

**THE EFFECTS OF MOTIVATION ON TEACHERS' PERFORMANCE IN  
PRIMARY SCHOOLS OF YEM SPECIAL WOREDA**

**By**

**GIZACHEW GASSO JOBER**

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**YEKUNOAMELAK ALEMU, PHD (Advisor)**

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**By**  
**GIZACHEW GASSO JOBER**

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**ADVISOR**  
**DR. YEKUNOAMELAK ALEMU**

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**Addis Ababa University**

**School of Graduate Studies**

**Approval Sheet**

This is to certify that the thesis prepared by Gizachew Gasso Jober, entitled: The effects of motivation on teachers' performance in primary schools of Yem Special Woreda and submitted in partial fulfillment of the requirements for the degree of Master of Arts in Educational leadership and manage compiles with the regulations of the University and meets the accepted standards with respect to originality and quality.

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Advisor	Signature	Date
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Graduate	Program	Coordinator

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## **ABBREVIATIONS AND ACRONYMS**

MOE	Ministry of Education
GEQIP	General Education Quality Improvement Package
CPD	Continuous Professional Development
EQIP	Education quality improvement program
SNNP	Southern Nations, Nationalities and Peoples
SPSS	Statistical Package for Social Science
TESO	Teacher Education system overhaul
TDP	Teacher Development program
UNESCO	United Nations Educational Scientific and cultural



## ***Abstract***

*The main objective of this research was to investigate the effects of motivation on teachers' performance in primary schools of Yem Special Woreda. The research comprised of qualitative and quantitative approaches. The subjects of the research were department heads, school principals and woreda officials of Yem Special Woreda of two cluster centers, Safa and Fofa. The findings of the study indicated that the first factor that affects teachers' motivation was characteristics of the work environment. Secondly, student's disciplinary problem and thirdly administrative problems. From the findings the researcher concludes that teacher's status of work motivation is highly deteriorating. The researcher tried to recommend the following. The education office and other stakeholders should strive to enhance a conducive working environment in primary schools. This should be done in order to motivate teachers to work. Teachers' payment, incentives and other bonuses should be improved and planned. The government should increase the salaries, allowances for the teachers in order to motivate them. In addition the upgrading and work evaluation criteria should be based on definite merits along with the proper salary scales allocation. This resulted in weak performance of teachers and achievement of expected goals of the education sector.*

**Keywords:** Teachers' Work Motivation, teachers' Performance, Primary Schools, Yem Special Woreda

# CHAPTER ONE

## 1. INTRODUCTION

This chapter covers the following topics: background of the study, problem statement, research question, and objective of the research, significance of the research, delimitation, limitations, and study organization.

### 1.1. Background of the Study

According to Panda and Mohanty (2003), effective education system implementation and an improvement in the standard of the learning process depend on having qualified teachers. Teachers' motivation was crucial for achieving this goal. Teachers who are happy in their jobs are more motivated to work hard. For a very long time, one of the key goals of educators has been to maintain high levels of satisfaction and morale. Teachers build perceptual and cognitive modes of relation to the environment that are performance-style qualities. In order to encourage the required abilities and attitudes among potential teachers, a successful teacher development plan should incorporate a comprehensive measurement of these aspects (UNESCO, 2002).

Riaz (2000) emphasized the variables that can affect instructors' motivation and work performance. Inadequate pay and non-salary benefits, the work itself, the workplace's culture, relationships between teachers and students, student conduct issues, parental concerns, community perceptions of teachers as educators, and administrative issues were some of the contributing causes. Following is a description of some of the factors that lower teachers' motivation and have an effect on their performance. These are the Inadequate salary: this is a concern about insufficient monthly payment; other benefits: this is a concern about the lack of job promotion, job rotation, job satisfaction which is related to the teachers' negative attitude towards their role, nature of work environment which indicates the presence of bad personal relationships with colleagues and others both inside and outside the school; personal relationship with students: the position itself, which, unlike the previous variables, indicates disliking their

current post; administrative problems, which show that often school principals and their assistants only voice themselves instead of making a participatory decision, which makes the teachers not to; and the absence of student disciplinary problems, which shows the development of bad inclinations like disturbing, lack of attention, etc. from the student.

In response to this circumstance, the Ethiopian government made vows to enhance the quality of education at numerous conferences and events. The purpose of continuous professional development (CPD) was to raise student success and enhance teachers' performance in the classroom. It was a lifelong process of developing information, skills, and attitudes that was particularly focused on classroom practice and the local context. All teachers are required to actively participate in a variety of formal and informal activities that enhance both their own profession and the practice of others, including: (a) their own learning process; (b) working with their colleagues; (c) identifying their own needs; and (d) a wide range of formal and informal activities (MoE, 2009).

Additionally, the MoE had launched a program called the Education Quality Improvement Package (GEQIP) with the aim of raising educational standards. Teachers are widely acknowledged as a crucial component influencing education quality as the major contribution to educational quality. Therefore, the most important determinants of the quality of education were the professional growth and motivation of instructors. Continuous professional development (CPD) has been prioritized by the ministry of education in the belief that it is both a teacher's right and of immeasurable value for national development, particularly in the areas where teachers' beliefs, attitudes, and practices are required to improve students' learning (UNESCO, 2006).

Teachers are considered to be the most valuable resource in every institution, according to Finer (2000). They offer high-quality goods and services thanks to their unique professional skills. He also points out that, especially when they are not sufficiently motivated, teachers' performance never rises above 50% of their individual potential. They might have low morale, which is frequently exhibited

by unprofessional behavior and subpar work output. Through incentive strategies that are sensitive to their requirements, teachers' effective performance and professionalism can be improved. Professionalism, according to Gibbs (2008), is a qualification that results from a certain body of knowledge and associated ethical standards. Professionalism and effective work are believed to go hand in hand. Teachers that are highly driven perform better, which helps their training and experience-based professional development. Additionally, a stronger feeling of identity and individuality leads to professional advancement. Teachers' actions at work are not just a product of chance events. Both the behavior and its repetition are caused. According to Gibbs (2008), the best indicator of a country's level of progress is still its level of education. It has a clear relationship with other development indicators like socioeconomic level, mortality rate, health, technology, and poverty reduction. Education is attributed with helping people reach their greatest potential and living fulfilling lives. Fundamentally, education broadens people's options in life by developing their capacities and changes them by increasing their receptivity (Ndegwa, 2001). In light of the aforementioned, several nations have kept up significant investments in education, spending more than 40% of their national income on it. A significant portion of this budget is used for high school education. Its role as the link between basic school and higher education highlights its significance. The high school teacher is responsible for carrying out this enormous job.

All public high school teachers are employed by the government through the teacher's service facilitator, an organization created in accordance with Ethiopian law and enshrined in the country's constitution. Its mandate covers all human resource activities, such as hiring and assigning teachers, paying them appropriately, evaluating their performance, promoting them, moving them to new positions, registering them, prohibiting them from continuing in their employment, providing advisory services, and engaging in any other activities required to support teacher services in schools. The cornerstone for both individuals' lifetime learning and the future globalized knowledge society is successful school learning (Ndegwa, 2001). Therefore, it is crucial that every

student in school is well-positioned to follow this path, and teachers play a crucial role in transferring knowledge to children. Today's teachers, according to Ndegwa (2001), serve as role models for students as well as the leaders of the next generation. Additionally, he said that higher student accomplishment will undoubtedly follow if teachers are content, engaged, and happy in their jobs. The welfare and prospects of a nation, especially the lives of the nation's future generation, are likely to be impacted by the decisions and attitudes of teachers.

In-depth research has been done recently on the motivations of teachers. According to noted that poor teacher motivation not only has negative effects on student academic progress but also has an impact on the attainment of quality of education. On the other hand, teacher motivation is typically exhibited by the behavior of the teacher. To ensure that there is no teacher shortage in the future, educational authorities are also very concerned about attracting and keeping teachers (Gibbs, 2008).

Furthermore, (UNESCO, 2002) notes that while teaching in today's schools might be gratifying, it can also be stressful, frustrating, and leave little time for self-care. This is because over the years, the position of the teacher has undergone a significant transformation. During the course of the school day, teachers are needed to fulfill a variety of duties, including some that are under the purview of parents, such as imparting moral instruction. High expectations from the different education stakeholders, such as students, parents, the school, and society at large, as well as the various difficulties that instructors must deal with, make the issue worse (Gibbs, 2008). Teachers feel dissatisfied, unhappy, and unmotivated as a result of this, in addition to other feelings. As a result, some teachers leave the teaching profession in search of brighter pastures, while others accept their current circumstances as a part of their destiny. They continue to work as teachers, but their lack of enthusiasm for their work eventually has a negative impact on students' academic achievement. A significant barrier to providing instruction and teaching is a high prevalence of teacher absenteeism (Gibbs, 2008). There are a variety of reasons why school teachers are not motivated and why they are not satisfied with their work. In addition, it is noted that some of the

variables include low pay, lack of advancement, poor communication, unfavorable work settings, and many others. Given the vital role that teachers play in the primary education system, it is crucial to address their needs and advance specific facets of the teaching profession (Gibbs, 2008).

There are 50 Schools in Yem Special Woreda. Out of these, 44 are primary schools, six are secondary schools, and there are a total of 6,297 students enrolled in primary schools, along with 822 teachers and 29 education officers. There are ten cluster centers in Yem Special Woreda. The study focused on the two cluster centers of Saja and Fofa cluster centers'. The student achievement in the two cluster centers of Yem Special Woreda does not follow the regional state plan. Out of 1,494 children that sat for the grade 8 regional exam, 230 students (13%) failed the test, demonstrating the extremely poor performance of students over the past three years. This is substantially dissimilar to the 1% regional state strategy. Thus, the purpose of this study's researcher was to evaluate primary school students' performance in relation to their teachers' motivation.

