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**FACTORS AFFECTING TEACHERS' WORK MOTIVATION
IN GOVERNMENT PRIMARY SCHOOLS IN YEKA SUB-
CITY IN ADDIS ABABA CITY ADMINSTARATION**

BY

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JUNE, 2024 G.C

ADDIS ABABA, ETHIOPIA

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ABABA CITY ADMINSTARATION**

MA THESIS

BY

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**A THESIS SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL
PLANNING AND MANAGEMENT IN PARTIAL FULFILLMENT OF
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Declaration

I declare that the thesis entitled “**Factors Affecting Teachers’ Work Motivation in Government Primary Schools in Yeka Sub City in Addis Ababa City Administration**” has been carried out by me as part of my Master Degree in Educational Leadership and Management. All sources have duly been acknowledged and that this thesis is entirely original work of mine that has not been submitted to any other university or institution for the purpose of receiving a degree or certification.

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Dr.Zenebe Baraki

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ABBREVIATIONS AND ACRONYMS

CPD	Continuous Professional Development
Df.	Degree of freedom
ERG	Existence, Relatedness, Growth
ESDP	Education Sector Development Programs
EVT	Expectancy-Value Theory
FGDs	Focus Group Discussions
FIT	Factors Influencing Teaching
ILO	International Labor Office
MOE	Ministry of Education
ODID	Oxford Department of International Development
PDM	Participatory Decision-Making
PTSA	Parent –Teacher Student Associations
SDGs	Sustainable Development Goals
SPSS	Statistical Package for Social Sciences
Std.	Standard deviation
TDP	Teachers’ Development Program
TISSA	Teacher Issues in Sub-Saharan Africa
UNESCO	United Nations Educational, Scientific and Cultural Organization
VSO	Voluntary Service Overseas

ABSTRACT

The purpose of this study was to assess factors affecting teachers work motivation in government primary schools in Yeka sub-city in Addis Ababa city administration. In order to meet the objectives of the study, the researcher used a mixed-method approach, especially concurrent mixed-method design, which addresses both quantitative and qualitative aspects of the study. There were 31 primary schools in Yeka sub-city; among those, 10 were selected randomly through lottery method for the study. The target population of the study was primary school teachers, principals, parent-teacher student associations, and sub-city education experts. Among the total population, 295 teachers were selected using simple random sampling method and 31 PTSA members were selected purposively, whereas 14 principals and 2 sub-city education experts were selected using convenience sampling method. The data was collected through self-administered questionnaires filled out by 277 teachers; a semi-structured interview was conducted with 10 school principals and 2 sub-city education experts; and a focus group discussion was conducted with 25 PTSAs. The statistical software for social science (SPSS) version 27 was used to analyze the data. The analysis involves both descriptive and inferential statistics. The study's findings demonstrated that teachers were intrinsically and extrinsically demotivated by certain factors such as poor payment, ineffective organizational leadership, low status of teaching as a profession, poor interpersonal relationships, ineffective supervision, lack of promotion and recognition, etc. Additionally, the result of the research showed that different factors motivate teachers to enter the teaching profession, like temporary employment, greater opportunity for employment in teaching, being more interested in a teaching job than others, etc. The key recommendations to improve teacher work motivation and productivity include respect for the profession, balancing workload with salary, providing necessary resources, enhancing student interest, creating motivational mechanisms, professional development opportunities, fair evaluation, reducing political interference, and ensuring equal treatment and support for teachers, etc.

Key words: *Motivation, Intrinsic factors, Extrinsic factors, Status, Job satisfaction, Primary school*

CHAPTER ONE

INTRODUCTION

This introductory chapter presents the conceptual background of the study about teachers work motivation. It also deals with the statement of the problem, basic research questions, objectives of the study, scope or delimitations of the study, limitations of the study, operational definitions of key terms, and organizations of the study.

1.1 Background of the Study

Motivation is a process that starts with a physiological or psychological need that activates a behavior or a drive that is aimed at a goal (Abraham Maslow, 1954). A need or desire that energizes action and directs it toward a goal is called motivation. Motivation, according to Dessler (2001), “is the degree to which an individual is driven to participate in a given activity.” The forces that sustain and modify the course, character, and intensity of behaviors are known as motivators. One of the major factors contributing to these performance and effectiveness differences among teachers is motivation.

Muhammad et al. (2012) argued that reward and recognition, along with many other factors, can have an effect on the job motivation of teachers. In addition, the types and nature of rewards have a direct relationship with the motivation of the teachers. According to Sargent and Hannum (2005), instructors who are content and motivated have a higher chance of being dedicated, accountable, and interested in their work to meet organizational goals.

Teachers play the most important role in the educational process. Through curriculum-based education, they improve and develop the human mind. Additionally, teachers serve as the main hub for accomplishing and carrying out Ethiopia's educational aims and objectives.

Therefore, it is crucial to maintain motivated teachers in order to fulfill these educational objectives in an efficient manner. Motivated teachers are adjusted to do their jobs enthusiastically towards fulfilling the expected goals. For complete utilization of teachers, “efforts and potential, they must respect their profession” (Icdr, 1999).

Motivation plays an important role in the organization because it increases the productivity of teachers, and the goals can be achieved in an efficient way. The behavior of teachers can be changed through motivation in any school. Teachers' motivation is very mandatory "to improve their skills and knowledge and directly influences students' academic achievement" (Mustafa and Othman, 2010). Primary schools have come into view as one of the most effective teacher and human resource development strategies that African countries need to embrace in order to train and modernize their teachers for rapid industrialization and national development.

As demonstrated by Reuben and Badubi (2017), about inspiration, at work places, surveys are finished utilizing evaluations, and examinations at work have characterized measures, and their effects might incite a close-to-home response in the laborers, and this feeling could recognize how and when spurred or demotivated a teacher is. Good results in reviews may indicate that an employee is satisfied, and bad results may indicate the opposite. In every worker, motivation can be outside factors (extrinsic), like rewards or salary, or inside an individual (intrinsic), the desire to do better and take responsibility willingly.

According to researchers, teachers are the most valuable resources and the key players in any changes (like educational reforms) that are required in schools (Desta, 2014). "Good teachers are essential to providing a high-quality educational system" (Jyoti & Sharma, 2009). Teaching effectiveness has been investigated in terms of teaching styles, teacher approaches to teaching, teaching practice, and instruction behaviors in relation to teacher motivation factors (Butler & Shibaz, 2014) because the quality of instruction has a significant impact on students' learning outcomes. Teachers' motivation is the primary determinant of the educational system's success or failure. Empirical research (Mghana, 2013; Muhammad et al., 2011) revealed that teachers felt dissatisfied with their financial situation, career decisions, student conduct, pay and benefits, pension, health insurance, and transportation allowances. Teachers' motivation is not affected by salary or other external motivators in developed nations, but in developing nations it is a serious issue, especially those in sub-Saharan Africa, such as Ethiopia. The drive of educators is crucial to raising the standard of instruction, which has a greater impact on the creation of a labor force that is both productive today and in the future. According to Desta (2014):

The availability of qualified educators with the necessary knowledge, abilities, and attitudes is essential to providing high-quality education; however, unhappiness at work can have a negative impact on even the most highly qualified and skilled educators' productivity, either directly or indirectly, through absenteeism, burnout, apathy, and turnover, all of which can result in a lack of continuity in the workplace.

According to Cook (1991), some of the indicators of low motivation are: carelessness in preparation and readiness; poor classroom management and handling; lack of punctuality or failure to use time properly; failure to follow school policy; and low commitment to use their maximum effort for the betterment of students learning. As it is discussed above, it is argued that the education sector in Ethiopia is in crisis (decline of quality over time). Therefore, this study might contribute some additional information about the causes of demotivation and its possible implications for practice.

In 1994, the Ministry of Education (MOE) in Ethiopia developed a new education policy that addressed the complex problems of relevance, quality, accessibility, and equity. In the policy, it is stated that “education is a relevant factor of human resources for the improvement and success of educational sectors and, as a whole, governments.” Training empowers people and society to make all-adjusted cooperation in the improvement cycle by gaining information, capacity, abilities, and, furthermore, mentalities.

In Ethiopia, the motivation of teachers to perform their tasks and work is highly affected. Most teachers in our country, Ethiopia, could not supply their basic needs. Because of this, their social status, recognition, advancement, and acceptance by the community have deteriorated and decreased from time to time. Many teachers were demotivated in their work; they are ready to leave their profession as they get an opportunity and a better salary. Contrary to this, increased wages are not the only motivating factor for teacher performance.

According to Akililu (1967:15), “low salary and social status, lack of rewards and recognition by the school community and society, school maladministration, and classroom interaction with their students have a negative impact on teachers' motivation in their work.”

Generally, we can say that schools can achieve their objectives if they have more motivated teachers than anything else (Ayalew, 1991). Less motivated teachers are likely to perform their expected duties less satisfactorily. Since, using any and all means, most instructors are prepared to find employment elsewhere at any conceivable time; this might prompt a deficiency in accomplishing the schools' instructive targets. Therefore, educational organizations and school systems should pay great attention to motivating teachers for better performance and achieving the expected educational goals and objectives for the future development of the country. So, the purpose of this research is to assess the factors that affect teachers' work motivation, particularly at Yeka sub-city government primary schools in Addis Ababa city administration.

1.2 Statement of the Problem

This section is about the concern of teachers and their motivation as it impacts school effectiveness. In every institution of learning in any country, motivation is extremely important in order to make teachers motivated and committed to their work for better performance. Teachers commitment to work helps to realize the attainment of educational goals through proper motivation.

Armstrong in 2016 advised that the organization as a whole can provide the context within which high levels of motivation can be achieved by providing incentives and rewards, satisfying work, and opportunities for learning and growth, and give high priority to the managers to play a major part in using their motivating skills to get people to give of their best. This shows that the success or failure of the education system depends mainly on motivated and committed teachers. In addition, motivation enhances the quality of education because motive is a reason for doing something. There are many different layers and measures of what drives teacher motivation (Richardson 2014) and how it impacts teachers' behaviors and their teaching practice. Teachers have different intrinsic and extrinsic motivations for wanting to get into the profession, as well as reasons for leaving or staying. Richardson, 2014, p. 11, cited in Unesco-Iciba, 2017, “the teacher support and motivation framework” in Africa stated that there were frequent reports that teacher morale is low and declining, as well as that teaching is not always a first-choice career option in Africa.

The influential report on Teacher Issues in Sub-Saharan Africa (TISSA) underlined that the motivation of teachers is among the critical factors affecting the quality and success of education sectors across the continent.

Despite being the key to ensuring that every student receives a high-quality education, teaching is still not widely recognized as a valued profession, according to the 2018 Teachers' World Day program. Its low status makes it difficult to attract and keep teachers in both wealthy and developing nations. Therefore, it is essential that educators show the public that teaching is a respected profession by paying well and enhancing working conditions for teachers across the board. It's thought that teachers are the first responsible and highest-ranking people to take account of the provision of education and the improvement of students' academic and attitude performance.

However, in Ethiopian society, even teachers have a negative attitude toward the teaching profession, and the capability of teachers is also controversial. The researcher understands from different annual data that the termination rate of teachers is high. This shows that more teachers dislike the profession, and they didn't take it as an alternative choice. As observed in some schools, more teachers are studying in other fields of specialization by self-sponsoring while working in teaching. Some studies conducted on teachers work motivation in Ethiopia seem relevant in this case. Though they were not specifically aimed at the issue of job motivation in terms of personal characteristics among teachers, they indicate that these teachers were dissatisfied with many aspects of their job and living conditions, and this may affect their motivation toward their profession. These studies are briefly outlined as follows:

For instance, Alemu (2016), in Addis Ababa at Bole sub-city government primary schools, found that teachers were demotivated in relation to lack of recognition for good performance, lack of professional freedom, lack of merit-based promotion, and inadequate house allowance. Desta (2014), in the south at Hadya Zone general primary schools, found that external factors have more influence than internal factors. In addition, Workineh and Tassew (2013) conducted a study on raising the standard of education by considering teachers skills, attitudes, work conditions, and motivation and found that people's attitudes toward the

teaching profession are negative due to low salaries, low financial incentives, low parent and community recognition, and low levels of responsibility.

Legesse (1992) found that most of the factors in the teachers job conditions and personal lives were not motivating. Similarly, Demeke (2014), in his study, found that the teachers were demotivated by the salary, absence of incentives, ineffective administration, lack of proper treatment, and lack of teacher's participation in school decision-making. These factors had a negative impact on teachers work motivation. It seems that this situation has not improved much even after two decades, compared to the works of Legesse (1992). So, this study is relevant at this time.

On the other hand, Aweke (2015) revealed that the other reason, in addition to salary and benefits, for the low motivation of teachers was the low emphasis given by society, student's misbehavior, and the inability of the school management and administration to effectively address the teacher's demands for supportive and fair leadership. In general, the above studies indicate that many factors demotivate teachers, and such demotivation may affect their work in a negative way.

However, studies did not clearly show which of these variables greatly affected the teacher's work motivation in their profession in the area, and hence, they gave less empirical evidence. Therefore, the relative influence of determinants on teachers' work motivation is not properly investigated. Regarding teacher motivation in the primary schools of Yeka Sub City, there were different issues or factors that affected teachers work motivation (such as their life standard being declining, low acceptance in the community, housing-related problems, work overloads in the school, lack of proper treatment by administration, insufficient salary, and lack of incentive to teachers work), and there have also been very few studies done in the study area on such topics in recent years. This by itself initiates the researcher to undertake this study to fill the gap by investigating the factors that affect teachers' workmotivation in government primary schools in Yeka sub-city in Addis Ababa city administration and recommending some solutions that could better address the problem.

1.3. Basic Research Questions

The researcher has intended to assess factors affecting teachers work motivation in government primary schools in Yeka sub-city in Addis Ababa city administration. Therefore, the research is expected to answer the following basic research questions:

1. What is the current status of teachers' work motivation in government primary schools in Yeka sub-city in Addis Ababa city administration?
2. What factors influence teachers' work motivation in Yeka sub-city government primary schools in Addis Ababa city administration?
3. Which teacher's demographic variables and other characteristics are related to their level of motivation or not?

1.4 Objectives of the Study

1.4.1. General objective of the study

The general objective of this study is to assess the current status of teachers's work motivation and the factors that affect it at the selected government primary schools in Yeka sub-city in the Addis Ababa City administration.

1.4.2 Specific Objectives of the Study

The specific objectives of the study include:

- To examine the extent of teachers' work motivation in relation to extrinsic and intrinsic factors of motivation in government primary schools in Yeka sub-city in Addis Ababa city administration.
- To identify the factors that influence teachers' work motivation in Yeka sub-city government primary schools in Addis Ababa city administration?
- To assess whether there is any relationship between teachers' demographics and other related variables and their work motivation or not in the Yeka sub-city primary schools.
- To identify the possible measures to be taken by the concerned stakeholders to enhance and motivate teachers.

1.5. Scope of the Study

The study was conducted to assess the factors that affect teachers' work motivation in Yeka sub-city government primary schools in Addis Ababa city administration. Yeka sub-city has, under its jurisdiction and administration, 31 government primary schools. The study was limited to Yeka sub-city primary schools in Addis Ababa city administration, with 10 selected schools (Yeka Terara, Yeka Primary, Misrak Chora, Kokebe Tsibah, Raey, Salayish, Dejazmach Wondirade, Kotebe Berhane Hiwot, Wotatoch Genet, and Karalo Primary School) to make the scope of the study more manageable in terms of time and finances.

In addition, the studies were delimited to factors that positively or negatively influence teacher's motivation in their work. It is also delimited to the sample school teachers, principals, sub-city educational experts, and PTSA. In fact, Yeka subcity was selected randomly from 11 subcities in Addis Ababa city administration as the subject of this study.

1.6 Significance of the Study

Assessing the major factors that affect teachers's working motivation in Yeka sub-city government primary schools is an important contribution to the process of motivating and enhancing teachers' productivity in their work. With regard to this, the result of this study was expected to help different stakeholders.

Hence, the following main significances were maintained from this research:

- It may provide valuable information for school directors, Woreda, sub-city, and/or federal educational experts to understand the current level of motivation of teachers and to undertake remedial measures.
- The sub-city may benefit from the results of the study that attempted to identify the major factors and make the required adjustments.
- It may help research conductors, policymakers, curriculum developers, and educational administrators to have valuable information to achieve their educational objectives by fulfilling the teachers' needs and increasing their knowledge, skills, and attitude to improve quality education.

- Teachers and students may be the most beneficiaries of this research, because if teachers are motivated, they may try to aspire and be committed to improving students' behavioral and academic results.
- Lastly, it may serve as a springboard for other similar research conductors.

1.7 Limitations of the Study

A lot of care and control over the study were taken by the researcher from the beginning up to the completion of the research report. However, there were some limitations, like the fact that the study focused only on ten government primary schools in Yeka sub-city because of the time available and manageability. In addition, some respondents were not ready to respond to questionnaires, and a few others were not willing to be interviewed. Moreover, some of the respondents did not carefully read the questions, so the researcher orients and guides them independently. Because of this problem the total non-respondent rate was 8.19% and the responding and returning rate was 91.81% out of the total 342 participants.

1.8 Operational definitions of key terms

In this research, some of the important terms are defined based on the context and relevance of the objectives of the study.

Motivation: a feeling, need, interest, or commitment that makes someone wants to do something. It refers to the perceived interest and affiliation with the teaching professions as a result of recognition, respect, and benefit.

Work is a task or a set of activities done to provide money for an individual's life.

Work motivation: these are the psychological processes that influence individual behavior with respect to the attainment of the goals and tasks of the workplace.

Primary school is a structural system that includes general primary education (that goes from grades 1 to 8).

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

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

Status: the position of an individual in relation to another or others, especially in regard to social or professional standing,

Job satisfaction is the uplifting outlook that teachers acquire from work or through parts of work (Brian and Kimberly, 2016).

Job dissatisfaction is the degree to which employees dislike their work (Spector, 1997).

1.9 Organization of the Study

The study is organized into five chapters. The first chapter focused on the background of the study, statement of the problem, basic research questions, and objectives of the study; the scope of the study; the significance of the study; the limitations of the study; operational definitions; and the organization of the study.

The second chapter attempted to discuss and organize a review of related literature. The third chapter is concerned with research design and methodology, including the sources of data, the study population, sample size and sampling technique, procedures of data collection, data gathering tools, methodology of data analysis, and ethical considerations.

The fourth chapter focuses on the documentation of the result, discussion of the data, and presentation by using a variety of statistical procedures and interpreting the data using a variety of methods of data analysis. Finally, the fifth chapter discussed the summary of major findings, conclusion, and recommendation that are followed by references and appendices in the last part of the study report.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This study mainly aimed at assessing the factors affecting teachers work motivation in government primary schools in Yeka sub-city in Addis Ababa city administration. To do so, an attempt is made to review related literature and summarize studies of previous researchers that are related to teachers' work motivation.

2.1 Concepts of Motivation

The concept of motivation has been described in various ways by different authors and researchers. The term is derived from the Latin word "mover," which means to move (Baron, Henley, McGibbon, and McCarthy, 2002). Spector (2008) states motivation as an internal state that pushes a person to engage in specific behaviors and views motivation further from three perspectives: one emphasizing direction, intensity, and persistence, and the other having the desire to achieve a certain goal. Hanson (1996) defined motivation as "an inside state that initiates, activates, or moves" and "that guides, pushes, or channels behavior toward the goal." *Effort*: Concerns the magnitude or intensity, of the employee's work-related behavior. *Persistence*: Concerns the sustained effort employees manifest in their work-related activities. *Direction*: Whereas effort and persistence concern the quantity of work performed, direction refers to the quality of an employees work that is, the investment of sustained effort in a direction that benefits the employer.

In support of these views, another author conceives that work motivation is a set of internal and external forces that initiate work-related behavior and determine its form, direction, intensity and duration (Pinder, 2008, p.11).

Fred Luthans (1986) states motivation as a combination of three concepts: needs, drives, and incentives. As Fred says, motivation is a process related to a physiological need that a human being will strive to get satisfied with or fulfill.

Need: Needs are created whenever there is a physiological or psychological imbalance. Murray (1938) defined need as a force in the "brain region," which energizes and organizes

perception, thoughts, and actions, transforming an existing unsatisfying situation in the direction of a particular goal.

Drives: Drives resemble motives that are set up to alleviate needs. A physiological drive, or motive, is a deficiency in direction. Physiological or psychological motives are action-focused and give an emerging thrust towards reaching an incentive.

Incentives: Described as anything that will lessen a need and a drive, incentives are the last element in the motivation cycle. Therefore, obtaining an incentive will typically cause a reversal of the imbalance in the body and mind.

According to Abraham Maslow's (1943) theory, both internal and external factors can motivate someone. The statement that "motivation is the driving force behind human behavior." As Abraham Maslow (1954) put it, "Motivation is a process that starts with a physiological or psychological need that activates a behavior or derive that is aimed at a goal." Ryan and Edward (2000) define motivation as "to be moved to do something." However, they believe that arousing interest is not enough to be motivated.

However, motivation is a human quality that influences an individual's level of commitment. It encompasses the elements that lead, sustain, and cause human action in a certain, committed direction (Green, 2000). Therefore, without the steadfast dedication of its members, organizational goals cannot be achieved, and employers are obligated to supply the elements that spur workers to greater levels of production.

Workplace motivation can be described in terms of both "intrinsic and extrinsic rewards," according to Herzberg (1964). These are intrinsic, or more fulfilling and motivating, and extrinsic, or related to a job (such as salary, fringe benefits, and job stability). Therefore, motivation and both intrinsic and extrinsic rewards play a crucial part in teachers motivation at work. In the school setting, therefore, both environmental (contextual) factors and those inherent in teachers themselves would direct teacher motivation and work behavior (i.e., teaching and learning).

2.2 Sources of Motivation

2.2.1 Intrinsic Motivation

Motivation may take two forms, such as intrinsic and extrinsic motivation. Intrinsic motivation is something within the person that energizes behavior. It is a form of motivation that comes from the satisfaction of doing the job itself. It comes from the personal enjoyment and educational achievement that we derive from doing that particular thing. Dentil (1964) characterizes inborn inspiration as self-respect for achievements and individual development, that is, the passionate and individual benefits of the work itself, are known as inherent rewards. It is directly part of the job content. Research indicates that intrinsic motivation is a main factor in performance and innovation. At the individual level, it makes our work fulfilling, keeping our stress level down, and it is internal to oneself. It is for self-satisfaction and not for fear of a consequence. The reward is within the action itself and does not need external factors to steer behavior. Some examples of intrinsic motivation include authority and responsibility delegation, power delegation, acknowledgment, praise, and decision-making involvement. Intrinsic rewards for responsibility, achievement, recognition, and the work itself will have a longer-term and deeper impact on motivation (Sarkar, 2000).

2.2.2 Extrinsic motivation

Extrinsic motivation is something outside the person that energizes behavior, which comes from outside factors that are connected with the prizes or advantages one gets subsequent to having played out a given work or undertaking, and the activities are taken in view of what has been said. This means that if we are told to do something, we do it because of extrinsic motivation. For example, being motivated to work hard at the office because you are looking for a promotion is one form of extrinsic motivation. Social recognition, money or salary, fame, increases in wages, competition, fringe benefits, job security, or success in the material world are examples of extrinsic motivation.

Extrinsic workplace hygiene elements include things like pay, benefits, supervision, business policies, and interpersonal relationships (Herzberg, 1966). Elliott and Hufton (2005) stated using Herzberg's two-factor theory that "achievement, making more money, chances of promotion, recognition, company policy, and relationships with peers" are the main

motivating factors for workers. On the other hand, Lucas (1985) stated that the “supervisor-employee relationship” is the main factor that affects teachers’s satisfaction and motivation. According to Deci (1972), extrinsic motivation is described as money and verbal reward mediated outside of a person; in other words, intrinsic motivation is mediated inside the person. A person can be intrinsically motivated to accomplish a certain job if there is no clear reward for the task done except the task itself or the feelings that arise from the task.

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

2.3 Theories of Motivation

Motivation theory is the study of understanding what drives a person to work towards a particular goal or outcome.

Motivation theories seek to explain why employees are more motivated by and satisfied with one type of work than another. The most common motivation theories are content- or need-based theories and process theories (Fred and Allan, 2008).

2.3.1. Need-Based Approach or Content Theories:

The need-based theories explain motivation primarily as a phenomenon that occurs intrinsically or extrinsically and answer the question of what energizes human behavior. The most popular content theories of motivation are Maslow’s need hierarchy theory, Herzberg’s motivation-hygiene theory, and Alderfer’s (existence, relatedness, and growth) theory.

Abraham Maslow's Need Hierarchy Theory

Abraham Maslow's (1943, 1966, and 1970) need-based theory of motivation is the most widely recognized theory of motivation and perhaps the most referenced of the content theories. According to Maslow’s theory, “a satisfied need no longer operates as a motivator of behavior”. This means that the less satisfied a need is the more power it has to motivate. According to this theory, a person has five fundamental needs: (1) The physiological needs include pay, food, shelter, clothing, good and comfortable work conditions, etc. (2) The

security needs include the desire for justice, safety, and protection from dangers, as well as employment security. Risk-taking behavior among managers and workers becomes possible after these needs have been satisfactorily met. (3) The social needs are encompassed in a worker's desire for association, belonging, friendship, and approval from peers. (4) The esteem needs are both for self-esteem and the esteem of others, which involve self-confidence, achievement, competence, knowledge, autonomy, reputation, status, and respect. Finally, (5) self-actualization needs are the highest in Maslow's hierarchy. These include the individual's needs for realizing his or her own potential for continued self-development and creativity. 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's behavior, and they are initiated and motivated by the need at the next level up the hierarchy. Within those levels, there could be many specific needs, from lowest to highest, as shown below in Fig. 2.1.

