someone to do things in order to achieve something (Harmer, 2001:51).
2. **Government secondary schools:** - are post-primary schools which are governed and financed by the government of Ethiopia.
3. **Job satisfaction:** - is the degree of positive attitude of an employee towards the work role that he is at present occupying (Banki, 1981:168).
4. **Work itself:** - the act of performing the job or the task.
5. **Job Security** – Any form of promise to, or belief by, a person that there is a low probability that his employment in a particular job will be ended (French and Saward, 1983:237).
6. **Working condition:** - physical conditions of work, work load, or facilities available for executing a given work.

1.8. Organization of the Study

The study includes five chapters. The first chapter deals with background of the study, objective of the study, statement of the problem, significances of the study, delimitations of the study, limitations of the study, definition of terms and organization of the study. The second chapter presents Review of the related literature. Chapter three treats research design and methodology. The fourth chapter is concerned with data presentation, analysis and interpretation. The last chapter deals with summary, conclusions and recommendations.

CHAPTER-TWO

2. Review of Related Literature

In this chapter, definition of motivation, sources of motivation, literature regarding motivation theories, organizational policy and administration, teacher management, technical support and supervision, teacher professional development, economic factors, variables associated with job satisfaction, social factors, administrative factors, evaluation system, job design and teacher working condition in Ethiopia are discussed as follows.

2.1. Definition of Motivation

Motivation is defined as "some kind of internal drive which pushes someone to do things in order to achieve something" (Harmer, 2001). As stated by Brown (1994) motivation is a term that is used to define the success or the failure of any complex task.

Motivation is thought to be responsible for "why people decide to do something, how long they are willing to sustain the activity and how hard they are going to pursue it" (Dörnyei, 2001). Ryan and Edward (2000) state that, "to be motivated means to be moved to do something". "Interest, curiosity, or a desire to achieve" (Williams, Maron and Robert, 1997) are the key factors that compose motivated people. However, they believe that arousing interest is not enough to be motivated. This interest should be sustained. In addition to this, time and energy should be invested and the effect which is required needs to be sustained so as to reach the aim.

2.2 Sources of Motivation

"Locus of control is one major construct of motivation"(Czubaj, 1996). Internal and external are the two types of locus of control. While the internal locus of control is defined as "a state of belief that one's behavior determines the events of one's life", external locus of control is regarded as "a state where one feels the events are beyond one's control". These issues are concerned with self-determination theory. Self-determination theory highlights the three psychological needs. These are competence, autonomy and relatedness which are universal. Satisfaction of these needs produces positive outcomes (Deci and Richards, 2001). Environmental factors that impede and weaken self-motivation, social functioning and personal well-being are studied in self-determination theory (Ryan and Edward, 2000).

2.2.1 Extrinsic Motivation

Tangible benefits related to job such as salary, fringe benefits and job security are known as extrinsic motivation or called extrinsic rewards. Wage increase or insufficient salary increase are in the salary category. Tenure and company stability are handled in job security (Latham, 1998). He also points out that, sociologically extrinsic elements play a role in disparity in job satisfaction. The research shows that the public school teachers have a small average class size and a much higher average salary when compared to the Catholic school teachers. However, public school teachers do not feel efficacious and satisfied despite the good condition. In addition to this, physical conditions, the amount of work and the facilities available for doing the work are regarded as extrinsic rewards (Herzberg, 1993). Ryan and Edward (2000) define that extrinsic motivation is concerned with the performance of an activity to succeed in getting separable outcomes, which contrasts sharply with intrinsic motivation.

2.2.2 Intrinsic Motivation

Ellis (1984) defines intrinsic motivation as self-respect of accomplishment and personal growth. That is, the emotional and personal benefits of the job itself are known as intrinsic rewards. Latham (1998) emphasizes that intrinsic rewards take an important role in teachers' lives. Seeing the growth and development of students makes a teacher more satisfied, regardless of extrinsic elements, when compared with a teacher who does not feel anything with the success of his students. The activities that satisfy curiosity or lead to enhance the effectiveness are regarded as intrinsically motivated behaviors (Boggiano and Thane, 1992).

Competence and autonomy are the important issues on intrinsic motivation. Social-contextual events such as feedback, communications, rewards which cause feelings of competence foster intrinsic motivation (Ryan and Edward, 2000). While positive performance feedback increases intrinsic motivation, negative performance feedback decreases it.

Intrinsic motivation is likely to be increased by a sense of relatedness. Raffini (1996) defines relatedness as "the degree of emotional security" that teachers feel. A sense of belonging and acceptance is developed by conforming to the social and academic expectations of their colleagues and administrator. A secure relational base is thought to be an important issue for intrinsic motivation (Ryan and Edward, 2000).

Czubaj (1996) states that, the teachers with an internal locus of control are under less stress and more successful in teaching. Therefore, the students of these teachers feel less school related stress and take higher scores in their assessments. It is clear that teacher efficacy affects students directly. There is a tight correlation between teacher efficacy and students performance. "Good enough motivator" (Dörnyei, 2001) is such a concept that a desired outcome by students can occur with the help of this certain teacher function.

2.3 The Importance of Motivation

Job motivation is important to the effectiveness of an organization. In an educational organization, Sederberg and Clark (1990) suggest that job motivation would produce a teacher with high vitality. This refers the positive quality of producing good products and in this case, it is good student performance. An individual who is highly achievement motivated would tend to be very conscientious in his or her work and tend to be more responsible.

Noran and Habibah (1999) studies job motivation and job performance of recipients for excellent service from one of the institutions of higher learning. The objectives of their studies were to determine job motivation and job performance of the recipients and also to compare job motivation according to gender and work category. The results showed that the overall job motivation was moderate, while job performance was high.

Achievement motivation becomes the driving factor for future understanding and can be defined as a predisposition to strive for success. Steers and Porter (1984) add that teachers who possess autonomy motivation exhibit less stress and have high job satisfaction compared to teachers who have low autonomy motivation. Despite extensive research, discussion and debate on how to predict teacher success, teacher performance is considered complex and remains difficult to predict. Not surprisingly, little empirical research has actually been conducted on the area, especially from the perspectives of teachers. Very few studies have focused on teacher performance and the results are inconsistent and inconclusive. Teachers are still uncertain whether they can rely on some specific characteristics of performance (Lavigna, 1992).

2.4 Theories of Motivation

This part of the literature, discuss on the two broad categories of motivation theories. These are need-based approach/content theory and process theory.

2.4.1 Need-based Approach or Content Theory

Several factors are believed to influence a person's desire to perform work or behave in a certain way. The need-based theories explained these desires; they explained motivation primarily as a phenomenon that occurs intrinsically, or within an individual. The three most popular content theories of motivation are Maslow's hierarchy of needs, Herzberg et al.'s two factor theory and Alderfer's existence relatedness growth (ERG) theory. These theories have received attention both in research exploration and organizational application.

2.4.1.1 Abraham Maslow's Hierarchy of Needs

Abraham Maslow's (1943, 1970) need-based theory of motivation is the most widely recognized theory of motivation and perhaps the most referenced of the content theories. According to this theory, a person has five fundamental needs: physiological, security, affiliation, esteem, and self-actualization. The physiological needs include pay, food, shelter and clothing, good and comfortable work conditions etc. The security needs include the need for safety, fair treatment, protection against threats, job security etc. Affiliation needs include the needs of 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; He calls it the pinnacle of one's occupation. 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.

However, in spite of Maslow's effort and insights into the theories of motivation, replicate studies failed to offer strong support of the need-based theories. Also, studies aimed at validating Maslow's theory failed to find substantiation in support of the needs hierarchy (Ifinedo 2003; Lawler, 1973).

2.2.1.2 Herzberg's Two Factor Theory

In 1959, Herzberg also looked at motivation, unlike Maslow, he holds in his motivation-hygiene theory that two separate sets of factors account for job satisfaction and job dissatisfaction. Motivation factors, according to Herzberg, are intrinsic to the work itself. They make the job more enjoyable, and they provide psychological rewards. The motivation factors include achievement, recognition for achievement, intrinsic interest in work and growth and advancement.

Hygiene factors, on the other hand, may cause dissatisfaction, and are extrinsic to work content. They include the organization policy and administration, working conditions, salary status, job security and interpersonal relations (See Figure 2.1). While meeting hygiene needs can help avoid job dissatisfaction in the individual; increasing the dosage of these factors will not necessarily result in satisfaction. Based on his research, Herzberg came to the conclusion that satisfaction was primarily caused by motivation factors and hygiene factors are the primary cause of happiness on the job.

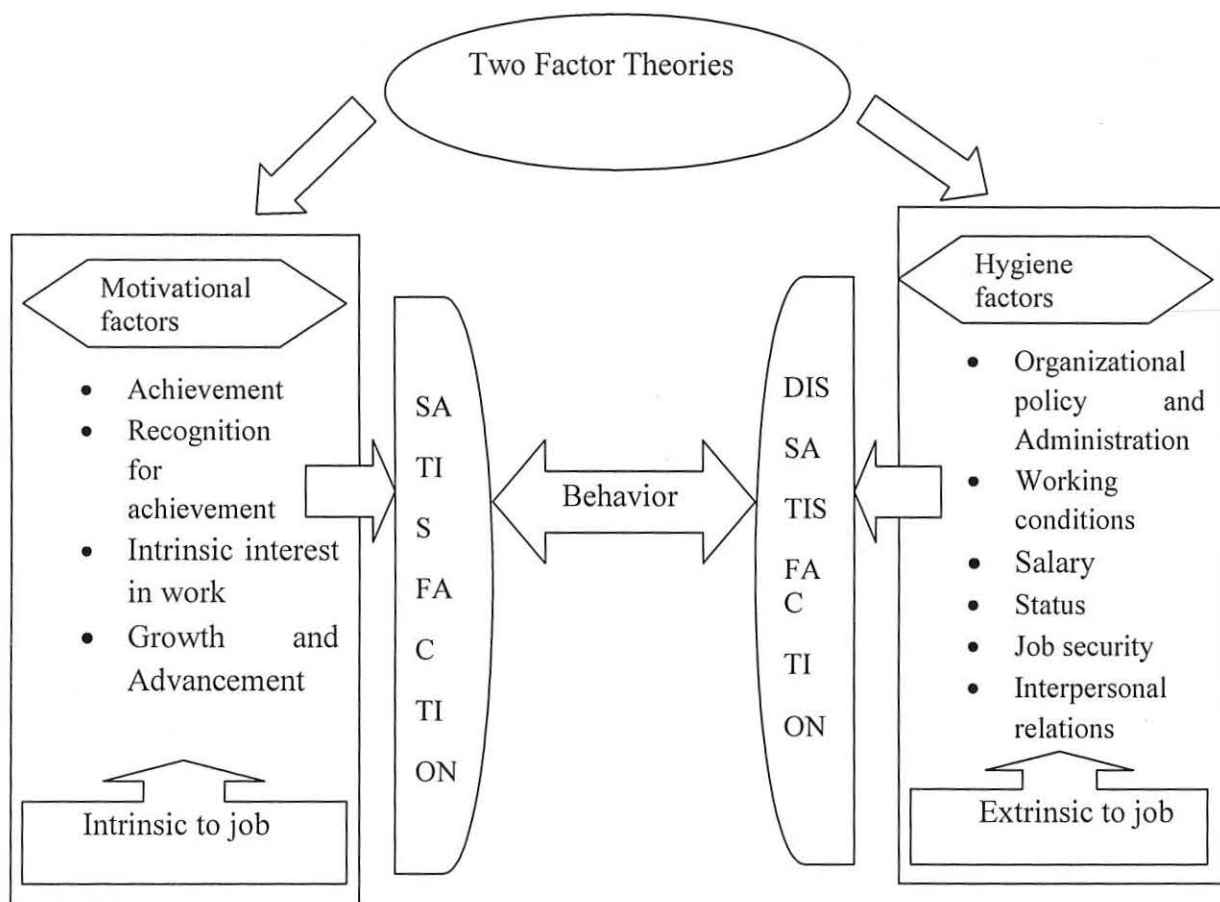


Figure 2.1 Representation of Herzberg's two factors Theory

Source: Coulibaly, A. W. (1999) "Factors That Influence The supply of Primary Teachers in Mali"
New York University of New York.

2.4.1.3 Alderfer's ERG Theory

Alderfer (1972) expanding on Maslow's hierarchy of needs, created the **ERG theory** (existence, relatedness and growth). Physiological and safety, the lower order needs, are placed in the existence category, while love and self esteem needs are placed in the relatedness category. The growth category contains our self-actualization and self-esteem needs. Alderfer argues that there are three groups of core needs are existence, relatedness, and growth hence the label: ERG theory. The existence group is concerned with providing our basic material existence requirements. They include the items that Maslow considered to be physiological and safety needs. The second group of needs is those of relatedness, the desire we have for maintaining important interpersonal relationships. These social and status desires require interaction with others if they are to be satisfied, and they align with Maslow's social need and the external component of Maslow's esteem classification. Finally, Alderfer isolates growth needs' an intrinsic desire for personal development. These include the intrinsic component from Maslow's esteem category and the characteristics included under self-actualization. Alderfer's theory differs from Maslow in a number of important aspects. Alderfer argued that it was better to think in terms of a continuum rather than a hierarchy; from concrete existence needs to least concrete growth needs and argued that you could move along this in either direction. Maslow argued that when satisfied a need becomes less important to an individual, but Alderfer argues that relatedness or growth needs become more important when satisfied. This means that team working arrangements can continue to motivate employees and are not necessarily superseded by growth needs.

2.4.2 Process Theories

What all process theories have in common is an emphasis on the cognitive processes in determining employee level of motivation and need satisfaction. Equity theory matches the notions of "a fair day's work for a fair day's pay". It really focuses on perceptions of inequality in the output ratio whose effect may be similar to the hygiene factors of Herzberg et al., (Naylor, 1999).

Equity and fairness in the workplace has been found to be a major factor in determining employee motivation and job satisfaction (Lewis et al., 1995: 502). As such, equity theory assumes that one

important cognitive process involves people looking around and observing what effort other people are putting into their work and what rewards follow that effort. In the process theory, Adams' Equity theory and Vroom's Expectancy Theory discussed as follows.

2.4.2.1 Adams' Equity Theory

Adams' equity theory (1963) is based on the premises of the belief in fair treatment by the organization in terms of equally rewarding all employees doing equal amount and equal level of work. The equity theory of motivation was developed on the belief that fair treatment or a perception, motivates people to keep such fairness maintained within the relationships of their colleagues and the organization. Equity in the workplace is founded on the ratio of inputs to outcomes; inputs being perceived employee contribution in terms of skills, experience, time devoted, etc. for the benefit of the organization and outcomes being financial remuneration, recognition and appreciation of the employee's inputs. John Adam's equity theory states that people who feel that they are either over or under rewarded for their efforts/inputs are prone to experience distress and feel disturbed. Such a feeling of distress leads these people to make efforts towards restoring equity to the relationship, be it organizational, personal or intimate. Lets us break up the equity theory into coherent sections and try understanding each aspect separately.

The Give and Take Relationship: Identified by Adams as input-outcome relationship, the give-and-take ratio is the pivotal aspect of this theory. It is in trying to balance the perceived give against the expected take that this theory comes into play.

Reference Points and Comparisons: Give-and-take alone is not what sets the equity theory into motion. There has to be a reference to others and a comparison of the ratio of give-and-take of oneself with others who are working under same conditions, giving proportionate, if not same, input.

Relative Theory: The equity theory of motivation is not based on absolute premises. Its structure and beliefs are based on perceived, and not established, equity. Perception being a volatile and random psychological premise, the equity theory can assuredly be called a relative theory.

The equity theory is not just restricted to organizational behavior; it applies to relationships as much as it does to management and employee motivation, though in a more subtle, subconscious way. The

equity theory definition stands on the three cornerstones of Inputs, Outcomes and Equity and builds up on the inter-relationship among these three. See table 2.1 below, how these three aspects and what possibilities come under each aspect.

Table 2.1 Three Aspects of Equity Theory

INPUT	OUTCOME	EQUITY
Skills, efforts, hard work, loyalty, determination, dedication, enthusiasm, trust in superiors and organization, cooperation with colleagues, support to subordinates, tolerance, time, personal sacrifice, commitment, flexibility, experience, etc.	Salary, allowances, perquisites, benefits, recognition, appreciation, responsibility (additional), promotion, training, cooperation from organization and colleagues, sense of achievement, growth and development, additional opportunities within organization, etc.	The feeling that the points under INPUT and OUTCOMES are balanced and the proportion is equivalent to that of others' (colleagues and peers) INPUT: OUTCOME ratios.

The possible constituents of each of the three cornerstones have been identified. The equation of Equity would be as follows:

$$\frac{\text{Outcome by an individual}}{\text{Input by an individual}} = \frac{\text{Outcome by another person}}{\text{Input by another person}}$$

Whenever people feel that the rewards or inducements received for their work inputs or contributions are unequal to the rewards other persons appear to have received for their inputs, inequity occurs.

For felt negative inequity,

$$\frac{\text{Outcome by an individual}}{\text{Input by an individual}} < \frac{\text{Outcome by another person}}{\text{Input by another person}}$$

For felt positive inequity,

Outcome by an individual Outcome by another person
_____ > _____
Input by an individual Input by another person

2.4.2.2 Vroom's Expectancy Theory

In 1964, Vroom on his part reports that there is a consistent relationship between job satisfaction and the probability of resignation, This approach of Vroom which is called expectancy theory, contrasts with Herzberg's in that it concentrates on the process of motivation. While Herzberg's theory focuses on the content theory of motivation and the factors that influence individual behavior, Vroom looks at the mechanisms that link intrinsic and extrinsic rewards to individual behavior (see figure 2.2 below).