## **1.2. Statement of the Problem**

Work performance and professional conduct of teachers are critical prerequisites for student academic accomplishment and quality education. When teachers are motivated at work, they perform better and are more professional. However, different school elements, including motivational factors, may have varying effects on teachers' motivation.

Primary education is an important level of education because it serves as a bridge between preprimary and secondary school education. The grade level was tasked with motivating, implementing, and facilitating the job of the primary school teacher in order to improve student educational accomplishment (quality education) in terms of creativity, originality, and problem solving ability. Thus, instructors' motivation is critical in providing great education. Because teachers

continue to play a critical role in instilling attitudes, values, and character through instruction. The instructor serves as a role model for students, whose intellect and behavior are conditioned, mimicked, and learned. She or he is a consultant who can influence behavior through reinforcement and incentive.

Teachers' work performance and professional conduct, on the other hand, have been under increased scrutiny in recent years. The government is obligated to provide individuals with a high-quality education (Gibbs, 2008). To do this, the country requires highly motivated teachers with exceptional work performance and professional ethics. According to Gibbs (2008), the secret to any education's success is highly professional staff, who produce both high quality and optimal quantity.

To that end, education requires highly motivated teachers. Teachers are motivated by a variety of causes.

Teacher motivational variables can be divided into two categories: intrinsic and extrinsic motivation of the work. Many questions have recently been raised, such as "What is motivation?" "Why is teacher motivation important?" and "What are the motivating factors that attract teachers to the teaching profession?" Whether they choose to follow this job on their own or because of some external factor. Teachers, as traditional agents of education, have a significant impact on a country's economics and generations. Teachers' performance (quality of service) is influenced by a variety of internal and external elements, including personal, organizational, and environmental factors. Education and learning are concepts that are inextricably linked. Although different theories suggest varied applications of motivational models, it is indisputable that teacher reaction varies between cultures and professions. Other elements, such as rewards or incentives, influence teacher motivation in addition to culture and profession (Gibbs, 2008).

The term "reward" refers to "the benefits received by teachers in exchange for working on behalf of an employing organization." Rewards are rewards earned after successfully completing an assigned activity. There are two types of rewards: intrinsic and extrinsic. Extrinsic rewards include monetary, material, or social benefits such as cash payments or other employment benefits such as health

insurance and an occupational pension. Job satisfaction, personal growth, social standing, and recognition that can be tied to specific job positions, on the other hand, are self-granted and psychological rewards that are intrinsic rewards (Gibbs, 2008).

According to Gibbs (2008), the magnitude of the incentive and active assistance from principals are both crucial factors in teacher motivation. Teachers are not motivated by pay bonuses unless the sum is substantial enough. Furthermore, administrators' active participation is critical to the success of group reward programs. Furthermore, teachers' views of fairness influence their motivational reactions; thus, explaining the logic behind the performance measurements, the mechanics of the program, and the amount of advancement in goals may be crucial. Finally, face validity of student success exams, other indicators of school performance, and reliability are all critical in reward systems (Gibbs, 2008). Despite the fact that there are numerous factors that influence teachers' academic motivation and performance, this study only considers the following worthy potential factors: inadequate salary and other benefits, job satisfaction, work environment characteristics, personal relationships with students and disciplinary problems, the position itself, and administrative problems. As a result, these variables have been prioritized in our study. To achieve their objectives, all firms require a motivated staff (Bwisa, 2012). Liu and Meyer showed that primary school teachers, despite their low salaries, had a positive view of their work. However, teachers with greater motivational drive in their work might be more committed to their students' success. If this were the case, private school teachers would have worked harder to support their students' academic goals. However, frequent harsh disciplinary measures, poorly prepared instructional materials, absenteeism, and different types of discontent hindered the achievement of the intended goal. In addition, despite appropriate motivational packages and practices compared to public schools, the researcher prefers to look into the impact of motivation in increasing performance of instructors in private primary schools. Numerous research have been conducted on pay-related incentives for



instructors, and these studies have suggested that money alone may not be the best approach to get people to perform better.

Studies have also suggested that teachers in schools are highly driven, thus researchers have tended to look into why some of these schools' performance is still subpar despite the high motivation. Excellence in teaching and learning is greatly aided by the motivation of teachers. According to Gibbs (2008), enthusiastic teachers are more likely to inspire their students to learn in the classroom.

On the subject of teachers' motivation, several local studies have been conducted. Adamu (2007) conducted research on the job satisfaction of TVET teachers in the East Showa Zone, while Guta (2008) conducted a complementary study on the evaluation of employee job satisfaction at the Ethiopian Union Mission. Dawit (2008) conducted another related study on the factors affecting the motivation, attrition, and retention of North Wollo TVET teachers in the Amhara Region..

While the majority of the research described above focused on secondary and TVET schools, where primary schools have a different school atmosphere and culture, this study focused on elementary schools, which have a different thematic focus. Another distinction is that this study was concentrate on the SNNP regional state, more notably Yem Special Woreda, which is still under evaluation.

Like all other types of organizations, primary school teachers in the SNNP Regional State Yem Special Woreda are impacted by motivation variables. By addressing the following fundamental research issues, this study's major goal is to determine the impact of motivation on teachers' performance in the Yem special Woreda case of two cluster primary schools.

### **1.3. Research Questions**

1. What is the current status of teachers' work motivation and performance in primary schools of Yem Special Woreda?
2. To what extent are teachers committed and interested in teaching at Primary school?

3. What are the major factors affecting teachers' work motivation and performance in primary schools?

#### **1.4. Objectives of the Study**

##### **1.4.1. General objective**

The general objective of this study was to assess the effect of motivation on teachers' performance in Yem Special Woreda of two cluster primary schools.

##### **1.4.2. Specific objectives**

This research was tried to fit the following specific objectives

1. To identify the current status of teachers' work motivation and performance in Yem Special Woreda of two cluster primary schools?
2. To assess the major factor that affects the work motivation and performance of teacher in Yem Special Woreda of two cluster primary schools.
3. To examine the commitment and interest of teachers in teaching primary school?

#### **1.5. Significance of the Study**

This study shed light on the elements that influence the job motivation and performance of primary school teachers. As a result, some of the study's benefits to school stakeholders (teachers, principals, students, parents, and the community) are as follows:

1. It enables the academic staff of the institutions, in particular the instructors, to recognize their strong points and address their areas of weakness.
2. Make sure student are aware of the difficulties these institutions face so they can prepare for them. Tell the administration of these schools to create a comfortable workplace for the instructors.
3. To provide proof that these schools' regulation issues must be addressed or maintained, and to act as a springboard for other study projects.

## **1.6. Delimitation of the Study**

According to BezaDessalegne and NigussieAfesha (2019), the Southern Nations, Nationalities and Peoples (SNNP) Regional State now has 14 administrative Zones, four Special Woredas, 131 Woredas, and 3926 Kebeles. However, because there are so many teachers in this area and their numbers are so great, it was exceedingly challenging to include all of the schools in the study. Due to this, in order to simplify and manage the study, only Yem Special Woreda from two cluster primary schools is taken into account.

In addition, insufficient pay and non-salary benefits, job satisfaction, the nature of the work environment, relationships with students on a personal level, and discipline issues with students discipline issues, the role itself, and administrative issues are the only variables that the student researcher focused on for this study. The study is therefore restricted to looking into the variables that affect instructors' work motivation and performance concerns. In addition it is geographically delimited in Yem Special Woreda of two clusters, Saja and Fofa. Methodologically the researcher used survey method to collect quantitative data and interviews were employed to gather qualitative data.

## **1.7. Limitation of the Study**

Resource limitations, such as those related to time, money, and information availability, constituted this study's main limits. Additionally, because of the respondents' hectic work schedules, it imposed somewhat challenging to gather information from them. The study will be representative of the other schools in the SNNP Regional State, but the student researchers was encountered a number of challenges, including the dispersed nature of the schools and the time-consuming nature of the data collection method. The researcher was also constrained by the expense of traveling, participant willingness, data availability, and participant response quality. In addition to these above mentioned challenges it was also very challenging to conduct a pilot test at Tabor Primary School because of time constraints and academic calendar endings. Therefor the

researcher was forced to conduct the pilot test in Yem Special Woreda of Tiger cluster center, Tiger Primary School which is very similar to research area.

### **1.8. Organization of the Study**

Five chapters are used to arrange and present this study. The background of the study, the formulation of the problem, the study's purpose, its relevance, its delimitation, and its limitations are all covered in the first chapter. Review of related literature is included in the second chapter. The third chapter, "Methods and Procedures," attempts to provide a thorough explanation of how the study will be carried out. The fourth chapter, "Presentation and Analysis of Data," makes an effort to compile and display the data that was gathered as a result of the discovery. The fifth Chapter, which includes a summary, conclusions, and suggestions, tries to deduce implications from the findings. The most significant findings were also attempted to be included in this chapter.

## **CHAPTER TWO: REVIEW OF RELATED LITERATURE**

This chapter discusses the review of pertinent material as well as theoretical viewpoints with relation to motivation and how it affects employees' productivity. Utilizing a worker's potential to the fullest extent requires motivation. In this situation, motivating teachers is crucial for both organizational management and providing high-quality education.

### **2.1. Introduction to Motivation**

Motivation is an employee's willingness to devote high levels of effort to his or her work, which is conditioned by the effort's potential to satisfy demands as well as his or her personal environment. A motivated employee strives to give his or her best effort in order to complete his or her work (Ngirwa, 2006). Potter (2005) defined motivation as an individual's active participation and commitment to achieving the desired outcomes. Employee motivation was defined as the inner drive or push that led to a specific human action or inactivity in a given period, given specific existing conditions, according to the aforementioned definitions. It is a force that analyzes individual inner desire in order to urge people to do something.