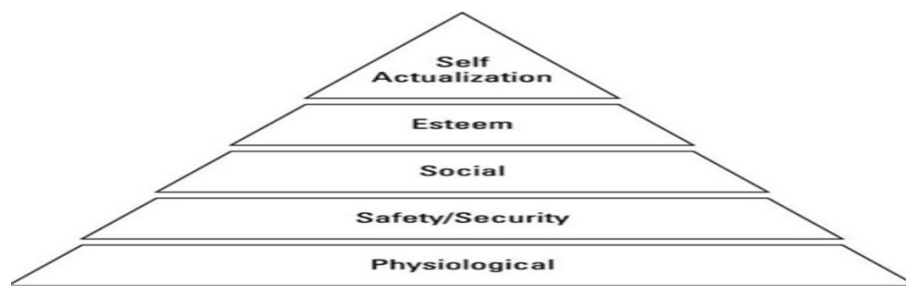


Figure 2.1: Maslow's Hierarchy of Needs

Motivational hygiene theory (Herzberg's Two Factor Theory)

The theory seeks to determine factors that cause motivation rather than looking for needs that energize the individual. It focuses attention on the work environment to identify factors that arise in people, either positive or negative. Good emotion or feeling was generally accompanied by the work itself, content, intrinsic, or psychological factors, whereas bad feelings were associated with the environment surrounding the job, context, or extrinsic physical factors. In 1959, Frederic Herzberg divided his theory into two factors.

(1) **Hygiene (maintenance) factors**: these factors enhance work dissatisfaction. When they are present, these factors do not enhance work or job satisfaction or higher performance. But they are needed to maintain a reasonable level of satisfaction. Factors such as salary, job

security, personal life and status, working conditions, company policy and administration, supervision and technical support, interpersonal relationships (subordinates, superiors, and colleagues), etc. are necessary but not sufficient factors for motivation. Whereas:

(2) **Motivation factors:** These factors (such as achievement, recognition, the work itself, responsibility, advancement, and growth, etc.) are strong determiners of job motivation and satisfaction, and when they present, they build a high level of motivation and lead the individual to superior performance; hence, motivation factors are intrinsic to the work itself, according to Herzberg. They make the job more enjoyable, and they provide psychological rewards. While hygiene (*maintenance*) factors may cause dissatisfaction, they are extrinsic to work content. Based on his research, Herzberg has come to the conclusion that “satisfaction was primarily caused by motivation factors, and hygiene factors are the primary cause of happiness on the job.”

Alderfer’s ERG Theory (Existence, Relatedness, Growth)

Clayton Alderfer’s (1972) ERG Theory is an extension of Herzberg’s and Maslow’s content theories of employee motivation. Alderfer argues that there are three groups of core needs: existence, relatedness, and growth.

Existence (E) needs: These needs contain both physiological and safety needs, which are necessary in maintaining physical wellbeing. They are satisfied by such factors as food, water, pay, shelter, and working conditions. When it is divided among people, one person’s gain is another’s loss if resources are limited.

Relatedness (R) needs: These needs deal with a desire for meaning and satisfying social and interpersonal relationships.

Growth (G) needs: These needs refer to the highest level of need and consist of self-esteem and self-actualization, which represent an intrinsic desire for personal development and growth (Fleet, 2001). It pushes a person to make creative or productive use of himself and his environment.

ERG theory differs from Maslow's need hierarchy theory in two important ways. First, Maslow's theory proposes that a lower-level need must be satisfied before other needs become operative; in other words, this theory proposes that people may experience several needs simultaneously. Hence, ERG theory is more flexible than need hierarchy theory and accounts for a variety of individual differences in need structure. Second, Maslow's theory proposes that satisfied need is no longer a motivator.

According to Alderfer, however, the continual frustration of higher-order needs will lead employees to regress to a lower-order need category. For example, the principal who is unable to secure a position as supervisor (growth needs) may increase his or her interest in fulfilling his or her relatedness needs in order to demonstrate to the higher administration his or her capacity for promotion to supervisor. Similar to Maslow, ERG theory generally contends that meeting lower-order needs motivates people to seek out higher-order needs.

2.3.2. Process Theories

Previous theories of motivation attempt to identify what motivates employees in the workplace (e.g., advancement, self-actualization, and growth). The process theories, on the other hand, are more concerned with how motivation occurs; in other words, they explain the process of motivation. Process theories (expectancy and goal) change the emphasis from needs to the goals and processes by which workers are motivated. They attempt to explain and describe how people start, sustain, and direct behavior aimed at the satisfaction of needs or reduction of inner tension. Process theories also attempt to identify major variables that explain behavior, but the focus is on the dynamics of how the variables are interrelated in explaining the direction, degree, and persistence of effort. The major variables in process models are incentive drive, reinforcement, and expectancy. The two major groups of process theories are expectancy theory and equity theory.

Vroom's Expectancy Theory

Victor Vroom (1964) is usually credited with developing the first complete version of the expectancy theory with application to organizational settings. Expectancy theory focuses on four assumptions. Based on these presumptions, there are four main components of the expectancy theory.

Outcomes, classified as first- or second-level, are the end results of certain work behaviors. First-level outcomes refer to some aspect of performance and are the direct result of expending some effort on the job. Second-level outcomes are viewed as consequences to which first-level outcomes are expected to lead, like a type of reward for work goal accomplishment.

Expectancy: Expectancy is the degree to which one believes that efforts related to one's work will yield a particular amount of output or success. Expectancy is a number between 0 and 1 that is dependent on probabilities. An employee's expectation is zero if they don't think their efforts will result in the required level of performance. Conversely, the expectancy has a value of 1 if the worker is positive that the task will be finished.

Instrumentality is the relationship between performances (first-level outcomes) and rewards (second-level outcomes). It ranges from 0 to 1. If it has a value of 1, an employee believes that receiving a high performance rating will always translate into a pay raise. If there is no perceived relationship between the first-level outcome (good performance rating) and the second-level outcome (salary increase), then the instrumentality is 0.

Valence: The degree that an employee prefers a specific result or reward is known as valence. Therefore, an employee's value for a pay raise, promotion, peer acceptability, supervisor acknowledgment, or any other second-level outcome may vary. An employee exhibits positive valence if they strongly desire to achieve a particular objective and if valence is negative an employee would rather not achieve a certain result. Additionally, valence is zero if a worker is unaffected by the result. There is a total range of -1 to +1.

Overall, the expectancy theory of Vroom suggests that the more attractive the reward is to an individual, the more likely it is to motivate that individual towards future actions. Thus, individuals who are motivated by their work have a high probability of remaining in their present occupation. Conversely, those individuals receiving little job satisfaction have a high probability of resignation (Vroom, 1964).

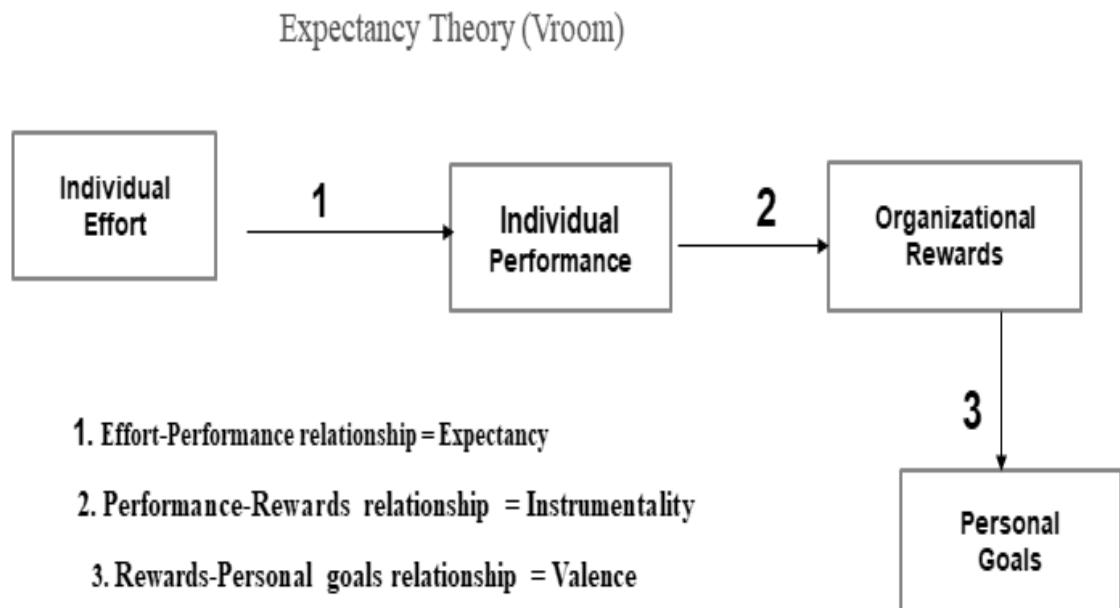


Figure 2.2 Vroom's Expectancy Theory

Adam's Equity Theory

Adams (Schultz and Schultz, 1998:246) postulated the equity theory in 1965. According to his theory, “people are motivated if they experience equity or fairness at work.” Baron et al. (2002) assert that people make judgments or comparisons between their own inputs at work (e.g., their qualifications, experience, and effort) and the outcomes they receive (such as pay and fringe benefits, status, and working conditions), and that there is also a tendency for employees to compare their own situation with that of others. If they perceive anomalies, discrepancies, and/or inconsistencies, they are inclined to react to them to bring about equity.

The equity theory has laid the foundation for more recent theories, for example, the fairness theory (Spector, 2008:212–23). The fairness theory distinguishes between the distribution of rewards and the procedures by which rewards are allocated, thereby subscribing to both

distributive and procedural justice at schools. Taylor (1999) found equity and fairness in the workplace to be major factors in determining teachers’s motivation and job satisfaction. (Noon, M., and Ogbonna, E., 2001). As such, equity theory assumes that one important cognitive process involves teachers looking around and observing what effort other people are putting into their work and what rewards follow that effort.

Adams’ equity theory (1965) is based on the belief in fair treatment by the organization in terms of equally rewarding all employees or teachers for doing equal amounts of work at equal levels. The foundation of the equity theory of motivation is the idea that individuals are driven to uphold justice in their interactions with coworkers and the organization when they perceive that fairness has been applied. The foundation of workplace equity is the ratio of inputs to results; inputs are the perceived skills, experience, time, and other contributions made by employees.

Research indicates that teachers who perceive positive equity and are overpaid tend to produce higher-quality work, whereas those who perceive negative equity and are underpaid tend to produce less work. The essential component of this theory is the *give-and-take relationship*, which Adams defined as an input-outcome relationship. The goal of this idea is to strike a balance between the expected take and the observed give.

Table 2.1: Adams' equity theory

Input	Outcome	Equity
Skills, efforts,loyalty, determination, enthusiasm, trust in supervisors and organization, cooperation with colleagues, tolerance, time, personal sacrifices, commitment, flexibility, experience, etc.	Salary, allowances ,recognition, responsibility, promotion, training, cooperation from organization and colleagues, sense of achievement, growth and development, , feeling of accomplishment, etc	The feeding such that the ratios of results are equal to the input of others and that the point under input and outcomes are balanced.

2.4 Importance of Work Motivation on Organization Effectiveness

Motivation involves goals that provide direction for action, and it requires activity, whether physical or mental. A few organizations argue that their workers are an important asset that can lead them to overcome difficulties, exceed their limits, and reach prosperity. In contrast, organizations that assign their personnel in the corner of the business, maintain a positive and

strong relationship with their employees, and persuade them towards task accomplishment have proven to result in higher success and effectiveness (Adi, 2000; Anka, 1988).

However, currently, school organizations are also having problems with teachers's retention. It is very crucial to recognize the main role of teachers and the influence they have on school effectiveness, because if the personnel are not focused well, it will lead to a decline in productivity and effectiveness in the organization.

Many researchers indicated that motivated teachers perform work better than demotivated ones. Motivated teachers are more innovative, self-directed, and goal-oriented, and they are always looking for better ways to complete a task. They can produce high-quality work with maximized efficiency and productivity and enhance profit maximization (Boundless 2017).

A teacher's motivation has a strong influence on the efficiency and effectiveness of the school and student achievements (Paul, 2017). "A successful organization will make sure there is a spirit of coordination and a sense of commitment and satisfaction inside the sphere of its influence" (Abbah 2014). Thus, organizational objectives are not achieved without the commitment of the teacher of the organization. So, teachers work motivation is important to the effectiveness of an organization's success and achievement.

2.5 Teacher's Motivation and Commitment

Eton (1984) determined that the primary determinants of teachers' attitudes regarding their profession are the provision of salary, allowances, and promotions. As a direct result of these previously mentioned findings, it is arguable that timely salary payments encourage a direct commitment to teaching. This leads us to believe that fast salary payments, allowances, and promotions are ideal incentives that will increase the motivation of teachers. According to Youlonfoun (1992), "fast payment of salaries and good wages are significant motivators."

Teachers are often required to deal with significant changes occurring within and outside of schools to implement complex reforms to the education system. UNESCO-II CBA (2017), "Teacher Support and Motivation Framework for Africa" (TSMFA): The 2030 Agenda for Global Education aims to ensure that teachers, especially teachers and education, are key to

achieving the 2030 Sustainable Development Goals (SDGs). Promoting quality education and lifelong learning for all is a priority area, noting that African teachers' low motivation is well documented (Bennell & Akyeampong, 2007; Bennell, 2006). Whether it's low pay, harsh working conditions, or inadequate teacher qualifications, understanding the challenges in the profession is important to increasing the number of qualified teachers.

In Ethiopia, the VSO (2008) report on teacher motivation and morale through questionnaires, focus group discussions, and interviews showed that the majority of participants stated that their salaries were inadequate. "Their low pay was the most significant and frequently cited cause of low motivation and low morale." (VSO, 2008: 9, 28). This is also confirmed by Gedefaw (2012), who states that low or inadequate pay is the main cause of dissatisfaction among primary school teachers in Addis Ababa. Furthermore, as pointed out in the VSO report (2008), the low personal status of the teaching profession in Ethiopia may lead to poor parent-teacher relationships.

2.6 Factors Affecting Teachers Work Motivation

A review of empirical studies on teacher motivation in developing countries indicates widespread low or decreasing levels of motivation, resulting in lower quality education. These factors can be classified into two major components, such as extrinsic and intrinsic factors. Some studies have shown that teachers are motivated more by intrinsic than extrinsic rewards, like Pastor (1982), cited by Atkinson (2007), who conducted a survey and found that teachers perceive their needs and measure their job motivation through different factors like their participation in decision-making, use of valued skills, freedom and independence, creativity of expression, and learning opportunity. Dawit (2008) likewise found that teachers obtain their greatest satisfaction through a sense of achievement in reaching and affecting students, experiencing recognition, and feeling responsible. Teachers have both intrinsic and extrinsic needs. The following are some of the factors affecting teachers work motivation:

2.6.1 Teacher's Management and Administration, and Organization Policy

Although many educational researchers and school leaders have been facing challenges in motivating teachers to high levels of performance, teacher motivation and retention depend

critically on effective management, particularly at the institution level. According to Bennell and Akyeampong (2007), 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 systems have little sense of self-determination, which by itself seriously undermines work motivation and teacher retention.

As Aklilu (1966) stated, continuous persistent and positive treatment of teachers by administrators, favorable working conditions within the schools, placement of teachers by performance, high salaries status, and recognition are the motivating factors for teachers in Ethiopia. Thus, teacher management is most crucial at the institutional level; their duties are crucially influenced by the quality of both internal and external supervision. In addition, poor human resource management seriously demotivates teachers.

- **The Role of School Principals**

Teachers are primarily motivated by intrinsic rewards such as self-respect, responsibility, and a sense of accomplishment. Thus, administrators can give moral and motivate teachers to do their activity by means of participatory governance, in-service training as well as systematic, encouraging evaluation. According to Atkinson (2007), effective leaders are well organized, well-prepared, personable, approachable, display enthusiasm and optimism, and stand in a constructive manner. Thus, understanding factors influencing staff's well-being will help leaders effectively motivate their staff to be more productive.

The research on effective schools indicates that the principles 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, creating trust among teachers and administrators, and creating trust among the school community (Robbins, 2001). Therefore, leaders of effective schools do not exercise educational leadership alone. According to the Bolan (1993) report, shared vision and school goal-setting processes initiated by school leaders have significant effects on teachers's personal goals and motivation to teach.

- ***Teachers' participation in decision-making***

Organizational theorists like McGregor and Herzberg recommend that when there is participatory decision-making (PDM), there would be more effective and productive organizations and high staff morale. Allowing employees a voice in decision-making is the most logical method for allowing this to occur. Thus, effective leaders create a system to encourage PDM with their teachers to motivate them and to do more.

- **Evaluation system**

According to Brodsky and Shirley (1983), cited in Ayallew (1991), an assessment system, if well planned, gives teachers the vital criticism they need to evaluate their own professional development. A disorganized assessment framework can have serious impacts, affecting doubt and concern among instructors and chairmen, as well as outrage. The most important reason for assessment ought to be data that offers assistance to instructors in progressing their teaching execution. In addition, a significant assessment framework ought to reflect regard for person worth and respect by supporting instructors to set individual and organizational goals. An assessment framework ought to cultivate imagination, recognize work well done, and include both self-appraisal and the examination of others and teachers as inspiration will be raised when they are appropriately assessed by school leaders.

2.6.2 Teacher's Technical Support and Supervision

According to Mulkeen (2005), teachers need both technical support and guidance throughout their careers. It would be natural to assume that teachers can complete a pre-service program and then do well for the rest of their career without professional development and support. Therefore, teachers should be supported in different ways, like access to resources, in service courses, and in peer groups.

Halliday (1999), cited by Atkinson (2007), stated that school principals should promote and monitor beginner teachers through induction programs to improve their teaching and classroom management abilities in the first year of teaching. This means that to develop good practice, teachers teach the required course materials. However, Dawit (2008) notes, in many African countries, such inspection systems focus on faultfinding rather than support.” In some cases, supervisors or inspectors lack the resources to travel to institutions.

2.6.3 Learning material and facilities

Facilities in most schools are inadequate (Adelabu, 2003). Kazeem (1999) has recommended that greater attention be given to improving the work-related conditions of teachers to enhance the quality and success of education. In general, in Ethiopia, learning materials and facilities have their own impacts on teachers work motivation and performance.

2.6.4 Interpersonal relationships with administrators, peers, and subordinates

Teachers' work motivation in the organization is related to the teacher-administrator /supervisor/ colleague relationship. The positive relationship of a teacher with the administrator, peers, and/or supervisor motivates workers and leads to the motivation and satisfaction of teachers. Conversely, poor relationships, like incentives and competent administrators and supervisors, are reported to have the most negative effect on teachers's job motivation and satisfaction. These include, according to Carell et al. (1992), unfair or biased treatment by administrators or supervisors to listen and respond to teachers or employees.' In general, interpersonal relationships may affect the motivation of teachers directly or indirectly, positively or negatively.

2.6.5 Teacher professional development/career development

Training in both subject content and pedagogy is essential for high-quality teaching and learning in schools. Benell and Akyeampong (2007) suggest that teachers need CPD as well as support from peers and supervisors. However, at the current time, although schools are doing CPD, it is not effective. CPD is usually scarce, one-time, top-down, unrelated to a broad strategy, and not targeted at teachers who need it most. Motivation is mainly related to career-path projections and opportunities for progression. However, promotion opportunities within the profession are often limited. As a result, many skilled teachers leave the profession, while others becomes demotivated (VSO, 2008).

2.6.6 Economic Factors and Considerations

According to some authors, “policies that address teachers’s economic needs and concerns positively affect the effectiveness of the teaching force” (Dove, 1986; and Thompson, 1990; cited by Dawit, 2008). This means that teacher pay scales are closely related to teacher retention patterns. When the salary level falls compared to that of people with similar qualifications, there is teacher dissatisfaction, which, if left untreated, can lead to long-term difficulties and poor morale.

- **Teachers Career Ladder and Salary**

According to Dawit (2008), in Ethiopia, teachers are one of the least paid civil servants and therefore have the lowest base of revenue. Ethiopian teachers receive very small monthly wages. This small wage leads to frustration and dissatisfaction for teachers. According to Muluken (2005), the frequently mentioned factors that lead to job satisfaction and motivation are salary. Since teachers are decisive factors in education, they should be provided better salaries, be given recognition and status, and working conditions should improve. Skyes (1983) stated that teachers did not get good service compared to other related fields, so teaching is clearly not an attractive service occupation. Thus, many researchers reported that teaching is the “special but shadowed” status of teachers (Hoffman, 1981).

2.6.7 Social Factors

A wide range of elements have been investigated in an effort to determine which ones support teacher motivation. It has been discovered that pay incentives don't effectively raise teachers' work motivation. Hudson (2009) cites Sylvie and Hutchinson (1985) as saying that teachers are motivated by the freedom to attempt new things, the satisfaction of suitable responsibility levels, and intrinsic aspects of their profession.

- **Social status of the teacher**

Status can be proposed as an important factor in attracting academically prepared candidates and retaining them in the profession. Therefore, teachers should have a position that corresponds to their central role in the advancement of education and the importance of their contribution to the individual and society as a whole (ILO, 1990).

ILO (1991) has emphasized that the status of teachers should be consistent with the demands of education as evaluated in connection to educational objectives as a guiding concept. It should be acknowledged that the achievement of these goals and objectives depends critically

on the public's respect for the teaching profession and the right position of teachers. The Ethiopian public regards education as one of the most highly esteemed professions, and teachers have always been seen as having a sacred function. But the standing of the profession has declined over time.

- **Community support and parent involvement in the schools**

Most people are thinking about the school teacher only in 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 or their own education in day-to-day community life (Batten, 1959). Because of this, some communities lack the necessary interest in or commitment to education. Moreover, motivation might come when parents and the community value schooling because of its role in their own careers and value education as a form of human development. In addition, 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 schools (UNESCO, 1994). Dove (1986) suggested that an intimate relationship between the school and the community should be created in order to facilitate dynamic interaction between the two for better education, better development, and a higher quality of life for both schoolchildren and community members, which may also influence the teacher to stay at work. The consistent support of the community and parent involvement are important ingredients in a teacher's job motivation and their decision to remain in or leave teaching (Chapman, 1994), cited in Dawit (2008).

2.7 Demographic Variables Associated With Teachers Work Motivations

There are many factors that are associated with the work motivation and satisfaction of employees. Among these demographic and personal factors are age, gender, education, working experiences, and marital status, as mentioned as follows:

i). Age: Mixed evidence exists in the literature concerning the relationship between age and job motivation. The general findings reported by Herzberg et al. (1959) on the relationship between job motivation and age show that job motivation started high, declined, and then started to improve again with increasing age. However, younger workers evaluate their desire

for money higher than older workers do, according to Furnham (1994). Furthermore, Kovach (1987) shown that older workers with high earnings and managerial positions are more driven by job stability, interesting work, and recognition, younger workers with low incomes are more concerned with money.

ii). Gender: Research investigating the relationship between gender and work motivation uncovered three situations. First, females are more satisfied than males. Second, males are more satisfied than females. Third, no difference exists between males and females with respect to job satisfaction (Carell et al., 2005).

iii). Education: A review of studies that examined the relationship between education and work motivation found that it improves both the intrinsic and extrinsic advantages of employment. The extensive related literature reviewed by Carell et al. (2005) indicated that workers who possess higher levels of education are happier in their positions, whereas those with lesser levels of education are not as happy.

iv). Experience: When it comes to work experience, the underlying presumption seems to be that unhappy employees leave the company while happy ones continue to work there (Home and Griffith, 1995), which Carrel et al. (2005) quoted. More experienced teachers were generally more satisfied than less experienced ones.

v). Marital status: Bownetal (1994), cited by Carell et al. (2005), found that married agents were more satisfied with their jobs than those who were single. This was reflected in King et al.'s (1982) finding that married employees are more satisfied than unmarried ones.

2.8 Teacher's Working Conditions in Ethiopia

A working environment has a great impact in coordination with the mental and physical capacity of teachers, in performing their tasks. A good working environment includes the entire working environment such as class size, disciplinary conditions, availability of teaching materials, positive relationship among colleagues, principals' supervision etc. In Ethiopia, there have been only very few literatures about teachers' working conditions. Some of them are presented as follows. According to Lagasse (1992), to utilize one's organization human resources effectively and promote smooth relationship of its subunits, the conducive

working condition when the work and living conditions for many teachers is poor, it follows lower self – esteem and is generally de-motivating to stay and work in the institution. Therefore, in Ethiopia, teachers are de-motivated and unsatisfied because of low salary and high cost of living.

2.9 Empirical Literature

When discussing the factors affecting the work motivation of employees in general, Hackman & Oldham (1974) mentioned aspects of job design. Besides work, Crossman & Abou Zaki (2003) pointed out other factors such as salary, promotion, supervision and relationship with colleagues. Pink (2009) believes that intrinsic motivation is formed and developed based on the following three factors: autonomy; self-mastery; purpose.

Kovach (1987) proposed a model of ten factors that create work motivation, including: interesting work, appreciation and praise for work done, feeling of being in on things, job security, good wages, opportunities for advancement and development, good working conditions, personal loyalty to employees, tactful discipline, sympathetic help with personal problems. Some authors have deeply explored the factors affecting the work motivation of teachers and lecturers. In his research, Rowley (1996) discussed environmental factors that impact on motivation including: approaches to financial rewards, the culture of teaching and higher education, the diversity of staff experience and roles, personal autonomy, and organizational structure.

According to İpek & Kanatlar (2018), teaching environment, the workplace, collegial relations, and students are factors affecting the motivation of lecturers. A number of studies by Vietnamese authors also show many different factors: factors of the direct working environment such as job characteristics, working environment at the faculty/subject (the fairness of direct leaders) and the classroom environment (fairness in student behavior) (Dung, 2015); career passion, teaching capacity, salary and benefits, training and promotion, social recognition (Ly & Nga; 2016); training, promotion, salary, bonus, welfare, working environment and atmosphere, working conditions, working mode, rest, motivation, working attitude (Dung, 2017); salary, benefits, superiors, colleagues, working conditions, nature of work, training and promotion (My, 2019); Work characteristics, Wage and welfare, Social recognition, Peer relationships, Training and promotion opportunities, Leader caring and

Teacher–student interaction and student's attitude have positive effect on lecturers' work motivation (Tuan & Do, 2020); job characteristics and facilities, student body, income, promotion (Linh et al., 2022). These research results show that there are many different factors affecting the work motivation of employees, depending on the field and operating environment. In which, common factors are: salary and benefits, nature of work, working environment, co-worker relations, working conditions, development opportunities.