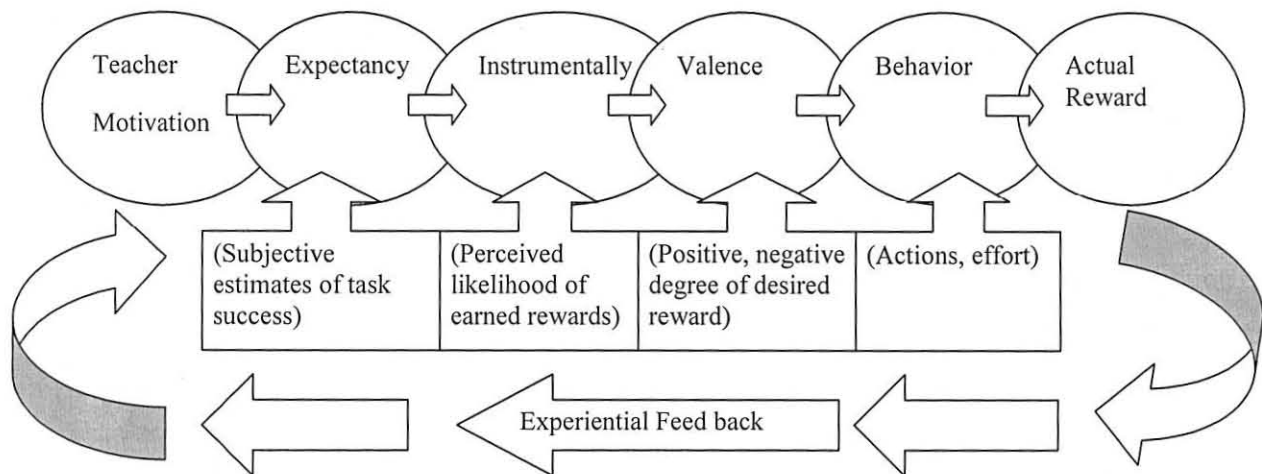


Figure 2.2 Synthesis of Herzberg Two factor Approach and Vroom's Expectancy Theory

Source: Coulibly, Abdoul Wahab (1999). "Factors that Influence the Supply of Primary Teachers in Mali" New York : University of New York, p.41 (Unpublished)

As can be seen in the figure above, Vroom's expectancy theory uses three basic concepts to illustrate the process of motivation. The first one, expectancy, refers to subjective estimates of one's ability to participate successfully in an activity. His second process, instrumentally, refers to subjective

perceptions of the connections between behavior and outcomes. And the last process, valence refers to the subjective attractiveness of the reward offered.

Overall, the expectancy theory of Vroom suggests that the more attractive a reward is to an individual, the more likely is to motivate that individual towards future actions, so long as the individual believes that there is an instrumental link between his/her behavior and his/her receipt of desired rewards. Experiential feedback that is cyclical in nature influences an individual's motivation to perform future actions and creates a constant reassessment of one's expectancy. Thus, individuals who are satisfied with their job have a high probability of remaining at their present occupation. Conversely those individuals receiving little job satisfaction have a high probability of resignation (Vroom, 1964).

2.5 Job Satisfaction of Teachers

The education mission seems to be dependent on the teachers feel about their work and how satisfied they are with it. Therefore, it is not surprising that researchers suggest "Schools must give more attention to increasing teacher job satisfaction" (Heller, Clay and Perkins, 1993).

The declining quality of education, particularly the quality of teachers has been described as one of the most serious problems facing many African countries. Among the reasons for this quality erosion are the failures of schools to attract and retainable teachers, high teacher turnover, low teacher morale and motivation, as well as a declining quality of teacher work life. Dissatisfied teachers are lethargic and indifferent to their duties, uncommitted and reluctant to work and show poor attendance at work resulting in a dramatic decline of the performance and achievement of both teachers and pupils (Chapman et al., 1993).

2.6 Motivation and Rewards

According to several authorities, the proper approach to work motivation lies in a careful distinction between extrinsic and intrinsic rewards. Herzberg (1964) distinguishes between extrinsic rewards surrounding a job (such as salaries, fringe benefits, and job security) and intrinsic rewards of the job itself (such as self-respect, sense of accomplishment, and personal growth). Intrinsic rewards, according to Herzberg, are more satisfying and motivating.

McGregor (1967) is best known for his two managerial theories, Theory X and Theory Y, which emphasize, respectively, extrinsic and intrinsic rewards. Deci (1975) in his book "Intrinsic Motivation" shows how injudicious use of extrinsic rewards can undermine intrinsic motivation.

2.7 Factors Affecting Teacher's Motivation

Recent studies have shown fairly conclusively that teachers are motivated more by intrinsic than by extrinsic rewards. Pastor (1982) conducted a survey which found that teachers perceive their needs and measure their job satisfaction by factors such as participation in decision-making, use of valued skills, freedom and independence, challenge, expression of creativity, and opportunity for learning. They concluded that high internal motivation, work satisfaction, and high-quality performance depend on three critical psychological states: experienced meaningfulness, responsibility for outcomes, and knowledge of results.

Sergiovanni (1984) likewise found that teachers obtain their greatest satisfaction through a sense of achievement in reaching and affecting students, experiencing recognition, and feeling responsible. Teachers are expected render a very high job performance, and the ministry of education is always curious regarding the job performance of its teachers. In addition, the ministry of education demands a very measure of loyalty, patriotism, dedication, hard work and commitment from its teachers. To that end, the roles and contexts of educations' motivational methods and tools cannot be underemphasized because high motivation enhances productivity that is naturally in the interests of all educational system (Ololube, 2005).

(Bennell and Akyeampong, 2007) noted that poor teacher motivation and inadequate incentives have far-reaching adverse impacts on the behavior and overall performance of teachers and thus learning outcomes. In addition to this according to Seguin (1997) teacher motivation is also affected by age differences by surmising that people were motivated by different things at different stages of their lives more over he pointed out that is individuals moved through educational career and gained years of experience people were motivated by high level of needs.

2.7.1 Organizational Policy and Administration

Poor human resource management seriously de-motivates teachers. In most of Africa, for almost all administration regarding teacher management, it is noted that a lack of clear rules which tend to generate conflict, power vacuum, and overlap and duplication of effort (IIEP, 2004).

The democratization of the organization and administration of education is provided for in educational policy article 3.8.4 cited in MOE (2002):

Educational institutions will be autonomous in their internal administration and in the designing and implementing of education and training programs, with an overall coordination and democratic leadership by boards or committees, consisting of members from the community (society), development and research institutions, teachers and students MOE, 2002).

It is evident that the provision of democratization of organizational policy and administration enhances not only teachers' motivation to teach, but also the motivation to remain in the institution.

2.7.2 Teacher Management, Technical Support and Supervision

2.7.2.1 Teacher Management

Teacher motivation and retention depends critically on effective management, particularly at the institution level. (Bennell and Akyeampong, 2007) suggested that teacher management tends to be authoritarian, based on rigid hierarchical structures, which results in limited participation, delegation, and communication by teachers with respect to major institution management functions. So teachers subjected to these types of management regimes have little sense of self-determination, which by itself seriously undermines work motivation and retention of teachers'.

Thus, teacher management is most crucial at the institutional level, as the importance of teachers' work and their competence in performing their duties are crucially influenced by the quality of both internal and external supervision.

2.7.2.2 Technical Support

According to Mulkeen et al., (2005) teachers need both technical support and supervision throughout their careers. It would be naïve to assume that teachers can go through a pre-service program and then perform well for the remainder of their careers without further professional development. Support for

Moreover, employee/teacher motivation is significantly affected by the quality of relationship of employee with co-workers in the work environment who might act as a role model. For instance, Carell et al, (1992) concluded that the quality of relationship with in the work group is very important to teachers/employees; especially to the extent that the individual is accepted as part of the work unit and the friendliness and support of his/her fellow teachers/employees.

Eble (1987) suggests that it is essential that a personal joy and pleasure be derived from the act of teaching and the interpersonal communication of knowledge. In general, the level of interpersonal trust reveal that the extent to which individuals their social environment as cooperative or friendly determines the tendency of the employee/teacher to accomplish the task assigned effectively.

2.7.4 Teacher Professional Development

Training in both subject content and pedagogy is essential for high quality teaching and learning in secondary education. With increasing demand for secondary education, there is a concern to provide a sufficient number of teachers/trainers with adequate training and skill.

Benell and Akyeampong (2007) suggest that teachers need continuous professional development (CPD) as well as support from peers and supervisors. CPD is usually scarce, one-time, top-down, unrelated to a broad strategy, and not targeted at teachers who need it most. In the absence of appropriate development and support, teachers can quickly lose motivation. There have been some very effective interventions in this area. In Guinea, for example, teachers have been encouraged to take more responsibility for their own professional development, in particular by enabling them to access training resources through a competitive grant scheme.

In the area of changing demands on teachers, it is inappropriate to structure teacher development as a single period of teacher education at the start of a career (Mulkeen et al., 2005). One of the potentially valuable initiatives in the ongoing teacher development is the involvement of experienced teachers in the design and delivery of courses at the institution level. This has the double benefit of ensuring the courses are relevant and practical, while also providing development opportunities for the experienced teachers (Gaynor, 1998).

Motivation is highly related to career-path projections and opportunities for progression. However, promotion opportunities within the profession are often limited. As a result, many skilled teachers are leave the profession, while others become de-motivated (VSO, 2002). Thus, teacher professional

development has a major impact on teacher motivation, the professional conduct of teachers, and educational outcomes.

2.7.5 Economic Factors/Consideration

According to some authors, policies that address teachers' economic needs and concerns positively the quality and quantity of a teaching force (Dove, 1986, Thompson, 1990 cited by Tesfaye, 1999). It is accepted, for example, that teacher salary scales have an intimate connection with teacher retention patterns. When salary levels drop in relation to the levels which pertain for similarly qualified personnel this gives rise to teacher dissatisfaction which, if unresolved, can cause long duration difficulties and moral (Coolahan, 2003). Hence, in this section on economic consideration issues related to the teachers' salary and non-salary benefits will be reviewed.

2.7.5.1 Teachers' Salary

The importance of teachers in a contemporary is being increasingly recognized. This growing recognition is closely connected with, and is a reflection of, the great role of education in society. But, it is hardly possible, as Franklin contends, to persuade qualified teachers to take up teaching careers unless salaries and other conditions of services are made more attractive. As Coolhan argued, from a variety of perspectives the establishment of appropriate salary provision for teachers will have short-term and long-term effects on teacher motivation (Coolahan, 2003).

With regard to teachers' salaries, the 1966 Recommendation states that they should be determined so as to:

- reflect the importance to society of teaching and of teachers and their responsibilities;
- compare favorably with salaries paid in other occupations requiring similar or equivalent qualifications;
- provide a reasonable standard of living for teachers and their families, as well as enable them to improve their professional qualifications through further education or cultural activities; and
- take account of the fact that certain posts call for higher qualifications and experience and carry greater responsibilities (ILO, 1991:67)

contribution to the development of the individual and of a society as a whole (ILO, 1990:36). Hence, the social status of the teaching profession in the broader community is an important factor in the retention decision of teachers. The status of teachers has had a direct bearing on the quality of education and many of the ills of the latter can be ascribed to the different manner in which the society has looked up on the teacher and the manner in which many teachers have performed their functions (Aggarwal, 1996:459). Conforming this, UNESCO has argued that the status of teachers and the status of education are so intertwined that whatever produces changes in the one will normally produce changes in the same direction in the other (UNESCO, 1999:10).

As a guiding principle, ILO has also stressed that the status of teachers should be commensurate with the needs of education as assessed in the light of educational aims and objectives, it should be recognized that the proper status of teachers and due public regard for the profession of teaching are of major importance for the full realization of these aims and objectives (ILO, 1991:77). Historically, the role of teachers has been respected and teaching is one of the most highly regarded professions by the Ethiopian public. However, the profession is not as well respected as it used to be. In the last few decades the teacher in our culture has always been among the person of little importance, and his place has not changed for the better. It has been argued that the social standing of any profession is a pretty accurate mirror of its economic standing, and that therefore the low financial rewards of teaching, among other things, are sufficient cause of its being considered one of the less honorable pursuits (Frank, 1984:53).

To this effect, the low status of teachers has two adverse implications of the teaching profession and the welfare of learners. First in many countries the better students do not opt to teaching. Second, since in many countries many teachers are mediocre, there is a trend towards deterioration of the teaching in schools (UNESCO, 1994:34). Perhaps the most formidable problem of teacher education in contemporary Ethiopia is the lack of interest on the part of secondary schools leavers in the teaching profession. Very few want to be teachers because of the poor image associated with the status of teachers in the society. Even in the universities, most students who find themselves in the education faculty cannot be said have been motivated to become professional on graduation.

As Aggarwal (1996:461-462) pointed out the following are the contributory factors for low status of teachers: salary and service conditions, lack of recognition by the government, lack devotion to work,

lack of integrity, lack of sense of pride, low level of efficiency, low level of scholarship, and inadequate pedagogic skill.

2.7.7.2 Community Support

Most people are used to thinking of the school teacher only in the connection with the formal education of their children, and they may never have thought of the school as having anything to do with community affairs and their own education in the day-to-day community life (Batten, 1959:24). Because of this some communities lack the necessary interest in or commitment to education. However, several strategies for reducing turnover require the support and involvement of the local community.

Frequently there was little communication between the school and the community in which it was situated, particularly in the peripheral regions. Among others, this is because of poor administration in the education system. Moreover, where the school was seen as a provision imposed by the government, the gap between the school and the community became larger (Gorrell and Dharmadasa, 1989:123). For whatever reason it occurs, community apathy can increase teacher turnover (Chapman, 1994:11).

The importance of community support in school affairs is recognized by a number of authors. For instance, Lyons and Collins, (1980:80) have argued that support by the school for the local community should be matched by support from the local community for the school in building, maintaining and operating the school and in monitoring its work. If the teacher was aware of the community's interest, his work was likely to be more thorough. He would be more aware of local sensitivities and be prepared to respond to them. Community involvement in schooling has also been seen as a means of providing support to isolated teachers in many locations. Bull and Adrienne (1989:24-25) contend that the community/social environment may cause problems for teachers who do not roots in a particular community. The more action takes to involve new teachers in social activities.

Moreover, community support could be visible and advantageous if members participate in planning, financing, construction and maintenance, controlling student discipline to solve the problems that exist in the schools (UNESCO, 1985:29). Therefore, (Dove, 1986) has suggestes, an intimate relationship between the school and the community needs to be established in order to facilitate

dynamic interaction between the two for better education, better development and higher quality of life for both school children and community members which may also influence the teacher to stay at work.

All in all, community support can range from the personal acknowledgement and respect of community members to direct financial subsidies that supplement their government salary. The psychological effect of both types of support should not be underestimated. Research in teacher attrition consistently found that recognition and approval of family, friends, supervisors, and community people are important ingredients in teachers' job motivation and their decision to remain in or leave teaching (Chapman, 1994:23).

2.7.8 Administrative Factors

To this regard, the role played by principal, evaluation system and teacher participation in decision making will be addressed.

2.7.8.1 The Role of the School Principals

Teachers are primarily motivated by intrinsic rewards such as self-respect, responsibility, and a sense of accomplishment. Thus, administrators can boost morale and motivate teachers to excel by means of participatory governance, in-service education, and systematic, supportive evaluation.

School operations can be explained by organizational theory. Like most organization, schools leaders should focus on the organizational level with concern for groups and the environment.

Understanding factors influencing staff's well-being will help leaders to effectively motivate their staff to be more productive. The research on effective schools indicates that the principals of effective schools know how to motivate their staff by using various school factors such as including staff members in decision making and problem-solving, setting shared vision among teachers and administrators, and creating trust among school community (Fullan, 2001). Previous research studies confirm that motivation to teach leads to school effectiveness and learning quality in many ways (Fullan, 2002).

Leaders of effective schools do not exercise educational leadership alone. Such leadership is often the collective task of the principal along with other members of the organization. Almost all schools

would be strengthened by a power-sharing approach, and "the conception that policy is the domain of administrators and pedagogy the domain of teachers" is obsolete (Schuler, 1989).

(Hallinger and Heck, 1996) reported that shared vision and school goal-setting processes initiated by school leaders have significant effects on teachers' personal goals and motivation to teach. Those processes allow for authentic engagement by teachers in deliberating about the most appropriate directions for themselves and their schools (Head-Taylor, 1991).

Specific leadership practices toward this end include, for example, helping provide teachers with an overall sense of direction, exciting teachers with a vision of what they may be able to accomplish if they work together, and assisting teachers to understand the relationship between external initiatives for change and the school's mission (Leithwood, Tomlinson and Genge, 1996).

Regarding human factors at school, (Leithwood, 1994) reported that principal leadership has a significant effect on teachers' beliefs and motivation. Positive context beliefs by teachers are associated with such school leadership practices as helping to clarify the reasons for implementing the policy, empowering teachers to participate in decisions about how the policy will be implemented, providing resources to assist such implementation, and making available opportunities to acquire the new skills necessary for policy implementation (Leithwood, 2001).

2.7.8.2 Teachers' Participation in Decision Making

Educational administrators have, of late, been asked to change the way they operate. Noting the lack of follow through that frequently results from state mandates, policymakers have taken a different approach. Like managers in the corporate world, educators are now being asked to flatten organizational structures, reduce central office directives and permit employees the opportunity to take ownership for institutional decision-making. This initiative, it is argued, will tap the expertise of those employees most closely associated with the instructional process while making schools more responsive to institutional stockholders. Although intuitively appealing, the effort has thus far had mixed results. Reasons for this situation are as numerous as the number of different decision-making models now being used across the country.

Organizational theorists such as McGregor, Herzberg, have all suggested that participatory decision-making (PDM) would lead to more effective organizations and higher staff morale. Abraham

Maslow's 1943 theory of motivation pointed to the human need for self-actualization. Allowing employees a voice in decision-making is perhaps the most logical method for allowing this to occur. In a similar vein, Argyris (1987) saw bureaucracies as imposing restraints on individuals by refusing to treat them as mature actors capable of self-direction.

Douglas McGregor's Theory X and Theory Y (1967) focused on management's assumptions about employees. Managers, who view subordinates as willing, cooperative, and responsible (Theory Y) treat them differently from managers who take the opposite viewpoint (Theory X). Since Theory Y managers have different expectations, they structure the work environment to provide employees opportunities to take on more responsibility. PDM would certainly allow this to happen.