However, the motivational process typically begins with someone detecting unfulfilled needs, followed by the establishment of a goal to be attained, therefore satisfying the need and attaining the objective (Maslow, 1948). The social situation can also have an impact on motivation. This setting includes organizational principles and culture, leadership and management, and work groups or teams. This mindset deterred academically gifted young men and women from participating in teacher education programs. Many teachers quit the profession, and those who remain do not give the quality of education that is required of them (World Bank 1990).

Motivation is strongly tied to job performance, not just job happiness, which is a feature of motivated employees, or quality of work life enhancement programs, which are aimed at providing a motivating scenario. To have a motivated staff,

private schools must develop an environment in which higher levels of motivation are maintained.

## **2.2. Teachers' Performance**

Teacher performance has a significant impact on school performance. It is made up of what the employee does or does not do. Performance includes output quality, output quantity, output timeliness, cooperation, and presence at work (Gungur 2011). Employee performance is defined as the record of outcomes achieved for each job function over a particular time period (Macky and Johnson 2000). However, performance can be quantified using a range of factors that demonstrate an employee's performance pattern over time.

In the context of an organization, performance is typically described as the extent to which an organizational member contributes to the achievement of the organization's goals. It entails an organization communicating its mission and strategy to its employees, as well as setting individual performance goals to meet both the person and the organization's goals. Continuous performance management evaluation ensures organizational performance (Ying 2012).

## **2.3. Teachers Motivation and its effect on Teachers Performance**

Employee motivation, according to Hoy and Mislal (1987), is a complicated force, drive, desire, and stress condition that initiates and sustains voluntary activity aimed toward the attainment of personal goals. Thus, motivation is what initiates and energizes human conduct, as well as how those forces are directed and sustained, as well as the outcomes (performance). As a result, there is a relationship between motivation and performance, which is critical in the existence of any organization. It is feasible for an individual to exhibit low motivation from the perspective of the organization while enjoying every part of the job. This mood denotes a high level of job satisfaction. According to Ifnedo (2003), a motivated worker can be identified by his or her agility, dedication, attention, passion, and overall performance.

This section provided hypotheses connected to teacher motivation and performance that, in the researcher's opinion, contribute to teacher performance. Teacher motivation, on the other hand, is a complex and difficult concept to

define because it encompasses the features of individuals and situations, as well as the individual's perception.

## **2.4. Theoretical Literature Review on Teachers Motivation**

### **2.4.1. Maslow's Hierarchy Theory**

Maslow (1943) proposed a hierarchy of priority for human needs. Physiological needs, security needs, social needs, esteem needs, and self-actualization are all factors to consider. Once each of the needs was significantly met, it would act as a motivator for the next need. People must first satisfy their physiological demands, which serve as fundamental motivators; individuals then proceed up the hierarchy to satisfy their safety needs, self-esteem, and lastly self-actualization. This dominates a person's behavior, particularly among managers. Maslow stated that in order for an employee to be productive, he must be fulfilled with these requirements; otherwise, the organization would fail to meet its goals. However, in the current scenario, most individuals desire to find jobs to ensure their daily bread, as well as a better future through promotions and the utilization of their talents. Teachers would be more motivated if they were given the independence and authority to carry out assignments and produce their own results.

### **2.4.2. The Achievement Theory**

According to Ngirwa (2006), the idea argued that the intensity of a person's demand for achievement drove the majority of a person's performance. People would function well in the current situation if they had to meet their requirements or obtain anything.

### **2.4.3. Expectancy Theory**

According to the theory, the motivating factor for an individual's performance was a function of their expectations for future outcomes multiplied by the personal worth they placed on those outcomes. According to Ngirwa (2006), the strength of a tendency to act in a given way was determined by the strength of the expectation that the action would result in a specific consequence and the attractiveness of that outcome to the actor.

#### **2.4.4. McGregor's Theory X and Theory Y**

McGregor (1960) developed two theories in an attempt to understand employee motivation. He separated two opposing fundamental assumptions about individuals and their activity. Theory X and Theory Y, which he said had opposing viewpoints on people's devotion to work. Theory X had no objectives or duties, and preferred to follow rather than lead others. They are self-centered, thus they are less concerned with organizational goals. Theory Y assumed that if employees were dedicated, they would be motivated to fulfill their work goals, and that rewards should be in place to address their higher order need. The two kinds of people are appropriate in the current circumstances, albeit in theory Y, people do not usually obtain what they expect.

#### **2.4.5. Herzberg's Two factor Theory**

The approach was founded on the requirement for completion in order to best satisfy workers. According to Herzberg, the hygiene variables were environmental conditions that produced worker discontent. The presence of these elements did not result in satisfaction, affecting worker performance. Pay, supervision, security, and working environment were all hygiene factors. They were seen as necessary but not sufficient elements for happiness. The theory also identified elements that motivated workers to work more. These were motivational aspects such as acknowledgment, achievement, responsibility, progress, and advancement, resulting in excellent performance. In the current circumstances, Herzberg's theory is useful in schools in that they must hire good supervisors with leadership qualities and the ability to treat instructors equitably, as well as guarantee that policies are clear, equitable, and fair. Teachers should be given adequate opportunity to interact in order to foster a sense of teamwork. Employees should address both motivators and hygienic aspects to retain teachers because the environment in which they work has an effect on performance.



#### **2.4.6. Equity Theory**

Adams claimed that a person's perception of equity, which is based on a call for a fair balance to be made between employees' inputs, such as hard work, talents, tolerance, and passion, and employees' outputs, such as salary, benefits, and intangibles like recognition, determines how satisfied they are with their jobs. The theory's findings indicate that a fair balance helped to ensure a solid and fruitful relationship with the employees, with the end result being contentment and motivated workers as a whole. The notion was founded on the idea that if workers believed their inputs were higher than their outcomes, they would lose interest in their work and their employers. Employees might thus be anticipated to react in a variety of ways, such as by exerting less effort, growing resentful, or becoming disruptive, among others.

The researcher concluded from the foregoing theoretical evaluations that the theories relevant to this study range from Maslow's Psychological Needs to Adam's Equity Theory to Treat Employees Equally in Applying Motivation for Strong and Productive Work Relationships. Herzberg's Two Factor Theory, in particular, highlights the significance of encouraging employees to work hard through incentive through recognition, achievement, progress, and advancements is crucial in disseminating this research in Yem Special Woreda's Primary Schools.

### **2.5. Factors that affect teachers' work performance**

#### **2.5.1. Lack of interest in teaching Profession**

According to the Gardy and Figueriaas (2002) teacher retention model referenced by Manna and Tesfaye, there are four stage processes that will aid instructors in deciding whether to remain in or leave their profession. Which stage of the selection process is when teachers first express an interest in the field? It is widely believed that the position of teachers has significantly fallen in recent decades in the majority of industrialized and developing nations (Bennel, 2004). However, Tesfaye and Demewoz (2004) highlighted in their study that the status associated with the profession during the past forty years played a major role in the decline

in interest in the teaching profession. According to (Esteve), as mentioned in Getachew, 1999, people enter the teaching profession when they are unable to locate a more lucrative option. In this regard, Motuma (2006) and Mulugeta (2010) also affirmed that the majority of teachers enter the field for a variety of reasons, including that it is simpler to obtain than other employment or that they can make money (their earning) from it until they get another career. Attachment and loyalty are referred to as commitment. According to Porter et al. (1974), cited in Armstrong (1995), commitment is the degree to which a person identifies with and participates in a specific organization. In addition, Armstrong (1995) came to the conclusion that "high organizational commitment is associated with higher motivation and good performance" after reviewing primarily North American research.

Job happiness is one of the factors that influence organizational commitment. According to Mueller, Boyer, Price, and Iverson (quoted in Taye, 2011), people who are content with their jobs are more devoted to their organizations than those who are not (Mueller, Boyer, Price, & Iverson). According to Shukla (2009), there is a strong positive correlation between career dedication and job happiness. According to Sylvester (2010), a teacher educator's attitude toward the teaching profession as well as their degree of job satisfaction are influenced by elements like their institute's location, educational background, and years of classroom experience. The new curriculum emphasizes that a curriculum should be based on the learning interests, life experience, and cognitive levels of the students and that it can promote more educational processes of participation, communication, and, enable specific learning targets to be followed. Attitude measurement has very wide application, particularly in social psychology.

### **2.5.2. Inadequate Salary and other Benefits**

The salary scale for teachers and trends in teacher retention are closely related. When pay levels are lower than those that apply to similarly competent employees, it leads to teacher dissatisfaction and decreased performance, which,

if left unattended, can result in long-term problems and a lack of motivation (Coolahan, 2003). According to Coolahan, establishing an acceptable compensation allocation for teachers will have both short- and long-term effects on the pattern of teacher retention. When employees are misperceived or don't grasp how the organization links performance and pay, problems at work arise. According to Armstrong (1995), issues at work result from unjust or unequal compensation structures. According to Vroom's expectation theory, a pay-performance relationship is necessary for encouraging performance in this regard. The expectancy model contains three main components, each of which is based on a string of very simple observations, according to Fisher et al. as reported in Befikadu (2001). Expectancy: a person's assessment of the likelihood that effort will result in task completion or performance, Instrumentality: beliefs about the likelihood that actions will result in rewards (like money or recognition), Value: The subjective worth or attractiveness that a person accords to obtaining a particular reward. High performers will typically acquire a big part of pay resources, according to Fisher et al. (2006)'s description of the idea, and will thus be driven to stay with the organization with greater performance.

Performers who fall short of expectations will grow demoralized and are likely to leave the company. However, they went on to say that reward systems that are not tied to performance often have the opposite impact and hence produce the worst case scenario. Poor performers who are well paid are more likely to stay with the company because they are well compensated and will not be sought after by other businesses. Top achievers, on the other hand, will seek out other organizations that properly value their efforts since they feel underappreciated.