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

According to Wisniewski and Gargiulo (1997), the high attrition rates among teachers could be attributed to job dissatisfaction. This finding shows that teachers' decisions to leave schools were influenced by factors such as lack of recognition, promotion opportunities, loss of autonomy, and lack of supplies, low pay, and stressful interpersonal interactions. Regarding this, Xaba (2001), Mulkeen (2010), Mutune & Orodho (2014), Bennell (2005), and WB (2007), as quoted by Klara (2016), stated that the main causes of attrition in sub-Saharan Africa were suggested to be related to teacher motivation, poor management, and low salaries, and the teacher profession is viewed as a last choice as well as a stepping stone to other jobs. Klara's (2016) study found that the determinant of salary can be related to the most factors. Thus, accommodation and status are strongly related to salary and motivation. The work itself was initially associated with status and a significant aspect of imparting knowledge.

According to Gedefaw's (2012) dissertation on the job motivation of teachers in Addis Ababa primary schools, the teachers expressed significant dissatisfaction with different ways of their work, including salary and benefits, opportunities for promotion, the management style of principals, a lack of decision-making opportunities, and poor relationships with principals

and parents. Interestingly, the study also found that teachers aged and older reported higher levels of job satisfaction compared to younger teachers, and more experienced teachers were generally more satisfied than less experienced ones.

Desta's (2014) study on the investigation of teachers' job motivation and commitment in selected general primary schools found that external factors have more influence than internal factors on teachers' job motivation, such as a lack of stay in the teaching profession, the need for teachers to change sectors as an alternative, and low moral responsibility in the job. Rose Kalage's (2016) teacher motivation research report revealed that the factors affecting teachers' work motivation in Tanzania were poor working environments, delays in promotions, a lack of support from authorities, inadequate support from parents and the community, inadequate teaching and learning materials, the low status of the teaching profession, and low salaries.

2.10. Conceptual framework of the study

The conceptual framework of the study is displayed in Figure 2.3. The work motivation's of teachers' is the dependent variable, influenced by various independent extrinsic and intrinsic variables or factors that can be discussed in the above sections, such as social factors, economic factors and considerations, teacher professional development, interpersonal relationships, learning material and facilities, teacher technical support and supervision, teacher's management, and organization policy.

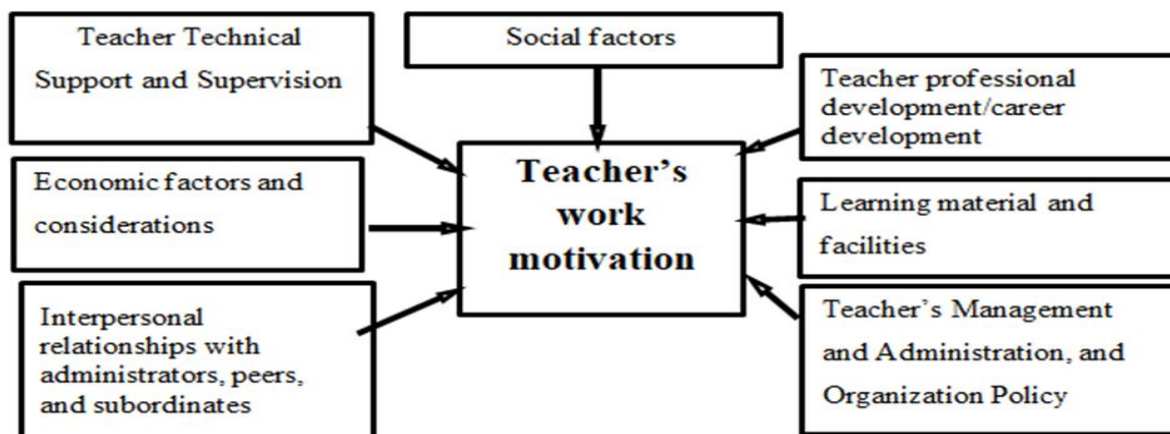


Figure 2.3 Conceptual frame works for teachers work motivation.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter's primary goal is to give a general summary of the fundamental research design and technique that were applied to the study. Under this overview, the study site, basic research design and methodology, source of data, sample population and sampling technique, data collection instruments, validity and reliability of the instruments, procedure of data collection, method of data analysis, and ethical considerations were treated in detail.

3.1 Description of the Research Area

The study was conducted in government primary schools at Yeka Sub City in Addis Ababa City Administration to assess factors affecting teachers' work motivation. The study focused on teachers who are working in government primary schools located in different school locations in Yeka Sub City.

3.2 Research design

A research design is the overall plan for collecting data in order to answer the research question, as well as the specific data analysis techniques or methods that the researcher intends to use. The main objective of the study was to assess the factors affecting teachers' work motivation in government primary schools in Yeka Sub City. This research employed a mixed method approach, both quantitative and qualitative, for data collection, analysis, and presentation; thus, it was convergent or concurrent parallel design. In this design quantitative and qualitative data were collected at the same time and analyzed separately. After both analyses were completed compare and triangulate the result to draw overall conclusion.

The core argument for a mixed-methods design is that it is a combination of both quantitative and qualitative data, address a better understanding of a research problem than either by itself (Creswell, 2012). The data collection also involved gathering both numeric information (e.g., questionnaires) and text information (e.g., interviews) so that the final database could be represented by using both numeric and text information. The qualitative analysis and interpretation help to explain or elaborate on the quantitative results.

3.3 Sources of Data

The relevant data for the research was collected using two sources: primary and secondary sources. The primary sources of the data were teachers, principals, PTSA, and sub-city educational experts. In addition, information was collected from secondary sources through the analysis of documents.

3.4 Population, Sample Size, and Sampling Technique

In this sub-section, the study made a determination of the population and the sample to take, given the justifiable technique for having and deciding the size of the sample for this study.

3.4.1 Population and sample size

Population is the entire group of people to which a researcher intends the results of a study to apply (Aron & Coups, 2008). The study population consisted of teachers, principals, PTSA, and sub-city educational experts who are currently employed. They were considered a sample frame for the study of the population. There are a total of 2035 teachers, 99 principals, 217 PTSAs, and 12 sub-city education officers across 31 primary schools in Yeka Sub City. Particularly, out of these 31 schools, Kotebe Primary School was excluded from the sample for the sake of pilot study. The remaining schools were included in the sample and ten schools were selected using simple random sampling, through lottery method. The sample size of participants was determined using the formula (Israel, 1992)

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

$$n = 2363 / 1 + 2363(0.05)$$

Sample size, n = 342

Where "n" was the required sample size, "N" were the sum participants (teachers, principals, PTSA, and sub-city educational expertise), and "e" was the level of precision set at 5%. When this formula is applied, we get a total sample size of n = 342, which could be well representative. Finally, based on the participants' numbers, the sample size was proportionally determined as follows:

Table 3.1: Proportional sample size of participants

<u>N</u>	Participants	Total	Sample	Sampling techniques	Data collection tools
1	Teachers	2035	295	Simple random sampling	Questionnaire
2	Principals	99	14	Convenience sampling	Interview
3	Parent teacher student association(PTSA)	217	31	Purposive sampling	Focus group discussion
4	Sub-city educational experts	12	2	Convenience sampling	Interview
Total		2363	342		

Source: Yeka Sub-City Educational Bureau, unpublished statistical report, 2016 E.C.

3.4.2 Sample Selection and Sampling Techniques

According to Kothari (2004), 'sampling is the selection of some parts of an aggregate or totality of what the population is made of'. Sampling is one of the best systematic techniques for choosing a group of individuals that is small enough for convenient data collection and large enough to be a true, adequate representation of the population that was chosen. In order to estimate the characteristics of the entire population, it is concerned with choosing a subset of individuals from that group.

The researcher used both probability and non-probability sampling techniques. Based on the given data from the sub-city education office, 10 participant schools were selected by using simple random sampling, particularly the lottery method, in which all schools had an equal chance of being selected, and from the total sample participants of teachers (2035), principals (99), PTSA (217), and 12 sub-city education experts, a total of 295 teachers, 14 principals, 31 PTSA, and 2 sub-city education experts were selected based on their proportionality for the sake of data collection that is included in the sample frame of the study. The researcher used two-stage sampling techniques, first to select sample schools from the sub-city. The simple random sampling method was used for teachers, purposive sampling method was used for PTSA members and convenience sampling methods were used for both principals and sub-city education expertise. A total of 342 participants were included in the sample of the study.

3.5. Data Gathering Tools

To be credible, the study used four instruments in order to gather the necessary data for its purpose. These were questionnaires, interviews, focus group discussions, and document analysis.

3.5.1 Questionnaire

In this study, a questionnaire was widely used for data collection. It was prepared for teachers who were chosen to be included in the response sample. The questionnaires included both closed-ended and open-ended questions and were developed both in English and Amharic to make the instrument clear for respondents and to avoid confusion. The items are grouped into four domains, such as: a) demographic characteristics; b) being a teacher; c) extrinsic and intrinsic factors related to teachers' motivation; and d) open-ended questions. Each item of closed-ended questions used a Likert scale, and open-ended questions were filled in by teachers to reflect their ideas and feelings. The questionnaire was designed based on the target of the objective and what it intended.

3.5.2 Interview

Interviews were the second significant instrument for gathering information in this research. This data-gathering instrument was selected with the belief that deeper information would be obtained on issues critical to the study underway. It was also being used to cross-check the responses obtained through the questionnaire, and it let the interviewee express her or his feelings freely and their knowledge of people in a program in depth (Best and Kahn, 2003). In order to obtain deeper information related to the factors affecting teachers work motivation, a semi-structured interview was held with school principals and sub-city education experts. This interview with a schedule provided the opportunity for the interviewer to question thoroughly in certain areas of inquiry and enabled a researcher to get information concerning feelings, attitudes, and the present situation of the phenomenon. The interview questions were prepared in English and translated into Amharic so that the respondents could easily understand it.

3.5.3 Focus group discussion (FGD)

Focus group discussions are a type of research methodology where a small group of participants get together to talk about a certain topic or problem in order to collect data. The interactions that take place in a focus group between participants and the moderator are what make them so unique. Focus groups are used to learn about the viewpoints and experiences of different stakeholders, including “program participants, clients, and staff members of an organization” (Wong, L. P., 2008). In this research, the information gained from 31 PTSA was collected by FGDs.

3.5.4 Document Analysis

Document analysis is used as the other essential data collection instrument to cross-check and triangulates the data collected by other tools. The information acquired by a questionnaire, a semi-structured interview, and focus group discussions is thought to have been validated and supported by the data acquired using this methodology. This was used to get a better insight into the research topic. Various documents and research works related to teacher work motivation were explored in the study, such as school performance reports, school feedback, articles, research works, and education policies.

3.6. Validity and Reliability of the Instruments

3.6.1. Pilot Test

According to Kothari (2004), to test the validity and reliability of the instrument, a draft questionnaire was distributed to some respondents. Pilot testing was conducted at Kotebe Primary School. The draft questionnaires were distributed to 4 school principals and 16 teachers of the above-stated primary school. Based on these comments obtained from the test, necessary revisions were made to improve the validity and reliability of the instrument before the final questionnaires were administered. It was helped to ensure that the respondents understood what the questionnaire wanted to address by checking whether or not the items contained in the instruments could enable the researcher to gather relevant information and identify and eliminate problems in collecting data from the target population.

3.6.2 Validity

The validity problem is the most important concept that researchers must critically address. The design of the measuring instrument must be valid so that the collected data leads to sound conclusions. If research is invalid (as a result of a poor instrument), then it is worthless (Cohen et al., 2007:133). Validity is the range of the measuring instrument (questionnaire) the researcher is using, which essentially measures the characteristic or dimension they intend to measure (Leedy & Ormrod, 2001:98). This study's validity was also assured through conducting interviews with a sample population to determine the accuracy of the findings drawn from the questionnaire. Also, opinions from the research advisor and experts ensure the content's validity, whether the items measure the area of interest or the concept they intend to measure, which increases its validity.

3.6.3 Reliability

Reliability, as defined by Cohen and others (2007:146), is the consistency, dependability, and reliability of the measuring instrument over time and with the same respondents. It is the extent to which the measuring instrument yields consistent and accurate results when the characteristic being measured remains constant (Leedy & Ormrod, 2001:99). One way to increase the consistency of the instrument is by including more items in the questionnaire. In this study, the researcher ensured that there were enough items per construct.

In order to determine the reliability of the questionnaire in the study, the researcher used Cronbach's alpha calculation. According to George and Mallery (2003), a Cronbach's alpha coefficient greater than 0.9 implies excellent; greater than 0.8 is good; greater than 0.7 is acceptable; greater than 0.6 is questionable; greater than 0.5 is poor; and less than 0.5 is unacceptable. Based on the Cronbach alpha test result from the pilot study, the average internal consistency of the test is greater than 0.8, which indicates the reliability of the research instrument is good, as shown in the table below.

Table 3.2 Cronbach alpha of Reliability test result

No.	Items	Cronbach alpha result
I.	Motivational (extrinsic/factor) items	
1.	Organizational Leadership And Administration	0.79
2.	Organizational Rules And Policies	0.87
3.	Teachers Technical Support And Supervision	0.91
4.	Economic Factors (Pay Satisfaction/Salary)	0.72
5.	Incentives, fringe benefits	0.93
6.	Working conditions	0.89
7.	Interpersonal relationship	0.87
8.	Status	0.94
9.	Teacher Development program	0.92
10.	Social Factors	0.85
Mean result		0.87
II.	Motivational (intrinsic school related factor) items	
1.	Recognition	0.88
2.	Responsibility	0.94
3.	Advancement / Promotion	0.90
4.	Work (teaching itself)	0.79
5.	Achievement	0.89
Mean result		0.88
Mean of I & II result (motivation)		0.875

Source: Own survey data result, 2024

3.7. Procedures for Data Collection

To examine the factors influencing teachers' work motivation, a draft of questionnaire was prepared and submitted to the advisors' for comment. Then, pilot testing was held with four principals and 16 teachers who were randomly selected from Kotebe Primary School. In the pre-testing questionnaire, the main issue was to detect problems that may cause confusion for the respondents, which was used to identify ambiguous or biased items in the questionnaire for elimination and suitability for collecting the required data. It was also needed to improve the format of the questionnaire to facilitate understanding. Depending on the feedback from the respondent's responses, amendments were made for clarity; for example, grammar errors were corrected. Then, after the necessary amendments were done, the questionnaires were distributed to the sampled participants, and the different interviewees were interviewed by principals and sub-city education experts. A focus group discussion was conducted with PTS, and document analysis was made on those factors affecting work motivation by reviewing several pieces of literature, and responses from questionnaires and interviews were analyzed.

3.8. Method of Data Analysis

During and after the field survey, the quantitative questionnaires were checked for missing responses and consistency of variables and properly filled out in the software. Then the data was analyzed using SPSS version 27 statistical software. Descriptive statistics were presented by percent, mean, frequency, and standard deviation for those items prepared on a Likert-scale type. The collected data was primarily organized using tables and bar graphs, followed by analysis, discussion, and interpretation in alignment with the main research questions. Moreover, the researcher used inferential statistics like Pearson correlation to correlate the variables with work motivation. The analysis was supported by the qualitative information from open-ended, interview and focus group discussion questions, which were discussed in an integrated way.

3.9. Ethical Considerations

When posing a specific research topic, a researcher in any field of study must take ethical and political considerations into account (Yvonne & Dorothy, 2002). Many ethical concerns were taken into account when conducting the study. In order to preserve participant anonymity, the researchers in this study took informed permission and confidentiality into consideration.

Teachers' consent was sought since the researcher had used the teacher's data, which was gathered through a questionnaire. The respondents were given instructions not to put their names on the questionnaire and assurances that the replies would only be used for academic purposes and kept private in order to safeguard the confidentiality of the information they were given.

A brief description of the main objectives and the potential benefit of the research outcome were given in the introductory section of the questionnaire to encourage respondents and provide pertinent information about the questions under study. Last but not least, participants were chosen for the study based on their free will.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

This section of the thesis focused on the presentation, analysis, and interpretation of the data collected from various sources, such as questionnaires, interviews, focus group discussions, and document analysis, regarding the factors affecting teachers work motivation.

Out of the total respondents, 342 (100%), 314 (91.81%) participated in the collection and analysis of the data. Specifically, 277 (93.89%) out of 295 were teachers, 10 (71.4%) out of 14 were principals, 25 (80.64%) out of 31 were parent-teacher student association members, and 2 (100%) out of 12 were sub-city education experts, making a total of 314 (91.81%) participants who were involved in data collection and analysis from selected sample schools. This indicated that the non-respondent rate, which was 8.19%, had an insignificant effect on the study. The questionnaires were distributed to a total of 295 teachers in selected sample schools. Among the distributed questionnaires, 277 (93.89%) of teachers filled them out and returned them.

Additionally, interviews were conducted with sample school principals and sub-city educational experts, and a focus group discussion was also conducted with parent-teacher student association members. The collected data was primarily organized using tables and bar graphs, followed by analysis, discussion, and interpretation in alignment with the main research questions. Descriptive statistics like mean, standard deviations, frequency, and percentage were used. The responses obtained from the interviewed principals and sub-city educational experts and the focus group discussion of the parent-teacher student association were used to strengthen the analysis of the quantitative data.

4.2 Demographic Characteristics of Respondents

The demographic characteristics of participants of the study were presented as follows:

Table 4.1. Demographic characteristics of teachers, PTSA, principals, and sub-city education experts' sex

Variable	Participants		Frequency	Percentage	
Sex	Teachers	Male	149	53.8	
		Female	128	46.2	
	Principals	Male	7	70	
		Female	3	30	
	Parent -teacher student association	Male	22	88	
		Female	3	12	
	Sub-city education experts	Male	2	100	
		Female	-	-	
Total			Male	180	57.32
			Female	134	42.67
				314	100

Source: Own survey data result 2024G.C.

Table 4.1 illustrates the distribution of respondents based on sex. The largest proportion of the respondents were males, 180 (57.32%), and the remaining 134 (42.67%) were female. This indicated that both genders were included in the research study.

Table 4.2. Demographic characteristics of teachers, PTSA, principals, and sub-city education experts' ages

Group of participants		Age in years							Total
		Up to 25	26-30	31-35	36-40	41-45	46-50	51-55	
Teachers	Freq	41	110	98	22	4	2	-	
	%	14.8	39.7	35.4	7.94	1.44	0.72	-	
Principal	Freq	-	2	2	4	2	-	-	
	%		20	20	40	20	-	-	
PTSA	Freq	5	3	3	6	3	3	2	
	%	20	12	12	24	12	12	8	
Education officer	Freq	-	-	2	-	-	-	-	
	%	-	-	100	-	-	-	-	
Total	Freq	46	115	105	32	9	5	2	314
	%	14.65	36.62	33.44	10.2	2.9	1.59	0.6	100

Source: Own survey data result 2024G.C.

Table 4.2 illustrates the distribution of respondents based on age. The majority of respondents, 115 (36.62%), were between 26 and 30 years old; the second major age group respondents, 105 (33.44%), were between 31 and 35 years old; and the third major age group

respondents, 46 (14.5%), were up to 25 years old from the total respondents. Whereas 32(10.2), 9(2.9%), 5(1.59), and 2(0.6) of respondents were the least proportion of the respondents in the age groups of 36-40 years, 41-45 years, 46-50 years, and 51-55 years, respectively. Thus, the study included participants from different age groups.

Table 4.3: Demographic characteristics of teachers, PTSA, principals, and sub-city education experts' marital status

Group of participants		Marital status			
		Single	Married	Divorced	Widowed
Teachers	Freq.	83	130	58	6
	%	29.96	46.93	20.94	2.1
Principals	Freq.	3	4	2	1
	%	30	40	20	10
PTSA	Freq.	10	13	2	-
	%	40	52	8	-
Sub-city education officer	Freq.	1	1	-	-
	%	50	50	-	-
Total	Freq.	97	148	62	7
	%	30.9	47.13	19.75	2.22

Source: Own survey data result 2024 G.C.

Table 4.3 shows the distribution of respondents based on marital status: 148 (47.13%) respondents were married, 97 (30.9%) respondents were single, 62 (19.75%) respondents were divorced, and the last 7 (2.23%) respondents were widowed from the total respondents. Thus, participants of different marital statuses were incorporated into the study.

Table 4.4: Educational backgrounds of teachers, when they entered the teaching profession.

Educational background	Frequency	Valid Percent
Masters	9	3.2
First degree	171	61.7
Diploma	64	23.1
Certificate	33	12
Total	277	100.0

Source: Own survey data result 2024G.C.

In table 4.4, the majority of respondents, 171 (61.7%), were first degree holders; the second major respondents were diploma holders, which accounted for 64 (23.1%); the third major respondents were certificate holders, which accounted for 33 (12%); and the last 9 (3.2%) of

respondents were masters holders. Thus, the study incorporates all educational levels that match primary schools for gathering research data.

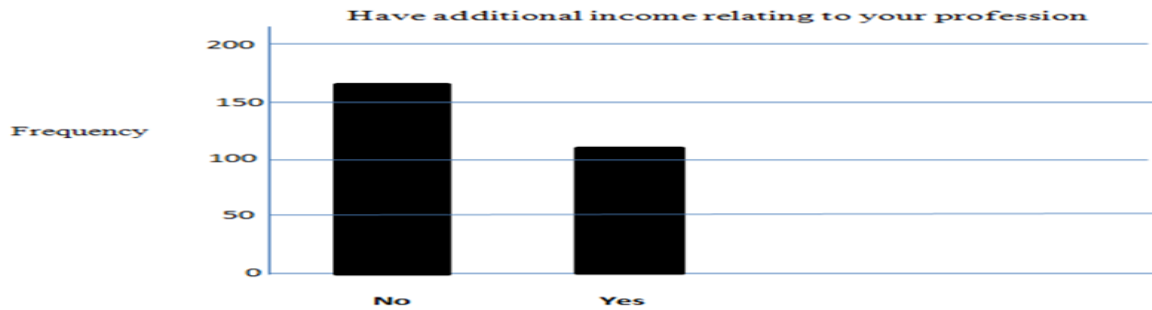


Figure 4.1: Additional income and teachers work motivation

Source: Own survey data result 2024

According to figure 4.1, the teacher’s additional income is related to their profession; 167 (60.3%) teachers’ responses indicated that they have no additional income, whereas 110 (39.7%) of the respondents responses indicated teachers get additional income relating to their profession. This indicated that the majority of teachers did not have additional income.

Table 4.5: Educational Variables of of principals and sub-city educational **experts**

Group of participants	Current level of qualification		Major field of study	Working experience in teaching	Working experience in the current position of principals
Principals		BA/BSC	Subject matter	4-11	1-5
	Freq.	8			
	%	80%			
		MA	EDPM	4-5	2-3
	Freq.	2			
	20%				
Sub city Educational expertise		MA	EDPM	6	5
	Freq.	1			
	%	50%			
		BA	Subject matter	7	6
	Freq.	1			
	50%				

Source: Own survey data result 2024G.C.

Regarding the current educational level of the principal's, 8 (80%) respondents were BA/BSC holders in the subject matter area, and only 2 (20%) were MA holders in EDPM. This indicates there is a gap where the principal studied the leadership area. This influenced the

motivation of teachers who could lead teachers with the same qualifications. Regarding principals working experience in teaching, 8 (80%) respondents had experience between 4-11 years, whereas only 2 (20%) of the respondents had teaching experience between 4-5 years. All sample principals had between 4-11 years of work experience in teaching and 1-5 years of work experience in their current position as principals.

Table 4.6: Additional demographic variables for teachers

No	Items	Groups	Frequency	Percentage
1	No of dependant family	None	68	24.5
		1-3	155	56
		4-6	52	18.8
		Over 6	2	0.7
2	Teaching experience (in years)	0-5 years	86	31.0
		6-10 years	91	32.9
		11-15 years	53	19.1
		16-20 years	44	15.9
		above 20 years	3	1.1
3	Workload(periods) per week in hours	0-5 hrs.	4	1.4
		6-10 hrs.	65	23.5
		11-15 hrs.	101	36.5
		16-20 hrs.	100	36.1
		Over 20 hrs.	7	2.5
4	Current career structure	Beginner teachers	98	35.4
		Junior teachers	90	32.5
		Senior teacher	35	12.6
		Teacher	23	8.3
		Associate teacher	14	5
		Lead-teacher	11	4
		Associate leader teacher	6	2.2
5	Current levels of teacher's qualification	Certificate	6	2.2
		Diploma	38	13.7
		BA/BED/BSC	205	74
		MA/MS	28	10.1
6	Currently studying to upgrade your qualification	Yes	171	61.73
		No	106	38.27
7	Field of specialization teach now(area of teaching)	Major	213	76.9
		Minor	49	17.7
		Other	15	5.4

Source: Own survey data result 2024G.C.

According to the data presented in Table 4.6, the initial variable examined was the number of dependant families; 155 (56%) of respondents possess one to three family sizes, and 52 (18.8%) of them have a family size of four to six. whereas 68 (24.5%) of them do not have

family, and only 2 (0.7%) of the respondents have more than 6 family members, which was considered to be the highest relative to others.

The second demographic variable was teaching experience for teachers. The majority of teachers, who account for 91 (32.9%) of the total respondents, had between 6-10 years' experience. The second and third largest groups of respondents were between 0-5 years and 11-15 years of experience, representing 86 (31.0%) and 53 (19.1%) of the total respondents, respectively. The rest of the respondents' responses, 44 (15.9%), had between 16 and 20 years of working experience, while 3 had more than 20 years of working experience. From this discussion, 63.9% of teachers had less than or equal to 10 years' experience. Thus, most teachers were young, which makes them sensitive to motivation or demotivation in their work. The remaining 36.1% of teachers teaching experience is above 10 years.

The third demographic variable is workload (periods) per week in hours. The majority of teachers, constituting 101 (36.5%) of the total respondents, had 11-15 hours per week. The second and third largest groups of respondents had 16-20 hours and 6-10 hours of work per week, respectively, representing 100 (36.1%) and 65 (23.5%) of the total respondents, respectively. The other two ranges show the least work load, representing 4 (1.4%) of the total respondents had 0-5 hours of workload, and 7 (2.5%) had above 20 hours of workload per week. This implies that the workload of teachers per week is relatively relevant.