Frederick Herzberg's motivation-hygiene theory (1993) went even further, positing that workers were not motivated by extrinsic factors such as salary, working conditions, and job security but by intrinsic factors such as achievement, recognition, and responsibility. PDM would contribute to any or all three of these.

2.7.8.3 Evaluation System

According to, Brodinsky and Shirley (1983) an evaluation system, if well designed, provide teachers with the necessary feedback to assess their own professional growth. A poorly designed evaluation system can be disastrous, pitting teachers against administrators and engendering anxiety, mistrust, and resentment.

Administrators should encourage teachers to take part in the design and implementation of a practical, research-based evaluation system customized to individual district needs. The main purpose of evaluation should be to provide information to help teachers improve their teaching performance.

Accordingly, a good evaluation system should reflect respect for individual worth and dignity by encouraging teachers to set personal and organizational objectives. An evaluation system should also foster imagination and creativity, recognize work well done, and involve both self-appraisal and appraisal of others.

2.7.9 Job Design

Job design involves the structuring of various aspects of the job content (Hackman, 1977). For example, job design might involve in creating job responsibilities, the variety of tasks, or employee autonomy. Although job design has been popular since the early 1960s, The 1973 Urban Institute Survey for The National Commission on Productivity (1973) reported that only 73 of 509 local government organizations had used some form of job rotation, redesign, or team technique.

Evaluating the effectiveness of job design is more difficult than evaluating the effectiveness of other motivational techniques because it usually is implemented in the conjunction with feedback and other structural changes (Locke et al., 1980). He suggest, if the performance contribution of the goal setting component of job design programs is controlled, job design might have no further effects on performance. Thus, the contributions job design to public sector performance is somewhat problematic.

2.7.10 Teacher's Working Condition in Ethiopia

Much research works have not yet done on teacher's working conditions in Ethiopia in the past years. There have been only very few papers which prepared for seminars, conferences, etc. by Ministry of Education, officials and Addis Ababa teachers or thesis papers done by graduating students from higher institutions.

To gain some insights into teacher's working conditions in the Ethiopian education system some reviewed literatures are presented as follows.

According to Aklilu, (1966) the question of teachers' education involves three important and interrelated aspects, the preparation of teachers, and the improvement of those teachers now serving and the retention of teachers in the teaching profession.

In his study he found the reasons teachers advanced for joining teaching were the fact one could easily get a teaching job, the compulsion of external forces, etc. He found that most teachers joined teaching for an interim period until they get other jobs or until they join higher institutions of learning. This indicates quiet definitely that most young people joined teaching without interest or inclination. He also investigated reasons for leaving teaching jobs. The reasons given by teachers

were categorized as economic factors, administrative inefficiency, unfavorable professional working conditions and low social prestige of teachers.

According to Ayalew, 1985 E.C as cited in (Adamu, 2007) indicated also that most teachers, about 62% have an unbalanced teaching load distributed to all teachers is not the same. Some teachers are given only a few periods while others are given many periods per week without any free time. Also (Ayalew, 1995) conducted a study on the problems of staff recruitment and retention in higher education institutions of developing countries. His article examined the higher education institutions lose of their staff (usually the best talented one) both through internal and external drainage because of low salaries, political interests, heavy and unbalanced teaching loads, lack of opportunity for doing research, limited opportunity for staff development, autocratic administration and housing problems. He suggested that the strategies for increased retention of staff include granting award and/or providing academic freedom, merit pay, promotion, tenure, sabbatical and other leaves, honorific titles, improved working conditions and fair administration.

The other factor which makes teachers dissatisfied is unsuitable working conditions. In Girma's, (1995) finding teacher who were stressed due to the various aspects of the school environment reported less satisfaction and commitment in their job.

CHAPTER-THREE

3. Research Design and Method

3.1 Research Method

The type of this study is descriptive survey. It describes the characteristics of a particular population. The purpose of descriptive method, according to Ezeani (1998) as cited in Adeyinka (2007) is to collect detailed and factual information that describes an existing phenomenon such as, current conditions, attitudes, interests, feelings and characteristics. Thus, this study is concerned with the extent to which teachers were motivated and factors affect teachers' motivation in the secondary schools and descriptive method of research was considered as the most appropriate method were used for the study.

3.2 Data Sources

The major source of primary information for the study was 30% teachers and all vice principals were involved from the representative of each of the 4 sub-cities in Addis Ababa. In addition, as secondary data source documents such as different books, journals and articles reviewed and analyzed to support the information gathered from primary sources were analyzed.

3.3 Sampling Size and Techniques

Sampling is usually to select representatives from the large population, which is powerful and determinative mechanism of the total study because, the information to be gained from the sample will be considered as the representative of the total population.

There were ten sub-cities are in Addis Ababa but, the study was conducted on only 4 sub cities by simple random technique selection and from each sub city one secondary school was taken as a sample using simple random sampling technique because, it provides equal and independent chance to be selected as a sample. As a result the researcher had a total of four sample representative schools. These were Dejazmach Wondirad preparatory (11-12), Balcha Abanefso Secondary (9-10), Lafto Secondary (9-10) and Derartu Tulu Preparatory (11-12) Schools.

Regarding the numbers of sample teachers, there were 367 teachers found in four secondary schools. Since the number of teachers in each school was not equal, the researcher has taken 30% of the teachers and 12 principals as well as vice principals (100%) as a sample using proportional random and purposive sampling technique respectively due to their manageable size.

The total number of teachers working at the schools was 367. Out of this 292 (79.6%) were males and 75 (20.4%) were females. Moreover, considering the profession, there were 367 (96.8%) teachers and 12 (3.2%) principals and regarding the current qualification only 23 (6.3%) master holders and the remaining 344 (93.7 %) were degree holders (see table 3.1 below).

Table 3.1 Total number of teachers in each school by sex and qualification

No	School Name	Sub-city	Degree			Master		
			M	F	T	M	F	T
1	Dejasmach Wondyirad(11-12)	Yeka	46	14	60	7	2	9
2	Balcha Abanefso S.S (9-10)	Lideta	121	41	162	6	-	6
3	Lafto S.S (9-10)	Nef-S. Lafto	39	8	47	1	-	1
4	Derartu Preparatory S. (11-12)	Akaki-Kaliti	67	8	75	5	2	7
	Total		273	71	344	19	4	23

Source: Addis Ababa Education Bureau unpublished Statistical Abstract, 2003 E.C.

As mentioned above the total number of teachers in four schools are 367 which is N. The determined sample to be taken is 30% which is n=110. Thus n/N gives the proportional number, i.e. $n/N=X=0.3$. Then, the proportional number multiplied by the number of teachers in each school gives the proportional sample of teachers to be taken from each school (see table 3.2 below).

Table 3.2 Sample respondents taken from each school

No.	Schools	No. of teachers	Sample taken=X
1	Dej. Wondyirad Prep.	69	21
2	Balcha Abanefso S.S	168	50
3	Lafto S.S	48	14
4	Derartu Preparatory	82	25
	Total	367	110

Source: From calculated proportional sample respondents.

Finally, from the four sample schools as indicated in (table 3.2 above) out of the total 367 teachers 110 teachers were taken as a sample for the study.

As shown in (Table 3.3 below) regarding the age of total population, the largest group of the proportion (n=113, 30.8%) were in age category between 21-25years. The second largest group (n=103, 28.1%) indicated their age between 26-30 years. The third group were in the proportion (n=62, 16.9%) between 31-36 years. A very small proportion (n=2, 0.5%) indicated that they were in the age group between 56-60 years.

Table 3.3 Total Number of Teachers by Age Groups

No.	Age Groups	Dej.Wondirad			Balcha			Lafto			Derartu			Grand Total
		M	F	T	M	F	T	M	F	T	M	F	T	
1	21-25	4	1	5	39	22	61	8	2	10	33	4	37	113
2	26-30	5	-	5	43	8	51	14	3	17	28	2	30	103
3	31-35	3	3	6	39	3	42	7	2	9	3	2	5	62
4	36-40	5	-	5	4	2	6	5	1	6	2	2	4	21
5	41-45	2	2	4	-	2	2	1	-	1	1	-	1	8
6	46-50	-	1	1	-	2	2	5	-	5	1	-	1	9
7	51-55	33	9	42	1	2	3	-	-	-	4	-	4	49
8	56-60	1	-	1	1	-	1	-	-	-	-	-	-	2
Total		53	16	69	127	41	168	40	8	48	72	10	82	367

Source: Each school record office

As shown in (Table 3.4 below) out of 367 total population, over half of teachers (n=201, 54.8%) were unmarried. The second large proportion (n=152, 41.4%) were married. The remaining proportion (n=6, 1.6%) and (n=8, 2.2%) for widowed and divorced respectively.

Table 3.4 Total Number of Teachers by Marital Status

No.	Marital Status	Dej.Wondirad			Balcha			Lafto			Derartu			Grand Total
		M	F	T	M	F	T	M	F	T	M	F	T	
1	Single	14	2	16	100	22	122	30	7	37	24	2	26	201
2	Married	31	13	44	24	18	42	10	1	11	47	8	55	152
3	Widowed	3	-	3	2	-	2	-	-	-	1	-	1	6
4	Divorced	5	1	6	1	1	2	-	-	-	-	-	-	8
Total		53	16	69	127	41	168	40	8	48	72	10	82	367

Source: Each school record office

As shown in (Table 3.5 below) out of the total population, over half of teachers (n=207, 56.4%) had the least service years in between 0-5 years. The proportion of (n=49, 13.4%) and (n=42, 11.4%) had a service 6-10 and ≥ 26 years respectively. The smallest proportion (n=16, 4.3%) had been working in the school between 16-20 years.

Table 3.5 Total Number of Teachers by Experience Groups

No.	Exp. Group	Dej.Wondirad			Balcha			Lafto			Derartu			Grand Total
		M	F	T	M	F	T	M	F	T	M	F	T	
1	0-5	4	2	6	101	31	132	23	2	25	40	4	44	207
2	6-10	2	3	5	12	3	15	6	1	7	20	2	22	49
3	11-15	7	2	9	6	2	8	4	3	7	6	-	6	30
4	16-20	5	1	6	3	1	4	-	-	-	4	2	6	16
5	21-25	11	3	14	3	1	4	1	2	3	1	1	2	23
6	≥26	24	5	29	2	3	5	6	-	6	1	1	2	42
Total		53	16	69	127	41	168	40	8	48	72	10	82	367

Source: Each school record office

As shown in (Table 3.6 below) out of 367 total population, 2/3 of the population (n=245, 67.0%) had earn salary between 601-1400 birr. The proportion of teachers (n=77, 20.9%) and (n=45, 12.1%) had paid in between 1401-2200 and 2201-3000 birr respectively.

Table 3.6 Total Number of Teachers by Salary Group

No	Salary Groups	Dej.Wondirad			Balcha			Lafto			Derartu			Grand Total
		M	F	T	M	F	T	M	F	T	M	F	T	
1	601-1400	13	4	17	108	30	138	27	3	30	54	6	60	245
2	1401-2200	20	3	23	16	9	25	9	3	12	15	2	17	77
3	2201-3000	20	9	29	3	2	5	4	2	6	3	2	5	45
Total		53	16	69	127	41	168	40	8	48	72	10	82	367

Source: Each school record office

As shown in (Table 3.7 below) out of 367 teachers, the largest number of teachers in the proportion of (n=142, 38.7%) were junior teachers. The second large proportion of teachers (n=99, 27%) were beginner teachers. The third large proportion of teachers (n=48, 13.1%) had the roof of career structure (leader teachers). A very small proportion (n=20, 5.4%) of teachers were associate leaders.

Table 3.7 Total Number of Teachers by Career Structure

No	Career Structure	Dej.Wondirad			Balcha			Lafto			Derartu			Grand Total
		M	F	T	M	F	T	M	F	T	M	F	T	
1	Beginner	5	3	8	39	8	47	17	2	19	21	4	25	99
2	Junior	8	1	9	71	20	91	9	1	10	30	2	32	142
3	Teacher	7	1	8	8	1	9	8	3	11	7	-	7	35
4	Higher	7	-	7	4	7	11	-	-	-	4	1	5	23
5	Associate	6	2	8	4	1	5	1	-	1	4	2	6	20
6	Leader	20	9	29	1	4	5	5	2	7	6	1	7	48
Total		53	16	69	127	41	168	40	8	48	72	10	82	367

Source: Each school record office

3.4 Data Gathering Tools

The instrument used to collect data was questionnaire. The questionnaires have two types: close and open ended were prepared for the concerned bodies of respondents independently. The questionnaire was mainly closed ended items with few open ended questions.

Some parts of the questionnaire were prepared in the form of structured and unstructured type with the intention of allowing the chance for respondents to disclose free responses. The other part of the questionnaire was set up in the form of structured 5 scale likert-type rating (5=strongly satisfied, 4=satisfied, 3=not sure, 2=dissatisfied and 1=strongly dissatisfied) to gauge the level of agreement among respondents. This scale helped to get information about the level of teachers work motivation and their intent to retain in the institution.

3.5 Data Collection Procedures

The following procedures/steps were undertaken in data collection procedure. From the beginning, the questionnaire was prepared and distributed for the target teachers and principals. Then out of the 122 distributed questionnaires 108 completed or partially completed were returned. Of these, 4 were unusable due to substantial lack of completion. A total of 104 usable questionnaires and document review were analyzed and interpreted.

3.6 Pilot-Test

To check the appropriateness and clarity of their content validity and reliability of items, pilot testing was very important before conducting the actual research. For this purpose the researcher personally administered the questionnaire to individual teachers. Pilot test was done in four sub cities that were not counted as actual research and a total of twenty teachers were involved by random selection. The respondents answered the questions and provided the necessary feed back to the researcher on any ambiguity they had with the items. Lastly, Pearson-correlation coefficient was made and some items are modified as well as weak items correlation was rejected.

3.7 Data Analysis

The collected data from randomly selected respondents were summarized by using Excel and transferred to the software package of social science, SPSS, was employed for the data analysis. Depending on the nature of basic questions and data collected, different statistics were used. The data collected through the questionnaires were coded and organized under the two categories. i.e., motivator and hygiene factors by factor analysis using total item correlation test. As a result, total items correlation showed above 0.950 were selected for analysis. Respondent characteristics (sex, marital status, age, salary, qualification and experience) were summarized using descriptive statistics (mean and percentages). Eventually, t-test was used to detect as to whether there was statistically significant difference between respondents and its characteristics. One way analysis of variance (ANOVA) also employed to examine the relationship of motivation factors with respondents' characteristics. Finally, findings were analyzed and described in light of relevant document review.

CHAPTER FOUR

4. Data Presentation, analysis and Interpretation

This part of the thesis deals with the presentation, analysis and interpretation of the data gathered from Addis Ababa secondary and preparatory government schools.

The primary objective of this part is to seek appropriate responses for the basic questions raised at the beginning of this research. The general background information of the respondents is given below.

4.1 Demographic Characteristic of the Teachers by Sex, Age, Marital Status and Experience

As shown in (Table 4.1 below) out of 92 respondents 27.2% (n=25) of the respondents were female. The remaining 72.8% (n=67) were male. Concerning the age of the study participants, the largest group (n=31, 33.7 %) was in the 21-25 years age group. The second largest group (n=23, 25.0% indicated their age as between in 26-30 year group and the third proportion of respondents (n=12, 13.0%) indicated their age between 51-56 years. A very small proportion (n=1, 1.1%) were in the age group of 56-60 years. Regarding to the marital status of respondents, the largest respondents (n=53, 57.6%) were unmarried (single). The second proportion (n= 37, 40.2%) married and the remaining (n=2, 2.2%) were widowed. Respondents were requested about their total years of experience and the results found were the following. The largest group of respondents (n=41, 44.6%) indicated that they have been working in the school between 0-5 years. The next large group (n=23, 25%) and (n=14, 15.2%) respondents indicated tenure with the age of between 6-10 years and above 25 years respectively. A very small proportion (n=2, 2.2%) indicated that they serve for 21-25 years.

Table 4.1 Demographic Characteristics of Teachers

No	Variables	Subgroup	Number	Percent
1	Sex	Male	67	72.8
		Female	25	27.2
		Total	92	100.0
2	Age Groups	21-25 years	31	33.7
		26-30 years	23	25.0
		31-35 years	11	11.9
		36-40 years	7	7.6
		41-45 years	4	4.4
		46-50 years	3	3.3

No	Variables	Subgroup	Number	Percent
		51-55 years	12	13.0
		≥56 years	1	1.1
		Total	92	100.0
3	Marital status	Single	53	57.6
		Married	37	40.2
		Widowed	2	2.2
		Total	92	100.0
4	Experience	0-5 years	41	44.6
		6-10 years	23	25.0
		11-15 years	8	8.7
		16-20 years	4	4.4
		21-25 years	2	2.2
		≥26 years	14	15.2
		Total	92	100.0

Source: Sample teacher responses

4.2 Teachers by Qualification and Field of Study

As shown in (Table 4.2 below) about the educational level of respondents when joined the profession, the largest proportion (n=61, 66.3%) were degree holders. The second proportion (n=25, 27.2%) were diploma holder and the remaining (n=6, 6.5%) were certificate level. Whereas the current level of their qualification indicate that the largest group (n=79, 85.9%) indicated their education level as B.A./B.Sc. holder and the remaining proportion (n=13, 14.1%) were M.A./M.Sc. holder. Concerning to improve their education level, the smallest proportion of (n=13, 14.1%) teachers improving their education level in M.A./M.Sc. level. The remaining large proportion (n=66, 71.8%) teachers did not get the chance to continue further education. Teacher respondents regarding the field of specialization, almost all teacher respondents (n=91, 98.9%) were trained in subject area and only (n=1, 1.1%) respondent was trained in educational policy (other than subject area).