There is a lot of data to suggest that teachers' decisions to leave their positions are influenced by earnings almost as much as those of workers in other professions. There is evidence that if teachers' salaries are low in comparison to alternative income prospects, they are more likely to quit their jobs or perform poorly. Pay disparities have a significant impact on teachers, particularly those who are just starting their careers. The NCTAF, as mentioned in Getachew 1999, does not

suggest that experienced instructors are not impacted because greater compensation also seem to draw better-prepared and higher-quality teachers.

According to several studies (Getachew, 1999; Manna and Tesfaye, 2000; Darge, Tesfaye, and Demewoz, 2004; and Motuma, 2006), teachers' lack of motivation is primarily caused by their inadequate payment. Low pay is listed as one of the top reasons for their leaving in addition to being the primary source of turnover (Motuma, 2006: 97). Insufficient pay has persisted as Ethiopia's worst issue despite changes to teacher salaries and career paths made in 2007 (VSO, 2007). Similar to this, (Bobbitt et al., as cited in Burns, 2001) claimed that instructors depart for jobs in other professions that pay more. Despite recent increases, teacher salaries still fall short of those of other occupations requiring a comparable level of education (Ingersoll, 2001). In general, Americans with the same level of education and experience as instructors earn significantly less than those with those qualifications. The same is true in Ethiopia, where teachers receive lower pay than those in similar professions who don't educate.

Ayalew (1991), (quoted in Darge, 2002), also noted that teachers' job unhappiness was mostly caused by their low and unfair salaries and unequal chances for career growth. In addition to pay, amenities like housing, free health care, and chances for further education or training play a significant part in keeping teachers in the profession because they foster a sense of community and dedication in their hearts (Darge, 2002). However, research suggests that teachers' happiness was not strongly correlated with their pay and other benefits (Nces, 1997; cited in Motuma, 2006). Money does not change how intrinsically valuable labour is. In fact, in the most extreme circumstances, it won't have any impact on the worker's drive at all (as with voluntary work, where the motivating factors are tied to dedication or vocation

Armstrong (1995) asserts that a lack of commitment and unhappiness, which is the primary cause of subpar performance, can result from a lack of performance clarity, a lack of group cohesiveness, as well as from dissatisfaction and conflict

with managers and supervisors. According to Greer and Lortie, who were quoted by Aleazar (2007), teaching is a career-less and dead-end employment in the United States when compared to other professions. Instructors have little choice but to leave their field in quest of progress because there aren't as many places available at the top of the ladder as there are instructors currently working there. According to Armstrong (1995), one of the main reasons for poor performance is discontent with one's professional prospects. This must be accepted to some extent. More and more people understand that moving on is necessary for them to advance in their professions, and that bosses have little control over this. Additionally, the criteria for promotions continue to be based solely on experience and years of service.

Teaching was a career-less occupation in Ethiopia until recently (Aklilu, 1967). In Oromia regional state's government secondary schools, Motuma (2006) found that low base salaries, limited non-financial benefits, inconsistent career structure implementation, a lack of fair payment for overtime work, and a lack of compensation such as bonuses, fringe benefits, incentives, and rewards were the main causes of teachers' dissatisfaction.

### **2.5.3. Characteristics of the school work Environment**

(Baker, 1988; Dove, 1982; Hurst and Rust, 1990; Tatto, 1997:148, as referenced in Motuma, 2006:32) School working environments affect teachers' commitment levels and ability to persevere in a difficult setting. Poor organizational support has been reported to be a major deterrent for qualified people from accepting positions or leaving them permanently in both less and more industrialized nations. According to Baker, 1988 Moore Johnson, referenced in Tattoo, 1997, in Motuma, 2006, new teachers are more vulnerable when they lack resources and experience professional isolation.). Poor working circumstances, according to (Dunham, Kyriacou, and Sutcliffe, 1979 cited in Getachew, 1999), include issues like insufficient tools, badly maintained structures, a lack of room, subpar furnishings, an unsuitable location, and subpar staff rooms. The biggest issues facing teachers today in certain nations include working conditions like class size, inadequate or malfunctioning facilities and equipment, improper teaching

assignments, and a high frequency of non-teaching activities (ILO, 1991). According to Bennel (2004), when compared to other professions, teachers do not have the opportunity to benefit from the same work environment. According to Muluken et al., cited in Arega (2007), improving the work environment and working conditions for teachers is a good step toward boosting motivation among teachers, making the profession more appealing, boosting teacher retention, and enhancing the quality of teaching and learning. Changes in this area might be more cost-effective and efficient than a general pay raise for teachers, even though they might always cost a sizable sum of money.

They added that raising teacher compensation would appear obvious as a response to attrition issues. However, Macdonald, as cited in Muluken et al., 2007, stated that better working conditions and environments play their own role through improved school buildings and teachers' accommodations, increased teacher responsibility for educational decisions, decreased class sizes, increased parental community support, promoted collegial relationships between teachers and administrators, provided teacher support and recognition, and provided teacher counseling and medical care. According to Girmay (2011), instructors who experienced stress as a result of several characteristics of the school environment expressed reduced dedication and job satisfaction. There is little question that the prevalence of workplace stress has a negative impact on job satisfaction, productivity, absenteeism, and performance (Mullins, as cited in Girmay, 2011). According to Kyriacouas, who was referenced in Getachew (1999), instructors encounter a number of challenging circumstances when carrying out their daily tasks, such as short deadlines that could be stressful. Getachew (1999) added that teachers will experience stress due to time constraints and unfavorable working conditions. Socioeconomic status is another environmental element that contributes to teacher discontent. According to socioeconomic status, the likelihood that a teacher will stay in the profession increases with lower socioeconomic class of the teacher's family and decreases with greater socioeconomic level (Boland and Selby, cited in chapman, 1994). Tesfaye and Demwoze (2004) stated that "the teaching profession is accorded with low

socioeconomic status in Ethiopia, promoting negative attitudes towards the profession and in turn leading to little or no respect for those in the profession by the community (parents, students, concerned government parties...)" in relation to this. Getachew (1999) recalls that a few years prior, teaching was a respectable profession on both a social and financial level.

However, in recent decades, people have begun to associate status with money earned rather than knowledge and sacrifices, resulting in the low status accorded to the teaching profession.

#### **2.5.4. Student Disciplinary Problems**

Students' disciplinary issues are what drive some teachers to resign from their positions. According to Dunham (1981), disruptive and rowdy behavior can be a sign of a student's disciplinary issues. Dunham (1981) noted that pupils who are openly antagonistic toward other students and the teacher, refuse to participate in class, and do little to no work during class are examples of kids who exhibit disciplinary problems. According to Esteve, who was referenced by Getachew (1999), teachers who work in a setting where pupils engage in disruptive behavior often feel anxious, unsafe, and unsure of how to respond. In this context, Darge's (2002) research revealed that teachers regularly cite the behavior of their students as a source of frustration, particularly in Addis Abeba, the capital. It is understandable why dealing with student discipline is a particularly challenging issue given that it involves parents, administrators, and teachers. Different people may have different ideas on what constitutes appropriate child discipline. In any event, it needs to be addressed because it is one of the main causes of instructors' low performance and discontent.

#### **2.5.5. Administrative Problems**

Secondary school administrators should constantly upgrade and prepare themselves to meet the changing needs of their employment, according to Muluken et al. as mentioned in Tesfaye (1999). They added that principals urgently want coordinated, systematic training in educational leadership and efficient, open administration that goes beyond the sporadic workshops now

provided in most systems. (Kyriacou and Sutcliffe, cited in Darge, 2002) said that insufficient regulations or a failure to follow regulations is still another source of teacher dissatisfaction in relation to administrative issues. Regarding this, Manna and Tesfaye (2000) noted in their study that teachers' career decisions are significantly influenced by their level of job satisfaction with appropriate management, support, and supervision. They also discovered that, respectively, 66.5 and 35.2% of the instructors who participated in the study were unsatisfied with their relationships with colleagues and school administration. The Ministry of Education, referenced in Motuma (2006), mandated that vice principals and principals of schools acquire master's degrees. The majority of school vice principals and principals in the SNNP regional state of Yem Special Woreda, however, have degrees, according to experience.

#### **2.5.6. Teachers' Motivation**

As remuneration on its own increases motivation among instructors, teacher motivation also involves "material and psychological needs" that serve to keep them at their jobs. Many authors benefit from teachers' encouragement and support. When teachers are suitably rewarded for their productivity gains, performance-based compensation will boost teacher motivation. This viewpoint contends that if the motivation and ability of the teacher influence wages, teacher quality will increase, linking the attitude of teachers to student outcomes. Tomlinson (2000) asserts in the literature that building performance-oriented organizations and motivating employees are the goals of performance-based compensation. Non-financial awards can inspire teachers who are not driven by money. According to Tomlinson and Odden (2000), these benefits can include, for instance, fulfillment from high student accomplishment, recognition, influence, gaining new skills, and personal development. Teachers and students interact since they both take part in the learning process, but teachers are given greater credit for illuminating the path. In the classroom, learning outcomes are primarily driven by motivated teachers who prepare lessons and apply what they have learned (Adea, 2006). Davidson (2005) put a special emphasis on the role of teachers in delivering high-quality instruction in public secondary schools through



motivation, and it made some recommendations for ways to boost teachers' motivation while also enhancing the educational system. Positive or negative effects of company culture can be seen in how well employees perform. As there are several employees in an organization, each with a unique background, culture, language, and thought process. Employees will undoubtedly experience stress when a business fails to establish a good culture because of poor communication between staff members and their bosses, and their performance at work will fall short of expectations. According to his research, poor living and working situations have a negative impact on teachers' abilities. To retain and motivate teachers, it is crucial to take into account the terms and circumstances of employment (Kadzamira, 2006).