The fourth demographic variable is the current career structure of teachers. The majority of respondents, 98 (35.4%), were beginner teachers, 90 (32.5%) respondents were junior teachers, 35 (12.6%) respondents were senior teachers, and 23 (8.3%), 14 (5%), 11 (4%), and 6 (2.2%) were respectively, indicated a level of teacher, associate teacher, leader teacher, and associate-leader-teacher. This implies that most teachers were grouped below the teacher level of career structure.

The fifth demographic variable is regarding the current level of teacher qualification: 205 (74%) respondents were BEd/BA/BSC holders, 28 (10.1%) of respondents were MA/MSC holders, 38 (13.7%) participants were diploma holders, and 6 (2.2%) respondents were certificate holders. This analysis shows that some teachers upgrade their qualifications from

certificate to diploma, diploma to degree, and degree to masters. Thus, updating and upgrading teachers' education level enhances work motivation and satisfaction.

The sixth demographic variable concerning teachers upgrading their qualifications was that 175 (63.2%) of the respondents responded that they were not studying to upgrade their qualification, and 102 (36.7%) responded that they were studying to upgrade their qualification. This implies that there was a gap or limitation for further education to upgrade, which may influence teachers work motivation.

In the seventh demographic variable concerning teachers areas of teaching, 213 (76.9%) of respondents responses showed they teach in a major field of study, and 49 (17.7%) of respondents responses showed they teach in a minor field of study. The remaining 15 (5.4) respondents showed that they teach in other fields of study other than their major and minor fields of specialization, which may hinder their work motivation. Teachers who teach in the major field of subject areas were more motivated than those who teach in the minor field and other fields of study.

4.3. Respondents' agreement level regarding the factors that influenced their decision to become a teacher.

Table 4.6 shows a comprehensive list of 12 statements or items that were presented to the respondents, outlining possible reasons for choosing a career in teaching or becoming a teacher. The respondents were indicated their level of agreement using a Likert scale:

5 = strongly agree, 4 = agree, 3 = not sure, 2 = disagree, and 1 = strongly disagree. The subsequent section presents the responses of the respondents to these statements.

Table 4.7: Teachers Preference to Become a Teacher.

No	Statements		1	2	3	4	5	Mean	Std.
1	I was employed temporarily	Freq	28	41	83	97	28	3.20	0.129
		%	10.1	14.8	30	35	10.1		
2	I was influenced by my friends and/or parents to be employed.	Freq	27	98	28	68	56	3.14	0.782
		%	9.7	35.4	10.1	24.5	20.2		
3	There was a greater opportunity for employment in teaching.	Freq	82	-	42	56	97	3.31	0.832
		%	29.6	-	15.2	20.2	35.0		
4	There was a lack of other employment opportunities.	Freq	83	56	28	41	69	2.84	1.109
		%	30.0	20.2	10.1	14.8	24.9		
5	I am more interested in a teaching job than others.	Freq	55	28	56	42	96	3.35	0.629
		%	19.9	10.1	20.2	15.2	34.7		
6	Teaching creates a sense of job security and safety.	Freq	97	28	41	27	84	2.9	1.027
		%	35.0	10.1	14.8	9.7	30.3		
7	Teaching had better pay and allowances when I was employed.	Freq	28	110	42	55	42	2.9	1.023
		%	10.1	39.7	15.2	19.9	15.2		
8	The teaching profession has an attractive career structure.	Freq	28	96	42	69	42	3.00	0.720
		%	10.1	34.7	15.2	24.9	15.2		
9	The teaching profession has better working and living conditions than other professions.	Freq	56	96	69	42	14	2.50	1.274
		%	20.1	34.7	24.9	15.2	5.1		
10	Teaching creates an opportunity to earn additional income.	Freq	-	42	70	82	83	3.64	0.562
		%	-	15.2	25.3	29.6	30.0		
11	Teaching puts the teachers on a high social status in society.	Freq	41	70	69	69	28	2.9	1.043
		%	14.8	25.3	24.9	24.9	10.1		
12	Teaching creates opportunities for creativity, professionalization, and the best research environment.	Freq	96	28	28	28	97	3.00	0.693
		%	34.7	10.1	10.1	10.1	35.0		
Average mean								3.06	1.068

Source: Own survey data result 2024G.C.

Note: The mean scale has a minimum value of 1 and a maximum value of 5. (Hint: Mean Value Measurement: Below 1.5 Strongly Disagree, 1.5-2.49 Disagree, and 2.5-3.49 undecided/not sure, 3.5-4.49 agree, and Above 4.49 Strongly Agree)

According to Table 4.7, the survey results regarding teachers' career choices for the teaching profession. The evaluation included a total of twelve statements. The first statement was "I was employed temporarily." The data indicated that the majority of respondents, 97 (35%), agreed with this statement. The next significant group, 83 (30%), remained neutral. The third largest group, consisting of 41 (14.8%) respondents, disagreed. This data suggests a general consensus among teachers regarding their career choice. This implies they become teachers temporarily; if they get other opportunities, they are ready to leave the profession.

The second question in the assessment asked whether the teachers were influenced by their friends and/or parents to be employed. The result showed that the majority of respondents, 98 (35.4%), disagreed. The next largest group of respondents, 68 (24.5%), agreed. The third largest group strongly agreed, comprising 56 (20.2%) of the total responses to the question. These findings suggested that teachers were influenced by their friends and parents to become employed.

The third question in the assessment was about a greater opportunity for employment in teaching. The results showed that the majority of respondents strongly agreed, accounting for 97 (35%) of the total respondents. The next largest group of respondents strongly disagreed, making up 82 (29.6%) of the total respondents. The third-largest group agreed, comprising 56 (20.2%) of the total responses to the question. This finding suggested that teachers joined the teaching profession due to a greater opportunity for employment in teaching.

The fourth question in the assessment was about the lack of other employment opportunities. The results showed that the majority of respondents strongly disagreed, accounting for 83 (30%) of the total respondents. The next largest group of respondents strongly agreed, making up 69 (24.9%) of the total respondents. The third-largest group response was disagree, comprising 56 (20.2%) of the total responses to the question. This implies that most teachers have other employment opportunities instead of joining the teaching profession.

The fifth question in the assessment was whether teachers were more interested in a teaching job than others. The results showed that the majority of respondents strongly agreed, accounting for 96 (34.7%) of the total respondents. The next largest group of respondents

was neutral, making up 56 (20.2%) of the total respondents. The third-largest group response was strongly disagreed with, comprising 55 (19.9%) of the total responses to the question. This implies that most teachers were more interested in teaching than other jobs. Thus, this factor pushed employees to become teachers because they have an interest in teaching.

The sixth question in the assessment asked whether teaching creates a sense of job security and safety. The results showed that the majority of respondents strongly disagreed, accounting for 97 (35%) of the total respondents. The next largest group of respondents strongly agreed, making up 84 (30.3%) of the total respondents. The third-largest group was neutral, comprising 41 (14.8%) of the total responses to the question. This finding suggests that teaching is not creating a sense of job security and safety. So, according to the respondents, most teachers do not choose the teaching profession due to the lack of job security and safety.

The seventh question in the assessment asked whether teachers had better pay and allowances when they were employed. The results showed that the majority of respondents disagreed, accounting for 110 (39.7%) of the total respondents. The next largest group of respondents was agreed upon, making up 55 (19.9%) of the total respondents. The third largest group was neutral, comprising 42 (15.2%) of the total respondents. This implies that most teachers had no better pay or allowance when they were employed. So most teachers become teachers due to other factors other than pay and allowance when they are employed.

The eighth question in the assessment was whether the teaching profession has an attractive career structure. The results show that the majority of respondents disagreed, accounting for 96 (34.7%) of the total respondents. The second-largest group of respondents agreed, making up 69 (24.9%) of the total respondents. The third largest group was strongly agreed and neutral, comprising 42 (15.2%) of the total respondents. This implies that the teaching profession does not have an attractive career structure. Thus, this factor mostly did not push employees to join the teaching profession.

The ninth question in the assessment asked that the teaching profession has better work and living conditions than other professions. The results showed that the majority of respondents

disagreed, accounting for 96 (34.7%) of the total respondents. The second-largest group of respondents was undecided, making up 69 (24.9%) of the total respondents. This implies that the majority of teachers believed that the teaching profession did not have better work and living conditions than other professions. So, this factor does not mostly push the employee to become a teacher.

The tenth question in the assessment asked that teaching creates an opportunity to earn additional income. The results showed that the majority of respondents strongly agreed, accounting for 83 (30%) of the total respondents. The second-largest group of respondents agreed, making up 82 (29.6%) of the total respondents. This implies that the majority of teachers believed that teaching created an opportunity to earn additional income. Thus, according to the respondent's response, this factor pushed employees into the profession.

The eleventh question in the assessment asked about teaching puts the teachers on a high social status in society. The results showed that the majority of respondents disagreed, accounting for 70 (25.3%) of the total respondents. The second largest group of respondents was agreed and neutral, making up 69 (24.9%) of the total respondents.. This implies that the majority of teachers believed teaching did not put the teachers on a high social status in society. This showed that teachers aren't mostly employed due to their greater social status in society, which may be a cause for employees to become teachers, as indicated above.

Generally, from the teachers choice based on the analysis and mean value conclude that, factors like temporarily employment, influenced by friends and /or parents to be employed ,greater opportunity for employment in teaching, more interested in a teaching job than others and teaching creates an opportunity to earn additional income have greater effects on teachers to join the teaching profession whereas factors such as teaching profession has an attractive career structure and teaching creates opportunities for creativity, professionalization and provide the best research environments were the second factors that have effects on a teacher to join the profession the other factors had very little effect.

Thus, the results showed that there are differences in their reasons for becoming teachers in most of the items. The greater the mean, the higher the level of agreement to be a teacher.

4.4. The major factors influencing teacher motivation in the workplace

Different statistical analyses were conducted to assess and determined the level of agreement regarding the major factors that affect teacher motivation in their work environment.

4.4.1. Extrinsic factors influencing teachers' work motivation

A total of 44 statements were provided to respondents, categorized under 10 sub-titles, to assess the major factors affecting teachers' work motivation. Respondents were required to rate their motivation levels on a Likert scale as: 5 = *strongly agree*, 4 = *agree*, 3 = *not sure*, 2 = *disagree*, and 1 = *strongly disagree*.

Table 4.8: Factors that affect the motivation of teachers in relation to organizational leadership and administration

No.	Statements	Answer	1	2	3	4	5
1	I am motivated by the existing management practices of our school.	Freq.	27	84	84	54	28
		Percent	9.7	30.3	30.3	19.5	10.1
		N=277	Mean= 2.89		Std. dev.=1.28430		
2	The school principal exercises educational leadership collaboratively.	Freq.	41	27	98	69	42
		Percent	14.8	9.7	35.4	24.9	15.2
		N=277	Mean=3.51		Std. dev.=1.28430		
3	The school leaders fairly evaluate my work.	Freq.	27	97	28	55	70
		Percent	9.7	35.0	10.1	19.9	25.3
		N=277	Mean=3.16		Std. dev.= 1.31993		
4	Educational leaders fulfill the needs of school employees and create a conducive working environment.	Freq.	28	125	55	14	55
		Percent	10.1	45.1	19.9	5.1	19.9
		N=277	Mean=2.79		Std. dev.=1.16207		
5	School directors are responsible, pay attention, and listen to my suggestions to support me.	Freq.	14	28	96	69	70
		Percent	5.1	10.1	34.7	24.9	25.5
		N=277	Mean=3.55		Std. dev.= 1.12368		
Average mean			3.18				

Source: Own survey data result 2024 G.C.

According to the data presented in Table 4.8, the majority of respondents' 84 (30.3%) disagreed with the motivation earned from existing management practices at their school, and 27 (9.7%) strongly disagreed with the mean score of 2.89. This implies that most teachers

were not motivated by the existing management practices in their school. Moving on to the second question about how the school principal exercises educational leadership collaboratively, the majority of respondents 98 (35.5%) were neutral, the second major respondents 69 (24.9%) agreed, and the third major group of respondents 42 (15.2%) strongly agreed with this statement with a mean score of 3.51. This implies that the agreed-upon level of response showed that most teachers were motivated by collaborative work.

The third question focused on fair evaluations of teachers by school leaders. The majority of respondents, 97 (35.01%), disagreed, the second major respondent, 70 (25.5%) strongly agreed, and the third major respondent, 55 (19.9%), agreed with this statement with a mean score of 3.16. This showed that there were 125 agreed respondents and 124 disagreed respondents whose levels of responses were nearly equal, which implies school leaders evaluate teachers unfairly.

Moving on to the fourth question about educational leaders fulfilling the needs of school employees and creating a conducive working environment, the majority of respondents, 125 (45.1%), disagreed with this statement (mean = 2.79). This factor also mainly affects the teachers working motivation.

The fifth question was about whether school directors are responsible, pay attention, and listen to my suggestions to support teachers. The majority of respondents, 96 (34.7%), were neutral; the second major respondent, 70 (25.5%), strongly agreed; and the third major respondent, 69 (24.9%), agreed with this statement with a mean score of 3.55. This implies an agreed-upon level of response. Among those factors, the school principal exercises educational leadership collaboratively, and school directors are responsible, give attention, and listen to my suggestions to support teachers, they have less influence on teachers work motivation relative to the other three factors.

Table 4.9 Factors that affect the motivation of teachers in relation to organizational policies and rules

No	Statements	Answer	1	2	3	4	5
1	The school policies, rules, regulations and procedures motivate me to work better and make work easier	Freq.	28	41	70	68	70
		Percent	10.1	14.8	25.3	24.5	25.3
		N=277	Mean= 3.400		Std. dev.=1.28610		
2	Rules, regulations and policies of the schools are made clear to teachers	Freq.	64	-	42	112	59
		Percent	23.1	-	15.2	40.4	21.3
		N=277	Mean=3.5993		Std. dev.=1.06410		
3	The school rules and polices make the environment conducive and initiate teachers to do with more morale	Freq.	14	84	69	82	28
		Percent	5.1	30.3	24.9	29.6	10.1
		N=277	Mean=3.09		Std. dev.= 1.31993		
4	There is a consistent training towards organizational rules and policies	Freq.	97	55	28	41	56
		Percent	35.01	19.9	10.1	14.8	20.2
		N=277	Mean=2.65		Std. dev.=1.16207		
Average Mean			3.18				

Source: Own survey data result 2024 G.C.

Based on the data presented in Table 4.9, the first question concerned the school policies, rules, regulations, and procedures that motivate teachers to work better and make work easier. The majority of respondents, 70 (25.3%), strongly agreed, 70 (25.3%) were undecided, and 68 (24.5%) agreed with this statement. This implies that most teachers agree with this statement. Moving on to the second question, this focused on the clarity of rules, regulations, and policies for teachers. The majority of respondents, 112 (40.4%), agreed with this statement, and the second major respondent, 64 (23.1%), strongly disagreed with it. The third major respondent, 59 (21.3%), strongly agreed with this statement with a mean score of 3.59, which indicated a strong agreement—that is, most teachers were motivated due to the presence of clear rules and policies.

The third question addressed the impact of school rules and policies on creating a conducive environment and boosting teachers' morale. The majority of respondents 84 (30.3%) disagreed, the second major respondents 82 (29.6%) agreed, the third major respondents 69 (24.9%) were neutral, and also 28 (10.1%) respondents strongly agreed with this statement, with a mean score of 3.09. The fourth question examined the presence of consistent training on organizational rules and policies. Once again, the majority of participants, 97 (35.0%),

strongly disagreed with this statement, and the second major respondent, 55 (19.9%), strongly agreed with this statement, providing a negative response with a mean score of 2.65.

Overall, the mean value of teachers' responses regarding organizational policies and rules and their impact on motivation was calculated to be 3.18, which aligns closely with the undecided level of response. The results show that among the above-stated items, lack of a conducive working environment and lack of consistent training towards organizational rules and policies hinder teachers work motivation more. The remaining items have fewer effects on teachers work motivation.

Table 4.10 Factors that affect the motivation of teachers' technical support and supervision

No	Statements	Answer	1	2	3	4	5
1	There is effective school level supervision	Freq.	14	111	42	54	56
		Percent	5.1	40.1	15.2	19.5	20.2
		N=277	Mean= 3.09		Std. dev.=1.1628		
2	I am motivated with the present supervision style	Freq.	14	84	83	69	27
		Percent	5.1	30.3	30.0	24.9	9.7
		N=277	Mean=3.04		Std. Dev.=1.3279		
3	Arrange seminars with teachers to share experience after classroom observation regarding instruction and students' learning conditions	Freq.	42	41	55	83	56
		Percent	15.2	14.8	19.9	30.0	20.2
		N=277	Mean=3.25		Std. dev. =1.3436		
4	I get enough recognition from my immediate supervisor for my work	Freq.	27	84	14	82	70
		Percent	9.7	30.3	5.1	29.6	25.3
		N=277	Mean=3.30		Std. dev.=1.3838		
5	Supervisors are more of fault finders	Freq.	41	70	27	97	42
		Percent	14.8	25.3	9.7	35.0	15.2
		N=277	Mean=3.1		Std. dev.=1.3405		
Average Mean			3.16				

Source: Own survey data result 2024 G.C.

In table 4.10, the first question inquired about whether there was effective school-level supervision in their school. The majority of respondents disagreed with this statement: 111 (40.07) with a mean score of 3.09.

Moving on to the second question, this focused on the motivations of teachers with the present supervision style. The majority of respondents, 84 (30.3%), disagreed, and 14

(5.15%) strongly disagreed with this statement, providing a negative response with a mean score of 3.45.

The third question addressed organized conferences with educators to exchange insights on teaching following classroom observations and students' learning conditions. The majority of respondents 83 (30.0%) agreed, and the second major respondent 56 (20.2%) strongly agreed with this statement; they expressed their support with a mean score of 3.25, manifesting a moderate level of certainty in their response.

The fourth question examined the teacher's recognition from their immediate supervisor for their work. Once again, the majority of participants 84 (30.3%) disagreed, the second major respondent 82 (29.6%) agreed, and the third major respondent 70 (25.3%) strongly agreed with this statement, with a mean score of 3.30. This implies that most teachers are motivated when they get immediate feedback.

The fifth question, which focuses on supervisors, was more about fault-finders. The majority of the respondents, 97 (35.0%), agreed with this statement and indicated that supervisors are more fault-finders instead of supporting and updating them, with a mean value of 3.10.

The analysis result showed that a lack of effective school-level supervision from supervisors, being more fault-finders, and organizing conferences with educators to exchange insights on teaching following classroom observations and students' learning conditions have a greater influence on teachers work motivation. Lack of motivation with the present supervision practice and immediate recognitions given by supervisors have less effect on teachers work motivation relative to the other factors

Table 4.11. Economic factors of teacher work motivation

No.	Statements	Answer	1	2	3	4	5
1.	Provision of adequate monthly salary to meet personal financial needs and to support one's family	Freq.	67	70	42	42	56
		Percent	24.2	25.3	15.2	15.2	20.2
		N=277	Mean=2.82		Std. dev.=1.4791		
2.	Your salary is proportional to the amount of work and experience does in the organization	Freq.	68	56	56	69	28
		Percent	24.5	20.2	20.2	24.9	10.1
		N=277	Mean=2.75		Std. dev. =1.3362		
3.	There is a consistent salary increment and other allowances for employees	Freq.	110	70	13	28	56
		Percent	39.7	25.3	4.7	10.1	20.2
		N=277	Mean=2.45		Std. dev.=1.5705		
4.	Your monthly salary is enough to participate in social affairs with confidence	Freq.	96	56	27	14	84
		Percent	34.7	20.2	9.7	5.1	30.3
		N=277	Mean=2.76		Std. dev.=1.6719		
5.	Low salaries are the most frequent reason teachers for leaving teaching	Freq.	55	56	70	55	41
		Percent	19.9	20.2	25.3	19.9	14.8
		N=277	Mean=2.89		Std. dev.=1.3350		
Mean average			2.73				

Source: Own survey data result 2024G.C.

Table 4.11 shows the responses obtained from the participants about how economic factors affect teachers work motivation. The first question was about the provision of an adequate monthly salary to meet personal financial needs and to support one's family. The majority of respondents, 70 (25.3%) disagreed, and 67 (24.2%) strongly disagreed with this statement, providing a negative response with a mean score of 2.82. The second question addressed a salary proportional to the amount of work and experience in the organization. The majority of respondents, 69 (24.9%), agreed with this statement, expressing their support, while around 68 (24.5%) strongly disagreed, and 56 (20.2%) respondents disagreed with this statement with a mean score of 2.75. This shows most teachers are demotivated by the unbalanced payment and work load.

The third question examined a consistent salary increment and other allowances for employees. Once again, the majority of participants, 110 (39.7%), strongly disagreed, and 70 (25.3%) respondents also disagreed with this statement, with a mean score of 2.45. The

fourth question addressed whether the monthly salary satisfies the desire to participate in social affairs with confidence. The majority of respondents, 96 (34.7%), strongly disagreed ,and 56 (20.2%) disagreed with this statement, with a mean score of 2.76.

The fifth question addressed the fact that low salaries are the most frequent reason teachers leave teaching. The majority of participants, 70 (25.3%), responded as undecided; the second major respondent, 56 (20.2%), disagreed; 55 (19.9%) strongly disagreed and agreed; and 41 (14.8%) strongly agreed with this statement, with a mean score of 2.89. This showed that most teachers did not consider salary as a main reason for leaving their profession.

Thus, teachers are demotivated by the lack of adequate monthly salary they get to meet personal financial needs and to support one’s family, the lack of consistent salary and other allowances at their workplace, unbalanced payment with the workload, and the lack of satisfaction to participate in social affairs with confidence. Most of them agreed that workers are inspired to achieve more and to give full effort only if they are satisfied with the pay.

Table 4.12 Incentives and fringe benefits

No	Statements	Answer	1	2	3	4	5
1.	I am happy with the benefit earned from education sectors	Freq.	41	70	55	55	56
		Percent	14.8	25.3	19.9	19.9	20.2
		N=277	Mean= 3.05		Std. dev.=1.3522		
2.	Pay incentives could improves teachers morale	Freq.	27	69	14	83	84
		Percent	9.7	24.9	5.1	29.96	30.3
		N=277	Mean=3.46		Std. dev.=1.4791		
Mean average			3.26				

Source: Own survey data result 2024G.C.

In table 4.12, the first question was asked about whether teachers are happy with the benefits earned from the education sector or not. The majority of respondents, 70 (25.3%), disagreed with this statement, with a mean score of 3.05. This means that the participants did not agree with the benefits earned from the education sector; there is a lack of benefits.

Moving on to the second question, the majority of respondents, 84 (30.3%), strongly agreed, and 83 (29.96%) agreed with this statement, with participants providing an affirmative response with a mean score of 3.46, indicating that if incentives are given to teachers, they

are ready to be motivated to do their work. This result showed that there is a lack of benefits earned from the concerned body, and if teachers get additional incentives and benefits, they become motivated.

Table 4.13. Working conditions of teachers work motivation

No	Statements	Answer	1	2	3	4	5
1	I am secured in my job and motivates me	Freq.	94	84	41	14	44
		Percent	33.8	30.2	14.7	5.0	15.8
		N=277	Mean= 2.24		Std. dev.=1.5820		
2	I am motivated with adequate physical infrastructures & facilities	Freq.	56	110	55	28	28
		Percent	20.2	39.7	19.9	10.1	10.1
		N=277	Mean=2.50		Std. dev. =1.3071		
3	I feel good at work and achieve better in my job	Freq.	41	69	70	55	42
		Percent	14.8	24.9	25.3	19.9	15.2
		N=277	Mean=2.96		Std. dev. =1.2846		
4	Working conditions, health and safety	Freq.	83	70	41	28	55
		Percent	29.96	25.3	14.8	10.1	19.9
		N=277	Mean=2.65		Std. dev.=1.3032		
Mean average			2.59				

Source: Own survey data result 2024G.C.

Table 4.13 shows where the participants stand on issues related to the working conditions of teachers and their motivation. The first questions were asked about whether teachers are secure in their jobs and motivate them or not. The majority of 84 (30.3%) respondents disagreed with this statement, and 69 (24.9%) strongly disagreed with it, with a mean score of 2.24. This means that the participants disagreed about the security of the job motivation. Moving on to the second question, this focused on teachers motivated by school conditions with adequate physical infrastructure and facilities. The majority of respondents, 110 (39.7%), disagreed, and 56 (20.2%) strongly disagreed with this statement, providing a negative response with a mean score of 2.50.

The third question addressed teachers feeling good at work and the achievement of their job. The majority of respondents responses were undecided on this statement, with 70 (25.3%) expressing their support, and the second major respondent, 69 (24.9%), decided to disagreed with the statement with a mean score of 2.96, approaching an undecided level of certainty in their response. The fourth question examined the working conditions, such as cleanliness of

the work place, healthy environmental conditions, and having enough tools and supplies as a whole that are safe and suitable to do once again, the majority of participants, 83 (30.0%), strongly disagreed with this statement, and the second largest participant, 70 (25.3%), disagreed with a mean score of 2.65.

Thus, factors related to working conditions influence teachers work motivation to a different extent. That is, there were insecure job environments, inadequate infrastructure, and a lack of conducive working environments that hindered teachers work motivation.

Table 4.14: Interpersonal relationships and teachers work motivation

No	Statements	Answer	1	2	3	4	5
1	There is a strong communication between school principals and teachers	Freq.	28	42	97	54	56
		Percent	10.1	15.2	35.0	19.5	20.2
		N=277	Mean= 3.25		Std. dev.=1.23		
2	You worked with the school principals in harmony	Freq.	14	96	42	69	56
		Percent	5.1	34.7	15.2	24.9	20.2
		N=277	Mean=3.20		Std. Dev.=1.12		
3	There is strong relationship and support among co-workers in the work place and motivates me	Freq.	84	69	27	69	28
		Percent	30.3	24.9	9.7	24.9	10.1
		N=277	Mean=2.60		Std. dev.=1.3996		
4	There is good communication and respecting among students and teachers	Freq.	28	42	56	95	56
		Percent	10.1	15.2	20.2	34.3	20.2
		N=277	Mean=3.39		Std. dev.=1.2483		
5	You have good relationship with your supervisors	Freq.	28	110	41	42	56
		Percent	10.1	39.7	14.8	15.2	20.2
		N=277	Mean=2.96				
Mean average		3.08					

Source: Own survey data result 2024G.C.