Table 4.2 Teachers by Qualification and Field of Specialization

No	Variables	Subgroup	Number	Percent
1	Qualification (when joined the profession)	B.A./B.Sc.	61	66.3
		Diploma	25	27.2
		Other	6	6.5
		Total	92	100.0
2	Qualification (current)	M.A./M.Sc.	13	14.1
		B.A./B.Sc.	79	85.9
		Total	92	100.0

No	Variables	Subgroup	Number	Percent
3	Studying to upgrade their qualification	Yes	13	14.1
		No	79	85.9
		Total	92	100.0
4	Field of specialization	Subject area	91	98.9
		Educational policy	1	1.1
		Total	92	100.0

Source: Sample teacher responses

4.3 Teachers Career Structure, Salary and Additional Income

As shown in (Table 4.3 below) regarding the current career structure of respondents, the largest proportion of respondents indicated their level as (n=35, 38%) beginner teachers. The second large respondents (n=21, 22.8%) were teachers. Leader and associate leader teachers were got (n=10, 10.9%) proportion. The proportion (n=9, 9.8%) and (n=7, 7.6%) were junior and higher teachers respectively. Concerning to the gross monthly salary of respondents, over half of the proportion (n=51, 55.4%) lies between 601-1400 birr. The second group of respondents in the proportion (n=27, 29.4%) were between 1401-2200 birr and the remaining proportion (n=14, 15.2%) were between 2201-3000 birr. Regarding additional income that is related to their profession the result shows that, only (n=9, 9.8%) of the respondents had additional income and the rest (n=83, 90.2%) had not.

Table 4.3 Teachers Career Structure, Salary and Additional Income

No	Variables	Subgroup	Number	Percent
1	Career structure	Beginner teacher	35	38.0
		Junior teacher	9	9.8
		Teacher	21	22.8
		Higher teacher	7	7.6
		Associate leader teacher	10	10.9
		Leader teacher	10	10.9
		Total	92	100.0
2	Gross monthly salary	601 -1400 birr	51	55.4
		1401 -2200 birr	27	29.4
		2201- 3000 birr	14	15.2
		Total	92	100.0
3	Additional income related to job	Yes	9	9.8
		No	83	90.2
		Total	92	100.0

Source: Sample teacher responses

4.4 Teachers by Work Load and Class Size (Students per Class)

As shown in (Table 4.4 below) concerning to their work load (periods per a week) the minimum was 8 periods and the maximum work load was 24 periods and the mean value was 15 periods and students per class schools show that the minimum numbers 35 and the maximum 70 students. Whereas the mean values is 48. This data shows the teachers work load was correlates with the standard (21-24 periods per week in relation to the subject matter). Also 70 students per class were not suitable and should be minimized for healthy teaching and learning process.

Table 4.4 Teachers by Work Load and Class Size

No	Variables	Minimum	Maximum	Mean
1	Work load	8	24	15
2	Students per class	35	70	48

Source: Sample teacher responses

4.5 Demographic Characteristics of the Principals

As shown in (Table 4.5 below) out of 12 principals in 4 secondary schools only (n=2, 16.7%) principals were females and the remaining (n=10, 83.3%) respondents were males. Concerning the age of respondents, half of the proportion (n=3, 25%) were between 26-30 years and 31-35 years each. The proportion of (n=2, 16.7%) were the age between 36-40 years and 46-50 years each and the remaining proportion (n=1, 8.3%) were in age range of 51-55 and >56 years each. Regarding the marital status, the large number of principals (n=9, 75%) were married. The remaining proportion (n=3, 25%) were single. Respondents were requested about their total years of experience and the results found were the following: the proportions of principals (n=3, 25%) indicated experience with the age of between 0-5 years, 6-10 years and 11-15 years each. The principals proportion (n=1, 8.3%) and (n=2, 16.7%) were in the age between 16-20 years and above 25 years respectively. Similarly their work experience in current position shows the majority of them, almost (n=11, 91.7%) respondents were from 0-5 years and only (n=1, 8.3%) respondent was 6-10 years experience. This figure indicates most of the respondents were newly assigned to the principal's position.

Table 4.5 Demographic Characteristics of Principals

No	Variables	Subgroup	Number	Percent
1	Sex	Male	10	83.7
		Female	2	16.3
		Total	12	100.0
2	Age Groups	26-30 years	3	25.0
		31-35 years	3	25.0
		36-40 years	2	16.7
		46-50 years	2	16.7
		51-55 years	1	8.3
		≥56 years	1	8.3
		Total	12	100.0
3	Marital status	Single	3	25.0
		Married	9	75.0
		Total	12	100.0
4	Experience in teaching	0-5 years	3	25.0
		6-10 years	3	25.0
		11-15 years	3	25.0
		16-20 years	1	8.3
		≥26 years	2	16.7
		Total	12	100.0
5	Experience in principal position	0 -5 years	11	91.7
		6 -10 years	1	8.3
		Total	12	100.0

Source: Sample principal responses

4.6 Principals by Qualification and Field of Specialization

As shown in (Table 4.6 below) principals the current educational level shows only (n=1, 8.3%) respondent was M.A./M.Sc. holder and the rest respondents were (n=11, 91.7%) with B.A./B.Sc. holder. Concerning the field of study shows that (n=11, 91.7%) subject area and the remaining (n=1, 8.3%) was other than subject area. There are no principal studied the leadership course and they needs training in leadership area for effective school management.

Table 4.6 Principals by Qualification and Field of Specialization

No	Variables	Subgroup	Number	Percent
1	Current qualification	M.A./M.Sc.	1	8.3
		B.A./B.Sc.	11	91.7
		Total	12	100.0
2	Field of specialization	Subject area	11	91.7
		Other	1	8.3
		Total	12	100.0

4.7 Respondents level of Agreement on Reasons to become a Teacher in order to Assess the Extent to which Teachers are Satisfied in their Job.

A total of eight statements about reasons to become a teacher were presented for respondents. Respondents were asked to indicate their degree of agreement as 5=strongly satisfied, 4=satisfied, 3=not sure, 2=dissatisfied and 1=strongly dissatisfied. The responses of the respondents to those statements are presented below.

Table 4.7 Statements/items are reasons to become a teacher

No	Items	Respondents	N	Mean	Std. Devn.	Sig.(2-tailed)	t-calculated
1	I was employed for temporary employment	Teachers	92	3.05	1.386	0.197	1.297
		Principals	12	2.50	1.446		
2	I was pushed by my friends and / or parents	Teachers	92	2.27	1.483	0.428	0.797
		Principals	12	1.92	1.165		
3	Of lack of other employment opportunities	Teachers	92	3.08	1.571	0.217	-1.241
		Principals	12	3.67	1.371		
4	Teaching is more interesting job than other occupations.	Teachers	92	3.15	1.568	0.007	-2.739
		Principals	12	4.42	.793		
5	The profession had better work condition and living environment than other professions	Teachers	92	1.95	1.152	0.034	-2.154
		Principals	12	2.75	1.658		
6	Teaching profession had attractive career structure	Teachers	92	2.13	1.303	0.927	-0.091
		Principals	12	2.17	1.193		
7	Teaching had better pay and allowances when I was employed	Teachers	92	1.79	1.153	0.909	-0.115
		Principals	12	1.83	.937		
8	Teaching creates the opportunity to become creative as it provides the best research environment.	Teachers	92	3.59	1.476	0.848	0.192
		Principals	12	3.50	1.446		
Weighted mean=2.74							

Note: The mean scale was calculated by dividing, the sum of the products of each scale with the relative frequency, to the total number of respondents. The mean scale has a minimum value of 1 and a maximum value of 5.

As can be seen from table 4.3 above, the items which refer to reasons to become a teacher showed a significance difference in responses to respondents at 0.01(2 tailed) and 0.883 and above item total correlation (See appendix-B). A more specified presentation of the items given below. The higher the mean means the more possible reasons to become a teacher.

The mean value scale between 1.79-2.39, 2.40-2.99 and 3.00-3.59 for teachers' response and 1.83-2.69, 2.70-3.55 and 3.56-4.42 for principal low, not sure and high respectively.

As it was revealed in the above table 3, teacher respondents put their reasons to becoming teachers were: Teaching creates the opportunity to become creative as it provides the best research environment (M=3.59), Teaching is an interesting job than other occupations (M=3.15), I was employed of lack of other employment opportunities (M=3.08), "I was employed for temporary employment"(3.05), "I was pushed by my friends and / or parents"(M=2.27)...

On other hand principal respondents put their reasons to becoming a teacher were: Teaching is an interesting job than other occupations (M=4.42), Of lack of other employment opportunities (M=3.67), Teaching creates the opportunity to become creative as it provides the best research environment (3.50), The profession had better work condition and living environment than other profession (M=2.75), "I was employed for temporary employment" (M=2.50)...

Both respondents were agreed on reasons to become a teacher on items such as; teaching creates the opportunity to become creative as it provides the best research environment, teaching is an interesting job than other occupations, "I was employed of lack of other employment opportunities". As shown above the mean score above the weighted mean (M=2.74) was the possible reason to become a teacher.

As shown above, there were no significant differences between teacher and principal respondents with respect to reasons becoming to a teacher. However, there was statistically significant difference between teachers and principals regarding reasons becoming to a teacher, teaching is an interesting job than other occupations(reason 4), and the profession had better work condition and living environment than other profession(reason 5) at [$t_{(a/2, 102)} = 2.739$, $P < 0.007$; $t_{(a/2, 102)} = 2.154$, $P < 0.034$ respectively]. Because the critical t-value of the table shows 1.9835 at df 102, this value was less than the calculated t-value. (The negative calculated t-value shows that the principal mean value was greater than that of teachers).

In addition to the items presented for respondents that declare reason to become a teacher, some points raised in open ended questions presented as follow: "I become a teacher, because it was respected profession when I arrived at a university", "I prefer it because of free of corruption relatively", it is lifelong learning process, my ESLCE result forced me to join the profession..... ✓

4.8 The Major Factors that Affect Motivation of Teachers

A total of fifty (50) statements about factors of job motivation were presented for respondents. And respondents were asked to indicate their level of satisfaction as 5=very satisfied, 4=satisfied, 3=not sure, 2=dissatisfied and 1=very dissatisfied. Out of the fifty items presented for ninety two (92) teachers and twelve (12) principals, only thirty one items show a statistical difference in responses of respondents at 0.01(2 tailed) and showed 0.950 and above item total correlation were selected (See appendix B). After factor analysis was done the selected items were grouped in to two, motivator and hygiene factors dimensions as follow.

4.8.1 Respondents Level of Agreement on Motivational Factors

Thirty one (31) items refer to factors of work motivation, were categorized in to two variables as motivator and hygiene dimension on the basis of factor analysis result. As shown in (Table 4.8 below) the motivator factors include supervision, organizational policy and administration, teacher possibility of growth and recognition. And a more specific presentation of 12 motivator factors dimension is given below.

Table 4.8 Teacher Development Program and Intrinsic Content of the work

No	Motivator factor	Respondents				Sig.(2-tailed)	t-calculated
			N	Mean	Std. Deviation		
1	Provide continuous support and follow up for CPD and induction programs.	Teachers	92	3.18	1.222	.211	-1.259
		Principals	12	3.67	1.435		
2	Principals 'initiative for professional staff development.	Teachers	92	3.07	1.107	.014	-2.491
		Principals	12	3.92	1.165		
3	provide sufficient training and skill for teachers to do their work	Teachers	92	3.09	1.210	.112	-1.601
		Principals	12	3.67	.888		
4	The job provides with strong feeling of responsibility since, I am positively influencing other people's lives (students or colleagues) through my work.	Teachers	92	3.59	1.311	.020	-2.366
		Principals	12	4.50	.674		

No	Motivator factor	Respondents	N	Mean	Std. Deviation	Sig.(2-tailed)	t-calculated
5	The job provides me with strong feeling of responsibility since I am contributing to the society	Teachers	92	3.71	1.227	.054	-1.947
		Principals	12	4.42	.793		
6	Teachers are mostly participate in school decision making	Teachers	92	3.04	1.275	.239	-1.185
		Principals	12	3.50	1.087		

The greater the mean means the possible factors of job motivation. The mean value scale between 2.13-2.65, 2.66-3.18 and 3.19-3.71 for teachers' respondents as dissatisfied, not sure and satisfied respectively. Also for principal respondents the scale between 2.00-2.83, 2.84-3.66 and 3.67-4.50 applies for dissatisfied, not sure and satisfied respectively.

As shown in (Table 4.8 above) the result indicates that, items that best described by the teacher respondents as motivator factors responded with in the range of 'satisfied' to 'not sure' were: "the job provides me with strong feeling of responsibility since I am contributing to the society"(M=3.71), "the job provides with strong feeling of responsibility since, I am positively influencing other people's lives (students or colleagues) through my work" (M=3.59), provide continuous support and follow up for CPD and induction programs (M=3.18), provide sufficient training and skill for teachers to do their work (M=3.09), principals' initiative for professional staff development (M=3.07) and teachers are mostly participate in school decision making (M=3.04). Additionally, motivator factors responded by principals within the scale of 'satisfied' to 'not sure' were: "the job provides with strong feeling of responsibility since, I am positively influencing other people's lives (students or colleagues) through my work" (M=4.50), "the job provides me with strong feeling of responsibility since I am contributing to the society" (M=4.42), principals 'initiative for professional staff development (M=3.92), provide sufficient training and skill for teachers to do their work and provide continuous support and follow up for CPD and induction programs (M=3.67) and teachers were mostly participate in school decision making (M=3.50).

There were no significant differences between teachers and principals' respondents with respect to motivator factors of work motivation. However, there was statistically significant difference between teachers and principals regarding teacher development program and intrinsic content of the work in item number 2 declares that, Principals 'initiative for professional staff development and item

development" (M=3.42), fairness in handling teacher promotion (M=3.33) and there was opportunity for further education (M=3.08)

There were no significant differences between teachers and principals' respondents with respect to motivator factors of work motivation. However, there was statistically significant difference between teachers and principals regarding possibility of growth and recognition in item number 3 declares that, "My accomplishments are recognized by the people I work with" and item number 6, There is opportunity for in-service training at [$t_{(a/2, 102)} = 3.106, P < 0.002$ and $t_{(a/2, 102)} = 2.631, P < 0.010$ respectively]. Because the critical t-value of the table shows 1.9835 at df 102, this value is less than the calculated t-value. (The negative calculated t-value shows that the principal more satisfied than that of teachers).

The calculated grand mean of motivator factors were (M=3.05) and (M=3.77) for teachers and principals respectively. The weighted mean of motivator factors were (M=3.41) and items shows the mean score above weighted mean were possible factors for being satisfied for both respondents.

The items show that the mean score between 3.19-3.71 was possibly satisfied the teacher respondents with motivator factors. Teachers are satisfied with motivational factors includes, the job provides them with strong feeling of responsibility since, they were contributing to the society (M=3.71) and the job provides them with strong feeling of responsibility since, they were positively influencing other people's lives (students or colleagues) through their work (M=3.59). Also teachers were dissatisfied with the opportunity for further education (M=2.37).

Items that show the mean score in between 3.68-4.50 were possibly satisfied the principal respondents with motivator factors. Principals are satisfied with motivational factors includes, the job provides them with strong feeling of responsibility since, they were positively influencing other people's lives (students or colleagues) through their work (M=4.50), the job provides them with strong feeling of responsibility since, they were contributing to the society (M=4.42), their accomplishments are recognized by the people work with them and there was opportunity for in-service training (M=4.00), principals 'initiative for professional staff development (M=3.92) and recognition given to successful performance of teachers (M=3.75). There are no principal respondents dissatisfied with motivator factors.

Both respondents satisfied in common with motivator factors include, the job provides them with strong feeling of responsibility since, they were positively influencing other people's lives (students or colleagues) through their work and the job provides them with strong feeling of responsibility since, they were contributing to the society.

4.8.2 Respondents Level of Agreement on Hygiene Factors

The following nineteen (19) items refers to hygiene factors dimension includes supervision, organizational policy and administration, interpersonal relationship, social factors, evaluation system, job design and teacher working condition. The more specific presentation is listed below.

Table 4.10 Supervision, Organizational policy and Administration

No	II Hygiene factors	Respondents	N	Mean	Std. Deviation	Sig.(2-tailed)	t-calculated
1	Technical support rendered by supervisors from WEO and sub-city education office	Teachers	92	2.97	1.124	.001	-3.594
		Principals	12	4.17	.718		
2	There is Effective school level supervision	Teachers	92	2.91	1.086	.026	-2.264
		Principals	12	3.67	1.073		
3	Arranges seminars with teachers to share experience after classroom observation regarding instruction and students, learning conditions.	Teachers	92	2.66	1.225	.085	-1.737
		Principals	12	3.33	1.497		
4	The principal exercise educational leadership alone	Teachers	92	2.65	1.354	.663	-.436
		Principals	12	2.83	1.337		
5	There is a shared vision and school goal setting process formulated by school principal.	Teachers	92	3.45	1.189	.291	-1.062
		Principals	12	3.83	1.193		

As shown in (Table 4.10 above) items included in hygiene factors responded by teachers within the scale of 'satisfied' to 'dissatisfied' were: there was a shared vision and school goal setting process formulated by school principal (M=3.45), technical support rendered by supervisors from WEO and sub-city education office (M=2.97), there was effective school level supervision (M=2.91), arranges seminars with teachers to share experience after classroom observation regarding instruction and students learning conditions (M=2.66) and the principal exercise educational leadership alone (M=2.65). On the other hand, hygiene factors responded by principals within the scale of 'satisfied' to 'dissatisfy' were: technical support rendered by supervisors from WEO and sub-city education office

(M=4.17), there is a shared vision and school goal setting process formulated by school principal (M=3.83), there is effective school level supervision (M=3.67), arranges seminars with teachers to share experience after classroom observation regarding instruction and students learning conditions (M=3.33) and the principal exercise educational leadership alone (M=2.83).