#### **2.5.7. Job satisfaction**

According to Spear et al. (2000), there are numerous variables that affect British teachers' motivation and job satisfaction. Working with children was found to be the main factor in determining job satisfaction for teachers, whereas job dissatisfaction was mainly attributed to work overload, lack of motivation, and societal perceptions of teachers. These sources of dissatisfaction were referred to as hygiene factors because they create the physical environment of the workplace and prevent things from becoming too upsetting. Company policy and administration, supervision, relationship with supervisors, work environment, remuneration and relationship with peers, personal life and relationship with subordinates, status and security were among the hygiene variables. Manipulation of those factors can cause educators to reply just on a scale ranging from displeased to indifferent. Only by manipulating motivators can one attain improvement on a scale ranging from neutral to satisfy.

According to Chandrasekar (2011), the office environment has both positive and bad effects on teachers' morale, productivity, and job performance. If teachers dislike their working environment, they get demotivated, and their performance suffers as a result. Poorly designed work schedules, inappropriate authorities or responsibilities, a lack of recognition, and a lack of personal decision-making

opportunities. People who work in such an environment are dissatisfied; they experience stress, which has an impact on their job performance. Teachers' performance is one of a handful of criteria impacting school effectiveness and learning outcomes in all education systems. According to Mohanty (2000), teacher performance is the most important contribution in the subject of education. Teachers are undoubtedly the most important component of every educational institution.

Competency is described as a person's potential or capacity to handle their jobs and produce the best results. Competency is a criterion that an individual possesses that involves good behavior, knowledge, and an attitude capable of producing exceptional results. Competency is derived from the term "competence," which means "suitability," and can be defined as a good and complete assignment and obligation (Siddiqui, 2007). It is the ability to carry out obligations related to vital activities.

For teachers' performance in primary school, experience matters. If teachers are asked what could be done to motivate them to work more and produce better work, they should consider accommodating their knowledge, abilities, and aptitudes in the teaching of lifelong learning. The information, skills, aptitudes, attitudes, and values that teachers bring to their classrooms vary. Their backgrounds as teachers also vary (Anderson, 1991). A strong foundation of general education, comprising subject-matter knowledge, insight into relationships among concepts, and professional preparation, forms the basis of a teacher's education. Specialization offers scholarly knowledge of the subjects to be taught and is merged with professional education to lead to new insights and abilities for professional performance, according to Nayak and Rao (2002). General education aids in personal growth. When preparing lessons for students, putting them into practice, and reviewing them, competent teachers use a wide range of deep, integrated knowledge and skills..

One aspect of a teacher's competence is their ability to use technology (Siddiqui, 2004). According to Singh and Shan (2005), in-service training includes the full range of activities that teachers can engage in to further their professional

development, increase their professional competence, and better grasp educational ideas and strategies. An effective teacher is one who regularly does something, whether directly or indirectly, or focuses on their pupils' learning (Anderson, 1991). In order to achieve instructional excellence, a teacher must possess a fundamental understanding of the subject they are teaching. He must stay current in his profession and be able to successfully convey his knowledge to others at a comprehension level. In order to effectively apply psychological principles in his teaching, he must be familiar with them. Above all, teachers need to want to get better. Effective teachers draw students' attention to important concepts and pertinent qualities while providing effective demonstrations, straightforward redundant explanations of difficult topics, and presentation of specific, clear examples and similarities. Programs for teacher development are used to explain a teacher's overall development, lifelong improvements, and progressive adjustments. According to Reimers (2003), teacher development is the professional advancement a teacher makes as a result of obtaining more experience and methodically analyzing his or her instruction. The recruitment of qualified candidates and the provision of sufficient knowledge, abilities, skills, and professional qualities at both the pre-service and in-service levels are also considered to be components of teacher development according to the Ministry of Education (Basic Education Program, 2007). The Ethiopian government has implemented a number of initiatives to raise the caliber of the educational system at all levels, with a focus on teacher training programs. The Teacher Education System Overhaul (TESO) initiative was introduced by the Ministry of Education in 2003 to support this effort. Through continuing professional development (CPD), this program's primary goal was to increase instructors' professional competencies and boost students' academic achievement. The recruitment, selection, and training of teachers and educational managers were not based on interest or professional competence, the training of teachers lacked a clear vision, mission, and standard, and there was no program for ongoing professional development for teachers, according to MoE (2002).

To address the challenging circumstances surrounding teacher training programs, teacher development programs were started. The TDP's main goals are to create teachers who are: (1) equipped with the necessary academic knowledge, professional ethics, attitude, commitment, and self-confidence; (2) capable of conducting action research; applying participatory problem-solving and learner-centered teaching techniques; implementing continuous assessment techniques; practicing democratic principles in the classroom; and (3) accountable for encouraging students, particularly those who are underachieving.

Education reforms focused on teacher training initiatives have significantly improved the educational system and educational quality. A reform initiative called the general education quality enhancement package was created to increase government efforts to raise the standard of general education (MoE, 2007). In this package, the teacher development program (TDP) aims to develop the skills of teachers in primary and secondary education through pre-service and in-service teacher education, with the goal of raising the quality of instruction and student learning. The approach for developing teachers is also based on Ethiopia's declining educational standards.

The program's broad goals and intention are to raise the standard of general education and generate capable people who can participate in the social, economic, and political growth of the country. Teachers are one of the key determinants in raising student accomplishment and the standard of education, hence the education quality improvement program (EQIP) includes a teacher development program as one of its components. The teacher development program is also based on Ethiopia's declining educational standards (World Bank, 2008).

## **2.6. Empirical Literature review on teachers' Motivation**

An investigation of the impact of motivation on performance was done by Atiya&Palwasha. The study's goal was to look at how teachers' motivation affected their performance in both public and private schools in Peshawar, Khyber Pakhtunkhwa. The objective was to demonstrate how strongly and favorably teachers' motivation and performance are related. A survey was undertaken to get

the opinions of the respondents—who were the professors themselves—in this quantitative study.

Employees with these qualities were necessary because motivation and performance were crucial for organizational development and achieving a competitive advantage (Latt, 2008). Employee productivity rises when there is motivation, which helps us accomplish our goals more successfully. In addition to enhancing instructors' abilities and knowledge, teacher motivation has a direct impact on students' academic progress. (2010) Musafa and Othman Teachers would be less competent if they lacked sufficient motivation in the classroom, which would have a direct impact on the pupils and the educational system. High scores on an instrument created to test the variables suggested that teachers' motivation for success was assessed using self-created questionnaires. The results were organizational and described in respondent characteristics. As a result, the relationship between motivation and performance was shown to be moderately positive. However, regression analysis was also employed to look at how motivation affected performance, and this was unrelated to the teachers' prior teaching experience. The investigation showed a correlation between teachers' motivation and performance that was favorable. The level of performance improved as motivation grew. The study demonstrated the critical role that teacher motivation plays in the educational system. Teachers couldn't give their best efforts if they lacked motivation and performed poorly (Chudi-Oji, 2013). An investigation on how motivation affects instructors' and students' performance in secondary schools in Nigeria's Udi local government area. The study found that education was acknowledged as the primary foundation for the country's ability to function well. The social, political, and economic sustainability of the government was totally dependent on the level of education provided to its people. Since motivation is the key to performance and improvement, it was necessary for the population's technological progress to be properly educated, and those who disseminated the necessary knowledge also needed to be sufficiently motivated. The goal of the study was to determine how teachers' and students' academic performance were affected by motivation. Public and private schools in the

Udilocal government region participated in a survey research. To find the mean score, surveys were distributed, collected, and analyzed. Based on respondents' answers to the research questions, conclusions were drawn. However, (Chudi, 2013) discovered that due to erratic salary payments, teachers declined to educate in a way that improved student performance. The study also revealed that teachers needed more education from courses like seminars and workshops, to name a few. Due to inadequate promotions, teachers also failed to take their professions seriously, left the profession in favor of positions with higher salaries, and refused to carry out their responsibilities properly and efficiently because their welfare was not taken care of (Chudi,2013). It is advised for school administrators to adopt effective motivational techniques in their classrooms, such as rewards and responsibilities. Teachers should put up a lot of effort to advance their education. Teachers should be honored for their contributions to the development of the country by society. Teachers should have access to institutional supplies and other resources to help them do their tasks. In the Kimanya-Kyabakuza division of the Masaka district, Mary (2010) conducted a study to examine the effects of motivation on the performance of primary school teachers. The goal of the study was to determine whether instructors' motivation affected how well they performed their duties and what difference there was between intrinsic and extrinsic motivation. The survey design was modified to be descriptive. Structured questionnaires for teachers and important informational handbooks for head teachers and education officers in the city were used to gather primary data. Data that was gathered was both quantitative and qualitative. The study's conclusions showed that teachers performed well despite having insufficient motivation. In the division's primary schools, a strong correlation between teachers' intrinsic motivation and performance was discovered. On the other side, a link between instructors' performance and extrinsic motivation was found, indicating that extrinsic motivation affected teachers' performance. The study proposed, among other things, increasing elementary teachers' pay to keep up with their cost of living, providing housing, enhancing supervision, and implementing rewards for top performers in order to increase their motivation and performance at work. The

study concentrated on the motivation and rewards for teachers in developing nations. The study evaluated the degree to which teachers' psychological and material needs were being addressed. These included, to name a few, occupational status, compensation and benefits, attrition, and job satisfaction. De-professionalism, for instance, growing reliance on less educated and qualified teachers with little job security, low standards of teaching, feminization, and losses in standard of living all contributed to the decline in teachers' prestige (Paul Bennel, 2004). Paul Bennel also stated that despite the dominance of pay and other material benefits as motivators, pay on its own did not motivate since it was insufficient to meet basic demands for household and individual existence. He stated that the research that was available indicated that teacher compensation was typically extremely low and falling in real terms in the majority of countries.

The results showed that the crucial function of teachers in improving the quality of education had often gone unrecognized. He included further African nations including Madagascar and Malawi, where teachers only had two years of secondary education, and Malawi and Tanzania, where form four levers were hired in 1990. The crucial issues of teachers' remuneration and motivation had occasionally been glossed over. Education reforms prioritized enhancing teachers' abilities, the learning and working environment, and their working conditions while ignoring other employment terms.