Table 4.14 represents the responses of participants on interpersonal relationships and teacher work motivation. The first questions were about the communication between school principals and teachers. The majority of respondents's 97 (35%) were undecided with this statement, and 54 (19.5%) participants agreed; 56 (20.2%) participants strongly agreed with this statement, with a mean score of 3.25. Touching on to the second question, this focused on how teachers worked with the school principals in harmony. The majority of respondents,

96 (34.7%), disagreed with this statement, providing a negative response. The remaining 14 (5.1%), 69 (24.9%), and 56 (20.2%) respondents, respectively, strongly disagreed, agreed, and strongly agreed with this statement, with a mean score of 3.20, indicated that most teachers worked with the school principals in harmony and there was less problem regarding communication. The third question addressed teachers' relationships and support among co-workers in the workplace, which motivated them. The majority of respondents' 84 (30.3%) responses strongly disagreed, and 69 (24.9%) respondents disagreed with this statement, with a mean score of 2.60. This also indicated that there is a gap in the relationship between teachers and co-workers. The fourth question examined communication among students and teachers. Once again, the majority of participants, 95 (34.3%), agreed, and 56 (20.2%) strongly agreed with this statement, with a mean score of 3.39. This implies that there was a relatively positive relationship between teachers and students.

The fifth question examined teachers' relationships with their supervisors. The majority of participants' 110 (39.7%) responses disagreed with this statement, with a mean score of 2.96. This implies that the relationship between teachers and supervisors needs improvement. Overall, the mean value of interpersonal relationships and teacher work motivation was found to be 3.08. The finding showed that there is a gap or a problem related to the interpersonal relationship between teachers and co-workers, teachers and principals, teachers and supervisors, and teachers and students.

Table 4.15: Teachers' status and their work motivation

No	Statements	Answer	1	2	3	4	5
1.	I am satisfied with the respect from my school director	Freq.	14	14	28	123	98
		Percent	5.1	5.1	10.1	44.4	35.4
		N=277	Mean= 4.00		Std. dev.=1.0563		
2.	I am happy with the respect from my colleagues	Freq.	-	41	42	97	97
		Percent	-	14.8	15.2	35.0	35.0
		N=277	Mean=3.90		Std. dev.=1.0432		
3.	I am pleased with the respect from the students' parents	Freq.	83	55	42	83	14
		Percent	29.96	19.9	15.2	30.0	5.1
		N=277	Mean=2.60		Std. dev.=1.2431		
4.	I am satisfied with the student discipline and respect	Freq.	14	125	56	55	27
		Percent	5.1	45.12	20.2	19.9	9.7
		N=277	Mean=2.84		Std. dev.=1.0610		
Mean average			3.335				

Source: Own survey data result 2024 G.C.

Table 4.15 shows the responses of participants to teachers' status and their work motivation. The first questions asked about teachers were satisfied with the respect from their school director. The majority of respondents, 123 (44.4%), agreed with this statement, with a mean score of 4.0. This means that the participants get motivation when school directors respect them.

Touching on to the second question, this focused on teachers' happiness with the respect from their colleagues. The majority of respondents' 97 (35.0%) strongly agreed, and also 97 (35.0%) agreed with this statement; provided an affirmative responses, indicated that teachers are motivated when they are respected by their colleagues.

The third question addressed teachers' delight with the respect they get from their parents. The majority of respondents, 83 (30.0%), strongly disagreed, 83 (30.0%) agreed with this statement, and 55 (19.9%) disagreed with it. This implies that the majority of teachers were not happy with parents respect, with a mean score of 2.60.

The fourth question was about the motivation level of teachers toward student discipline and respect. Once again, the majority of participants, 125 (45.1%) respondents, disagreed with this statement, with a mean score of 2.84. Generally, parents respect and students behavior greatly influence teachers work motivation.

Table 4.16: Teachers' development program (TDP) and motivation for further education and work motivation

No	Statements	Answer	1	2	3	4	5
1	The school allocates enough budgets for staff development activities	Freq.	14	70	70	81	42
		Percent	5.1	25.3	25.3	29.2	15.2
		N=277	Mean= 3.25		Std. dev.=1.2266		
2	Principals' play a great role to motivate professional staff development	Freq.	14	28	81	98	56
		Percent	5.1	10.1	29.2	35.4	20.2
		N=277	Mean=3.40		Std. dev.=1.1204		
3	There is an opportunity for further education program for employees in your school	Freq.	28	111	27	27	84
		Percent	10.1	40.1	9.7	9.7	30.3
		N=277	Mean=3.00		Std. dev. =1.3996		
4	The school provides continuous support, training and induction programs to update your self	Freq.	84	83	82	14	14
		Percent	30.3	30.0	29.6	5.1	5.1
		N=277	Mean=2.24		Std. dev.=1.2483		
5	There is fair and clear policy for employees' educational opportunity in your school	Freq.	-	84	40	84	69
		Percent	-	30.3	14.4	30.3	24.9
		N=277	Mean=3.45		Std. dev.=1.2518		
Mean average			3.07				

Source: Own survey data result 2024

In table 4.16, on the first question, the majority of respondents, 81 (29.2%), agreed, and 42 (15.2%) strongly agreed with this statement, with a mean score of 3.25. This means that most participants decided that the school allocates enough budgets for staff development activities, but the implementation needs improvement. On the second question, the majority of respondents' 98 (35.4%) responses agreed and 56 (20.2%) response strongly agreed, with this statement providing a favorable response with a mean score of 3.40, which indicated that according to teachers's responses, principals have a responsibility to motivate and support teachers. On the third question, the majority of respondents, 111 (40.1%), disagreed and 28 (10.1%) strongly disagreed with this statement, with a mean score of 3.00. This implies that the opportunity for further education for school employees was not enough. On the fourth question, the majority of participants, 84 (30.3%), strongly disagreed, and 83 (30%) disagreed with this statement with a mean score of 2.24. This response showed that there was a shortage of continuous support and training. On the fifth question, the majority of

participants, 84 (30.3%), agreed and disagreed with this statement, and 69 (29.9%) participants strongly agreed with this statement with a mean score of 3.45.

Generally, from teachers' responses, the majority of participants respond that there was a fair and clear policy designed by the government to employ educational opportunities. Thus, a lack of continuous support for CPD, induction, and opportunities for further education, as well as a lack of training for professional staff development, influence teachers motivation and satisfaction in their workplace.

Table 4.17. Social factors and teachers work motivation

No	Statements	Answer	1	2	3	4	5
1	Teachers are respected by students and the community	Freq.	28	84	69	41	55
		Percent	10.1	30.32	24.9	14.8	19.86
		N=277	Mean= 3.04		Std. dev.=1.3584		
2	Motivation by students and parents `initiated me to perform my work	Freq.	69	70	55	28	55
		Percent	24.9	25.3	19.9	10.10	19.86
		N=277	Mean=2.75		Std. dev.=1.3205		
3	I have enough time to participate in social activities	Freq.	14	69	55	56	83
		Percent	5.1	24.9	19.9	20.2	30.0
		N=277	Mean=3.45		Std. dev 1.2862		
4	Teaching puts teachers on a high social status in the society	Freq.	28	97	83	28	41
		Percent	10.1	35.01	30.0	10.10	14.8
		N=277	Mean=2.74		Std. dev.=1.1553		
Mean average			3.00				

Source: Own survey data result 2024G.C.

In table 4.17, on the first question, the majority of respondents, 84 (30.3%), disagreed, and 28 (10.1%) strongly disagreed with this statement, with a mean score of 3.04. This means that there is not enough respect from the community. On the second question, the majority of respondents' 70 (25.3%) disagreed and 69 (24.9%) strongly disagreed, with this statement providing a negative response with a mean score of 2.75. The response indicated that there were not enough initiatives for teachers from both the student and parent sides that make teachers more productive. On the third question, the majority of respondents, 83 (30.0%), strongly agreed, and 56 (20.2%) agreed with this statement, with a mean score of 3.45. This indicated that most teachers have free time to participate in social activities. On the fourth question, the majority of participants, 97 (35.0%), disagreed, and 28 (10.1%) strongly

disagreed with this statement, with a mean score of 2.24. Generally, according to the responses, most teachers didn't have high social status in society.

4.4.2. Intrinsic factors influencing teachers' work motivation

A total of 21 statements were provided to respondents, categorized under 5 sub-titles, to assess the major intrinsic factors influencing teachers' work motivation. Respondents were required to rate their motivation levels on a Likert scale as follows: 5 = *strongly agree*, 4 = *agree*, 3 = *not sure*, 2 = *disagree*, and 1 = *strongly disagree*.

Table 4.18. Recognition and teachers work motivation

No	Statements	Answer	1	2	3	4	5
1	I get enough recognitions from school management team	Freq.	28	70	68	69	42
		Percent	10.1	25.3	24.5	24.9	15.2
		N=277	Mean= 3.09		Std. dev.=1.2282		
2	I am motivated because of my supervisor always recognize the work I do	Freq.	42	70	68	69	28
		Percent	15.2	25.3	24.5	24.9	10.1
		N=277	Mean=2.89		Std. dev.=1.2276		
3	I get enough recognition from Parent Student Teacher Association	Freq.	28	98	81	42	28
		Percent	10.1	35.4	29.2	15.2	10.1
		N=277	Mean=2.80		Std. dev.=1.1304		
4	I get enough recognitions from sub-city experts	Freq.	55	97	14	83	28
		Percent	19.86	35.02	5.1	29.7	10.1
		N=277	Mean=2.75		Std. dev.=1.1394		
Mean average			2.89				

Source: Own survey data result 2024G.C.

Table 4.18 Showed recognition and teacher motivation. The first question focused on recognitions from the school management team; the majority of respondents, 70 (25.3%), disagreed, and 28 (10.1%) strongly disagreed with this statement. On the other hand, 69 (24.9%) and 42 (15.2%) respondents agreed and strongly agreed with the statement, respectively, resulting in a mean score of 3.09. This indicates that some of the participants were demotivated by their level of recognition from the school management team.

The second question, which addressed whether teachers were motivated because their supervisors always recognize their work, the majority of respondents, 70 (25.3%) disagreed and 42 (15.2%) strongly disagreed with this statement, with a mean score of 2.89. This showed that most teachers were not motivated by the recognition given by their supervisors.

The third question focused on whether teachers get enough recognition from the Parent-Student Teacher Association. Once again, the majority of respondents, 98(35.38%) were disagreed and 28(10.1%) respondents were strongly disagreed with this statement, and 28 (10.1%) strongly disagreed with it, resulting in a mean score of 2.80. This suggested that there was a lack of recognition from PTSA to motivate and support teachers in their workplace.

The fourth question indicated that recognitions were given to teachers form sub-city experts. The majority of respondents, 97 (35.02%), disagreed, and 55 (19.86%) strongly disagreed with this statement, indicated a lack of enough recognition given by educational experts to come up with new and better ways of teaching and learning, with a mean score of 2.89.

Overall, there was not enough recognition given to teachers from parents, school management teams, and sub-city educational offices. Thus, a lack of recognition demotivates teachers in their work.

Table 4.19. Responsibility and teachers work motivation

No	Statements	Answer	1	2	3	4	5
1.	I am motivated with my autonomy as a teacher	Freq.	11	130	101	29	6
		Percent	4.0	46.9	36.5	10.5	2.2
		N=277	Mean= 2.59		Std. dev.=.8132		
2.	I am motivated with the freedom that having in decision making	Freq.	31	140	67	32	7
		Percent	11.2	50.5	24.2	11.6	2.5
		N=277	Mean=2.44		Std. Dev.=.9249		
3.	I am motivated in being responsible for my own work	Freq.	54	136	56	17	14
		Percent	19.5	49.1	20.2	6.1	5.1
		N=277	Mean=2.28		Std. Dev.=1.0108		
4.	I am motivated in the encouragement to come up with new and better ways of doing things in teaching learning	Freq.	72	63	60	54	28
		Percent	26.0	22.7	21.7	19.5	10.1
		N=277	Mean=2.71		Std. Dev.=1.3498		
Mean average			2.64				

Source: Own survey data result 2024G.C.

In table 4.19, on the first question, the majority of respondents, 130 (46.9%), disagreed with this statement with a mean score of 2.59. This means that the participants were not motivated by their autonomy as teachers. This implies there is a lack of freedom.

On the second question, the majority of respondents' 140 (50.5%) disagreed with this statement, with a mean score of 2.44, indicated disagreement in the response. This implies teachers were not involved in most of the decision-making activities freely.

On the third question, the majority of respondents, 136 (49.1%), disagreed, and 54 (19.5%) strongly disagreed with this statement, with a mean score of 2.28, which indicated a disagreed level of certainty in the response. On the fourth question, the majority of respondents, 72 (26.0%) strongly disagreed, and 63 (22.7%) disagreed with this statement, with a mean score of 2.71. Therefore, the teachers who are working in the study area were discouraged from being motivated by the encouragement to come up with new and better ways of doing things in teaching and learning.

Thus, teacher motivation related to responsibility needs improvement because most teachers were not satisfied and motivated.

Table 4.20: Advancement/promotion and teachers work motivation

No.	Statements	Answer	1	2	3	4	5
1	I have many opportunities for professional Advancement	Freq.	41	-	42	138	56
		Percent	14.8	-	15.2	49.8	20.2
		N=277	Mean= 3.61		Std. dev.=1.2396		
2	I am well motivated and satisfied with the chance of the Present promotion policy	Freq.	28	42	70	82	55
		Percent	10.1	15.2	25.3	29.6	19.9
		N=277	Mean=3.34		Std. dev.=1.2396		
3	The school gives a chance to improve my leadership skill in work	Freq.	42	82	98	14	41
		Percent	15.16	29.6	35.4	5.10	14.8
		N=277	Mean=2.75		Std. dev.=1.2221		
Mean average			3.23				

Source: Own survey data result 2024G.C.

In table 4.120, the first question was about teachers having many opportunities for professional advancement. The majority of respondents, 138 (49.8%), agreed, and 56 (20.2%) strongly agreed with this statement, with a mean score of 3.61. This means that most

participants had an opportunity for professional advancement. The second question was teachers' well-being motivated and satisfied with the chance of the present promotion policy. The majority of respondents' 82 (29.9%) agreed, and 55 (19.9%) respondents strongly agreed with this statement, which provided a favorable response. A mean score of 3.34 indicated that most teachers were motivated and satisfied with the chances of the present promotion policy.

The third question addressed the fact that teachers' getting a chance to improve their leadership skills in their work. The majority of respondents, 98 (35.4%), were not sure on this statement, and the second major respondent, 82 (29.6%), showed that they disagreed with this statement, and the third major respondent, 42 (15.1%), strongly disagreed with this statement with a mean score of 2.75. This implies that most respondents disagreed that the school directors did not give them chances to improve their leadership skills.

Table 4.21. Teaching profession, teaching itself, and teacher work motivation

No	Statements	Answer	1	2	3	4	5
1	I get pleasure and more satisfaction from the work of teaching	Freq.	-	55	70	83	69
		Percent	-	19.9	25.3	30.0	24.9
		N=277	Mean= 3.6		Std. dev.=1.0675		
2	I get intellectual rewards from teaching	Freq.		83	41	98	55
		Percent		30.0	14.8	35.4	19.9
		N=277	Mean=3.45		Std. dev.=1.1173		
3	I like teaching forever	Freq.	14	70	28	110	55
		Percent	5.1	25.3	10.1	39.9	19.9
		N=277	Mean=3.44		Std. dev.=1.2072		
4	I preferred teaching because it is my interest	Freq.	14	56	28	123	56
		Percent	5.1	20.2	10.1	44.4	20.2
		N=277	Mean=3.60		Std. dev.=1.1682		
5	I am motivated to do my work well and it gives me a good status	Freq.	14	70	42	109	42
		Percent	5.1	25.3	15.2	39.4	15.2
		N=277	Mean=3.34		Std. dev.=1.1584		
Mean average			3.35				

Source: Own survey data result 2024G.C.

In Table 4.21, the first question asked about teachers getting pleasure and more satisfaction from the work of teaching. The majority of respondents, 83 (30.0%), agreed; the second major respondents, 70 (25.3%), were undecided; and 69 (24.9%) strongly agreed with this

statement, with a mean score of 3.6. This means that most teachers get pleasure and more satisfaction from the work of teaching. The second question is about teachers getting intellectual rewards from the teaching profession. The majority of respondents' 98 (35.4%) responses agreed and 55 (19.9%) strongly agreed with this statement, with favorable conditions and a mean score of 3.45, indicating that most teachers get intellectual reward from teaching.

The third question addressed the idea that teachers' lives are like teaching forever. The majority of respondents, 110 (39.9%) responses, agreed, and 55 (19.9%) strongly agreed with this statement, expressing their good feelings about teaching with a mean score of 3.44. This implies that most teachers have had an interest in teaching throughout their lives. On the fourth question, the majority of respondents, 123 (44.4%), agreed, and 56 (20.2%) strongly agreed, with this statement expressing their teaching preferences with a mean score of 3.60, which is near the agreed level of certainty in the response. This showed that most teachers preferred the teaching profession because of their interest in teaching. The fifth question addressed the fact that teachers were motivated to do their work well, which gives them a good status. The majority of respondents, 109 (39.4%), agreed with this statement, with a mean score of 3.34. This implies that most teachers are motivated when they do their work.

Table 4.22: Achievement and teacher work motivation

No.	Statements	Answer	1	2	3	4	5
1	I am motivated by the improvement of my students' academic performance and results.	Freq.	28	69	69	69	42
		Percent	10.1	24.90	24.9	24.9	15.2
		N=277	Mean= 3.10		Std. dev.=1.2855		
2	I am motivated by the good attitude of my students.	Freq.	98	56	40	42	41
		Percent	35.38	20.2	14.4	15.2	14.8
		N=277	Mean=2.54		Std. dev.=1.3190		
3	I feel motivated in that I am valued by my supervisors.	Freq.	70	83	28	82	14
		Percent	25.27	29.96	10.1	29.6	5.1
		N=277	Mean=2.59		Std. Dev.=1.2892		
4	I feel motivated to receive relevant feedback on time from my supervisors.	Freq.	14	70	-	84	109
		Percent	5.1	25.3	-	30.3	39.4
		N=277	Mean=3.74		Std. dev.=1.3402		
5	The reward I receive for the quality of my efforts motivates me.	Freq.	42	42	14	69	110
		Percent	15.2	15.2	5.1	24.9	39.7
		N=277	Mean=3.6		Std. dev.=1.5025		
Mean average			3.11				

Source: Own survey data result 2024

In Table 4.22, on the first questions, the majority of respondents answered undecided, agreed, and disagreed out of the total respondents of 69 (24.9%), with a mean score of 3.10. This implied that most teachers were motivated by the improvement of the students' academic performance and results, and some of them may or may not be motivated.

On the second question, the majority of respondents' 98 (35.4%) responses strongly disagreed with this statement, and also 56 (20.1%) respondents disagreed with this statement, providing negative responses with a mean score of 2.54, which indicated that teachers were mostly demotivated due to the misbehavior and disinterest of students.

On the third question, the majority of respondents, 83 (30.0%) responses, disagreed with this statement, and 70 (25.3%) of respondents also strongly disagreed with a mean score of 2.59. This implies that supervisors most of the time don't value teachers, and for this reason, teachers become demotivated.

On the fourth question, most of the respondents' 109 (39.4%) responses strongly agreed with this statement; the second major group of respondents, 84 (30.3%), also agreed with this statement, expressing their feeling of motivation to receive relevant feedback timely from their supervisors, with a mean score of 3.74, which is the agreed level of certainty in the response. This implies that most teachers are motivated when they receive immediate feedback.

On the fifth question, the majority of respondents, 110 (39.7%), strongly agreed with this statement, and also the second major group of respondents, 69 (24.9%), agreed with this statement, getting rewards due to their quality effort, which motivates them with a mean score of 3.6, which is the agreed level of certainty in the response. This implies that when teachers get a reward for their best effort or success, they become motivated

4.5 Inferential Statistics, Results, and Discussion

4.5.1 Correlation of factors influencing teachers' work motivation.

Table 4.23: Extrinsic factors affecting teachers work motivation

Variables	Teachers work motivation level	
	Organization leadership and Administration	Pearson Correlation
Sig. (2-tailed)		.001
N		277
Organization policies and rules	Pearson Correlation	.115*
	Sig. (2-tailed)	.047
	N	277
teacher's technical support and supervision	Pearson Correlation	-.052
	Sig. (2-tailed)	.391
	N	277
Economic factors	Pearson Correlation	.068
	Sig. (2-tailed)	.260
	N	277
Incentives and fringe benefits	Pearson Correlation	.131*
	Sig. (2-tailed)	.029
	N	277
Working condition	Pearson Correlation	.304**
	Sig. (2-tailed)	.004
	N	277
Interpersonal relationship	Pearson Correlation	-.079
	Sig. (2-tailed)	.190
	N	277
Teachers' status	Pearson Correlation	.217*
	Sig. (2-tailed)	.012
	N	277
Teachers' development program and motivation for further education	Pearson Correlation	.013
	Sig. (2-tailed)	.829
	N	277
Social factors	Pearson Correlation	.123*
	Sig. (2-tailed)	.041
	N	277
** Correlation is significant at the 0.01 level (2-tailed).		
* Correlation is significant at the 0.05 level (2-tailed).		

Source: Own survey data result 2024G.C.

In Table 4.23, the primary factors influencing teachers' work motivation were presented in ten sub-categories. This implies that all 44 items were classified into these ten sub-categories, which greatly impact the level of motivation experienced by teachers in their workplace.

The data in table 4.23 reveals that certain responses exhibit significant correlations at the 0.05 level (2-tailed), while others demonstrate significant correlations at the 0.01 level (2-tailed). Specifically, organizational leadership and administration, as well as working conditions, exhibit a positive and significant correlation value at the 0.01 (2-tailed) levels on teachers' work motivation. In relation to organizational rules and policies, incentives and fringe benefits, teachers' status, and social factors, they display a positive and significant correlation value at 0.05 (2-tailed) on teachers work motivation.

Table 4.24: Intrinsic factors affecting teachers work motivation

Variables	Teachers work motivation		
	Pearson's correlation	Sig. (2-tailed)	N
Recognition	.349**	.000	277
Responsibility	.332*	.01	277
Advancement/promotion	-.305**	.000	277
Work/teaching itself/	-.138*	.022	277
Achievement	-.305**	.000	277
** Correlation is significant at the 0.01 level (2-tailed).			
* Correlation is significant at the 0.05 level (2-tailed).			

Source: Own survey data result 2024G.C.

According to the data presented in table 4.24, the intrinsic factors influencing teachers' motivation at work were categorized into five subheadings. These subheadings encompassed all twenty-one items or statements that are crucial in either demotivating or motivating teachers in their workplace. The findings in table 4.24 reveal that certain responses exhibit significant correlations at the 0.05 level (2-tailed), while others demonstrate significance at the 0.01 level (2-tailed).

Factors such as recognition and responsibility have a positive and significant correlation value at the 0.01 and 0.05 (2-tailed) respectively on teachers' motivation, whereas achievement and advancement, and work/teaching itself exhibit negative correlation and significant at the 0.01 and 0.05 (2-tailed) level on teachers' work motivation.

4.6. Qualitative Data Presentesation

This section discusses qualitative information regarding teacher work motivation collected from open-ended questions, interviews, and focus group discussions. Open-ended questions were raised for teachers, interviews were conducted with principals and sub city educational expertise, and a FGD was conducted with PTSA members. The responses and discussion of each question were presented below.

The first question to be raised for teachers, principals, and sub-city educational experts was; what looks like the current status of teachers' work motivation?

Teachers generally responded that the current status of their work motivation is low due to different reasons. Among the reasons mentioned by the participants were a lack of acceptance by the government, society, and students. These stakeholders do not show respect for teachers and don't pay attention. Low monthly salaries, political interference, low interest, low achievement, and the misbehavior of students to learn, cost of living, economic crisis, lack of free time for additional work, lack of strong interpersonal relationships, unbalanced monthly payment and workload, lack of recreational areas like TV and Wi-Fi in the staff, sport field, etc. in the school compound, lack of training and continuous support, etc. make the current teachers work motivation low.

According to the school principal's interview responses, most of the school principals rated "the current status of teachers work motivation as low." They indicated that "most of the teachers are depressed, show carelessness, and generally have low work motivation." Some of the principals indicated that few of the teachers have good work motivation and take responsibility for their conduct."

According to sub-city educational experts, their response shows that "the current status of teachers' work motivation is low and not well motivated for many reasons; it needs serious follow-up and improvement."

The second question to be raised for teachers, principals, sub-city educational experts, and PTSA was; What are the major factors affecting teachers' work motivations?

According to participant responses, the factors affecting teachers work motivation include:

- lack of fulfilling basic needs due to a very low monthly salary and high cost of living conditions
- Lack of fringe benefits and medication dwelling
- limited career structure and low social status for the teaching profession
- Unsuitable working environment
- lack of technical support and encouragement, unclear rules and regulations in the school, and a lack of professional security and safety
- Administrative problems such as the supervision conducted by the school leaders and supervisors more focus on faults, lack of professional school leaders, lack of clear communication, and the leadership style that the school leaders used apply wrongly.
- Lack of recognition, appreciation, or reward from the concerned bodies
- There is less participation from societies to support teachers and a lack of respect.
- Students misbehavior and lack of interest in learning
- The increment of paper work from time to time, a lack of flexible working time, and political interference.
- Class size (student-teacher ratio) is not matched.
- Shortage of teaching materials and other infrastructure and facilities
- shortage of continuous training
- Lack of budget to support and motivate teachers using different systems

The third question to be asked for teachers only was; which teacher's demographic variables and other characteristics (such as age, gender, education, experience, family size, etc.) are significantly related to their level of work motivation and satisfaction?