There were no much significant differences between teachers and principals' respondents with respect to hygiene factors of work motivation. However, there was statistically significant difference between teachers and principals regarding item number 1 declares that, Technical support rendered by supervisors from WEO and sub-city education office and item number 2, There is effective school level supervision at [$t_{(a/2, 102)} = 3.594, P < 0.001$ and $t_{(a/2, 102)} = 2.264, P < 0.026$ respectively]. Because the critical t-value of the table shows 1.9835 at df 102, this value is less than the calculated t-value. (The negative calculated t-value shows that the principal more satisfied than that of teachers).

Table 4.11 Interpersonal Relationship, Social factors and Evaluation System

No	Hygiene factors	Respondents	N	Mean	Std. Deviation	Sig.(2-tailed)	t-calculated
1	There is strong relationship between school administrators and teachers.	Teachers	92	3.24	1.565	.075	-1.802
		Principals	12	4.08	1.165		
2	There is a mechanism by which competent teachers share their experience of teaching methodologies.	Teachers	92	3.25	1.289	.133	-1.513
		Principals	12	3.83	.937		
3	Respect accorded to teachers by the community	Teachers	92	2.13	1.277	.739	.335
		Principals	12	2.00	1.206		
4	Community and parental support of teachers	Teachers	92	2.15	1.176	.474	-.718
		Principals	12	2.42	1.379		
5	The evaluation system is well designed and provides the teachers with the necessary feedback.	Teachers	92	2.87	1.179	.008	-2.718
		Principals	12	3.83	.937		
6	Principals engaged teachers to take part in design and implementation of research-based evaluation system	Teachers	92	2.75	1.201	.125	-1.547
		Principals	12	3.33	1.435		
7	The evaluation system respect individual worth and dignity by encouraging teachers to set personal and organizational objectives	Teachers	92	2.96	1.185	.583	-.551
		Principals	12	3.17	1.642		

As shown in (Table 4.11 above) items included in hygiene factors responded by teachers within the scale of 'satisfied' to 'dissatisfy' were: there is a mechanism by which competent teachers share their experience of teaching methodologies (M=3.25), there is strong relationship between school

Additionally, the grand mean result shows that, both teachers and principals were highly satisfied by motivator factors (M=3.05) and (M=3.77) than hygiene factors (M=2.78) and (M=3.28) respectively.

This result is in harmony with other findings Deci and Richards, 2001 focuses on the importance of intrinsic motivation in driving human behavior.

Recent studies have shown fairly conclusively that teachers are motivated more by intrinsic than by extrinsic rewards. Pastor (1982) conducted a survey which found that teachers perceive their needs and measure their job satisfaction by factors such as participation in decision-making, use of valued skills, freedom and independence, challenge, expression of creativity, and opportunity for learning. They concluded that high internal motivation, work satisfaction, and high-quality performance depend on three "critical psychological states": experienced meaningfulness, responsibility for outcomes, and knowledge of results.

The same to this research, Herzberg's (1993) went even farther, positing that workers were not motivated by extrinsic factors such as salary, working conditions, and job security but motivated by intrinsic factors such as achievement, recognition, and responsibility.

Moreover this result is supported by the findings of Herzberg, 1959, on the other hand, may cause dissatisfaction, and is extrinsic to work content. They include the organization policy and administration, working conditions, salary status, job security and interpersonal relations. While meeting hygiene needs can help avoid job dissatisfaction in the individual; increasing the dosage of these factors will not necessarily result in satisfaction. Based on his research, Herzberg came to the conclusion that satisfaction was primarily caused by motivation factors and hygiene factors are the primary cause of happiness on the job.

The result of this research is also concurrent with other findings, Adams' equity theory, (1963) is based on the premises of the belief in fair treatment by the organization in terms of equally rewarding all employees doing equal amount and equal level of work. The equity theory of motivation was developed on the belief that fair treatment or a perception, motivates people to keep such fairness maintained within the relationships of their colleagues and the organization.

at the institution level. This has the double benefit of ensuring the courses are relevant and practical, while also providing development opportunities for the experienced teachers.

This result is in harmony with other findings, Frank, 1984:53 historically, the role of teachers has been respected and teaching is one of the most highly regarded professions by the Ethiopian public. However, the profession is not as well respected as it used to be. In the last few decades the teacher in our culture has always been among the person of little importance, and his place has not changed for the better. It has been argued that the social standing of any profession is a pretty accurate mirror of its economic standing, and that therefore the low financial rewards of teaching, among other things, are sufficient cause of its being considered one of the less honorable pursuits.

On other hand, the result of this research is in opposition of other findings ILO, 1990:36 teachers must have a status, which correspond to their key role in the advance of education and to the importance of their contribution to the development of the individual and of a society as a whole. Hence, the social status of the teaching profession in the broader community is an important factor in the retention decision of teachers.

The result of this research is also concurrent with other findings, Brodinsky and Neill, (1983).An evaluation system, if well designed, provides teachers with the necessary feedback to assess their own professional growth. A poorly designed evaluation system can be disastrous, pitting teachers against administrators and engendering anxiety, mistrust, and resentment.

Furthermore, the result of this research is in opposition of other findings, Somech and Wenderows (2006) suggested that for managerial decisions, directive leadership will be preferred in enhancing teachers' motivation and performance, whereas for technical decisions, the participative leadership style is more desirable. In addition organizational theorists such as McGregor, Herzberg, have all suggested that participatory decision-making (PDM) would lead to more effective organizations and higher staff morale.

In general, Administrators should encourage teachers to take part in the design and implementation of a practical, research-based evaluation system customized to individual district needs. The main purpose of evaluation should be to provide information to help teachers improve their teaching performance. Accordingly, a good evaluation system should reflect respect for individual worth and dignity by encouraging teachers to set personal and organizational objectives. An evaluation system

should also foster imagination and creativity, recognize work well done, and involve both self-appraisal and appraisal of others.

This finding in agreement with other research results, Aklilu, 1966 in his study he found the reasons teachers advanced for joining teaching were the fact one could easily get a teaching job, the compulsion of external forces, etc. He found that most teachers joined teaching for an interim period until they get other jobs or until they join higher institutions of learning. This indicates quite definitely that most young people joined teaching without interest or inclination. He also investigated reasons for leaving teaching jobs. The reasons given by teachers were categorized as economic factors, administrative inefficiency, unfavorable professional working conditions and low social prestige of teachers.

4.9 The Relationship between Teachers Characteristics (Age, Salary, Experience, Qualification, Marital Status and Gender,) and Job Motivation Factors (Motivator and Hygiene Factors)

To distinguish if there any relationship between genders, age, salary, experience, qualification and marital status the variables are presented in the (Table 4.13 below).

Table 4.13 One Way ANOVA for Motivational Factors of Age Group

(I) age	(J) age	Mean Difference (I-J)	Std. Error	Sig.
21-25years	26-30 years	-15.48883*	1.03757	.000
	31-35 years	-24.11521*	1.25634	.000
	36-40 years	-28.92473*	1.47732	.000
	41-45 years	-30.00806*	2.07286	.000
	46-50 years	-33.00806*	1.54723	.000
	51-55 years	-38.13306*	1.54723	.000
	≥ 56 years	-40.25806*	2.07286	.000
26-30years	31-35 years	-8.62637*	1.29338	.000
	36-40 years	-13.43590*	1.50895	.000
	41-45 years	-14.51923*	2.09552	.000
	46-50 years	-17.51923*	1.57745	.000

	51-55 years	-22.64423*	1.57745	.000
	≥ 56 years	-24.76923*	2.09552	.000
31-35years	36-40 years	-4.80952*	1.66696	.005
	41-45 years	-5.89286*	2.21202	.009
	46-50 years	-8.89286*	1.72922	.000
	51-55 years	-14.01786*	1.72922	.000
	56 years	-16.14286*	2.21202	.000
36-40years	41-45 years	-1.08333	2.34460	.645
	46-50 years	-4.08333*	1.89586	.034
	51-55 years	-9.20833*	1.89586	.000
	≥ 56 years	-11.33333*	2.34460	.000
41-45years	46-50 years	-3.00000	2.38926	.212
	51-55 years	-8.12500*	2.38926	.001
	≥ 56 years	-10.25000*	2.75888	.000
46-50years	51-55 years	-5.12500*	1.95082	.010
	≥ 56 years	-7.25000*	2.38926	.003
51-55years	≥ 56 years	-2.12500	2.38926	.376

*. The mean difference is significant at the 0.05 level.

As it can be seen from table 4.13 above, for motivational factors there were no a significant mean difference between the age groups between 36-40 with 41-45, age group 41-45 with 46-50 and age group 51-55 with ≥56 years. The rest groups differ significantly in conforming to motivational factors of job motivation.

Table 4.14 One Way ANOVA for Hygiene Factors of Age Group

(I) age	(J) age	Mean Difference (I-J)	Std. Error	Sig.
21-25years	26-30years	-19.80893*	1.69443	.000
	31-35years	-32.55069*	2.05170	.000
	36-40years	-43.74910*	2.41258	.000
	41-45years	-47.19355*	3.38514	.000
	46-50years	-52.69355*	2.52674	.000
	51-55 years	-59.69355*	2.52674	.000

	≥56 years	-65.69355*	3.38514	.000
26-30years	31-35years	-12.74176*	2.11219	.000
	36-40years	-23.94017*	2.46422	.000
	41-45years	-27.38462*	3.42214	.000
	46-50years	-32.88462*	2.57609	.000
	51-55years	-39.88462*	2.57609	.000
	≥56 years	-45.88462*	3.42214	.000
31-35years	36-40years	-11.19841*	2.72228	.000
	41-45years	-14.64286*	3.61240	.000
	46-50years	-20.14286*	2.82394	.000
	51-55years	-27.14286*	2.82394	.000
	≥56 years	-33.14286*	3.61240	.000
36-40years	41-45years	-3.44444	3.82890	.371
	46-50years	-8.94444*	3.09608	.005
	51-55years	-15.94444*	3.09608	.000
	≥56 years	-21.94444*	3.82890	.000
41-45years	46-50years	-5.50000	3.90184	.162
	51-55years	-12.50000*	3.90184	.002
	≥56 years	-18.50000*	4.50545	.000
46-50years	51-55years	-7.00000*	3.18584	.030
	≥56 years	-13.00000*	3.90184	.001
51-55years	≥56 years	-6.00000	3.90184	.127

*. The mean difference is significant at the 0.05 level.

As it can be seen from table 4.14 above, for hygiene factors there were no a significant mean difference between the age groups 36-40 with 41-45, age group 41-45 with 46-50 and age group 51-55 with ≥56 years. The rest groups differ significantly in conforming to hygiene factors of job motivation.

The result of this research is compatible with other findings Seguin (1997), which stated that, people were motivated by different things at different stages of their lives. In the same way Herzberg et al., (1959) findings on the relationship between job motivation and age show that job satisfaction started high, declined, and then started to improve again with increasing age in a U-shaped curve.

Table 4.15 One Way ANOVA for Job Motivation Factors of Salary Group

Factors	(I) salary	(J) salary	Mean Difference (I-J)	Std. Error	Sig.
Motivational	601-1400	1401-2200	-20.47495*	1.65485	.000
		2201-3000	-31.14426*	2.09790	.000
Motivational	1401-2200	2201-3000	-10.66931*	2.28994	.000
Hygiene	601-1400	1401-2200	-31.55120*	2.39562	.000
		2201-3000	-51.39776*	3.03700	.000
Hygiene	1401-2200	2201-3000	-19.84656*	3.31499	.000

*. The mean difference is significant at the 0.05 level.

As it can be seen from table 4.15 above, regarding salary and motivation factors, there were significant mean difference between salary groups for both motivational and hygiene factors of work motivation.

The result of this research is in agreement with other findings, Bennell and Akyeampong (2007) which stated salary affected teachers' motivation and morale.

On the other hand, the result of this research is against other findings, Spear et al., (2000) which stated that enhanced pay do not necessarily bring about differences in the levels of job satisfaction and motivation.

Table 4.16 One Way ANOVA for Motivational Factors of Experience Group

(I) work experience	(J) work experience	Mean Difference (I-J)	Std. Error	Sig.
1-5years	6-10years	-17.36888*	1.37691	.000
	11-15years	-25.34091*	1.87641	.000
	16-20years	-27.52273*	2.62697	.000
	21-25years	-27.52273*	4.02445	.000
	≥ 26years	-33.71023*	1.62502	.000
6-10years	11-15years	-7.97203*	2.00211	.000
	16-20years	-10.15385*	2.71818	.000
	21-25years	-10.15385*	4.08457	.015

	≥ 26years	-16.34135*	1.76867	.000
11-15years	16-20years	-2.18182	3.00226	.469
	21-25years	-2.18182	4.27887	.611
	≥ 26years	-8.36932*	2.18019	.000
16-20years	21-25years	.00000	4.65713	1.000
	≥ 26years	-6.18750*	2.85190	.032
21-25years	≥ 26years	-6.18750	4.17475	.142

*. The mean difference is significant at the 0.05 level.

As it can be seen from table 4.16 above, there were no a significant mean difference between the experience groups between 11-15 with 16-20 and 21-25, experience groups 16-20 with 21-25 and experience groups 21-25 with ≥26 years. But, the rest experience groups differ significantly in conforming to motivational factors of job motivation.

Table 4.17 One Way ANOVA for Hygiene Factors of Work Experience Group

(I) work experience	(J) work experience	Mean Difference (I-J)	Std. Error	Sig.
1-5years	6-10years	-25.70105*	1.70726	.000
	11-15years	-40.34091*	2.32661	.000
	16-20years	-45.43182*	3.25725	.000
	21-25years	-46.43182*	4.99002	.000
	≥26years	-55.74432*	2.01490	.000
6-10years	11-15years	-14.63986*	2.48246	.000
	16-20years	-19.73077*	3.37034	.000
	21-25years	-20.73077*	5.06456	.000
	≥26years	-30.04327*	2.19302	.000
11-15years	16-20years	-5.09091	3.72257	.175
	21-25years	-6.09091	5.30548	.254
	≥26years	-15.40341*	2.70327	.000
16-20years	21-25years	-1.00000	5.77449	.863
	≥26years	-10.31250*	3.53614	.004
21-25years	≥26years	-9.31250	5.17637	.075

As it can be seen from table 4.17 above, there were no a significant mean difference between the experience groups between 11-15 with 16-20 and 21-25, experience groups 16-20 with 21-25, and experience groups 21-25 with ≥ 26 years. The rest of the groups differ significantly in conforming to hygiene factors of job motivation.

The result of this research is in agreement with other findings, Seguin (1997) which stated that as individuals moved through their educational career and gains years of experience they were motivated to high level of needs. Likewise Home and Griffeth, (1995); cited by Sarker et al., 2003 regarding working experience the underlying assumption appears to be that dissatisfied workers resign while satisfied ones stay with the organization.

Table 4.18 Mean, Standard Deviations and t-test Values of The Factors of Work Motivation for Current Qualification (M.A/M.Sc. n=14, B.A/B.Sc. n=90)

Dependent variable	Current qualification	Mean	Std. deviation	t-test	Sig. (2-tailed)
Motivational factors	M.A./M.Sc.	14.5714	3.63137	-8.401	.000
	B.A/B.Sc.	41.1111	11.68928		
Hygiene factors	M.A./M.Sc.	21.0714	2.86797	-7.160	.000
	B.A/B.Sc.	59.0222	19.71994		

As shown in table 4.18 above, there were significant mean differences between master and degree holders for the motivational and hygiene factors result. In this case, the higher the mean score means the more credited to the job motivation factors. (Degree holders are more motivated than masters). The t-test further found that as the educational level increases teachers give more emphasis to hygiene factors of job motivation.

This result is in agreement with other findings, Glenn and Weaver, (1977) indicates that the relationship between education and job satisfaction can be negative or positive. Likewise Mottaz, (1984) suggests that education may increase job satisfaction by increasing both intrinsic and extrinsic

rewards of work. Also in contrary way suggests that education may reduce job satisfaction by raising work expectations that may not be fully realized in the work place. In addition this study is supported by VSO (2002), Bennell and Akyeampong, (2007); teacher professional development has a major impact on teacher motivation, the professional conduct, and educational outcomes.

Furthermore, Scott et al., 2005 indicated that workers with more education have higher job satisfaction level, while other studies indicate the workers with more education have lower job satisfaction level.

Table 4.19 Mean, Standard Deviations and t-test Values of The Factors of Work Motivation for Marital Status (Single, n=56 and Married, n=46 and widowed n=2)

Dependent variable	Marital status	Mean	Std. deviation	t-test	Sig. (2-tailed)
Motivational factors	Single	26.5179	9.01915	-15.301	.000
	Married	49.9783	5.70181		
Hygiene factors	Single	36.4464	12.33608	-15.552	.000
	Married	73.3913	11.43383		

As shown in table 4.19 above, there were significant mean differences between single and married employees for the motivational and hygiene factors result. In this case, the higher the mean score means the more attributed to the job motivation factors. This shows married employees were more motivated than single with factors of job motivation.

This result is in agreement with other findings, Bowen et al., 1994 cited by Scott et al., (2005) found that married agents were more satisfied in their jobs than those who were single. Similarly, the literature of Saiydain, (1985) discusses that through a few studies on the western samples show that the married employees are more satisfied than the unmarried ones.

Table 4.20 Mean, Standard Deviations and t-test Values of The Factors of Work Motivation for Gender (Male, n=77, Female, n=27)

Dependent variable	Gender	Mean	Std. deviation	t-test	Sig. (2-tailed)
Motivational factors	Male	31.7922	11.75668	-9.498	.000
	Female	53.9259	4.67338		
Hygiene factors	Male	44.0260	16.84134	-11.298	.000
	Female	82.1111	7.88052		

As shown in table 4.20 above, there were significant mean differences between male and female employees for the motivational and hygiene factors result. In this case, the higher the mean score means the more attributed to the job motivation factors. This shows females employees more motivated than male with factors of job motivation.

This result is in agreement with other findings, Hoppock, (1935); Konicek, (1992); Scott et al. (2005), shows that females are more satisfied than males.

On the other hand, the result of this research is in opposition to other findings Hulin, and Smith, (1964), Bishay, (1996), shows that males are more satisfied than females.