The researcher learned from the aforementioned literature studies that the effect of teachers' motivation is significant and seen from several angles. The main factors to enhance teacher motivation and fulfill organizational goals include compensation and other perks, the school working environment, student behavior, administrative concerns, and job satisfaction.

## **CHAPTER THREE**

### **THE RESEARCH DESIGN AND METHODS**

The research methodology, data sources, study site and population, sample size and sampling method, data collection tool, and data analysis techniques were all presented in this chapter.

#### **3.1 Description of the Study Area**

One of the Woreda under the SNNP regional state is called Yem Special Woreda. According to the Yem Special Woreda Education Office's 2015 (E.C.) work plan, 50 schools are included in the Woreda. With a total enrollment of 6,297 students in primary school, 822 teachers, and 3 education officers, there are 44 primary schools and 6 secondary schools out of this total. There are ten cluster centers in Yem Special Woreda. The study focused on the two cluster centers of Saja and Fofa cluster centers.

#### **3.2. The Research Design**

This study used a descriptive survey research approach. This enabled the researcher to obtain specific information about the state of the practices and problems of motivation on teachers' performance at the present time since the main objective of this study is to describe how they currently affect teachers' performance. Descriptive research design also enables future forecasting based on data about current circumstances. According to Cohen (1994), descriptive research aids in gaining a better and deeper understanding of a phenomenon and functions as a strategy for gathering information with appropriate and accurate interpretation of the results. Descriptive survey research design, he continued, aids in gathering data at a specific time with the goal of describing the nature of current conditions, identifying benchmarks against which current conditions can be compared, or figuring out the relationships between particular events.



### **3.3 The Research Method**

In this study, the survey method was employed to get quantitative data, and interviews were conducted to gather qualitative data. According to Cohen (1994), a survey is a way to get data about an actual occurrence from all or a chosen subset of respondents in the relevant universe, whereas an interview makes it possible to have or obtain detailed information about the procedures and difficulties associated with school-based supervision. To this end, the study incorporates the qualitative approach to validate and triangulate the quantitative results.

### **3.4 Sources of Data**

The pertinent information for the study was gathered from both primary and secondary sources in order to support the research's conclusions. These include

#### **3.4.1 Primary Source of Data**

To get trustworthy data about the impact of motivation on teachers' performance, primary data sources were used in this study. Three Woreda education office staff, 13 principals and 60 department heads from the two cluster centers were the main sources of primary data.

#### **3.4.2. Secondary Source of Data**

The schools' official motivational records are secondary sources of data. These documents support the information gleaned from surveys and interviews. These include yearly plans to check whether motivation is included in their plan or not and award ceremonies or certificates.

### **3.5 Study Site and Population**

This research carried out in the public primary schools of Yem Special Woreda, one of the Special Woredas within the SNNP regional state. The study area has 76 samples in total. Principals, vice principals, and department heads from the 10 sampled schools, as well as experts from the Woreda education office, make up the study's population. Ten principals, three vice principals, sixty department heads, and three Woreda education office staff were therefore make up the study's participants.

### **3.6 Sample Size and Sampling Techniques**

Due to the rich and extensive expertise of teachers and principals at these ten schools, the researcher has placed more emphasis on them, and as a result, it is thought that these participants supply sufficient data for the proposed study. A sample size of more than 30 likely to show a normal distribution trend that is appropriate for generalization, as Kothari (2003) found out.

The study uses a variety of sampling approaches to collect accurate data. Three Woreda education officers were included through the purposive sample technique as a result of their obligation to lead the key activity of motivating. Due to the manageable amount, all ten of the government primary schools that can be found in the two cluster centers of Safa and Fofa were included. The 13 principals of the schools were then all included (100%) as they were in charge of overseeing the institution's general operations and inspiring the staffs. As a result, all 60 department heads were included in the sample of respondents.

### **3.7 Instruments of data collection**

In order to gather data for this study on the impact of motivation on teachers' performance in Yem Special Woreda of two cluster primary schools, questionnaires, interviews, and document analysis were used. Two groups of data collecting used to complete this study. An interview was conducted with three Woreda officials, while school administrators (department heads and

principals)filled out a questionnaire. In order to evaluate the validity and dependability of the data collection tool, a pilot test was planned to carry out at Tabor Primary School in Hawassa City. But because of time constraints and end of academic calendar it was impossible to conduct at Tabor Primary School. Therefor the researcher changed the site to tiger cluster center at the school named Tiger Primary School which was very near and very similar in nature with research area.

### **3.8 Data gathering procedures**

The researcher used subsequent data collection technique to collect pertinent data from the study's respondents. The researcher first showed the ID of Addis Ababa University to the Yem Special woreda education office to request permission to carry out study there. Then Yem Special Woreda education office gave a letter of cooperation to the two cluster centers and ten schools. After getting the letter the researcher directly goes to the two cluster centers and ten schools. The researcher briefly explained the objective of the research. After a common understanding is reached questionnaires were given to department heads and school principals after receiving approval from the relevant organizations. In parallel, a conversation with representatives from Woreda's education office conducted and videotaped. Finally, examinations of the documents were take place at the school and the Woreda education office.

### **3.9 Methods of Data Analysis and presentation**

Both a quantitative and a qualitative analysis of the data were analyzed. The replies gathered through questionnaire, interviews, and document analysis were serving as the basis for the data analysis. To support quantitative data, the interview data were transcribed first and subjected to triangulation analysis. The information gathered through closed-ended questions were added together, tabulated, and entered into SPSS version 20. Percentage and mean are used to evaluate the results. The percentage was utilized to examine the respondent's

background data, while the mean used to interpret the data and provide a clear and concise summary of the findings (Tech-Hong & Waheed, 2011).

### 3.10. Reliability Statistics

To test the reliability of the data Cronbach's alpha was employed. The Cronbach's alpha value ranges between 0 and 1. Thus, the reliability of this data is presented as follows.

Table 4.1 Reliability Statistics

S/N	Dimensions	Cronbach's Alpha	No of items
1	Teaching profession	.789	10
2	Inadequate Salary and Other Benefits	.843	8
3	Characteristics of Work Environment	.921	7
4	Students disciplinary problem	.891	5
5	Administration problems	.992	5
6	Staff works dissatisfaction and weak performance	.834	5

Data dependability statistics are presented in Table 4.1. Between 0 and 1 is the dependability statistics value range. The data is considered acceptable if the result is greater than .70. The preceding results demonstrate the accuracy of statistics because the outcome is greater than .70. All of the dimensions are therefore highly reliable.

### 3.11 Ethical Consideration

Ethical considerations were taken into consideration in order to make the research process professional. The researcher confirms that the subject's confidentiality is preserved and informs respondents that the study is entirely academic in nature. The researcher also introduces the study's aim in the introduction section of the questionnaires and interview guide to the respondents. They were told that their

consent is required for them to participate in the study. During data presentation, analysis, and interpretation, the researcher didn't personally identify any of the respondents' responses. Additionally, all sources used for this study are credited.

## CHAPTER FOUR

### DATA ANALYSIS AND INTERPRETATION

The study's analysis and interpretation of the results are covered in this part. The study's objective was to determine how teachers' motivation affected their performance in Yem Special Woreda's primary schools. 60 department heads, 13 principals, and 3 Woreda officials contributed to the creation of this report. The information from the field survey was presented in the manner below:-

#### 4.1. Socio-Demographic Characteristics

In this section the researcher presented the demographic characteristics of respondents. The result is presented as follows:

Table .4.2 Respondents' Socio - Demographic Characteristics

S/N	Items	Responses	Department Heads	Principals
1	Sex	Male	44 (73.33%)	12 (92.31%)
		Female	16 (26.67%)	1 (7.69%)
		Total	60 (100%)	13 (100%)
2	Education	Diploma	52 (86.67%)	2 (15.38%)
		Degree	8 (13.33%)	10 (76.92%)
		Master's Degree	-	1 (7.69%)
		Total	60 (100%)	13 (100%)
3	Work Experience	Below 26	28 (46.67%)	7 (53.84%)
		27-29	21 (35%)	5 (34.46%)
		30-35	11 (18.33%)	1 (7.69%)
		Total	60 (100%)	13 (100%)

Table 4.2 details the respondents' socio-demographic traits. The first item was sex. In terms of sex, 44 (73.33%) department leaders, 12 (92.31%) principals, and all three Woreda officials out of a total of 16 (26.67%) department heads and one (7.69%) respondent fell into the male sex group. Therefore, it is possible to infer from the data above that the majority of responders were men. In terms of qualification, 52 department head respondents (86.67%), two principal respondents (15.38%), were diploma holders; 10 principal respondents (76.92%) were degree holders. In an interview, three (100%) of the Woreda officials that responded had master's degrees. It is possible to infer from the data above that the majority of respondents held diplomas. According to the education standard policy in Ethiopia, at least teacher training diploma is required for primary education. Therefore, from the above data teachers in the study area are qualified and above qualification for their job. Work experience was the third component. In terms of work experience, 28 (46.67%) department heads, seven (53.84%) principals, and all three Woreda officials have less than 26 years of experience. As a result, it is possible to infer from the data above that the majority of respondents have less than 26 years of work experience.

## **4.2. Factors Affecting Teachers Motivation**

### **4.2.1. Lack of Interest in Teaching Profession**

One of the criteria used to evaluate the level of teachers' motivation and how it affects their performance was their vocation as teachers. Ten statements were created to evaluate the teaching profession as motivating elements for teachers. The result from responses of school administrators (department heads & principals) is shown below.