- In relation to age, mixed evidence was obtained from the participant's response concerning the relationship between age and job motivation and satisfaction. The general findings reported by the participants on the relationship between job

satisfactions and the desire for money are that young workers are rated higher by young employees than older employees and also showed that younger workers with low incomes are more concerned about money, whereas older workers with high incomes and management positions are motivated more by job security, interesting work, and recognition. The finding generally shows that older teachers are more motivated than younger teachers.

- In relation to gender, some of the participants stated that males are more motivated than females, whereas most of the participants stated that females are more motivated than males. This generally shows that females are more motivated than males.
- In terms of education, a review of job motivation studies that included education as a variable indicates that the relationship between education and job motivation and satisfaction increases both the intrinsic and extrinsic rewards of work. Most of the participants found that teachers with more education have higher job satisfaction and motivation levels, and some participants also indicated that workers with more education have lower job satisfaction and motivation levels.
- In terms of experience, a few of the respondents indicated that beginner teachers are more motivated than more experienced teachers, and more of the respondents indicated that older and experienced teachers are more motivated than younger teachers.
- Family size is significantly related; this implies that the larger the family, the lower the teacher's work motivation is due to the low monthly salary. The teacher is of great value in supporting his or her family.

The fourth question to be asked for principals was: Would you have any recommendations about salary, academic qualification, supervision, working environment, organizational culture, and policy to increase teachers work motivation? State each factor?

Regarding this interview, principals respond that the variables listed above all have effects on teachers work motivation, either directly or indirectly. When these variables were implemented or given negatively, it resulted in the demotivation of teachers, while if they could be implemented positively, they would enhance teachers work motivation and

productivity. To enhance teachers work motivation and productivity, the salary must be balanced with the workload and the time that the teachers spend, teachers should be qualified in their subject area and upgrade themselves from time to time, supervision should be supportiveto fill gaps instead of fault finding, the working environment should be conducive and comfortable and have collaborative staff, the organizational culture should consider the culture of all teachers, and each culture must be respected and consistently implemented.

The fifth question to be asked for principals was; Do teachers generally teach in schools in an environment with adequate physical infrastructure and facilities?

Most of the respondents showed that most of the school environment does not have a safe work environment to do their job. This problem hinders the teaching and learning process and is solved by the participation of all stakeholders. From the principal's response, some of the insufficient materials and services include recreation area, toilet, bathroom, sport field, Wi-Fi access, TV in the staff, blackboard, instructional materials, and etc are not fulfilled. Most schools lack quality as well as quantity; very few schools have access. Generally, teachers teach students with inadequate materials in the school. This leads to the demotivation of teachers. This problem happens due to a lack of fair allocation of budgets to the school and a lack of community support for the school.

The sixth question to be asked for principals was; Do you think that teachers exert a high level of effort to minimize educational waste and improve students' academic achievement?

The participants respond that some of the teachers exert their maximum effort to minimize educational wastage by taking self-initiative to improve students achievement as well as their behavior, but most of them don't use their maximum effort and time; they miss some periods regularly because they are not interested in teaching, and even when they are in the class, they waste students time carelessly. Don't use teaching materials, including time, effectively and efficiently.

The seventh question to be asked for principals was; please tell me about the experience and practices (success as well as gaps) of your school in terms of supervision, reward, support, and feedback systems for teachers?

According to the principal's response, all of the schools have experiences and practices about supervision, reward, support, and feedback. There is some implementation gap related to the above factors; there is a very low reward and recognition for teachers annually. There is also a problem with giving positive and immediate feedback fairly, and school leaders are more fault-finders. The supervision of teachers could be conducted twice a semester by school leaders and external supervisors. Based on this supervision, the school leader tries to fill the teacher's gap, but it is not enough.

The eighth question to be asked for principals and sub-city educational experts was;Do you have any systems to maintain teacher motivation in your office, like reward, supervision, training, and others?

According to the principal's response, every school has its own system and mechanism to maintain teacher motivation, but it is not enough and accessible for most of the teachers in the school. Among those systems, there is little recognition and reward annually, giving a chance in the decision-making process, providing a clear management system and structure, giving training by identifying their gaps, fulfilling instructional materials and other facilities as much as the school can, solving administration problems, providing flexible working time, and proving a conducive school environment through such systems, the school leader tries to motivate teachers.

Most of the principals also mentioned: prizes and certificates of appreciation; giving ranks on the basis of their work; and using verbal and financial means based on their performance. On the other hand, a few others suggested giving a thank-you letter and recognition. Admiring the very small positive things teachers have done, rewarding teachers who perform their work effectively, naming the "Star of the Week," and being friendly with successful teachers were also motivational types cited by principals.

According to sub-city educational expertise, “there is a system to maintain teachers work motivation, but it is too little in terms of reward, supervision, and training.” It is not consistent and continuous. It needs improvement at the sub-city level. They said that trainings that were given before were not related to the teaching profession but rather focused on political issues. Due to this problem, many teachers lose interest in actively participating in the given training. If professionally related training is given, teachers will be highly motivated and develop higher interests in their occupation.

The ninth question asks for sub-city educational experts was; What is your role in enhancing teachers work motivation as a management team or educational expert?

According to their response, they have the role of supervising teachers, giving training to teachers, and supporting and monitoring teachers and principals.

The tenth question to be asked of sub-city educational experts was; Do you think that teachers are motivated and satisfied by your organizational policies and the support you provide?" Give evidence?

According to their response, “they don’t think that the teachers are motivated because of the service they provide. They indicated that there are some gaps regarding benefits, support, rewards, recognitions, trainings, promotions, etc., so teachers are not motivated and satisfied by the service that the subcity provides.”

The eleventh question to be asked for PTSA was; Do you think that there is a positive work relationship between teachers and students parents?

According to the discussion, the finding showed that most parents do not have close relationships with teachers and don’t support them, as well as don’t follow their children, and there is a big gap between parents and teachers. The parent-teacher student association does not work well to support and motivate teachers, but some of the parents have a medium positive interaction between teachers; sometimes they discuss together about their child to improve students’ academic achievement and behavior.

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

The twelfth question to be asked for PTSA was; Does the community engage in any type of activity to recognize or support teachers?

According to their discussion with regard to community engagement in any type of activity to support teachers, most of the respondents agreed that there is not enough support from the community except for a little bit of support from the school PTSA members. Most of the time, the community or parents don't engage in any activity to recognize or support the teacher. Most of the participants said that no recognition has been given for hard-working teachers by stakeholders, but some of them said that the school gave recognition for hard-working teachers at the end of the year. All participants said that recognition is important to motivate teachers to do their work effectively. The respondents also explain that teachers always complain and feel demotivated, and the community doesn't support them. Most of the school communities believe that all activities are the duties of teachers. They indicate that sometimes teachers ordered students to bring parents for student misbehavior, and the parents gave support for their idea to the school.

The last question was for PTSA: Do you think that teachers have good economic status to participate in any social activity with the community?

They have little participation in any social activity due to the scarcity of finance or low monthly salary; even they have an interest in participating in any social activity.

This is all about the text information obtained from three sources; open-ended question, interview and focus group discussion. The points and reasons given by those participants were related to the research problem and the points were correlated to each other and work motivation. The response gathered from teachers, principals, sub city education experts and PTSA members were related and tells the same thing, there is no deviation between their responses, all of the participants showed that the current status of teachers were low and their

acceptance by the community were deteriorated and decrease time to time. Even their responses were related with the analysis obtained from close-ended questionnaires. In general the findings obtained from teachers questionnaire much with the qualitative information, so the researcher conclude that the two datas are a support of one another and for each other to generalize the three research questions for the study.

Generally from open-ended questionnaire for teachers, interview for principals and sub city educational experts and from PTSA focus group discussion the major factor affecting teacher work motivation were reported as: lack of fulfilling basic needs due to a very low monthly salary and high cost of living conditions, limited and unsatisfied career structure, low social status, lack of technical support and encouragement from school principals , lack of fringe benefits and incentives, recognition, appreciation, or reward, small change in salary increments, lack of attention by the government, lack of professional security and safety, students misbehavior and lack of interest in learning, unsuitable working environment, lack of educational freedom and the mixing of politics and education, lack of balance between teacher work and salary payment, lack of professional school leaders, less participation of society to support teachers, lack of good personal relationships, shortage of teaching materials and other infrastructure and facilities, lack of respect from society, shortage of continuous training, lack of equity and fairness in the school management system, lack of budget to support and motivate teachers using different systems, administrative problems such as the supervision conducted by the school leaders and supervisors more focus on faults, lack of clear communication etc. were the major factors affecting teachers work motivation.

CHAPTER FIVE

SUMMARY, CONCLUSION, AND RECOMMENDATION

Introduction

This chapter of the study deals with a summary of the major findings, conclusions drawn, and recommendations that are assumed to be useful to enhance teachers work motivation in the Yeka Sub City Addis Ababa City administration.

5.1. Summary of the major findings

The main purpose of this study was to assess factors that affect teachers work motivation in government primary schools in Yeka sub-city, Addis Ababa city administration. The specific objectives of the study include examining the extent of teachers' work motivation, identifying the factors that influence teachers' work motivation, and assessing the relationship between teachers' demographic characteristics, other related variables, and the work motivation of teachers. After assessing and identifying the major factors affecting teacher work motivation, the study examined whether or not those factors contribute to significant effects on teacher work motivation.

To achieve this purpose, the study attempted to answer the following basic questions:

1. What is the current status of teachers' work motivation in government primary schools in Yeka sub-city in Addis Ababa city administration?
2. What factors influence teachers' work motivation in Yeka sub-city government primary schools in Addis Ababa city administration?
3. Which teacher's demographic variables and other characteristics are related to their level of motivation or not?

To answer these questions, the researcher employed a mixed method approach, both quantitative and qualitative techniques in data collection, analysis, and presentation. This is known as concurrent mixed method design. Information for the research is gathered from both primary and secondary sources.

In order to answer the research questions, sample selection was made, which involved both probability and non-probability sampling techniques. Out of the total population from 10 sample schools, 295 teachers were selected by simple random sampling, 14 principals and 2 sub-city educational experts were conveniently selected, and 31 parent-teacher student associations were selected through purposive sampling for the sample study.

A questionnaire was prepared and administered to 295 (100%) teachers, of which 277 (93.75%) questionnaires were returned. Interview questions were also prepared, and interviews were conducted with 10 principals and 2 sub-city educational experts. A focus group discussion was conducted with 25 parent-teacher student associations (PTSA). Additionally, supportive data was collected through various documents and literature.

To evaluate the instruments' validity and reliability, pilot testing was carried out in Kotebe Primary School by distributing draft questionnaires to four school principals and 16 teachers. After analyzing the data, the consistency of the instrument was calculated using Cronbach's alpha, and the value was obtained as 0.875, which indicates the instrument's good reliability. According to Del Siegle (1995), if the Cronbach's alpha value is greater than 0.8, it indicates the instrument's good reliability.

The collected data were analyzed using descriptive statistics such as percentage, mean, and standard deviation and inferential statistics such as correlation. The quantitative data collected through questionnaires was analyzed using SPSS software version 27. The qualitative information from open-ended questions was analyzed in an integrated way. The data was organized using tables and bar graph for presentation and interpretation.

The majorities of respondents were male, 26–30 years old, married, first-degree holders, and had 6–10 years of experience. The data also showed that most teachers did not have additional income, which impacted their work motivation.

The respondents' agreement levels related to their decision to become teachers were analyzed on a scale ranging from strongly agree to strongly disagree. Most teachers choose the profession for temporary employment, greater opportunities for employment in teaching and their interest in teaching, and opportunities to earn additional income.

Major findings related to extrinsic factors for teachers work motivation

Generally, findings on the major extrinsic factors that influence teachers “work motivations were discussed below.

According to the analysis results, the major factors that demotivate teachers regarding *organizational leadership and administration* were related to a lack of motivation with existing management practices, a lack of fulfilling basic needs, school leaders fairly evaluating teachers work and creating a conducive working environment, which greatly affect teachers work motivation. The remaining factors, like giving attention and listening to their suggestions to support them, and principal exercises of educational leadership collaboratively, have less significant influence.

Document analysis indicated that supervisors and principals were not problem solvers, which has effects on teacher motivation. From the questionnaire responses, teachers stated that “supervisory and principal support was more of a fault finder instead of filling gaps; they also abuse teachers by their weaknesses”. So it makes a negative impression on teachers'. It implies that teachers were demotivated by the leadership of both supervisor and principal.

This study was supported by Thoonen et al. (2011), as cited in Börü's (2018) statement that the ineffective leadership skills of school principals and supervisors negatively influence teachers' work motivation. So, teachers were subjected to having little sense of self-determination, which undermines work motivation and teacher retention.

As Aklilu (1966) stated, poor human resource management seriously demotivates teachers. Herzberg recommends that when there is participatory decision-making, there will be more effective and productive organizations and high staff morale.

The study obtained from the major factors that affect teachers' work motivation regarding *organizational rules and policies* indicated that among the stated factors, lack of a conducive working environment and lack of consistent training towards organizational rules and policies hinder teachers work motivation more. The remaining items have fewer effects on teachers work motivation. This implies that teachers are demotivated by policies and rules.

The report on school performance states that teachers have a problem implementing school strategies related to school regulations and rules. This study agrees with Bennell and Akyeampong (2007) causes of low teacher unclear & constantly changed policy. Similarly, agree with Giertz (2016) as teachers de-motivation occurs due to mainly poor policy implementation.

The study related to factors that affect teachers working motivation with regard to *technical support and supervision*. The analysis result indicated that lack of effective school-level supervision from supervisors, lack of motivation with the present supervision practice, and supervisors being more of fault finders have a greater influence on teachers work motivation. Mulkeen (2005) asserts that for teachers to remain engaged and content with their profession, they require both technical assistance and supervision throughout their careers.

Atkinson (2007), citing Halliday (1999), who said that school principals should encourage and supervise teachers through induction programs to enhance their teaching and classroom management abilities in the first year of teaching, concurred with this conclusion. According to Dawit (2008), these inspection systems in many African nations prioritize defect detection above support.

The study related to the factors that affect teachers working motivation with regard to *economic factors and salary*. The analysis result showed that teachers are demotivated by a lack of adequate monthly salary to meet personal financial needs and to support one's family, a lack of consistent salary increament and other allowances, an unbalanced workload and payment, and insufficient satisfaction to participate in social affairs with confidence. Most of the respondents agreed that workers are inspired to achieve more and to give full effort only if they are satisfied with the pay.

Principals recommended that “to enhance teachers work motivation and productivity, the salary must be balanced with the workload and the time that the teachers spend, teachers should be qualified in their subject area and upgrade themselves from time to time, supervision should be supportive and become filling gaps instead of fault finding, and the working environment should be conducive and comfortable and have collaborative staff. Among these factors, the principals rate “salary” as the most motivating factor in the current situation”.

This study agrees with Bennell and Akyeampong's (2007) causes of low teacher motivation, which this report will refer to as "threats to teacher motivation," which include teachers' low and irregular salaries. And according to Gameda and Tynjala (2015), a research study in Ethiopia has been presented by a teacher in Ethiopia as economic suicide.

The study related to to *incentives and fringe benefits*. The result showed that there is a lack of benefits earned from the concerned body, and if teachers get additional incentives and benefits, they become motivated.

From the interview and focus group discussion, respondents’ responses agreed with the “teacher’s insufficient incentive and they believed that teachers were demotivated by these related factors”. School principals and PTSA indicated that the economic status of teachers is very low as compared to other government workers, and also from the open-ended questionnaire responses for teachers; they said that insufficient housing for teachers demotivates us.

This study agreed with Skyes (1983) that teachers did not get good service compared to other related fields, so teaching is clearly not an attractive service occupation. Thus, many researchers reported that teaching is “the special but shadowed” (Hoffman, 1981).

The study related to the factors that affect teachers working motivation with regard to *working conditions*, including an insecure job environment, inadequate infrastructure, and a lack of a conducive working environment that hinders teachers work motivation. With regard to adequate physical infrastructure and facilities, most of the interview and focus group discussion responses showed that “most of the school environment has no safe work

conditions to do their work”. From the principal's response, some of the insufficient materials and services, includes the recreation area, toilet, bathroom, sport field, Wi-Fi access, TV in the staff, blackboard, instructional materials, etc., are not fulfilled.

“Many schools lack adequate physical infrastructure and facilities, hindering the teaching and learning process. Teachers make efforts to minimize educational waste and improve students' academic achievement, but motivation plays a significant role in their performance. Systems are in place to maintain teacher motivation, such as recognition, rewards, and feedback mechanisms. However, there are gaps in implementation, and the training provided to teachers is not considered sufficient or relevant to their profession”.

Although, in an open-ended response, teachers blame the hotness of the study area for feeling uncomfortable; lack of budget at school influences teachers to do work by scarcity; lack of family control and support for students; the issue of students discipline in their school is very questionable and has become a problem. This study supported the work of Legesse (1992), who found that the majority of the factors in the teachers working conditions and personal lives were not motivating”.

Regarding *interpersonal relationships*, the study indicated that the main factors that affect teacher motivation are a lack of strong communication in the school compound, a lack of positive relationships between co-workers and teachers, a lack of good relationships between teachers and supervisors, and a lack of good communication and respect among students and parents, which make teachers demotivated in their work. The finding showed that there is a gap or a problem related to interpersonal relationships in schools that needs improvement.

From the PTSA discussion response, the finding is that “most parents do not have close relationships with teachers and don't support them, as well as don't follow their children”. But some of the parents have a medium interaction between teachers; sometimes they discuss together about their child to improve students' academic achievement and behavior.

This result goes with Mitchell's and Larson's (1987) cited in Dawit (2008) findings where the positive relationships of teachers with other colleagues, administrators, and supervisors motivate them towards their work satisfaction and motivation. On the contrary, Carell et al.'s

(1992) findings show that poor relationships among teachers with administrators and supervisors have a negative effect on teachers work motivation.

Related to *teachers' status and work motivation*, the findings showed that teachers were demotivated due to a lack of respect from parents and the community, and the misbehavior and lack of interest of students in learning greatly affect teachers work motivation. This finding is supported by the study of ILO (1991), who stated that the profession is not as well respected as it used to be. Today, the status and respect of teachers in society are waning and deteriorating.

According to the school principal's interview responses," most of the school principals rated the current status of teachers work motivation as low". They indicated that most of them are depressed, show carelessness, and generally have low work motivation. Some of the principals indicated that few of them have good work motivation and take responsibility for their conduct. According to sub-city educational experts, their response shows that, "the current status of teachers' work motivation is low and not well motivated for many reasons; it needs serious follow-up and improvement".

The study related to *teacher development programs and motivation for further education*: lack of continuous support for CPD and induction, lack of opportunity for further education, and lack of providing training for staff development that influence teachers to become demotivated in their work. Benell and Akyeampong's (2007) findings are consistent with this finding, indicating that for teachers to become motivated in their work, they require both peer and supervisor support and continuous professional development (CPD).

The study also identified factors affecting teachers work motivation, related to *social factors* such as a lack of motivation from students and parents that make teachers more productive, low social status, a lack of respect by students, a lack of community engagement, and the presence of a negative attitude towards teachers's status that demotivates them in their work. Regarding social factors, Chapmean (1994), cited in Dawit (2008), suggested that recognition, support, and approval of teachers by the community were important ingredients in teachers' job motivation and their decision to remain in or leave teaching.

“Interviews and focus group discussions indicated that there is little community involvement in any kind of teacher support initiative. Respondents agreed that the support given by the community is low. They told me that sometimes teachers ordered students to bring parents to communicate their behavior and academic achievement. PTSA, focus group discussion indicated that teachers have little participation in any social activity with the community due to the scarcity of finance or low monthly salary; even they have an interest in participating in any social activity.”

Major findings related to intrinsic factors for teachers work motivation

The major findings related to intrinsic factors were presented below:

Regarding *recognition*, the result showed that teachers were demotivated in their work due to factors like a lack of recognition from the concerned stakeholders, like principals, PTSA, supervisors, and sub-city educational experts. Generally, the finding indicated that there is not enough recognition given to teachers. Principals and education experts in the interview and PTSA stated that the low recognition given to the teachers demotivates them, and they are not satisfied with the service provided by the subcity. This finding supported the study of Bennell and Akyeampong (2007). Causes of low teacher motivation include a lack of social respect for teachers and low recognition and prestige given to teachers.

“Teachers must be treated fairly in terms of equally rewarding or recognizing them for doing equal amounts of work at equal levels” according to Adams’ equity theory (1965), unless they become demotivated.

Regarding *promotion and advancement*, the finding shows that providing opportunities for professional development makes teachers motivated in their work. On the contrary, unfair chances and insufficient opportunities for professional development demotivate teachers. The data obtained from the career structures of teachers indicated that 223 (80.8%) of teachers are below their career level. This shows that only 54 (11.1%) of teachers reached above-average teacher career structures. This indicated that a small number of teachers have a high salary and career structure. This shows that the promotion of teachers needs improvement.

In terms of *responsibility*, teachers become demotivated due to a lack of autonomy or academic freedom, a lack of chance to participate in the decision-making process, and a lack of encouragement to do tasks in a better way. From open-ended questions, teachers recommended that school leaders create a system to encourage participatory decision-making with their employees to ensure responsible and shared accountability for the objectives of the school, and this action motivates teachers to do more with morale.

Achievement is another intrinsic motivation factor; the finding indicated that low school performance was a factor in teachers de motivation. In an open-ended question, respondents replied that, “because of low interest in education and insufficient family support, students’ achievement is low, which demotivates teachers in their work”. The findings obtained through the interview showed that, “students don’t have an interest in education, they have a high rate of carelessness, and they also lack support from society, except for a little support from the parent-teacher association”. This finding is supported by Guajardo (2011), as teacher motivation is critical for student learning outcomes. This means high teacher motivation leads to positive educational outcomes. However, unfavorable educational outcomes result from low teacher motivation.

“In the interview section, principals respond that some of the teachers exert their maximum effort to minimize educational waste by taking self-initiative to improve students achievement as well as their behavior, but most of them don’t use their maximum effort and time; they miss a lot of periods regularly because they are not interested in teaching, and even in the class, they waste students time carelessly. Don’t use teaching materials, including time, effectively and efficiently”.

According to the teacher performance report, the current level of teachers in Yeka Sub City is very low. The report states that in 2012 E.C. academic year, the school performance was not successful and the school standard was not improved.

Concerning *teaching itself*, teachers get satisfaction and motivation from the work itself due to getting intellectual reward, and teaching makes teachers' lifelong learners. These findings were supported by Herzberg (1959), who found that factors such as achievement,

recognition, work itself, responsibility, advancement, and growth, etc., are strong determiners of job motivation and, when present, build a high level of motivation and lead the individual to superior performance; hence, motivation factors are intrinsic to the work itself.

The findings in relation to demographic factors (like age and gender, experience, family size, marital status, education, etc.) and work motivation from the interview and focus group discussion showed that:

- In relation to age, mixed evidence was obtained from the participant's response concerning the relationship between age and work motivation. The general findings reported by the participants on the relationship between work motivation and the desire for money showed that young workers were rated higher than older employees and also showed that younger workers with low incomes are more concerned about money, whereas older workers with high incomes and management positions are motivated more by job security, interesting work, and recognition. The finding generally shows that older teachers are more motivated than younger teachers.
- In relation to *gender*, the responses of participants generally show that females are more motivated than males.
- In terms of *education*, the majority of the participants stated that teachers with more education have higher job satisfaction and motivation levels than workers with less education. Carell et al. provided support for this conclusion. (2005), who found that workers who possess a higher level of education tend to be happier in their jobs.
- In terms of *experience*, a small percentage of respondents said that beginner teachers were more motivated than more experienced teachers, while larger percentage of respondents said that older teachers were more motivated than younger teachers.
- In terms of *family size*, the larger the family, the lower the teacher's work motivation due to the low monthly salary.
- In terms of *marital status*, teachers who are married were more motivated than those who are unmarried. This finding was supported by Bownetal (1994), cited by Carell et al. (2005), who found that married agents were more motivated in their jobs than those who were single. *In terms of additional income*, when teachers get additional income they become motivated.

The provided text presents the results of an analysis of the factors affecting teachers' work motivation. The text related to correlations between variables and work motivation, some of the factors is positively correlated and some of them are negatively correlated and significant, which could be discussed in the analysis part. The findings of the study generally coincide with the objectives of the study and align with the literature that the researcher used.

The current teachers work motivation is generally low due to different factors. In summary, the finding highlights both extrinsic and intrinsic factors influencing teachers' work motivation, includes lack of motivation with the existing management practice, lack of fulfilling basic needs and unsuitable working environment, and lack of consistent training towards organizational rules and policies , lack of existence of effective school level supervision from supervisors, lack of motivation with the present supervision practice and supervisors are more of fault finders ,lack of adequate monthly salary to meet personal financial needs and to support one's family, lack of satisfaction to participate in social affairs with confidence, lack of benefits earned from the concerned body, insecure job environment, inadequate infrastructure, lack of good relationship between teachers and supervisors, misbehaving and lack of interest of students to learn, lack of continuous support for CPD and induction, lack of providing training for professional staff development and unfair chance,lack of enough recognition from the concerned stakeholders, ,lack of autonomy or academic flexible work time, lack of chance to participate in decision making process etc. are the main factors identified in the study.

5.2 Conclusions

Based on the results of the major findings of the study, the following conclusions were drawn: The study focuses on assessing factors affecting teachers' work motivation in government primary schools in Yeka Sub City, Addis Ababa.

Motivation is one of the key factors for all types of organizations to get best outcome from their employees. However, lack of motivation is perhaps the biggest obstacle faced by teachers. The present study as a whole depicts that there are several factors that school administrators and education officials need to consider with regard to the motivation of teachers. In conclusion, the finding highlights various extrinsic and intrinsic factors influencing teachers' work motivation that results low motivation and morale in teachers and made them ready to leave the institution when they get an opportunity.

The current status of teachers work motivation is generally low and also extrinsic factors have a greater effect than the intrinsic factors in their job, financial facilities like salaries and other benefits, teacher's status, working conditions, recognition and community involvement etc. are the most important factors for their motivation. There were significant differences among teacher work motivation with their gender, age, qualification, experience, family size and additional income as motivation factors.