4.10 Attempts were made in order to motivate Teachers and Some Recommended Points

Respondents were asked to state their opinion about factors that de-motivate teachers in the work place, what attempts are made to motivate teachers (at school, woreda, and sub-city, regional or governmental level) and possible recommendations that they consider important to bring about job motivation of teachers and enhance their productivity. The summarized points of the responses presented as follows.

4.10.1 Factors that De-Motivate Teachers in the Work Place

- Slow or small change in salary increments
- Bad plan of work and commitment of the administration
- Less dignity given for the profession
- There is no professional school leaders

- Evaluation system of school administration
- Unstable work area for principals
- There is no sufficient opportunity for further education
- The outlook of the society towards the profession is very low (lack of recognition to the profession)
- Students misbehavior and lack of interest to learn
- There is limitation of fringe benefit, medication and dwelling
- Lack of merit based competition in the promotion ladder (career structure) and the like....

4.10.2 Attempts were Made to Motivate Teachers (At School, Woreda, and Sub-City, Regional or Governmental Level)

- The effort to create conducive work environment
- Giving respect, valuing their work and giving encouragement
- Further education opportunity for few teachers
- House allowances given to teachers
- Promising of salary increment, incentives and bonuses
- Professional support given and teaching load minimization

4.10.3 Possible Recommendations that They Consider Important to Bring About Job Motivation of Teachers and Enhance Their Productivity.

- The salary paid should be standardized and merit based
- The education media and other government bodies should work respect accorded for the profession
- Promotion, appraisal and opportunity for further education should not be limited
- All teachers must be evaluated on their performance rather than political commitment
- Free transfer and vacancy opportunities for other position
- Full of free medication, shelter and dwelling opportunity
- Competent, role model and veteran teachers must be awarded are the major points that are forwarded by the respondents.

CHAPTER-FIVE

5. Summary, Conclusions and Recommendations

This chapter presents with the summary of the major findings, the conclusions made, and the recommendations forwarded.

5.1. Summary of the Major Findings

The main purpose of the study was to assess teachers' job motivation in government secondary school teachers of Addis Ababa. Based on the literature, two factors (motivational factors and hygiene factors) were considered as major factors of job motivation. And the main purpose of the study was to examine whether or not these factors contribute to a significant extent in explaining teachers' job motivation. Moreover, the relationship between demographic variables and factors of job motivation were investigated.

Towards this end, the following basic questions were posed:

1. To what extent are teachers satisfied with their job?
2. What are the major factors that affect teachers' motivation in secondary schools of Addis Ababa?
3. What are the relationship between teachers' characteristics (ages, salary, experience, qualification, marital status and gender) and job motivation factors (motivator and hygiene factors)?
4. What attempts have been made so far at school, woreda and sub-city, regional or federal level in order to motivate teachers?

Before such questionnaires were administered for the main study, a pilot test had been conducted. Through the pilot study, based on the feedback given some reconstructions were made on items and some items were modified and retained while less effective once were discarded.

After testing the questionnaire in the pilot study, a six-page questionnaire was developed for the main study and distributed to the teachers working at randomly selected secondary schools of Addis Ababa.

Out of the total population, 110 (30%) teachers and 12 (100%) principals were included for the study. After deciding up on the number of sample population to have been drawn for the study, four secondary schools were randomly selected. They were Dejzmach Wondirad preparatory (11-12),

Balcha Abanefso Secondary (9-10), Lafto Secondary (9-10) and Derartu Tulu Preparatory (11-12) Schools. It was intended to take all the sample schools to represent the population. But their number was not manageable, for this reason questionnaires were intended to be distributed for the sample teachers and all principals working at the indicated schools. From 110 teachers questionnaire only 92 (83.6%) and the all principal 12 (100%) questionnaires were returned. Based on the data collected, each basic question was examined using statistics such as percentage, mean, correlation, t-test, and one way ANOVA.

Applying the above statistical methods, the data were analyzed and the following results were obtained:

5.1.1 According to the results of the study, the teacher attitude towards teaching profession when joined to the profession include, teaching creates the opportunity to become creative as it provides the best research environment, teaching is an interesting job than other occupations, “I was employed of lack of other employment opportunities” and other reasons listed in open ended questions were; “I chose the profession, because it was respected profession when I arrived at a university”, “I prefer it because of free of corruption relatively, it is lifelong learning process and my Ethiopian School Leaving Certificate Examination (ESLCE) result forced me to join the profession”.

5.1.2 Major job motivation factors that satisfy both respondents included as motivator dimensions are: the job provides them with strong feeling of responsibility since, they were positively influencing other people's lives (students or colleagues) through their work and the job provides them with strong feeling of responsibility since, they were contributing to the society.

5.1.3 The study shows there are no principal respondents dissatisfied with motivator factors. But, teachers were dissatisfied with the opportunity for further education ($M=2.37$).

5.1.4 The study showed that both respondents were satisfied with hygiene factors include, there was a shared vision and school goal setting process formulated by school principal, there was a mechanism by which competent teachers share their experience of teaching methodologies and there was strong relationship between school administrators and teachers. And dissatisfied with respect accorded to teachers by the community, Community and parental support of teachers, they were dissatisfied with the job security that creates job responsibilities and the principal exercise educational leadership alone.

5.1.5 The grand mean result shows that, both teachers and principals were highly satisfied by motivator factors (M=3.05) and (M=3.77) than hygiene factors (M=2.78) and (M=3.28) respectively.

5.1.6 Concerned age group with motivational and hygiene factors of job motivation. There were no a significant mean difference between the age groups between 36-40 with 41-45, age group 41-45 with 46-50 and age group 51-55 with ≥ 56 years. The rest groups differ significantly in conforming to motivational and hygiene factors of job motivation.

5.1.7 The result found there was significant difference between 'salary groups' of teachers regarding their motivational and hygiene factors of job motivation.

5.1.8 The result revealed that there were no a significant means difference between the experience groups between 11-15 with 16-20 and 21-25, experience groups 16-20 with 21-25 and experience groups 21-25 with ≥ 26 years. But, the rest experience groups differ significantly in conforming to motivational and hygiene factors of job motivation.

5.1.9 The result also revealed there were significant mean differences between master and degree holders for the motivational and hygiene factors result and this shows degree holders are more motivated than masters with factors of job motivation.

5.1.10 There were significant mean differences between single and married employees for the motivational and hygiene factors result and this shows married employees more motivated than single with factors of job motivation.

5.1.11 There were significant mean differences between male and female employees for the motivational and hygiene factors result and the result shows female employees more motivated than male with factors of job motivation.

5.2 Conclusions

Based on the summarized points of the study, the following conclusions were made.

5.2.1 Amongst the reasons of teachers attitude towards teaching profession when they joined in to the professions were: teaching creates the opportunity to become creative as it provides the best research environment, teaching is an interesting job than other occupations, I was employed of lack of other employment opportunities and the like. Therefore, it is safe to conclude the teachers who joined the profession were willing due to intrinsic and motivational factors that maintain their satisfaction with the profession.

5.2.2 Since hygiene factors contribute to motivation and positively related to motivational factors. The hygiene factors that dissatisfied both respondents were: respect accorded to teachers by the community, Community and parental support of teachers, they were dissatisfied with the job security that creates job responsibilities and the principal exercise educational leadership alone. It can be concluding that as the result of this study shows, School leaders were passive in creating a true feeling that motivate teacher to teach.

5.2.3 This study confirms that the principal exercise educational leadership alone and teachers participation in school decision making was not adequate. It possibly can be conclude that organization leadership style had been a negative impact in motivate teachers.

5.2.4 The research explored that both professional groups (teachers and principals) are greatly satisfied by motivator factors ($M=3.05$) and ($M=3.77$) than hygiene factors ($M=2.78$) and ($M=3.28$) respectively. It can be conclude that by the mean computed, teachers more dissatisfied than principals.

5.2.5 More importantly, salary and other forms of financial incentive (medication and reinforcement for the model teachers) were among the major factors raised by majority of respondents. From this study result concludes that the teachers were dissatisfied with the salary paid and incentive they went to earn.

5.2.6 As revealed in the result of this study, characteristics of respondents (teachers and principals) such as age, salary, work experiences, educational levels (current qualification), marital status and gender have significant differences and it is safe to conclude that these independent variables have a great correlation with job motivation factors.

5.2.7 Among the characteristics of employees indicated in number six above, there are also significant differences within the educational level variables such as, degree holders were more satisfied than masters, married employees were more satisfied than unmarried and females were found to be more satisfied than males. In this regard, it is concluded that there were differences between demographic variables with respect to job motivation factors as education levels and feeling of responsibility increases.

5.3 Recommendations

One important thing to be noted here is that, there are no best solutions that could improve teachers' job motivation in the school all at a swift. Indeed, one cannot even expect such a precise list of solutions for all factors that are responsible for their job motivation. However, the following may be regarded as possible recommendations that will contribute to improve teachers' job motivation of teachers in Addis Ababa Government Secondary Schools.

Therefore, based on the summaries and conclusions of the study, the following possible solutions are recommended.

Based on the findings of the present study, the following recommendations are proposed:

5.3.1 It was pointed out that the existing management and leadership support to teachers could not maintain their motivation for that it lacked their full participation in many ways. Therefore, in order to get teachers full participation in the school, participative management should be exercised.

5.3.2 The finding of the study revealed that most of teachers who are included as a respondent become dissatisfied with their relative salary in comparison with others and in relation to their experiences and educational levels. Therefore, needless to strictly recommended the salary increment for the teachers at the merit based.

5.3.3 Promote satisfaction factors and condensed dissatisfaction factor will result in improved teacher motivation and the greater likelihood of success in retention and more satisfied in their job. Furthermore, teacher motivation should be as part of professional mandates in the education system.

5.3.4 All teachers were needed to upgrade themselves through further education (post-graduate educational program) but, the cost it request is challenging. Therefore, it is recommended that adequate access of educational opportunity for all teachers should be given to maintain their satisfaction and enjoy the profession.

5.3.5 As indicated in the finding there are no adequate seminars to teachers in order to share experience after classroom observation regarding instruction and students learning behavior. It is recommended that, in the presence of such training and seminar regarding instruction and students learning behavior, teachers can more initiated to work and get satisfied.

Reference:

- Adams, J.S. (1963). A work place and behavioral psychology. **Journal of Abnormal Psychology**, 67,422-436.
- Adamu, Legesse. (2007). **Job satisfaction of TVET Teachers in East Showa zone of Oromia regional state**. (M.A.thesis) Addis Ababa University. Addis Ababa (Unpublished Material).
- Adeyinka, T. (2007). **Work Motivation, Job satisfaction, and Organizational commitment of Library personnel** in Academic and Research Libraries in Oyo State, Nigeria. Culled from www.google.com/e-journal (Accessed November 27, 2007).
- Aggarwal, J.C. (1996). **Teacher Education in a Developing Society**. New Delhi: Vikas publishing House Pvt.Ltd.
- Aklilu, Habte. (1966). **“The production and Retention of Elementary School Teachers in Ethiopia”**. Addis Ababa, HSIU (Unpublished Material).
- Alderfer, Clayton P. (1972).**Existence, Relatedness, and Growth; Human Needs in Organizational Settings**, New York: Free Press.
- Ammanuel, Gebru, (2005). **“Job Satisfaction Workers of The State Media”**. (M.A. thesis) AAU.Addis Ababa. (Unpublished Material).
- Argyris, C. (1987). **The role of organizational defensive routines**. In Pettigrew, A. M. (Ed.), *Management of strategic change* (pp. 342-351). New York: Basil Blackwell.
- Banki, I. S. (1981). **A Dictionary of Administration and Management**. Los Angeles: Pub. System Research.
- Batten, T.R. (1959). **School and Community in the Tropics**. London: Oxford University Press.
- Bennel,P. and Akyeamong,K. (2007). **Teacher Motivation In sub-Saharan Africa and South Asia**. Departement for International Development: Educational Papers.
- Bishay, A. (1996). Teachers motivation and job satisfaction: A study employing the experience sampling method. **Journal of undergraduate science**, 3,147-154.

- Boggiano, A.K. and Thane, S. P. (1992). **Achievement and Motivation: A Social Development Perspective**. Cambridge: Cambridge University Press.
- Bogler, R. (2001). The Influence of Leadership Style on Teachers' Job satisfaction. **A Journal of Educational Administration Quarterly**. 37(5), 662-683.
- Brodinsky, B. and Shirley, B. N. (1983). **Motivating Staff: Problems and Solutions**. AASA Critical Issues Report No. 12. Sacramento, CA: Education News Service, ED 227 549.
- Brown, H. D. (1994). **Principles of Language Learning and Teaching**. New Jersey: Prentice Hall Regents.
- Bull, K.S. and Adrienne, A.E. (1989). "Recruiting and Retaining Rural Teachers: Some Reported Alternatives". **Journal of Rural and Small Schools**, Vol. 3, No.3.
- Carell, R. et al., (1992). **Personnel/human resource management**. (4th ed) New York: MacMilan University of Ireland.
- Champman, D.W., Snyder, C.W. and Burchfield, S.A. (1993). **Teacher incentive in the third world**. *Teaching and teacher education*, 9(3): 301-316.
- Champman, D.W. (1994). **Rewarding Teacher Absenteeism and Attrition: Causes, consequences and Responses**. Paris: UNESCO/IIEP.
- Coolahan, J. (2003). **Attracting, Developing and Retaining Effective Teachers**. Maynooth: National University of Ireland.
- Coulibaly, A.W. (1999). " **Factors that Influence the supply of primary school Teachers in Mali**", A Dissertation submitted to the Faculty of New York, Department of Educational Leadership and policy (unpublished material).
- Czubaj, C. A. (1996). **Maintaining Teacher Motivation**. *Education*, 116/3, 372-379.
- Dargie, Wole. (2002). The Predominance of Different Sources of Stress Among Teaches in Government Senior High School of Addis Ababa. **The Ethiopia Journal of Education** XXII (1), 1-32.

- Darling-Hammond, L. (1990). **“Teachers and Teaching: Signs of a Changing Profession”**.
Hand book of Research on Teacher Education.
- Dawit Tesfaye(2008). **Study on Factors of Work Motivation, Attrition and Retention of North Wollo TVET Teachers in Amhara Region**. (M.A.thesis) Addis Ababa University. Addis Ababa (Unpublished Material).
- Deci, E. L. (1975). **Intrinsic Motivation**. New York: Plenum Publishing co.
- Deci, E. L., and Richards, M. R. (2001). **Need Satisfaction, Motivation and Well-Being in the Work Organizations of a Former Eastern Bloc Country: A Cross-Cultural study of Self-Determination**. *Personality and Social Psychology Bulletin*, Vol.27, 930-942.
- Dörnyei, Z. (2001). **Motivational Strategies in the Language Classroom**. Cambridge: Cambridge University Press.
- Dove, L.A. (1986). **Teachers and Teacher Education in Developing Countries**. London: Croom Helm.
- Edwards, D.C. (1999). **Motivation and Emotion**. Sage publications India PVT Ltd.
- Eble, K.E. (1987). **The Art of Administration**. Paris: Jossey-Bass Publishers.
- Ellis, T. I. (1984). **Motivating Teachers for Excellence**. ERIC Clearinghouse on Educational Management: ERIC Digest, Number 6. ERIC Document Reproduction Service, No: ED259449.
- Farrell, J.P. and Olivera, J.B. (1993). **Teachers in Developing Countries**. Improving Effectiveness and Management Costs. Washington, D.C: The World Bank.
- Frank, M. (1984). **Teachers: Economic growth and Society**. New York: The Haworth Press.
- French, D.; and Saward, H. (1983). **A Dictionary of Management**. London: Cox and Wyman Ltd.
- Fullan, M. (2001). **Leading in a Culture of Change**. Paris: Jossey- Bass Publishers.

- Fullan, M. (2002). **The Change Leader: Beyond instructional leadership.** Educational Leadership, 59, 16-21. Alexandria, VA: Association for Supervision and Curriculum Development.
- Gaynor, C. (1998). **Decentralization of Education: Teacher Management.** Washington DC: The World Bank.
- Girma Lemma. (1995). **Perceived sources of occupational stress Among Secondary School Teachers. The case of East Showa Administration region.** Addis Ababa University. (Unpublished Material).
- Glenn, N.D., Taylor, P.A., and Weaver, C.N. (1977). Age and job satisfaction among males and females: a multivariate multi-survey study. **Journal of Applied Psychology**, 111, 255-261.
- Gorrell, J. and Dharmadasa H.K. (1989). "Source of School Stress for Teachers in Sir Lanka". **A Journal of Comparative Education**, Vol. 19 No.2.
- Guta Fekadu (2008). **An Assessment of Employee Job Satisfaction at Ethiopian Union Mission.** Unpublished Master's Thesis, AAU.
- Hackman, J.R. (1977). **Improving life at work.** Santa Monica, Cal: Good Year, Eds, 96-162.
- Halliday, I. G. (1999). **"Developing a Professional Teaching Service,"** London: Commonwealth Secretariat and Association for the Development of Education in Africa.
- Hallinger, P., Heck, R. (1996). **Reassessing the principal's role in school effectiveness: A Review of empirical research: 1980-1995.** Educational Administration Quarterly, 32, 5-44.
- Harmer, J. (2001). **The Practice of English Language Teaching.** Essex: Longman Press.
- Head-Taylor, G. (1991). **Effects of goal setting.** Unpublished doctoral dissertation, University of Toronto, Canada
- Heller, H.W., Clay, R., and Perkins, C. (1993). The Relationship Between Teacher job satisfaction and Principal leadership Style. **Journal of school leadership**, 3(1):74-86.