Table 4.3.Lack of Interest in Teaching Profession

S/N	Items	Department heads and school principals (school administration)					
		Agree (good)	%	Undefined	%	Disagree (low)	%
1	I am interested in a career of teaching as a profession	61	83.56	3	4.11	9	12.33
2	I chose to become a teacher because I was unable to find another alternative job.	8	10.96	17	23.29	48	65.75
3	It is a kind of job I could easily get	11	15.07	23	31.51	39	53.42
4	I joined the profession to use teaching as a stepping stone	39	53.42	20	27.4	14	19.18
5	I joined the teaching profession to alleviate my financial problems	12	18.91	19	26.03	40	54.79
6	I could not get a good result in the national examination to join other areas of study.	52	71.23	10	13.7	11	15.07
7	I liked the respectability of the teaching profession at the time	55	75.34	14	19.18	4	5.48
8	Teaching has historically been more advantageous than any other occupation at the time they were employed.	47	64.38	12	18.91	14	19.18
9	I was assigned in the teaching stream based on my university or college results.	21	28.77	6	8.22	46	63.01
10	I believe that teaching provides more freedom than	73	100	-	-	-	-

	other jobs.						
	Mean value	37.8	52.02	12.4	17.23	22.6	30.96

Table 4.3 displayed respondents' opinions on topics pertaining to the teaching profession. In this regard, statements were created, and the result is shown below.

"I am interested in a career of teaching as a profession" was the first statement. 61 (83.56%) of school administrators responded agreed with this assertion. Three (4.11%) respondents were undefined and nine (12.33%) of them were disagreed. This suggests that the responders are interested in a career in teaching.

The second statement said, "I chose to become a teacher because I was unable to find another alternative job." 48 (65.75%) of school administrators responded disagree with this assertion. 17 (23.29%) respondents were uncertain and eight (10.96%) of them were disagreed. This suggests that the respondents entered the teaching field because they were interested and select it.

"It is a kind of job I could easily get" was the third item. In this regard, 11 (15.07%) of the school administrators responded agreed, 23 (31.51%) of them were uncertain and 39 (53.42%) were disagreed. This suggests that getting a career in teaching would be difficult.

The fourth item was "I joined the profession to use teaching as a stepping stone." In this regard, 39 (53.42%) of the school administrators responded agreed, 20 (27.4%) of them were uncertain and 14 (19.18%) were disagreed. This implies that respondents entered the profession to use teaching as a stepping stone.

The fifth item was "I joined the teaching profession to alleviate my financial problems" said the fifth item. In this regard, 12 (18.91%) of the school administrators responded agreed, 19 (26.03%) of them were



uncertain and 40 (54.79%) were disagreed. This implies that respondents did not enter the teaching profession to alleviate their financial issues.

The sixth item was "I could not get a good result in the national examination to join other areas of study." In this regard, 52 (71.23%) of the school administrators responded agreed, 10 (13.7%) of them were uncertain and 11 (15.07%) were disagreed. This means that respondents did not perform well enough in national exams to get admitted to other fields of study.

Seventh on the list was "I liked the respectability of the teaching profession at the time." In this regard, 53 (75.34%) of the school administrators responded agreed, 14 (19.18%) of them were uncertain and 4 (5.48%) were disagreed. This suggests that respondents appreciated the respect the teaching profession at the time received from students.

The eight bullet point stated that "teaching has historically been more advantageous than any other occupation at the time they were employed." In this regard, 47 (64.38%) of the school administrators responded agreed, 12 (18.91%) of them were uncertain and 14 (19.18%) were disagreed. It can be concluded from this that, at the time they were employed, teaching was more advantageous than any other profession.

The ninth item was "I was assigned in the teaching stream based on my university or college results." In this regard, 21 (28.77%) of the school administrators responded agreed, six (8.22%) of them were uncertain and 46 (63.01%) were disagreed. This suggests that respondents are not assigned to a teaching stream based on their university or college grades.

The tenth item was "I believe that teaching provides more freedom than other jobs." 73 (100%) of school administrators responded agree. This implies that respondents believe that teaching provides greater freedom than other careers.

In the criteria used to evaluate the level of teachers' motivation and how it affects their performance the mean value 52.02% respondents were agreed, 17.23% uncertain and 30.96% disagreed. This mean value suggests that lack of teaching motivation is affecting their performance as a teaching career.

This is in line with the definition of motivation and its impact on work. Accordingly Ngirwa, 2006, argued that a motivated employee strives to give his/her best effort in order to complete his/her work.

### 4.3. Salary and other benefits are insufficient.

In this study, the second dimension factors influencing teachers' motivation and its impact on performance were inadequate income and other benefits. To explain these aspects, statements were created and presented to the respondents, and the data collected from the respondents via data collection instruments is presented below.

Table 4.4: Respondents report on inadequate salary and benefits

S/N	Items	Agree (good)	%	uncertain	%	Disagree (low)	%
1	I feel dissatisfied with my present salary	73	100				
2	To sustain my family and me, the salary is insufficient.	73	100				
3	We feel unsatisfied since we lack incentives and additional advantages like housing allowance and health insurance.	55	75.34	14	19.18	4	5.48
4	non-teaching jobs with the same education and service requirements offer better payment	63	100				
5	I believe my current job will not help me achieve the financial goals I have set for myself	52	71.23	3	4.11	18	24.66
6	I believe that primary school teachers' poor performance is a result of their lack of bonuses	33	45.2	23	31.51	17	23.29
Mean value		58.16	81.96	8.3	9.13	6.5	8.91

Table 4.4 revealed that respondents felt their pay and incentives were insufficient. In this context, "I feel dissatisfied with my present salary" was the first statement that characterized the problem. 73 (100%) school administrators who responded strongly agreed with this assertion. This suggests that respondents' claims that they are unhappy with their current pay are true.

The second item was "To sustain my family and me, the salary is insufficient." 73 (100%) of the school administrators responded in agreement with the opposite of this statement. It is clear from the statistics above that the respondents' salary is insufficient to support them and their family.

"We feel unsatisfied since we lack incentives and additional advantages like housing allowance and health insurance," was the third bullet point. 55 (75.34%) of the school administrators who responded agreed with this statement. In addition to this 14 (19.18) were uncertain and four (5.48%) showed their disagreement. From the facts provided above, it is feasible to draw the conclusion that a lack of incentives and additional benefits, such as housing allowance and health insurance, has contributed to their sense of dissatisfaction, played a significant part in lowering teachers' motivation, and resulted in subpar performance.

The fourth point was that non-teaching jobs with the same education and service requirements offer better payment. In this regard, 73 (100%) of the school administrators responders indicated they strongly agreed. The aforementioned data allows one to draw the conclusion that non-teaching occupations, which demand the same degree and service year, offer greater income.

The fifth item was "I believe my current job will not help me to achieve the financial goals I have set for myself." In this regard, 52 (71.23%) of school administration respondents said agreed, whereas three (4.11%) of them showed their uncertainty and 18 (24.66%) were disagreed. Based on the data shown above,

it is possible to deduce that respondents believe their current employment will not help them accomplish the financial goals they have set for themselves.

The Sixth item was "I believe that primary school teachers' poor performance is a result of their lack of bonuses." In this regard, 33 (45.2%) of school administration respondents said agree, whereas 23 (31.51%) of were uncertain and 17 (23.29%) of them were disagreed. Based on the data shown above, it is possible to conclude that respondents believe that primary school teachers' poor performance is the result of low payment and additional bonuses.

Its mean value showed that 58 of the respondents (81%) confirmed low salary and absence of the additional bonuses highly influences on deterioration of their motivation.

This result strongly supported by the 'Herzberg's Two Factor Theory'. The theory stated that hygiene variables produced workers discontent. Out of these hygiene variables payment is one. Accordingly the theory said that it's a necessary element for workers satisfaction.

#### **4.4. Characteristics of Work Environment**

This section examines workplace traits to evaluate how they affect teachers' motivation and how they affect their performance. The questionnaire's statements were created to measure the qualities of the workplace environment, and the results are shown below.

Table 4.5. Respondents' Views on Workplace Characteristics

S/N	Items	Agree (good)	%	uncertain	%	Disagree (low)	%
1	I believe that less respect from students has an impact on the teaching performance	61	83.56	2	2.74	10	13.7
2	I think a low social status of teaching profession in primary schools has an effect in lowering my work motivation and performance.	52	71.23	10	13.7	11	15.07
3	I believe that lack of work autonomy in primary schools has a negative impact on my working motivation and performance.	26	35.62	17	23.29	30	41.1
4	It's the effect of a heavy work load that leads to lower motivation and performance.	16	21.92	18	24.66	39	53.42
5	I believe that my motivation and work performance in primary schools have been negatively impacted by performance evaluation based on political attitude	66	90.41	4	5.48	3	4.12
6	I believe that low motivation and poor performance are caused by a lack of recognition from concerned bodies	57	78.08	6	8.22	10	13.7
Mean value		46.3	63.47	9.5	13.01	17.16	23.52

Table 4.5 displayed the respondents' responses to questions about workplace characteristics. Statements were created to describe this circumstance, and the outcome is shown in the following manner.

"I believe that less respect from students has an impact on the teaching performance" was the first statement. 61 (83.56%) of school administrators respondents indicated their agreement with this. Whereas two (2.74%) of them showed their uncertainty and 10 (13.7%) were disagreed. This suggests that

respondents believed that students' lack of respect has an impact on teachers' motivation and instructional effectiveness.

The second claim was, "I believe that my work motivation and performance are affected by the low social status of the teaching profession in primary schools." In this regard, 52 (71.23%) of school administration respondents indicated their agreement with this. Whereas 10 (13.7%) of them showed their uncertainty and 11 (15.07%) were disagreed. This suggests that respondents believe that their lack of work motivation and poor teaching performance are directly related to the low social status of the teaching profession in primary schools.

The third comment was, "I believe that lack of work autonomy in primary schools has a negative impact on my working motivation and performance." In this regard, 26 (35.62%) of school administration respondents indicated their agreement. Whereas 17 (23.29%) of them showed their uncertainty and 30 (41.1%) were disagreed. This means that respondents believed that a lack of job autonomy in primary schools was lowering their work motivation and performance.