From the findings it can also be concluded that school principals, supervisors, and the education office need to keep teachers happy and take care of their concerns and needs in order to maintain their work motivation. In addition, the recognition from society for this profession should need special attention, considering the situation in turn affects school performance and achievement. A thoughtful arrangement is deemed crucial so as to improve the work environment; besides, the need to boost the participation of teachers becomes crucial in the field of study. The other implication of the study is that school principals, teachers, and supervisors in the education office will use this study's information on current teachers' motivation status in order to find out different mechanisms to improve teachers' motivation.

5.3 Recommendations

In order to improve the teaching and learning process, the real implementation of teachers' motivation should be improved in schools. There is no best solution for the 'problems, but it could be minimized to improve teachers' work motivation at any level. Therefore, the following points are regarded as possible recommendations that would contribute to improving teachers work motivation at Addis Ababa city administration in Yeka sub-city government primary schools. Therefore, the following recommendations were proposed:

- To improve teachers work motivation, the right people should be assigned to the right places, and administrators as well as teachers should work together to bring about these relations.
- All teachers had an interest in getting promotion and recognition to upgrade them through further education, but the cost it requires is challenging. Therefore, it is recommended that the government provide adequate access to educational opportunities for teachers.
- The interpersonal relationship, supervision, and evaluation system of teachers at school should be smooth, with positive feedback, and improve the technical skills of teachers by communicating with them in close proximity.
- Lack of clarity and common agreement towards both school and organizational rules and policies influences teachers work motivation at their workplace. Thus, the concerned stakeholder groups, like principals and supervisors, should avoid it through continuous training.
- Most teachers' responses show that working conditions and teaching as a profession don't have safety and security. Thus, the concerned stakeholders (all educational administrators and experts at the school, woreda, sub-city, and/or federal level) should give attention to the improvement of the working conditions.
- The Ministry of Education makes salary increments for teachers comparative to other sectors, provides bonuses for improved teacher attendance and student learning, and finds an NGO to support teachers.
- Education offices and school leaders recognize and reward specific behaviors such as leadership and teamwork. Treat teachers as equal partners and professionals, and promote a professional environment in the school through codes of conduct, etc.

- The education office and principals coach teachers through on-the-job training and train teachers in new methods.
- Principals and supervisors advocate greater autonomy in classroom pedagogy, provide teamwork, and foster friendly relations with staff by having discussions.
- Teachers' motivation evidently emanates from not only extrinsic factors but also those intertwined with some intrinsic factors. Therefore, school authorities should devise mechanisms to enhance the fulfillment of such needs and maintain motivation among teachers. This could be a staff get-together event twice or at least once a year.
- It is known that the government introduced special provisions, like housing, that were supposed to meet the needs of personnel in the teaching profession. Hence, educational authorities have to check the gaps for the experience at the grassroots and find alternatives for equitable applications of privileges given to teachers.
- School administrators need to be trained in leadership skills, especially those in high-responsibility positions. This will help to professionally undertake regulatory activities like supervision in an objective and participatory way, MOE take this action.
- Some schools are not well equipped with educational resources; therefore, concerned bodies such as the government and NGOs may take action by working jointly for the sustainable development of the education sector.
- Many schools were found to be unsafe and not suitable for the working place; therefore, the government education sector should facilitate and make all school communities attractive, with special emphasis and care for students who love their schools.
- The Ministry of Education should focus on the overall government policy; political commitment and budget allocation may be revised in order to solve the problem of quality education vs. teachers' salaries and incentives.
- The Ministry of Education creates awareness in society to recognize the status, and mass media needs to be mobilized. Radio and TV programs can better achieve this target. Print media can also be used to achieve this end.
- The findings of this study have the potential to add value to educators as well as those who are interested in furthering the research in a more detailed way. Using the same methodology, it is recommended that this study be repeated in other parts of the country.

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APPENDICES

Addis Ababa University

College of Educational and Behavioral Studies

Department of Educational Planning and Management

**A study on “Factors Affecting Teachers' Work Motivation in Yeka Sub-City
Government Primary Schools in Addis Ababa City Administration**

Questionnaire to be filled out by teachers:

General Direction

The purpose of this questionnaire is **to collect data** that can serve as input for a thesis prepared for the partial fulfillment of a **Master of Arts degree** in educational planning and management at Addis Ababa University. This research aimed at assessing the “***Factors Affecting Teachers' Work Motivation in Selected Government Primary Schools of Yeka Sub City, Addis Ababa.***” The success of the study highly depends on your genuine response to the items in this questionnaire. I assure you that the collected data will be used only for the aforementioned educational purposes and will be kept confidential.

This questionnaire has four parts. Each part has its own instructions. Please read each item carefully and give your response accordingly. Ask the data collector if you need extra support before providing your answer, which is not clear.

You are kindly requested to fill out the questionnaire very carefully and honestly, according to the instructions provided for each part. There is no need to write your name.

I would like to thank you in advance for your cooperation!!

Part I: Background Information

Direction: Please give your response by putting a tick “(√)” mark inside the bracket by writing appropriate answers where needed.

1. Sex: a) Male () b) Female ()
2. Age: a) 21 – 25 () b) 26 – 30 () c) 31- 35 () d) 36 – 40 ()
e) 41 – 45 () f) 46 – 50 () g) 51 – 55 () h) over 55 years. ()
3. Marital status: a) Single () b) Married () c) Widowed () d) Divorced ()
4. What was your **qualification** when you joined to the profession of teaching?
a) MA/ MSC () b) BA / BSC () c) Diploma ()
d) Certificate () e) other, state it _____
5. What is your **current level of qualification**?
a) MA/ MSC () b) BA / BSC () c) Diploma ()
d) Certificate () e) other, state it _____
6. Number of **dependents** in your family:
a) None () b) 1-3 () c) 4-6 () d) over 6 ()
7. Are you currently studying to upgrade your qualification?
a) Yes () b) No ()
8. Do you have additional income relating to your profession (like part – time payment)?
a) Yes () b) No ()
9. Your total year of teaching experience (in years)
a) 0 - 5 () b) 6 - 10 () c) 11 -15 () d) 16 - 20 () e) over 20 ()
10. Show your current **career structure** from the following:
a) Beginner – Teacher () b) Junior – Teacher () c) Senior – Teacher ()
d) Teacher () e) Associate – Teacher ()
f) Lead- Teacher () g) Associate – leader Teacher ()
11. **Workload** (periods) per week
a) 0 - 5 () b) 6 - 10 () c) 11 -15 () d) 16 - 20 () e) over 20 ()
12. Field of **specialization** (if any): Major _____ Minor _____

Part II. Perception questions on motivation aspects

The following statements or items **are possible reasons**’ to become a teacher. Read carefully and put a tick “(√)” mark in one of the boxes in front of each statement or item according to your degree of agreement.

Key / Extent of agreement/ scale: 5 = *strongly Agree*; 4= *Agree*; 3= *Not sure*;
2= *Disagree*; 1 = *Strongly Disagree*

No	On being a teacher, I feel that	Extent of agreement/ scale				
		5	4	3	2	1
1	I was employed temporarily					
2	I was influenced by my friends and /or parents to be employed					
3	There was a greater opportunity for employment in teaching					
4	There was lack of other employment opportunities					
5	I am more interested in a teaching job than others					
6	Teaching creates a sense of job security and safety					
7	Teaching had better pay and allowances when I was employed					
8	Teaching profession has an attractive career structure					
9	The teaching profession has better work conditions and living conditions than other professions					
10	Teaching creates an opportunity to earn additional income					
11	Teaching puts the teachers on a high social status in the society					
12	Teaching creates opportunities for creativity, professionalization and provide the best research environment					

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

Part III: Questions related to the major factors that affect your work motivations

Think of those factors (which have a major role in the **motivation or satisfaction** of teachers) in the primary schools of Yeka sub-city. These factors are related to the two major factors, **intrinsic and extrinsic**. Read each statement carefully, and put a tick “(√)” mark below the number of your response for each statement.

N o	Motivational (extrinsic/ organizational factor) sub-scales description items	SCALES				
		5	4	3	2	1
	Organizational Leadership And Administration					
1	I am motivated by the existing management practices of our school					
2	The school principal exercises educational leadership collaboratively					
3	The school leaders fairly evaluate my work					
4	Educational leaders fulfill the needs of school employees and create conducive working environment					
5	School directors are responsible, pay attentions and listen to my suggestion to support me					
) Organizational Rules And Policies					
1	The school policies, rules, regulations and procedures motivate me to work better and make work easier					
2	Rules, regulations and policies of the schools are made clear to teachers					
3	The school rules and polices make the environment conducive and initiate teachers to do with more morale					
4	There is a consistent training towards organizational rules and policies					
	I) Teachers Technical Support And Supervision					
1	There is effective school level supervision					
2	I am motivated with the present supervision style					
3	Seminars are arranged with teachers to share experience after classroom observation regarding instruction and students’ learning conditions					
4	I get enough recognition from my immediate supervisor for my work					
5	Supervisors are more of fault finders					
	√) Economic Factors (Salary)					
1	Do you have adequate monthly salary Provision to meet personal financial needs and to support one’s family					
2	Your salary is proportional to the amount of work and experience does in the organization					
3	There is a consistent salary increment and other allowances for employees					
4	Your monthly salary is enough to participate in social affairs and creates a sense of self-confidence					
5	Low salaries are one of the most frequent reason for teachers to leave their profession					

N o	Motivational (extrinsic/ organizational factor) sub-scales description items	SCALES				
		5	4	3	2	1
) Incentives, fringe benefits					
1	I am happy with the benefit earned from education sectors					
2	Pay incentives could improve teacher's morale.					
	I) Working conditions					
1	I am secured in my job and motivates me					
2	I am motivated in the school conditions with adequate physical infrastructures and facilities					
3	I feel good at work and achieve better in my job					
4	Working conditions such as cleanliness of the work place, healthy environmental condition, enough tools and supplies as whole is safe and suitable to do my job					
	II) Interpersonal relationship					
1	There is strong communication between school principals and teachers					
2	You worked with the school principals in harmony					
3	There is strong relationship and support among co-workers in the work place and motivates me					
4	There is good communication and respecting among students and teachers					
5	You have good relationship with your supervisor					
	III) Status					
1	I am satisfied with the respect from my school director					
2	I am happy with the respect from my colleagues					
3	I am pleased with the respect from the parents					
4	I am satisfied with the student discipline and respect					
	K) Teacher Development program and motivation for further education					
1	The school allocates enough budgets for staff development activities					
2	Principals' play a great role to motivate professional staff development					
3	There is an opportunity for further education program for employees in your school					
4	The school provides continuous support, training and induction programs to update your self					
5	There is fair and clear policy for employees' educational opportunity in your school					
) Social Factors					
1	Teachers are respected by students and the community					
2	Motivation by students and parents initiated me to perform my work					
3	I have enough time to participate in social activities					
4	Teaching puts teachers on a high social status in the society					

N o	Motivational (intrinsic / school related factor) sub-scales description items	scales				
		5	4	3	2	1
	I) Recognition					
1	I get enough recognitions from school management team					
2	I am motivated because of my supervisor always recognize the work I do					
3	I get enough recognition from Parent -Teacher Student Association.					
4	I get enough recognitions from sub-city experts					
	II) Responsibility					
1	I am motivated with my autonomy as a teacher					
2	I am motivated with the freedom I have in decision-making					
4	I am motivated in being responsible for my own work					
5	I am motivated in the encouragement to come up with new and better ways of doing things in teaching learning					
	III) Advancement / Promotion					
1	I have many opportunities for professional Advancement					
2	I am well motivated and satisfied with the chance of the Present promotion policy					
3	The school gives a chance to improve my leadership skill in work					
	IV) Work (teaching itself)					
1	I get pleasure and more satisfaction from the work teaching					
2	I get intellectual rewards from teaching					
3	I like teaching forever					
4	I preferred teaching because it is my interest					
5	I am motivated to do my work well and it gives me a good status					
	V) Achievement					
1	I am motivated in the improvement of my Students' academic performance and results					
2	I am motivated by the good attitude of my Students					
3	I feel motivated in that I am valued by my Supervisors					
4	I feel motivated that I receive relevant feedback timely by my supervisors					
5	The reward I receive for the quality of my efforts motivates me.					

Part IV. Open-ended questions

This part presents the **open-ended** questions to investigate the nature of teachers' work motivation in general. Please respond to the items accordingly.

1. What is the current status of teachers' work motivation in relation to extrinsic and intrinsic factors of motivation?

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

Which teacher's demographic variables and other characteristics (such as age, sex, family size, etc...) are related **significantly** with their level of teachers' work motivation?

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

Thank you!!

Addis Ababa University

College of Educational and Behavioral Studies

Department of educational planning and management

A study on “Factors Affecting Teacher’s Work Motivation in Yeka sub city Government Primary Schools in Addis Ababa City Administration.

Interview with School Principals

Dear school principal:

My name is Yirga Tilahun. I am conducting a study entitled “*Factors Affecting Teachers’ Work Motivation in Selected Government Primary Schools of Yeka Sub City, Addis Ababa.*” The purpose of this research is to get some information about teachers’ work motivation in selected primary schools in Yeka Sub-city, Addis Ababa. The research is done to fulfill the partial requirement to obtain a Master of Arts degree in Educational planning and Management from the School of Educational and Behavioral Studies, Addis Ababa University.

Your participation in this study is voluntary. I will not record your name in order to keep your identity anonymous. All the information you are going to give me will be confidential. I appreciate getting your own and genuine responses during the interview. I would like to thank you for taking the time to be part of the study.

Part I: Background Information of the interviewee

1. Sex: M () F ()	4. Current level of qualification _____
2. Age : _____	5. Major field of study _____
3. Marital status: a) Single () b) married () c) divorced () d) other (state it)_____	6. work experience (in years) _____(in teaching) _____(in your current position)

Part II: Interview Questions for School Principals

1. What looks like the current status of teachers' work motivation in your school context?

2. What are the major factors affecting teachers' work motivations who are working in your school?

3. Would you have any recommendations about salary, academic qualification, supervision, working environment, organizational culture, and policy to increase teachers' work motivation? State each factor?

4. Do teachers generally teach in a school environment with adequate physical infrastructure and facilities? Give reason?

5. Do you think that teachers exert a high level of effort to minimize educational waste and improve students' academic achievement? Give reason?

6. Please tell me about the experience and practices (success as well as gaps) of your school in terms of supervision, reward, support, and feedback systems for teachers.

7. Do you have any systems to maintain teacher motivation in your school?

8. Please forward some possible recommendations that you consider to increase the work motivation of teachers and enhance their productivity.

Thank you!!

*Addis Ababa University**College of Educational and Behavioral Studies**Department of educational planning and management*

**A study on “Factors Affecting Teacher’s Work Motivation in Yeka sub city
Government Primary Schools in Addis Ababa City Administration.**

Interview with Sub City Educational Experts
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Dear Sub-city educational expert:

My name is Yirga Tilahun. I am conducting a study entitled **“Assessment of Teachers’ Work Motivation in Selected Government Primary Schools of Yeka Sub City, Addis Ababa.”** The purpose of this research is to get some information about teachers’ work motivation in selected primary schools in Yeka Sub-city, Addis Ababa. The research is done to fulfill the partial requirement to obtain a **Master’s of arts Degree** in Educational planning and Management from the School of Educational and Behavioral Studies, Addis Ababa University.

Your participation in this study is voluntary. I will not record your name in order to keep your identity anonymous. All the information you are going to give me will be confidential. I appreciate getting your own and genuine responses during the interview. I would like to thank you for taking the time to be part of the study.

Part I: Background Information of the interviewee

9. Sex: M () F ()	4. Current level of qualification _____
10. Age : _____	5. Major field of study _____
11. Marital status: 12. Marital status: a) Single () b) married () c) divorced () d) other (state it)_____	6. work experience (in years) _____ (in teaching) _____ (in your current position)

Part II: Interview Questions

1. What looks like the current status of teachers’ work motivation at the sub-city level?

2. What are the major factors affecting teachers' work motivations who are working in primary schools in this sub-city?

3. Do you have any systems to maintain teacher motivation in your office, like reward, supervision, training, etc.? Give evidence?

4. What is your role in enhancing teachers work motivation as a management team or educational expert?

5. Do you think that teachers are motivated and satisfied by your organizational policies and the support you provide? Give evidence?

6. Please forward some possible recommendations that you consider to increase the work motivation of teachers and enhance their productivity.

Thank you

Addis Ababa University

College of Educational and Behavioral Studies

Department of educational planning and management

A study on “Factors Affecting Teacher’s Work Motivation in Yeka sub city Government Primary Schools in Addis Ababa City Administration.

Focus group discussion with Parent Teacher Student Association (PTSA)

Dear Parent Teacher Student Association (PTSA):

My name is Yirga Tilahun. I am conducting a study entitled “**Assessment of Teachers’ Work Motivation in Selected Government Primary Schools of Yeka Sub City, Addis Ababa.**” The purpose of this research is to get some information about teachers’ work motivation in selected primary schools in Yeka Sub-city, Addis Ababa. The research is done to fulfill the partial requirement to obtain a Master’s Degree in Educational Leadership and Management from the School of Educational and Behavioral Studies, Addis Ababa University.

Your participation in this study is voluntary. I will not record your name in order to keep your identity anonymous. All the information you are going to give me will be confidential. I appreciate getting your own and genuine responses during the interview. I would like to thank you for taking the time to be part of the study.

Part I: Background Information of the interviewee

<p>7. Sex: M () F ()</p>	<p>5. Current level of qualification _____</p>
<p>8. Age : _____</p>	
<p>9. Marital status: a) Single () b) married () c) divorced () d) widowed()</p>	<p>6. work experience if any (in years) _____ (in teaching) _____ (in other field)</p>

Part II: Focus group discussion Questions for Parent Teacher Student Association (PTSA)

1. In your school context, what factors affect teachers work motivation?

2. Do you think that there is a positive work relationship between teachers and students parents? Reason out?

3. Does the community engage in any type of activity to recognize or support teachers? Give evidence?

4. Do you think that teachers have good economic status to participate in any social activity with the community? Give evidence?

5. What is your recommendation or solution to enhance the work motivation of teachers and their productivity?

Thank you!!

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የትምህርት እና የባህሪ ጥናት ኮሌጅ

የትምህርት እቅድ እና አስተዳደር ክፍል

በአዲስ አበባ ከተማ አስተዳደር በየካ ክፍለ ከተማ የመንግስት አንደኛ ደረጃ ትምህርት ቤቶች የመምህራንን የሥራ ተነሳሽነት የሚነኩ ጉዳዮች ላይ የተደረገ ጥናት

በመምህራን የሚሞላ መጠይቅ

አጠቃላይ አቅጣጫ

የዚህ መጠይቅ አላማ በአዲስ አበባ ዩኒቨርሲቲ የትምህርት እቅድና አስተዳደር ማስተር ኦፍ ኦርገሳንሽን ዲግሪ በከፊል ለመጨረስ ለተዘጋጀው ተሲስ በግብአትነት የሚያገለግል መረጃ መሰብሰብ ነው። ይህ ጥናት በአዲስ አበባ ከተማ በየካ ክፍለ ከተማ በተመረጡ የመንግስት የመጀመሪያ ደረጃ ትምህርት ቤቶች የመምህራንን የስራ ተነሳሽነት የሚነኩ ምክንያቶችን ለመገምገም ያለመ ነው። የጥናቱ ስኬት በጣም የተመካው በዚህ መጠይቅ ውስጥ ላሉት ጥያቄዎች በሰጡት እውነተኛ ምላሽ ላይ ነው። የተሰበሰበው መረጃ ከላይ ለተጠቀሱት የትምህርት ዓላማዎች ብቻ እንደሚውል እና በሚስጥር እንደሚጠበቅ አረጋግጣለሁ።

ይህ መጠይቅ አራት ክፍሎች አሉት። እያንዳንዱ ክፍል የራሱ መመሪያ አለው። እባክዎ እያንዳንዱን ትእዛዝ በጥንቃቄ ያንብቡ እና ምላሽዎን በዚህ መሠረት ይስጡ። መልስ ከመስጠትዎ በፊት ተጨማሪ ድጋፍ ከፈለጉ መረጃ ሰብሳቢውን ይጠይቁ።

ለእያንዳንዱ ክፍል በተሰጠው መመሪያ መሰረት መጠይቁን በጥንቃቄ እና በታማኝነት እንዲሞሉ በአክብሮት ይጠየቃለሁ። ስምዎን መጻፍ አያስፈልግም።

ስለ ትብብርዎ አስቀድሜ ማመስገን እፈልጋለሁ!!

ክፍል አንድ፡ ዳራ መረጃ

አቅጣጫ፡ እባክዎን ተገቢውን መልስ “(✓)” ምልክት በማድረግ ምላሽ ይስጡ። አስፈላጊ ሆኖ ሲገኝ መልስዎን በመጻፍ ተገቢውን ምላሽ ይስጡ።

1. ያታ፡ ሀ) ወንድ () ለ) ሴት ()
2. ዕድሜ፡ ሀ) 21 - 25 () ለ) 26 - 30 () ሐ) 31- 35 () መ) 36 - 40 () ሠ) 41-45 () ረ) 46 - 50 () ሰ) 51-55 () ሸ) ከ55 ዓመት በላይ ()
3. የጋብቻ ሁኔታ፡- ሀ) ያላገባ () ለ) ያገባ () ሐ) ባል/ሚስት የሞተባት/በት () መ) የፈታ/ች ()
4. ወደ መምህርነት ሙያ ሲቀላቀሉ የትምህርት ብቃታዎ ምን ነበር?
ሀ) MA/ MSc () ለ) BED/BA/BSc () ሐ) ዲፕሎማ () መ) ሰርተፍኬት () ሠ) ሌላ ካለ ይግለጹ _____
5. አሁን ያሉበት የብቃት ደረጃ
ሀ) MA/ MSc () ለ) BED/BA / BSC () ሐ) ዲፕሎማ () መ) ሰርተፍኬት () ሠ) ሌላ ካለ ይግለጹ _____
6. እራሳቸውን ያልቻሉ የቤተሰብ ብዛት፡
ሀ) የለም () ለ) 1-3 ሐ) 4-6 () መ) ከ 6 በላይ ()
7. የትምህርት ደረጃዎን ለማሻሻል በአሁኑ ጊዜ እየተማሩ ነው?
ሀ) አዎ () ለ) አይደለም ()
8. ከሙያዎ ጋር በተገናኘ የትርፍ ጊዜ ክፍያ (ተጨማሪ ገቢ) አለዎት?
ሀ) አዎ () ለ) የለኝም ()
9. አጠቃላይ የማስተማር ልምድዎ (በአመታት)
ሀ) 0 - 5 () ለ) 6 - 10 () ሐ) 11 -15 () መ) 16 - 20 () ሠ) ከ 20 በላይ ()
10. አሁን ያለዎት የሙያ መዋቅር (የእድገት ደረጃ)
ሀ) ጀማሪ መምህር () ለ) መለስተኛ መምህር () ሐ) ከፍተኛ መምህር () መ) መምህር () ሠ) ተባባሪ መምህር () ረ) መሪ - መምህር () ሰ) ተባባሪ መሪ መምህር
11. የስራ ጫና (ክፍለጊዜ) በሳምንት
ሀ) 0 - 5 () ለ) 6 - 10 () ሐ) 11 -15 () መ) 16 - 20 () ሠ) ከ 20 በላይ ()
- 12 የጥናት መስክ (ካለ) :- ዋና (ማጀር) _____ ሁለተኛ (አናሳ) _____

ክፍል II: በተነሳሽነት ገጽታዎች ላይ የአመለካከት ጥያቄዎች

የሚከተሉት መግለጫዎች አስተማሪ ለመሆንዎ ምክንያቶች ሊሆኑ የሚችሉ ናቸው። በጥንቃቄ ያንብቡ እና በእያንዳንዱ መግለጫ ወይም ንጥል ፊት ለፊት ካሉት ሣጥኖች ውስጥ በአንዱ የስምምነት ደረጃ ላይ "(✓)" ምልክት ያድርጉ።

ቁልፍ / የስምምነት መጠን / ሚዛን:

5 = በጥብቅ እስማማለሁ ፤ 4= እስማማለሁ ፤ 3 = እርግጠኛ አይደለሁም ፤ 2= አልስማማም ፤ 1 = በጣም አልስማማም

ተቁ	On being a teacher, I feel that አስተማሪ ስሆን	የስምምነት/ልኬት መጠን				
		5	4	3	2	1
1	የተቀጠርኩት ለጊዜው ነው					
2	እንድቀጠር በጓደኞቼ እና/ወይም በወላጆቼ ተገፋፍቼ ነበር					
3	በመምህርነት ለመቀጠር ትልቅ ዕድል ነበር					
4	ሌሎች የስራ እድሎች እጥረት ነበር					
5	ከሌሎች ይልቅ የማስተማር ሥራ ላይ ፍላጎት ነበረኝ					
6	ማስተማር የሥራ ደህንነት እና የደህንነት ስሜት ስለሚፈጥርልኝ					
7	እኔ በተቀጠርኩበት ጊዜ ማስተማር የተሻለ ክፍያ እና አበል ነበረው					
8	የማስተማር ሙያ ማራኪ የሆነ የሙያ መዋቅር አለው					
9	የመምህርነት ሙያ ከሌሎች ሙያዎች የተሻለ የስራ ሁኔታ እና የኑሮ ደረጃ ነበረው					
10	ማስተማር ተጨማሪ ገቢ ለማግኘት እድል ስለሚፈጥር					
11	ማስተማር መምህራንን በህብረተሰቡ ዘንድ ከፍተኛ ማህበራዊ ደረጃ ላይ ያስቀምጣል					
12	ማስተማር ለፈጠራ፣ ሙያዊ ብቃት እና ምርጡን የምርምር አካባቢ ለማቅረብ እድሎችን ስለሚፈጥር					