- Herzberg, F., Mausner, B., and Snyderman, B.(1959). **The motivation to work**. New York: John Wiley and sons.
- Herzberg, F. (1964). "**The Motivation-Hygiene Concept and Problems of Manpower.**" *Personnel Administration* 27, 3-7.
- _____ (1993). **The Motivation to Work**. New Jersey: Transaction Publishers.
- Hoppock, R. (1935). **Job satisfaction**. New York: Harper
- Hulin, C.L., and Smith, P.C.(1964). Sex differences in job satisfaction. **Journal of applied Psychology**. 489(2), 88-92.
- Ifinedo, P. (2003). **Employee Motivation and Job Satisfaction in Finish Organizations: A Study of Employees in the Oulu Region**, Finland. Master of Business Administration Thesis, University of London.
- International Institute for Educational Planning. (2004). **Teachers: A Priority**, IIEP News Letter Vol.xxii, No.1, January-March. Paris.
- ILO (1984). **The ILO and The World of Work**. Geneva: International Labor Office.
- _____ (1990). **Teachers and International Labor Standards**. A Hand Book. Geneva: International Labor Office.
- _____ (1991). **Teachers in Developing Countries: A survey of Employment Conditions**. Geneva: International Labour Organization.
- Inlow, G.M. (1964). Job satisfaction of liberal arts graduates. **Journal of applied Psychology**, 35(3): 175-181.
- Kinard, J. (1988). **Management**, Toronto: D.C Heath and company.
- King, M.,Murray, M.A., and Atkinson, T. (1982). **Background, personality, job characteristics, and satisfaction** with work in national sample.
- Konicek, D.G. (1992). **Community college faculty who conduct industry training activities: a job satisfaction study**. *Community/junior College quarterly*, 16(4): 361-372.
- Koustelious, A. (2001). **Organizational factors as predictors of teachers burnout**. /Psychological reports 88, pp. 625-634.

- Latham, A. S. (1998). **Teacher Satisfaction**. Educational Leadership, Vol.55, 82-83.
- Lavigna, R.J. (1992). **Predicting Job Performance from Background Characteristics: More evidence from the public sector**. Public Personnel Management, Fall 1992, Vol. 21, P347.
- Lawler, E. E. (1973). **Motivation in Work Organization**. New York: Brooks Cole.
- Leithwood, K. (1994). **Leadership for School Restructuring**. Educational Administration Quarterly, 30, 498-518.
- _____ (2001). School Leadership in the Context of Accountability policies. **International Journal of Education**, 4, 217-236.
- Leithwood, K., Tomlinson, D., and Genge, M. (1996). **Transformational School Leadership**. International handbook of educational leadership and administration. Dordrecht, the Netherlands: Kluwer Academic.
- Lewis, P. S., Goodman, S. H. and Fandt, P. M. (1995). **Management: Challenges in the 21st Century**. New York: West Publishing Company.
- Locke et al., (1980). **The relative effectiveness of four methods of motivating employee performance: Changes in working life**. London: Wiley. Ltd. 1980, 363-383.
- Lyons, R.F. and Collins, J.E. (1980). **Problems of Educational Administration in Rural Remote Areas**. Paris: UNESCO/IIEP.
- Manna, Olango and Tesfaye, Semela. (2000). Determinants of Teachers' Decision to Leave or Stay in The Teaching Profession. **The Ethiopian Journal of Education**. V (1), 1- 23.
- Maslow, A. H. (1943). **A theory of Human Motivation**. Psychological Review, 50, p. 370.
- _____ (1970). **Motivation and Personality** (2nd ed.). New York: Harper and Row.
- McGregor, D. (1967). **The Professional Manager**. Edited by Caroline McGregor and Warren G. B. New York: McGraw-Hill.
- Miner, J.B., Ebrahimi, B., and Wachtel, J.M. (1995). How Deficiency in Management Contributes to The United States' Competitiveness, Problem and What Can be Done About It? **Human Resource management** .Fall.
- MOE (2002). **The Educational and Training Policy and its Implementation**: Addis Ababa, EMPDA.

- Mitchell, T. and Larson, J. (1987). **People in Organizations**. An Introduction to Organizational Behavior. (3rd ed.) New York: MacGraw-Hill, Inc.
- Mottaz, C. (1984). **Education and work satisfaction**. Human relations, 37(11), 985-1004.
- Mulkeen, A., Chapman, D.W., and Dejaeghere, J.G. (2005). **Recruiting, Retaining, and Motivating Secondary School Teachers and Principals in Sub-Saharan Africa**. National University of Ireland: Mynooth, Academy for Educational Development.
- National Commission on Productivity and Work Quality, (1975). **Employee incentive to improve state and local government productivity**. Washington D.C.:U.S. Government Printing Office.
- Naylor, J. (1999). **Management**. Harlow: Prentice hall.
- Noran, F.Y., and Habibah, E. (1999). **Job motivation and job performance: Case of recipients for excellent service in a higher education institution**. Malaysian Management Review.
- Norton, M.S. and Kelley, L.K. (1997). **Resource Allocation: Managing Money and Peoples Eye on Education**, Larchmont, New York, NY.
- Ololube, N. P. (2005). Benchmarking the Motivational Competencies of Academically Qualified Teachers and Professionally Qualified Teachers in Nigerian Secondary Schools. **The African Symposium: An On Line Journal of African Educational Research Network**, Vol. 5(3), 17-37.
- Owens, R.G. (1995). **Organizational behavior in education**. 5th Ed. Needhan Heights, Massachusetts: Allyn and Bacon.
- Pastor, M. C. (1982). "A Study of Higher Order Need Strength and Job Satisfaction in Secondary Public School Teachers." **Journal of Educational Administration**. 20: 172 – 183.

- Plunkett, W. and Attner, R. (1989). **Introduction to management** (3rd ed).
- Raffini, J. P. (1996). **150 Ways to Increase Intrinsic Motivation in the Classroom**. Massachusetts: Allyn and Bacon.
- Ritchie, D. and Crow, R. (1961). **Education in the Secondary School**. New York: American Book Company.
- Ryan, R. M. and Edward L. D. (2000). **Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions**. Contemporary Educational Psychology, Vol.25, 54-67.
- Saiydain, M.S. (1985). Personal characteristics and job satisfaction: Indian–Nigerian comparison. **International journal of psychology**, 20(2), 143-153.
- Sarker, S.J., Crossman, A., and Chinmettepituck, P. (2003). The relationship of age and length of service with job satisfaction: an examination of hotel employees in Thailand. **Journal of managerial psychology**, 18(7), 745-758.
- Schermerhorn, J. R. (1989). **Management for productivity**. (3rd ed), Toronto: John Wiley and Sons, inc.
- Sergiovanni, T. (1984), "**Leadership and Excellence in School**", Education Leadership, vol. 41, pp. 4-13.
- Schuler, R. (1989). **Strategic Human Resource Management**. **Human Relations**, 42, 157-184.
- Scott. M., Swortzel, K.A., and Taylor, W.N. (2005). The relationship between selected demographic factors and the level of job satisfaction of extension agents. **Journal of southern Agricultural education research**, 55(1), 102-115.
- Sederberg, C.H., and Clark, S. (1990). Motivation and organizational incentives for high vitality teachers: A qualitative perspective. **Journal of Research and Development in Education**, Vol. 24, No. 1, Fall1990, p 613.
- Seguin, Michael. (1997). **Motivation, Job satisfaction, Need, and Vocational preferences of Urban Secondary Teachers and Administrators**. University of Windsor, Ontario, Canada.

- Somech, A., and Wenderow, M. (2006). **The Impact of Participative and Directive Leadership on Teachers' Performance:** The Intervening Effects of Job Structuring, Decision Domain, and Leader-Member Exchange, *Educational Administration Quarterly*, 42, 746 – 72.
- Steers, R.M., and Porter, L.W. (1984). **Motivation and work behavior**, 3rd eds. New York: Sylvia, R. D., and Hutchinson, T. (1985). “**What makes Ms. Johnson teach? A study of teacher motivation.**” *Human Relations*. 38: 841-56.
- Tekeste, Negash. (1990). **The Crisis of Ethiopian Education: Some Implications for National Building.** Upsalla: Upsalla University.
- Tesfaye, W/Michael. (1999). “**Teacher Retention and Attrition in Benishangul Gumuz Regional State**”. M.A. thesis. AAU. (Unpublished Material).
- UNESCO (1985). **Educational Administration at the Local Level.** Paris: UNESCO.
- _____ (1994). **Education in Asia and the Pacific.** Bangkok: UNESCO.
- _____ (1999). “**Poised to Make a Difference in Teacher Education**”. *IICBA News Letter*, Vol.1, No.2.
- Voluntary Service Overseas (2002). **What Makes Teachers Tick?** A Policy Research Report on Teachers’ Motivation in Developing Countries. London: VSO.
- Vroom, V.H. (1964). **Work and Motivation.** New York: John Wiley and Sons, Inc.
- Williams, Maron and Robert L. B. (1997). **Psychology for Language Teachers: a Social Constructivist Approach.** Cambridge: Cambridge University Press.
- Young, I.P. (2004) .An Evaluation of The Relative Efficiency for Various Relevant Labor Markets: An Empirical Approach for Establishing Teachers’ Salaries. **A Journal of Educational Administration Quarterly** XL (3), 388-405.

Addis Ababa University
School of Graduate Studies
College of Education and Behavioral Studies

**Department of Educational Planning
and Management**

**A study on “An Assessment of Job Motivation of Teachers in Government Secondary
Schools” of Addis Ababa.**

Questionnaire to be filled by teachers

General Direction

The purpose of this questionnaire is to collect data that can serve as inputs to a thesis prepared for the partial fulfillment of Masters Degree in Educational leadership at Addis Ababa University. This research is aimed at assessing the teacher’s job motivation at Addis Ababa Government secondary schools.

Note that there is no right or wrong answers to the items in the Questionnaire. The best response to any item is simply the one which best reflects your feelings. I also assure you that the collected data are to be used only for aforementioned educational purpose and kept very confidentially. Thus, you are kindly requested to fill out the questionnaire very carefully and honestly according to the instructions provided for each part.

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

Cherinet Tulu
Educational leadership
Graduate student

11. Field of specialization major _____ minor _____
12. Work load (periods per week) _____
13. Average number of students in a class _____

Part II: The following statements / items are reasons to become a teacher. Read carefully and put an “(√)” mark in one of the boxes in front of each statement / item according to your degree of agreement.)

5=strongly agree 4=Agree 3=Not sure 2=Disagree 1=Strongly Disagree

No	I become a teacher because:-	5	4	3	2	1
1	I was employed for temporary employment					
2	I was pushed by my friends and / or parents					
3	Of lack of other employment opportunities					
4	Teaching is an interesting job than other occupations.					
5	The profession had better work condition and living environment than other profession					
6	Teaching profession had attractive career structure					
7	Teaching had better pay and allowances when I was employed					
8	Teaching creates the opportunity to become creative as it provides the best research environment.					

9. If you had other reason/s that is /are not mentioned above that initiated you to become a teacher, please list down.

- a. _____
- b. _____
- c. _____

Part III: Questions related to the major factors that affect motivation of teachers in Secondary Schools of Addis Ababa. Read each statement carefully and put “(√)” mark below the number of your response for each statement.

5=strongly satisfied 4=Satisfied 3=Not sure 2=Dissatisfied 1=Strongly Dissatisfied

In my school...

No	Items	Choices				
		5	4	3	2	1
	I. Organizational policy and administration					
1	The principal exercise educational leadership alone					
2	The policy and regulations of the school are implemented in wrong ways					
3	Rules and regulations of the school are made clear for students and teachers.					
4	There is a shared vision and school goal setting process formulated by school principal.					
	II. Supervision	5	4	3	2	1
1	Technical support rendered by supervisors from WEO and sub-city education office					
2	There is Effective school level supervision					
3	Conduct frequent classroom observations.					
4	Arranges seminars with teachers to share experience after classroom observation regarding instruction and students, learning conditions.					
5	Provides feedback to teachers after supervision.					
	III. Interpersonal relationship	5	4	3	2	1
1	There is strong relationship between school administrators and teachers.					
2	There is strong relationship between woreda and sub-city education officials and teachers					
3	There is good relationship with coworkers in the work place					

	IV. Teacher Development Program	5	4	3	2	1
1	Allocates enough budgets for staff development activities.					
2	Provide continuous support and follow up for CPD and induction programs.					
3	Principals' initiative for professional staff development.					
4	provide sufficient training and skill for teachers to do their work					
	V. Economic factors	5	4	3	2	1
1	Provision of adequate monthly salary to meet your financial obligations and to support your family.					
2	Provision of merit pay to the best teachers					
3	Provide proportional salary to the amount of work you do in the organization					
4	Low salaries are the most frequent reason teachers for leaving teaching					
	VI. Intrinsic and Extrinsic content of work					
	A, Intrinsic content of work in your school	5	4	3	2	1
1	I am satisfied with the type of work I perform since it provides me with opportunity for achievement					
2	The job provides with strong feeling of responsibility since, I am positively influencing other people's lives (students or colleagues) through my work.					
3	The job provides me with strong feeling of responsibility since I am contributing to the society					
4	I am satisfied with the type of job I perform since, I am molding and shaping students mind					
5	Teachers are mostly participate in school decision making					
	B, Extrinsic content of work in your school	5	4	3	2	1
1	I am satisfied with the fringe benefits like medical expense, education fee coverage etc ...					
2	The principal of the school cares for employees welfare					
3	There is a mechanism by which competent teachers share their experience of teaching methodologies					
	VII. Social factors	5	4	3	2	1
1	Respect accorded to teachers by the community					

2	Community and parental support of teachers					
3	Teaching is better than other jobs in benefiting society.					
4	Teaching puts the teacher on a high social status in the society					
	VIII. Evaluation system	5	4	3	2	1
1	Takes in to consideration the opinion of students and parents when evaluating the teachers.					
2	The evaluation system is well designed and provides the teachers with the necessary feedback.					
3	Principals engaged teachers to take part in design and implementation of research-based evaluation system					
4	The evaluation system respect individual worth and dignity by encouraging teachers to set personal and organizational objectives					
	IX. Job design	5	4	3	2	1
1	Fairness in teacher transfer and deployment					
2	I am satisfied with the job security that creates job responsibilities					
3	Teaching creates feeling of job security and safety					
4	I am satisfied with the post employment security (in the form of pension or provident fund)					
	X. Teacher working condition	5	4	3	2	1
1	I am satisfied with the freedom to use my own judgment					
2	The school climate and existing norms are favorable to work					
3	Working conditions such as cleanliness of the work place, healthy environmental condition, enough tools and supplies. This thing encourages me to work.					
4	Students are well disciplined.					
	XI. Possibility of growth and recognition	5	4	3	2	1
1	Recognition given to successful performance of teachers					
2	Fairness in handling teacher promotion					
3	My accomplishments recognized by the people I work with.					

4	The type of work I perform provides me with opportunity for personal growth and development					
5	There is opportunity for further education					
6	There is opportunity for in-service training					

Part IV: Write your assumption and recommendation for the following questions

1. Mention at least three factors that de-motivate teachers in the work place.

- a. _____
- b. _____
- c. _____
- d. _____

2. What attempts are done to motivate teachers (at school, woreda, sub-city, regional or federal level)?

- a. _____
- b. _____
- c. _____
- d. _____

3. Please forward some possible recommendations that you consider important to bring about job motivation of teachers and enhance their productivity.

- a. _____
- b. _____
- c. _____
- d. _____

Thank you!!

Addis Ababa University
School of Graduate Studies
College of Education and Behavioral Studies
Department of Educational Planning and
Management

A study on “An Assessment of Job Motivation of Teachers in Government
Secondary Schools” of Addis Ababa.

Questionnaire to be filled by Principals

General Direction

The purpose of this questionnaire is to collect data that can serve as inputs to a thesis prepared for the partial fulfillment of Masters Degree in Educational leadership at Addis Ababa University. This research is aimed at assessing the teacher’s job motivation at Addis Ababa Government secondary schools.

Note that there is no right or wrong answers to the items in the Questionnaire. The best response to any item is simply the one which best reflects your feelings. I also assure you that the collected data are to be used only for aforementioned educational purpose and kept very confidentially. Thus, you are kindly requested to fill out the questionnaire very carefully and honestly according to the instructions provided for each part.

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

Cherinet Tulu
Educational leadership
Graduate student

Part I: Background Information

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

1. Sex Male Female
2. Age 21-25 26-30 31-35 36-40
 41-45 46-50 51-55 >56
3. Marital status Single Married Widowed Divorced
4. What is your current level of qualification?
 M.A./M.Sc. Diploma
 B.A./B.Sc. Other
5. Field of study _____
6. Your work experience in years only in the field of teaching _____
7. Your work experience in years only you have held your current position _____

Part II: The following statements / items are reasons to become a teacher. Read carefully and put an “(√)” mark in one of the boxes in front of each statement / item according to your degree of agreement.)

5=strongly agree 4=Agree 3=Not sure 2=Disagree 1=Strongly Disagree

No	I become a teacher because:-	5	4	3	2	1
1	I was employed for temporary employment					
2	I was pushed by my friends and / or parents					
3	Of lack of other employment opportunities					
4	Teaching is an interesting job than other occupations.					
5	The profession had better work condition and living environment than other profession					
6	Teaching profession had attractive career structure					
7	Teaching had better pay and allowances when I was employed					
8	Teaching creates the opportunity to become creative as it provides the best research environment.					

9. If you had other reason/s that is /are not mentioned above that initiated you to become a teacher, please list down.

- a. _____
 b. _____
 c. _____

Part III: Questions related to the major factors that affect motivation of teachers in Secondary Schools of Addis Ababa. Read each statement carefully and put “(√)” mark below the number of your response for each statement.

5=strongly satisfied 4=Satisfied 3=Not sure 2=Dissatisfied 1=Strongly Dissatisfied

In my school...

No	Items	Choices				
		5	4	3	2	1
	I. Organizational policy and administration					
1	The principal exercise educational leadership alone					
2	The policy and regulations of the school are implemented in wrong ways					
3	Rules and regulations of the school are made clear for students and teachers.					
4	There is a shared vision and school goal setting process formulated by school principal.					
	II. Supervision	5	4	3	2	1
1	Technical support rendered by supervisors from WEO and sub-city education office					
2	There is Effective school level supervision					
3	Conduct frequent classroom observations.					