13. መምህር እንድትሆን/ኝ የገፋፋህ/ሽ ከላይ ከተጠቀሰው ውጪ ሌላ ምክንያት/ምክንያቶች ካሉህ/ሽ እባኩትን ይዘርዝሯቸው።

ክፍል III: በስራ መነሳሳት ላይ ተጽዕኖ ከሚያሳድሩ ዋና ዋና ምክንያቶች ጋር የተያያዙ ጥያቄዎች

እነዚህ ምክንያቶች በመምህራን ማበረታቻ ወይም እርካታ ላይ ትልቅ ሚና ያላቸው ሲሆን ምክንያቶችም በሁለቱ ዋና ዋና ነገሮች ማለትም ውስጣዊ እና ውጫዊ ጋር የተያያዙ ናቸው። እያንዳንዱን መግለጫ በጥንቃቄ ያንብቡ እና ለእያንዳንዱ መግለጫ ከሚዛኖች ቁጥር በታች “(✓)” ምልክት ያድርጉ።

ተ.ቁ	Motivational (extrinsic/ organizational factor), sub-scales description items አበረታች (ውጫዊ/ድርጅታዊ ምክንያት), ንዑስ-ሚዛኖች መግለጫ ንጥሎች	SCALES/ ሚዛኖች				
		5	4	3	2	1
	I) ድርጅታዊ አመራር እና አስተዳደር (Organizational Leadership And Administration)					
1	በትምህርት ቤታችን ባለው የአስተዳደር ሂደቶች ተነሳሽነት ላይ					
2	የትምህርት ቤቱ ርዕሰ መምህር የትምህርት አመራርን በትብብር ይሠራል					
3	የትምህርት ቤቱ መሪዎች ሥራዬን በትክክል ይገመግማሉ					
4	የትምህርት መሪዎች የትምህርት ቤት ስራተኞችን ፍላጎት ያሟሉ እና ምቹ የስራ አካባቢን ይፈጥራሉ					
5	የትምህርት ቤት ዳይሬክተሮች ለእኔ ትኩረት የመስጠት፣ የማዳመጥ እና የመደገፍ ሃላፊነታቸውን ይወጣሉ					
	II) ድርጅታዊ ህጎች እና መመሪያዎች (Organizational Rules And Policies)					
1	የትምህርት ቤቱ ፖሊሲዎች፣ ደንቦች፣ መመሪያዎች እና ሂደቶች በተሻለ እንድሰራ እና ስራን ቀላል በማድረግ ያነሳሱኛል					
2	የትምህርት ቤቶቹ ደንቦች፣ ና ፖሊሲዎች ለመምህራን ግልጽ ናቸው					
3	የትምህርት ቤቱ ህጎች እና ፖሊሲዎች አካባቢውን ምቹ በማድረግ መምህራንን በበለጠ ሞራል እንዲሰሩ ያነሳሳቸዋል					
4	ስለ ድርጅታዊ ህጎች እና ፖሊሲዎች የማያቋርጥ ስልጠና አለ					
	III) የመምህራን የቴክኒክ ድጋፍ እና ቁጥጥር (Teachers Technical Support And Supervision)					
1	ውጤታማ የትምህርት ቤት ቁጥጥር አለ					
2	አሁን ባለው የክትትል ዘይቤ ተነሳሽነት ላይ					
3	ትምህርትን እና የተማሪዎችን የመማር ሁኔታዎችን በተመለከተ ከክፍል ምልክታ በኋላ ልምድ ለመለዋወጥ ከመምህራን ጋር ሴሚናሮች ይዘጋጃሉ					
4	ለስራዬ ከቅርብ ተቆጣጣሪዬ በቂ እውቅና አገኛለሁ					
5	ተቆጣጣሪዎች እና ድጋፍ ሰጪዎች የበለጠ ስህተት ፈላጊዎች ናቸው					
	IV. ኢኮኖሚያዊ ምክንያቶች (ደመወዝ) (Economic Factors/Salary)					
1	የግል የገንዘብ ፍላጎቶችን ለማሟላት እና ቤተሰብን ለመደገፍ በቂ የወር ደሞዝ አቅርቦት ያገኛሉ					
2	ደሞዝዎ በት/ቤቱ ውስጥ ካልዎት ስራ እና ልምድ መጠን ጋር ተመጣጣኝ ነው					
3	ለሠራተኞች የማያቋርጥ የደመወዝ ጭማሪ እና ሌሎች አበሎች አሉ					
4	ወርሃዊ ደሞዝዎ በማህበራዊ ጉዳዮች ላይ ለመሳተፍ በቂ እና በራስ የመተማመን ስሜትን ይፈጥራል					
5	ዝቅተኛ ደመወዝ መምህራን የማስተማር ስራን ወይም ሙያቸውን ለመተው በጣም ከተለመዱት ምክንያቶች አንዱ ነው					
	V. ማበረታቻዎች ፣ ተጨማሪ ጥቅማጥቅሞች (Incentives, fringe benefits)					

ተ. ቁ	Motivational (extrinsic/ organizational factor), sub-scales description items አበረታች (ውጫዊ/ድርጅታዊ ምክንያት), ንዑስ-ሚዛኖች መግለጫ ንጥሎች	SCALES/ ሚዛኖች				
		5	4	3	2	1
1	ከትምህርት ዘርፎች ባገኘሁት ጥቅም ደስተኛ ነኝ					
2	የደመወዝ ማበረታቻ የመምህራንን ሞራል እና ተነሳሽነት ያሻሽላል					
	VI. የሥራ ሁኔታዎች (Working conditions)					
1	በሥራ ቦታዬ ደህንነቴ የተጠበቀ በመሆኑ ያነሳሳኛል					
2	በቂ መሠረተ ልማቶች እና መገልገያዎች በት/ቤትወስጥ በመኖራቸው ተነሳስቻለሁ					
3	በስራዬ ጥሩ ስሜት ይሰማኛል፤ ስለሆነም በስራዬ የተሻለ አሳካለሁ።					
4	የስራ ሁኔታዎች ለምሳሌ የስራ ቦታ ንፅህና ፣ ጤናማ የአካባቢ ሁኔታ ፣ በቂ መሳሪያዎች እና አቅርቦቶች በአጠቃላይ ደህንነቴ የተጠበቀ እና ስራዬን ለመስራት ምቹ ናቸው					
	VII. የግለሰቦች ግንኙነት (Interpersonal relationship)					
1	በትምህርት ቤቱ ርዕሰ መምህራን እና አስተማሪዎች መካከል ጠንካራ ግንኙነት አለ					
2	ከትምህርት ቤቱ ርዕሰ መምህራን ጋር በስምምነት ጥሰራለህ					
3	በሥራ ቦታ በባልደረባዎችህ/ሽ መካከል ጠንካራ ግንኙነት እና ድጋፍ በመኖሩ ተነሳስተሃል/ተነሳስተሻል					
4	በተማሪዎች እና በአስተማሪዎች መካከል ጥሩ ግንኙነት እና መከባበር አለ					
5	ከእርስዎ ተቆጣጣሪዎች ጋር ጥሩ ግንኙነት አለዎት					
	VIII. Status (ሁኔታ)					
1	በትምህርት ቤት ዳይሬክተሮች ባደረጉልኝ ክብር ረክቻለሁ፤ ተነሳስቻለሁ					
2	የስራ ባልደረቦቼ በሚሰጡኝ ክብር ደስተኛ ነኝ					
3	ከወላጆች ባገኘሁት ክብር ተደስቻለሁ					
4	በተማሪዎች ዲ.ሲ.ፕ.ሲ.ን እና አክብሮት ተነሳስቻለሁ					
	IX. የመምህራን ልማት ፕሮግራም ለቀጣይ ትምህርት ተነሳሽነት (Teacher Development program and motivation for further education)					
1	ትምህርት ቤቱ ለሰራተኞች ልማት ተግባራዊነት በቂ በጀት ይመድባል					
2	ርዕሰ መምህራን የሰራተኞችን ሙያዊ እድገት ለማነሳሳት ትልቅ ሚና ይጫወታሉ					
3	በት/ቤትዎ ውስጥ ላሉ ሰራተኞች በቀጣይ የትምህርት ፕሮግራም እድሎች አሉ					
4	ትምህርት ቤቱ ራስዎን ለማዘመን የማያቋርጥ ድጋፍ፣ ስልጠና እና የማስተዋወቂያ ፕሮግራሞችን ይሰጣል					
5	በትምህርት ቤትዎ ውስጥ ለሰራተኞች የትምህርት እድል ፍትሃዊ እና ግልጽ ፖሊሲ አለ					
	X) ማህበራዊ ምክንያቶች (Social Factors)					
1	መምህራን በተማሪዎች እና በማህበረሰቡ ዘንድ የተከበሩ ናቸው					
2	በተማሪዎች እና በወላጆች የተደረገልኝ የማነሳሳት ተግባር ስራዬን እንደሰራ አነሳስቶኛል					
3	በማህበራዊ እንቅስቃሴዎች ለመሳተፍ በቂ ጊዜ አለኝ					
4	ማስተማር መምህራንን በህብረተሰቡ ውስጥ ከፍተኛ ማህበራዊ ደረጃ ላይ ያስቀምጣቸው					

N o	Motivational (intrinsic / school related factor) ,sub-scales description items አበረታች (ውስጣዊ / ከትምህርት ቤት ጋር የተያያዘ), ንዑስ-ሚዛኖች መግለጫ ንጥሎች	SCALES/ሚዛኖች				
		5	4	3	2	1
	I. እውቅና (Recognition)					
1	ከትምህርት ቤት አስተዳደር ቡድን በቂ እውቅናን አግኝቻለሁ					
2	ተቆጣጣሪዬ በምሰራው ስራ ሁልጊዜ እውቅና ስለሚሰጠኝ በስራዬ ተነሳስቻለሁ					
3	ከወላጅ ተማሪ መምህራን ማህበር በቂ እውቅና አግኝቻለሁ					
4	ከክፍለ ከተማ የትምህርት ባለሙያዎች በቂ እውቅናን አግኝቻለሁ					
	II) ኃላፊነት (Responsibility)					
1	በመምህርነት ራስዬ ባለኝ ነጻነት ተነሳስቻለሁ					
2	ወሳኔ ለመሰጠጥ ባለኝ ነጻነት ተነሳስቻለሁ					
3	ለራሴ ሥራ ተጠያቂ በመሆኔ እና ሃላፊነት በመውሰድ ተነሳስቻለሁ					
4	ትምህርትን በማስተማር ረገድ አዳዲስ እና የተሻሉ የአሰራር ዘዴዎችን ለማምጣት በሚሰጠው ማበረታቻ ተነሳስቻለሁ					
	III) እድገት (Advancement / Promotion)					
1	ለሙያዊ እድገት ብዙ እድሎች አሉኝ					
2	አሁን ላይ ባለው የማስተዋወቂያ ፖሊሲ እድል ጥሩ የመነሳሳት እና የመርካት ሁንታዎች አሉ					
3	ትምህርት ቤቱ በስራ ላይ ያለኝን የአመራር ችሎታ ለማሻሻል እድል ይሰጣል					
	IV. ሥራ (ማስተማር) Work (teaching itself)					
1	በማስተማር ደስተኛ እና የበለጠ እርካታ አገኛለሁ።					
2	በማስተማር የአእምሮ ሽልማቶችን አገኛለሁ።					
3	ለዘላለም ማስተማር እወዳለሁ።					
4	ፍላጎቴ ስለሆነ ማስተማርን እመርጣለሁ።					
5	ስራዬን በደንብ ለመስራት ተነሳስቻለሁ በመሆኑም ጥሩ ደረጃ እድደርስ ይረዳኛል					
	V. ስኬት (Achievement)					
1	የተማሪዎቼን አካዳሚያዊ አፈፃፀም እና ውጤቶቼን ለማሻሻል ተነሳስቻለሁ					
2	በተማሪዎቼ መልካም አመለካከት ተነሳስቻለሁ					
3	በሱፐርቫይዘሮቹ ዋጋ ስለሚሰጠኝ ተነሳስቻለሁ					
4	በተቆጣጣሪዎቼ ተገቢውን ግብረ መልስ በጊዜው ስለምቀበል ተነሳሽነት ይሰማኛል።					
5	ለጥረቴ የማገኘው ሽልማት ያነሳሳኛል።					

ክፍል IV: ክፍት ጥያቄዎች

ይህ ክፍል በአጠቃላይ የመምህራን የሥራ ተነሳሽነት ተፈጥሮን ለመመርመር ክፍት ጥያቄዎችን ያቀርባል። እባክዎትን ለቀረቡት ጥያቄዎች ተገቢ ምላሽ ይስጡ።

1. ከውጫዊ እና ውስጣዊ ተነሳሽነት ምክንያቶች ጋር በተያያዘ የመምህራን የስራ ተነሳሽነት አሁን ያለው ሁኔታ ምን ይመስላል?

ከትምህርት ቤት ወይም ከሌሎች አወድ አንጻር የመምህራን የሥራ ተነሳሽነት ላይ ተጽእኖ የሚያሳድሩ መሠረታዊ ጉዳዮች ወይም ምክንያቶች ምን ምን ናቸው?

የትኞቹ የስነ ሕዝብ አወቃቀር ተለዋዋጮች እና ሌሎች ባህሪያት (እንደ ዕድሜ፣ ጾታ፣ የቤተሰብ ብዛት፣ ልምድ ወዘተ) ከአስተማሪዎች የሥራ ተነሳሽነት ደረጃ ጋር በእጅጉ የተቆራኙት፣ ግንኙነታቸውን አብራሩ?

የመምህራንን የስራ ተነሳሽነት ለማምጣት እና ምርታማነታቸውን ለማጎልበት ጠቃሚ የሚሏቸውን አንዳንድ ምክኖችን ወይም መንገዶችን ያስቀምጡ።

አመሰግናለሁ !!

አዲስ አበባ ዩኒቨርሲቲ

የትምህርት እና የባህሪ ጥናት ኮሌጅ

የትምህርት እቅድ እና አስተዳደር ክፍል

በአዲስ አበባ ከተማ አስተዳደር በየካ ክ/ከተማ የመንግስት አንደኛ ደረጃ ትምህርት ቤቶች የመምህራንን የስራ ተነሳሽነት የሚነኩ ጉዳዮች ላይ የተደረገ ጥናት

ከትምህርት ቤት ርዕሰ መምህራን ጋር የተደረገ ቃለ ምልልስ

ውድ የትምህርት ቤቱ ርዕሰ መምህር፡

ይርጋ ጥላሁን እባላለሁ። በአዲስ አበባ በየካ ክፍለ ከተማ በተመረጡ የመንግስት የመጀመሪያ ደረጃ ትምህርት ቤቶች የመምህራንን የስራ ተነሳሽነት የሚነኩ ምክንያቶች በሚል ርዕስ ጥናት እያካሄድኩ ነው። የዚህ ጥናት ዓላማ በአዲስ አበባ ከተማ በየካ ክፍለ ከተማ በተመረጡ አንደኛ ደረጃ ትምህርት ቤቶች ስለመምህራን የሥራ ተነሳሽነት አንዳንድ መረጃዎችን ለማግኘት ነው። ጥናቱ የተካሄደው ከአዲስ አበባ ዩኒቨርሲቲ የትምህርትና ባህሪ ጥናት ትምህርት ቤት በአርትስ አመራር እና አስተዳደር ሁለተኛ ዲግሪ ለማግኘት የተቀመጠውን ክፍል መስፈርት ለማሟላት ነው።

በዚህ ጥናት ውስጥ ያለዎት ተሳትፎ በፈቃደኝነት ነው። ማንነትህ/ትሽ እንዳይታወቅ ለማድረግ ስምህን አልመዘግብም። የምትሰጡኝ መረጃዎች ሁሉ ሚስጥራዊ ይሆናሉ። በቃለ መጠይቁ ወቅት የራስዎን እና እውነተኛ ምላሾችን በማግኘቴ አደንቃለሁ። ጊዜዎን ሰጥተው የጥናቱ አካል ስለሆኑ ላመሰግንህ እወዳለሁ።

ክፍል 1: የተጠያቂው ዳራ መረጃ

1. ያታ: ወ () ሴ ()	4. አሁን ያልዎት የትምህርት ደረጃ _____
2. ዕድሜ _____	5. ዋና የጥናት መስክ _____
3. የጋብቻ ሁኔታ _____	6. የስራ ልምድ በማስተማር _____ አሁን በያዙት የስራ ሃላፊነት _____

ክፍል 2: የቃለ መጠይቅ ጥያቄዎች ለትምህርት ቤት ርዕሰ መምህራን

1. ከትምህርት ቤትዎ አውድ ወይንም አንጻር የመምህራን የስራ ተነሳሽነት አሁን ያለው ሁኔታ ምን ይመስላል?

2. በትምህርት ቤትዎ ውስጥ እየሰሩ ያሉትን የመምህራን የሥራ ተነሳሽነት የሚነኩ ዋና ዋና ነገሮች ምንድን ናቸው? ማብራሪያ ስጡበት?

3. ስለ ደሞዝ፣ የአካዳሚክ ብቃት፣ ክትትል፣ የስራ አካባቢ፣ ድርጅታዊ ባህል እና ፖሊሲ የመምህራንን የስራ ተነሳሽነትን ለመጨመር ያግዛሉ ብለው ያምናሉ? ከምን አንጻር ያብራሩት?

4. መምህራን በአጠቃላይ በቂ የአካል መሠረተ ልማት እና መገልገያዎች ባሉበት ትምህርት ቤት አካባቢ ያስተምራሉ? ምክንያት ካልወጡ ቢጠቅሱልኝ?

5. የትምህርት ብክነትን ለመቀነስ እና የተማሪዎችን የትምህርት ውጤት ለማሻሻል መምህራን ከፍተኛ ጥረት ያደርጋሉ ብለው ያስባሉ? ምክንያት ?

6. እባክዎን ስለ ትምህርት ቤትዎ ልምድ (ስኬት እንዲሁም ክፍተቶች) ከመምህራን ክትትል፣ ሽልማት፣ ድጋፍ እና አስተያየት ስርአቶች አንፃር ቢገልጹልኝ?

7. በትምህርት ቤትዎ ውስጥ የመምህራንን የስራ ተነሳሽነት ለመጠበቅ ምን አይነት ስርዓቶች ወይም ሂደቶች አሉት?

8. የመምህራንን የስራ ተነሳሽነት እና ምርታማነታቸውን ለማሳደግ የእርስዎ ምክር ወይም መፍትሄ ምንድን ነው?

አመሰግናለሁ !!

አዲስ አበባ ዩኒቨርሲቲ

የትምህርት እና የባህሪ ጥናት ኮሌጅ

የትምህርት እቅድ እና አስተዳደር ክፍል

በአዲስ አበባ ከተማ አስተዳደር በየካ ክፍለ ከተማ የመንግስት አንደኛ ደረጃ ትምህርት ቤቶች የመምህራንን የስራ ተነሳሽነት የሚካኑ ምክንያቶች ላይ የተደረገ ጥናት

ከክፍለ ከተማ የትምህርት ባለሙያዎች ጋር የተደረገ ቃለ ምልልስ

ውድ የክፍለ ከተማው የትምህርት ባለሙያ:-

ይርጋ ጥላሁን እባላለሁ። በየካ ክ/ከተማ አዲስ አበባ በተመረጡ የመንግስት የመጀመሪያ ደረጃ ትምህርት ቤቶች የመምህራንን የስራ ተነሳሽነት ግምገማ በሚል ርዕስ ጥናት እያካሄድኩ ነው። የዚህ ጥናት አላማ በአዲስ አበባ ከተማ በየካ ክፍለ ከተማ በተመረጡ የመጀመሪያ ደረጃ ትምህርት ቤቶች የመምህራንን የስራ ተነሳሽነት በተመለከተ አንዳንድ መረጃዎችን ለማግኘት ነው። ጥናቱ የተካሄደው ከአዲስ አበባ ዩኒቨርሲቲ የትምህርት እና ባህሪ ጥናት ትምህርት ቤት በትምህርት አመራርና አስተዳደር ሁለተኛ ዲግሪ ለማግኘት የተቀመጠውን ከፊል መስፈርት ለማሟላት ነው።

በዚህ ጥናት ውስጥ ያለዎት ተሳትፎ በፈቃደኝነት ነው። ማንነትዎ እንዳይታወቅ ለማድረግ ስምዎትን አልመዘገብም። የምትሰጡኝ መረጃዎች ሁሉ ሚስጥራዊ ይሆናሉ። በቃለ መጠይቁ ወቅት የራስዎን እና እውነተኛ ምላሾችን በማግኘት አደንቃለሁ። ጊዜ ወስደው የጥናቱ አካል ስለሆኑ ላመሰግን እወዳለሁ።

ክፍል አንድ: የተጠያቂው ዳራ መረጃ

1. ያታ ወ() ሴ ()	4. አሁን ያልዎት የትምህርት ደረጃ_____
2. ዕድሜ _____	5 ዋና የጥናት መስክ/ዘርፍ_____
3. የጋብቻ ሁኔታ_____	6 የስራ ልምድ (በአመታት) _____ (በማስተማር) _____ (አሁን በያዙት የስራ ሃላፊነት)

ክፍል II: የቃለ መጠይቅ ጥያቄዎች

1. በክፍለ ከተማ ደረጃ ያለው የመምህራን የስራ ተነሳሽነት አሁን ያለበት ደረጃ ምን ይመስላል? አብራሩ?

2. በዚህ ክፍለ ከተማ በአንደኛ ደረጃ ትምህርት ቤቶች እየሰሩ ያሉትን የመምህራንን የሥራ ተነሳሽነት የሚነኩ ዋና ዋና ጉዳዮች ምንድን ናቸው? አብራሩ?

3. የመምህራንን የስራ ተነሳሽነት ለመጠበቅ እንደ ሽልማት ፣ ቁጥጥር ፣ ስልጠና ፣ ወዘተ ያሉ ስርዓቶች እንደ ተቋም አላችሁ? ማብራሪያ ስጡበት?

4. እንደ አስተዳደር ቡድን ወይም የትምህርት ባለሙያ የመምህራንን የስራ ተነሳሽነት ለማሳደግ የእርስዎ ሚና ምንድን ነው?

5. መምህራን በድርጅታዊ ፖሊሲዎች እና እርስዎ ወይም ድርጅቱ በሚሰጠው ድጋፍ የተነቃቁ እና የረኩ ይመስልዎታል? ማብራሪያ ስጡበት?

6. እባክዎ የመምህራንን የስራ ተነሳሽነት ለመጨመር እና ምርታማነታቸውን ለማሳደግ የሚያስፈልጋቸውን አንዳንድ ምክርቶችን ወይም መገንዶችን ቢጠቅሱልኝ?

አመሰግናለሁ !!

አዲስ አበባ ዩኒቨርሲቲ

የትምህርት እና የባህሪ ጥናት ኮሌጅ

የትምህርት እቅድ እና አስተዳደር ክፍል

በአዲስ አበባ ከተማ አስተዳደር በየካ ክፍለ ከተማ የመንግስት አንደኛ ደረጃ ትምህርት ቤቶች የመምህራንን የስራ ተነሳሽነት የሚነኩ ጉዳዮች ላይ የተደረገ ጥናት

ከወላጅ መምህር ተማሪዎች ማህበር (PTSA) ጋር የተደረገ የትኩረት የቡድን ውይይት

ውድ የወላጅ መምህር ተማሪዎች ማህበር (PTSA):

ይርጋ ጥላሁን እባላለሁ። በየካ ክ/ከተማ አዲስ አበባ በተመረጡ የመንግስት የመጀመሪያ ደረጃ ትምህርት ቤቶች የመምህራንን የስራ ተነሳሽነት ግምገማ በሚል ርዕስ ጥናት እያካሄድኩ ነው። የዚህ ጥናት አላማ በአዲስ አበባ ከተማ በየካ ክፍለ ከተማ በተመረጡ የመጀመሪያ ደረጃ ትምህርት ቤቶች የመምህራንን የስራ ተነሳሽነት በተመለከተ አንዳንድ መረጃዎችን ለማግኘት ነው። ጥናቱ የተካሄደው ከአዲስ አበባ ዩኒቨርሲቲ የትምህርት እና ባህሪ ጥናት ትምህርት ቤት በትምህርት አመራርና አስተዳደር ሁለተኛ ዲግሪ ለማግኘት የተቀመጠውን ከፊል መስፈርት ለማሟላት ነው።

በዚህ ጥናት ውስጥ ያለዎት ተሳትፎ በፈቃደኝነት ነው። ማንነትህ/ትሽን እንዳይታወቅ ለማድረግ ስምህን አልመዘገብም። የምትሰጡኝ መረጃዎች ሁሉ ሚስጥራዊ ይሆናሉ። በቃለ መጠይቁ ወቅት የራስዎን እና እውነተኛ ምላሾችን በማግኘቴ አደንቃለሁ። ጊዜ ወስደው የጥናቱ አካል ስለሆኑ ላመሰግንህ እወዳለሁ።

ክፍል አንድ: የተጠያቂው ዳራ መረጃ

1. ያታ: ወ() ሴ ()	4 አሁን ያልዎት የትምህርት ደረጃ _____
2. ዕድሜ _____	5.ዋና የጥናት መስክ _____
3. የጋብቻ ሁኔታ _____	6. የስራ ልምድ በማስተማር _____ አሁን በያዙት የስራ ሃላፊነት _____ ለላ ካለ _____

ክፍል II፡ የትኩረት የቡድን ውይይት ጥያቄዎች ለወላጅ መምህር ተማሪዎች ማህበር (PTSA)

1. ከትምህርት ቤትዎ አውድ ወይንም አንጻር የመምህራን የስራ ተነሳሽነት አሁን ያለበት ሁኔታ ምን ይመስላል?

2. በአስተማሪዎች እና በተማሪ ወላጆች መካከል አዎንታዊ የስራ ግንኙነት አለ ብለው ያስባሉ? ማስረጃ ስጡኝ?

3. ማህበረሰቡ ለመምህራን እውቅና ለመስጠት ወይም ለመደገፍ በማንኛውም አይነት እንቅስቃሴ ውስጥ ይሳተፋል? ማስረጃ ስጡኝ?

4. መምህራን ከማህበረሰቡ ጋር በማንኛውም ማህበራዊ እንቅስቃሴ ውስጥ ለመሳተፍ ጥሩ የኢኮኖሚ ደረጃ አላቸው ብለው ያስባሉ? ያብራሩት?

5. የመምህራንን የስራ ተነሳሽነት እና ምርታማነታቸውን ለማሳደግ የእርስዎ ምክር ወይም መፍትሄ ምንድን ነው?

አመሰግናለሁ !!