4	Arranges seminars with teachers to share experience after classroom observation regarding instruction and students, learning conditions.					
5	Provides feedback to teachers after supervision.					
	III. Interpersonal relationship	5	4	3	2	1
1	There is strong relationship between school administrators and teachers.					
2	There is strong relationship between woreda and sub-city education officials and teachers					
3	There is good relationship with coworkers in the work place					
	IV. Teacher Development Program	5	4	3	2	1
1	Allocates enough budgets for staff development activities.					
2	Provide continuous support and follow up for CPD and induction programs.					
3	Principals' initiative for professional staff development.					
4	provide sufficient training and skill for teachers to do their work					
	V. Economic factors	5	4	3	2	1
1	Provision of adequate monthly salary to meet your financial obligations and to support your family.					
2	Provision of merit pay to the best teachers					
3	Provide proportional salary to the amount of work you do in the organization					
4	Low salaries are the most frequent reason teachers for leaving teaching					
	VI. Intrinsic and Extrinsic content of work					
	A, Intrinsic content of work in your school	5	4	3	2	1
1	I am satisfied with the type of work I perform since it provides me with opportunity for achievement					
2	The job provides with strong feeling of responsibility since, I am positively influencing other people's lives (students or colleagues) through my work.					
3	The job provides me with strong feeling of responsibility since I am contributing to the society					

4	I am satisfied with the type of job I perform since, I am molding and shaping students mind					
5	Teachers are mostly participate in school decision making					
	B, Extrinsic content of work in your school	5	4	3	2	1
1	I am satisfied with the fringe benefits like medical expense, education fee coverage etc ...					
2	The principal of the school cares for employees welfare					
3	There is a mechanism by which competent teachers share their experience of teaching methodologies					
	VII. Social factors	5	4	3	2	1
1	Respect accorded to teachers by the community					
2	Community and parental support of teachers					
3	Teaching is better than other jobs in benefiting society.					
4	Teaching puts the teacher on a high social status in the society					
	VIII. Evaluation system	5	4	3	2	1
1	Takes in to consideration the opinion of students and parents when evaluating the teachers.					
2	The evaluation system is well designed and provides the teachers with the necessary feedback.					
3	Principals engaged teachers to take part in design and implementation of research-based evaluation system					
4	The evaluation system respect individual worth and dignity by encouraging teachers to set personal and organizational objectives					
	IX. Job design	5	4	3	2	1
1	Fairness in teacher transfer and deployment					
2	I am satisfied with the job security that creates job responsibilities					
3	Teaching creates feeling of job security and safety					
4	I am satisfied with the post employment security (in the form of pension or provident fund)					
	X. Teacher working condition	5	4	3	2	1
1	I am satisfied with the freedom to use my own judgment					

2	The school climate and existing norms are favorable to work					
3	Working conditions such as cleanliness of the work place, healthy environmental condition, enough tools and supplies. This thing encourages me to work.					
4	Students are well disciplined.					
	XI. Possibility of growth and recognition	5	4	3	2	1
1	Recognition given to successful performance of teachers					
2	Fairness in handling teacher promotion					
3	My accomplishments recognized by the people I work with.					
4	The type of work I perform provides me with opportunity for personal growth and development					
5	There is opportunity for further education					
6	There is opportunity for in-service training					

Part IV: Write your assumption and recommendation for the following questions

1. Mention at least three factors that de-motivate teachers in the work place.

- a. _____
- b. _____
- c. _____
- d. _____

2. What attempts are done to motivate teachers (at school, woreda, and sub-city, regional or federal level)?

- a. _____
- b. _____
- c. _____
- d. _____

3. Please forward some possible recommendations that you consider important to bring about job motivation of teachers and enhance their productivity.

- a. _____
- b. _____
- c. _____

Appendix-B

Correlations

		R1	R2	R3	R4	R5	R6	R7	R8	Total R
R1	Correlation	1	.845**	.882**	.839**	.809**	.855**	.751**	.918**	.933**
	Sig. (2-tailed)		.000	.000	.000	.000	.000	.000	.000	.000
	N	104	104	104	104	104	104	104	104	104
R2	Correlation	.845**	1	.855**	.794**	.898**	.958**	.914**	.759**	.942**
	Sig. (2-tailed)	.000		.000	.000	.000	.000	.000	.000	.000
	N	104	104	104	104	104	104	104	104	104
R3	Correlation	.882**	.855**	1	.957**	.830**	.846**	.771**	.935**	.960**
	Sig. (2-tailed)	.000	.000		.000	.000	.000	.000	.000	.000
	N	104	104	104	104	104	104	104	104	104
R4	Correlation	.839**	.794**	.957**	1	.808**	.803**	.718**	.889**	.925**
	Sig. (2-tailed)	.000	.000	.000		.000	.000	.000	.000	.000
	N	104	104	104	104	104	104	104	104	104
R5	Correlation	.809**	.898**	.830**	.808**	1	.924**	.890**	.715**	.920**
	Sig. (2-tailed)	.000	.000	.000	.000		.000	.000	.000	.000
	N	104	104	104	104	104	104	104	104	104
R6	Correlation	.855**	.958**	.846**	.803**	.924**	1	.931**	.757**	.947**
	Sig. (2-tailed)	.000	.000	.000	.000	.000		.000	.000	.000
	N	104	104	104	104	104	104	104	104	104
R7	Correlation	.751**	.914**	.771**	.718**	.890**	.931**	1	.653**	.883**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000		.000	.000
	N	104	104	104	104	104	104	104	104	104
R8	Correlation	.918**	.759**	.935**	.889**	.715**	.757**	.653**	1	.903**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000		.000
	N	104	104	104	104	104	104	104	104	104
Total R	Correlation	.933**	.942**	.960**	.925**	.920**	.947**	.883**	.903**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	
	N	104	104	104	104	104	104	104	104	104

** . Correlation is significant at the 0.01 level.

Appendix-C

Correlations

		tposs1	tposs2	tposs3	tposs4	tposs5	tposs6	Tot tposs
tposs1	Pearson Correlation	1	.920**	.940**	.908**	.902**	.960**	.971**
	Sig. (2-tailed)		.000	.000	.000	.000	.000	.000
	N	104	104	104	104	104	104	104
tposs2	Pearson Correlation	.920**	1	.904**	.932**	.923**	.918**	.967**
	Sig. (2-tailed)	.000		.000	.000	.000	.000	.000
	N	104	104	104	104	104	104	104
tposs3	Pearson Correlation	.940**	.904**	1	.904**	.873**	.945**	.959**
	Sig. (2-tailed)	.000	.000		.000	.000	.000	.000
	N	104	104	104	104	104	104	104
tposs4	Pearson Correlation	.908**	.932**	.904**	1	.906**	.924**	.964**
	Sig. (2-tailed)	.000	.000	.000		.000	.000	.000
	N	104	104	104	104	104	104	104
tposs5	Pearson Correlation	.902**	.923**	.873**	.906**	1	.904**	.954**
	Sig. (2-tailed)	.000	.000	.000	.000		.000	.000
	N	104	104	104	104	104	104	104
tposs6	Pearson Correlation	.960**	.918**	.945**	.924**	.904**	1	.975**
	Sig. (2-tailed)	.000	.000	.000	.000	.000		.000
	N	104	104	104	104	104	104	104
Tot tposs	Pearson Correlation	.971**	.967**	.959**	.964**	.954**	.975**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	
	N	104	104	104	104	104	104	104

		tworco1	tworco2	tworco3	tworco4	tottworco
tworco1	Pearson Correlation	1	.887**	.827**	.845**	.935**
	Sig. (2-tailed)		.000	.000	.000	.000
	N	104	104	104	104	104
tworco2	Pearson Correlation	.887**	1	.924**	.917**	.975**
	Sig. (2-tailed)	.000		.000	.000	.000
	N	104	104	104	104	104
tworco3	Pearson Correlation	.827**	.924**	1	.917**	.956**
	Sig. (2-tailed)	.000	.000		.000	.000
	N	104	104	104	104	104
tworco4	Pearson Correlation	.845**	.917**	.917**	1	.959**

	Sig. (2-tailed)	.000	.000	.000		.000
	N	104	104	104	104	104
tot tworco	Pearson Correlation	.935**	.975**	.956**	.959**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	104	104	104	104	104

*

*		job2	job3	job4	job5	totjob
job2 C	Pearson Correlation	1	.975**	.963**	.916**	.987**
	Sig. (2-tailed)		.000	.000	.000	.000
	N	104	104	104	104	104
job3 r r e	Pearson Correlation	.975**	1	.962**	.922**	.988**
	Sig. (2-tailed)	.000		.000	.000	.000
	N	104	104	104	104	104
job4 a t i	Pearson Correlation	.963**	.962**	1	.904**	.981**
	Sig. (2-tailed)	.000	.000		.000	.000
	N	104	104	104	104	104
job5 n i	Pearson Correlation	.916**	.922**	.904**	1	.953**
	Sig. (2-tailed)	.000	.000	.000		.000
	N	104	104	104	104	104
totjob s i	Pearson Correlation	.987**	.988**	.981**	.953**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	104	104	104	104	104

		eval	eva2	eva3	eva4	Toteva
eval	Pearson Correlation	1	.856**	.883**	.879**	.937**
	Sig. (2-tailed)		.000	.000	.000	.000
	N	104	104	104	104	104
eva2	Pearson Correlation	.856**	1	.941**	.928**	.968**
	Sig. (2-tailed)	.000		.000	.000	.000
	N	104	104	104	104	104
eva3	Pearson Correlation	.883**	.941**	1	.930**	.975**
	Sig. (2-tailed)	.000	.000		.000	.000
	N	104	104	104	104	104
eva4	Pearson Correlation	.879**	.928**	.930**	1	.971**
	Sig. (2-tailed)	.000	.000	.000		.000
	N	104	104	104	104	104

toteva	Pearson Correlation	.937**	.968**	.975**	.971**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	104	104	104	104	104

** . Correlation is significant at the 0.01 level (2-tailed).

		soc1	soc2	soc3	soc4	tot soc
soc1	Pearson Correlation	1	.948**	.708**	.973**	.968**
	Sig. (2-tailed)		.000	.000	.000	.000
	N	104	104	104	104	104
soc2	Pearson Correlation	.948**	1	.757**	.918**	.967**
	Sig. (2-tailed)	.000		.000	.000	.000
	N	104	104	104	104	104
soc3	Pearson Correlation	.708**	.757**	1	.664**	.850**
	Sig. (2-tailed)	.000	.000		.000	.000
	N	104	104	104	104	104
soc4	Pearson Correlation	.973**	.918**	.664**	1	.948**
	Sig. (2-tailed)	.000	.000	.000		.000
	N	104	104	104	104	104
tot soc	Pearson Correlation	.968**	.967**	.850**	.948**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	104	104	104	104	104

		ext1	ext2	ext3	totext
ext1	Pearson Correlation	1	.725**	.702**	.872**
	Sig. (2-tailed)		.000	.000	.000
	N	104	104	104	104
ext2	Pearson Correlation	.725**	1	.948**	.944**
	Sig. (2-tailed)	.000		.000	.000
	N	104	104	104	104
ext3	Pearson Correlation	.702**	.948**	1	.955**
	Sig. (2-tailed)	.000	.000		.000
	N	104	104	104	104
totext	Pearson Correlation	.872**	.944**	.955**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	104	104	104	104

** . Correlation is significant at the 0.01 level (2-tailed).

		int1	int2	int3	int4	int5	totint
int1	Pearson Correlation	1	.857**	.863**	.777**	.893**	.925**
	Sig. (2-tailed)		.000	.000	.000	.000	.000
	N	104	104	104	104	104	104
int2	Pearson Correlation	.857**	1	.968**	.943**	.913**	.978**
	Sig. (2-tailed)	.000		.000	.000	.000	.000
	N	104	104	104	104	104	104
int3	Pearson Correlation	.863**	.968**	1	.935**	.917**	.978**
	Sig. (2-tailed)	.000	.000		.000	.000	.000
	N	104	104	104	104	104	104
int4	Pearson Correlation	.777**	.943**	.935**	1	.857**	.940**
	Sig. (2-tailed)	.000	.000	.000		.000	.000
	N	104	104	104	104	104	104
int5	Pearson Correlation	.893**	.913**	.917**	.857**	1	.959**
	Sig. (2-tailed)	.000	.000	.000	.000		.000
	N	104	104	104	104	104	104
totint	Pearson Correlation	.925**	.978**	.978**	.940**	.959**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	
	N	104	104	104	104	104	104

		eco1	eco2	eco3	eco4	toteco
eco1	Pearson Correlation	1	.935**	.932**	.452**	.939**
	Sig. (2-tailed)		.000	.000	.000	.000
	N	104	104	104	104	104
eco2	Pearson Correlation	.935**	1	.948**	.427**	.936**
	Sig. (2-tailed)	.000		.000	.000	.000
	N	104	104	104	104	104
eco3	Pearson Correlation	.932**	.948**	1	.422**	.936**
	Sig. (2-tailed)	.000	.000		.000	.000
	N	104	104	104	104	104
eco4	Pearson Correlation	.452**	.427**	.422**	1	.685**
	Sig. (2-tailed)	.000	.000	.000		.000
	N	104	104	104	104	104
toteco	Pearson Correlation	.939**	.936**	.936**	.685**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	104	104	104	104	104

** . Correlation is significant at the 0.01 level (2-tailed).

		tdevt2	tdevt3	tdevt4	tdevt5	tottdevt
tdevt2	Pearson Correlation	1	.902**	.865**	.860**	.946**
	Sig. (2-tailed)		.000	.000	.000	.000
	N	104	104	104	104	104
tdevt3	Pearson Correlation	.902**	1	.925**	.896**	.969**
	Sig. (2-tailed)	.000		.000	.000	.000
	N	104	104	104	104	104
tdevt4	Pearson Correlation	.865**	.925**	1	.940**	.968**
	Sig. (2-tailed)	.000	.000		.000	.000
	N	104	104	104	104	104
tdevt5	Pearson Correlation	.860**	.896**	.940**	1	.960**
	Sig. (2-tailed)	.000	.000	.000		.000
	N	104	104	104	104	104
tottdevt	Pearson Correlation	.946**	.969**	.968**	.960**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	104	104	104	104	104

		inter1	inter2	inter3	Totinter
inter1	Pearson Correlation	1	.906**	.873**	.978**
	Sig. (2-tailed)		.000	.000	.000
	N	104	104	104	104
inter2	Pearson Correlation	.906**	1	.776**	.945**
	Sig. (2-tailed)	.000		.000	.000
	N	104	104	104	104
inter3	Pearson Correlation	.873**	.776**	1	.923**
	Sig. (2-tailed)	.000	.000		.000
	N	104	104	104	104
totinter	Pearson Correlation	.978**	.945**	.923**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	104	104	104	104

** . Correlation is significant at the 0.01 level (2-tailed).

		sup1	sup2	sup3	sup4	sup5	Totsup
sup1	Pearson Correlation	1	.948**	.863**	.891**	.895**	.963**
	Sig. (2-tailed)		.000	.000	.000	.000	.000
	N	104	104	104	104	104	104
sup2	Pearson Correlation	.948**	1	.903**	.933**	.895**	.980**
	Sig. (2-tailed)	.000		.000	.000	.000	.000
	N	104	104	104	104	104	104
sup3	Pearson Correlation	.863**	.903**	1	.937**	.782**	.939**
	Sig. (2-tailed)	.000	.000		.000	.000	.000
	N	104	104	104	104	104	104
sup4	Pearson Correlation	.891**	.933**	.937**	1	.851**	.968**
	Sig. (2-tailed)	.000	.000	.000		.000	.000
	N	104	104	104	104	104	104
sup5	Pearson Correlation	.895**	.895**	.782**	.851**	1	.925**
	Sig. (2-tailed)	.000	.000	.000	.000		.000
	N	104	104	104	104	104	104
totsup	Pearson Correlation	.963**	.980**	.939**	.968**	.925**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	
	N	104	104	104	104	104	104

		org1	org2	org4	org5	totalorg
org1	Pearson Correlation	1	.901**	.815**	.870**	.956**
	Sig. (2-tailed)		.000	.000	.000	.000
	N	104	104	104	104	104
org2	Pearson Correlation	.901**	1	.743**	.841**	.932**
	Sig. (2-tailed)	.000		.000	.000	.000
	N	104	104	104	104	104
org4	Pearson Correlation	.815**	.743**	1	.913**	.915**
	Sig. (2-tailed)	.000	.000		.000	.000
	N	104	104	104	104	104
org5	Pearson Correlation	.870**	.841**	.913**	1	.959**
	Sig. (2-tailed)	.000	.000	.000		.000
	N	104	104	104	104	104
totalorg	Pearson Correlation	.956**	.932**	.915**	.959**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	104	104	104	104	104

Group Statistics

	Profession	N	Mean	Std. Deviation	Std. Error Mean
Motivational total	Teacher	92	36.5326	14.28628	1.48945
	Principal	12	45.2500	11.62384	3.35551
Hygiene total	Teacher	92	52.8261	22.49230	2.34498
	Principal	12	62.2500	21.71353	6.26816

		Levene's Test for Equality of Variances				
		F	Sig.	t	df	Sig. (2-tailed)
Motivational total	Equal variances assumed	1.130	.290	-2.025	102	.045
	Equal variances not assumed			-2.375	15.688	.031
Hygiene total	Equal variances assumed	.060	.806	-1.370	102	.174
	Equal variances not assumed			-1.408	14.261	.181

Declaration

I hereby declare that this thesis is my original work and has not been presented for the fulfillment of a degree in any other University and all that sources of material used for the thesis have been duly acknowledged.

Declared by:

Ato Cherinet Tulu Hayie

Student

ID No. GSR/1535/02



Signature

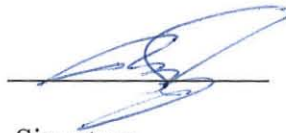
30/05/2011

Date

Confirmation by Advisor:

Dr. Diribssa Abate

Advisor



Signature

Date