The fourth statement was, "It's the effect of a heavy work load that leads to lower motivation and performance." On this point, 16 (21.92%) of school administration respondents indicated their agreement. Whereas 18 (24.66%) of them showed their uncertainty and 39 (53.42%) were disagreed. This suggests that respondents believed that a severe workload had no effect on teaching motivation or performance.

The fifth was, "I believe that my motivation and work performance in primary schools have been negatively impacted by performance evaluation based on political attitude." On this point, 66 (90.41%) of school administration respondents indicated their agreement. Whereas four (5.48%) of them showed their uncertainty and three (4.12%) were disagreed. This suggests that respondents believed that their job performance in primary schools was negatively impacted by their political attitudes.

The sixth statement was, "I believe that low motivation and poor performance are caused by a lack of recognition from concerned bodies." In this regard, 57 (78.08%) of school administration respondents indicated their agreement. Whereas six (8.22%) of them showed their uncertainty and 10 (13.7%) were disagreed. From this the researcher concludes that respondents believed that a lack of recognition from relevant organizations led to low motivation and performance in teaching, which ultimately affected their interest in the profession.

From its mean value 63.47% of the respondents displayed their agreement on workplace characteristics is affecting their work motivation. In addition 13.01% were uncertain and 23.52% were disagreed.

This result strongly supported by the 'Herzberg's Two Factor Theory'. The theory stated that hygiene variables produced workers discontent. Out of these hygiene variables working environment is major one. Accordingly the theory said that it's a necessary element for workers satisfaction.

#### **4.5. Students disciplinary problem**

The researcher attempted to evaluate discipline issues among students in this part as a factor affecting teachers' motivation and its effect on teachers' performance, with the following findings:-

S/ N	Items	Agree (good)	%	uncertain	%	Disagree (low)	%
1	I believe one of the major causes of lack of motivation is some primary school students' disrespect and misbehavior.	57	78.08	11	15.07	5	6.85
2	I believe students have greater freedom than teachers in school.	28	38.36	9	12.33	36	49.31
3	I believe that seriously deficient students' academic performance is a source of disappointment in my job.	73	100				
4	I believe student negligence in completing assignments, homework, and other activities affect my interest in teaching.	73	100				
Mean value		57.75	79.11	20	4.56	41	9.36

Table 4.6 displayed the responses of respondents on the disciplinary problem of pupils. Statements were created in this regard, and the results are shown below.

The opening line read, "I believe one of the major causes of lack of motivation is some primary school students' disrespect and misbehavior." In this regard, 57 (78.08%) of school administration respondents indicated their agreement. Whereas 11 (15.07%) of them showed their uncertainty and five (6.85%) were disagreed. This suggests that respondents believe one of the primary causes of lack of motivation is some primary school students' rudeness and bad behavior.

The second comment was, "I believe students have greater freedom than teachers in school." In this regard, 28 (38.36%) of school administration respondents indicated their agreement. Whereas nine (12.33%) of them showed their uncertainty and 36 (49.31%) were disagreed. This means that respondents believed that pupils were not given as much flexibility as teachers in school.



The third remark is, "I believe that seriously deficient students' academic performance is a source of disappointment in my job." In this regard, 73 (100%) of school administration respondents indicated their agreement. This means that respondents believed that extremely inadequate students' academic performance was a source of job dissatisfaction.

The fourth assertion is, "I believe student negligence in completing assignments, homework, and other activities affect my interest in teaching." This statement was agreed upon by 73 (100%) of school administration respondents indicated their agreement. This suggests that respondents believed students' failure to complete assignments, homework, and other activities had a negative impact on their motivation and enthusiasm in teaching.

From its mean value 79.11% of the respondents displayed their agreement on student's disciplinary problem is affecting their work motivation. In addition 4.56% were uncertain and 9.36% were disagreed.

This result strongly supported by the Dunham. He stated that students disciplinary problem is a major cause for teachers resign (Dunham, 1981). Accordingly literatures revealed that it's a necessary element for workers satisfaction.

#### **4.6. Administration problems**

In this section administration problem was included as a factor affecting teachers' motivation and its impact on teachers' performance and the result presented as follows.

Table 4.7 Respondents' response on administration problems

S/N	Items	Agree (good)	%	uncertain	%	Disagree (low)	%
1	I feel teachers don't have the freedom to choose how they want to approach the teaching and learning process.	20	27.4	10	13.7	43	58.9
2	I believe that school principals base their evaluation of a teacher's performance on their political affiliation and ideology.	44	60.27	15	20.55	14	19.18
3	I believe that in the course of supervision, school management and supervisors always criticize teachers' work and are sometimes fault finders	44	60.27	6	8.22	23	31.51
4	I believe the difficulties in organizing students in network in (1:5) create disagreement between teachers and school management.	69	94.52	1	1.37	3	4.12
5	I feel school principals do not treat all teachers equally as per school rule and regulation	45	61.64	7	9.59	21	28.77
Mean value		44.4	60.81	7.8	10.69	20.8	28.5

Table 4.7 showed that respondent response on administration problems. To describe administrative problems, questions were prepared and results are analyzed as follows.

The first claim was, "I feel teachers don't have the freedom to choose how they want to approach the teaching and learning process." 20 (27.4%) of the school administration respondents said agreed with this statement. Whereas 10 (13.7%) were uncertain and 43 (58.9%) were disagreed. This suggests that respondents

indeed believe teachers are free to choose how they want to approach the teaching and learning process.

The second remark was, "I believe school principals evaluate teacher performance based on political activities and ideologies." 44 (60.27%) of the school administration respondents said agreed with this statement. Whereas 15 (20.55%) were uncertain and 14 (19.18%) were disagreed. This means that respondents believed that school principals evaluated teacher performance based on political activity and ideology.

The third statement was, "I believe that in the course of supervision, school management and supervisors always criticize teachers' work and are sometimes fault finders." In this regard, 44 (60.27%) of the school administration respondents said agreed with this statement. Whereas six (8.22%) were uncertain and 23 (31.51%) were disagreed. This means that, while school administration and supervisors are always critical of teachers' work, they are also occasionally faultfinders.

The fourth statement was, "I believe the difficulties in organizing students in network in (1:5) create disagreement between teachers and school management." In this regard, 69 (94.52%) of the school administration respondents said agreed with this statement. While one (1.37%) were uncertain and three (4.12%) were disagreed. This suggests that respondents believed that the problems in organizing pupils in a network in 1:5 promote dispute between teachers and school administration.

The fifth statement read, "I feel school principals do not treat all teachers equally as per school rule and regulation." In this regard, 45 (61.64%) of the school administration respondents said agreed with this statement. While seven (9.59%) were uncertain and 21 (28.77%) were disagreed. This suggests and respondents believed that schools did not treat all instructors equally in accordance with school policies.

From its mean value 60.81% of the respondents displayed their agreement on administrative problem affecting their work motivation and resulted in lowering their performance. In addition 10.69% were uncertain and 28.5% were disagreed.

This result strongly supported by the manna and tesfaye (2000) noted that teachers' career decisions are significantly influenced by their level of job satisfaction with appropriate management, support and supervision.

#### 4.7. Staff Works Dissatisfaction and Weak Performance

In this section the researcher tried to investigate the factors affecting teachers' motivation and its impact on performance. The data obtained from the field survey presented and summarized as follows.

Table 4.8 Respondents' response on staff works dissatisfaction and weak performance

S/ N	Items	Agree (good)	%	uncertain	%	Disagree (low)	%
1	Lack of facilitating teacher promotion by improving salary and other benefits.	64	87.67	3	4.12	6	8.22
2	Lack of assigning qualified and experienced teachers and increase support.	48	65.75	8	10.96	17	23.29
3	Absence of increasing the status of the teaching profession through recognition of teachers	38	52.05	13	17.81	22	30.14
4	Lack of teachers' work freedom in teaching-learning process	22	30.14	20	27.4	31	42.46
5	Lack of minimizing student disciplinary problems by properly applying school and Ministry of education regulations	66	90.41	2	2.74	5	6.85
6	Failure to give adequate attention to teachers' interests over daily routine activities.	65	89.04	6	8.22	2	2.74
Mean value		50.5	69.18	7	11.87	13.83	18.95

Table 4.8 depicted that respondents' response on staff works dissatisfaction and work performance. To describe these, statements were designed and the result presented as follows.

The first statement was "lack of facilitating teacher promotion by improving salary and other benefits." In this regard, 64 (87.67%) of the school administration respondents said agreed with this statement. While three (4.12%) were uncertain and six (8.22%) were disagreed. This means that there is a lack of facilitation of teacher promotion through improved income and other advantages.

The second statement was "lack of assigning qualified and experienced teachers and increase support." In this regard, 48 (65.75%) of the school administration respondents said agreed with this statement. While eight (10.96%) were uncertain and 17 (23.29%) were disagreed. This implies that there is lack of assigning qualified and experienced teachers and increase support.

The third assertion was "absence of increasing the status of the teaching profession through recognition of teachers." To this remark, 38 (52.05%) of the school administration respondents said agreed with this statement. Whereas 13 (17.81%) were uncertain and 22 (30.14%) were disagreed. This means that there is a lack of efforts to elevate the status of the teaching profession by recognizing teachers.

The fourth statement was "lack of teachers work freedom in teaching learning process." On this point, 22 (30.14%) of the school administration respondents said agreed with this statement. Whereas 20 (27.4%) were uncertain and 31 (42.46%) were disagreed. This implies that majority of the respondents believed that there is absence of teachers work freedom in teaching learning process. Teachers are free in the teaching learning process.

The fifth assertion was "minimizing student disciplinary problems by properly applying school and Ministry of education regulations." On this topic, 66 (90.41%) of the school administration respondents said agreed with this statement. Whereas two (2.74%) were uncertain and five (6.85%) were disagreed.

This implies that there is an activity of minimizing student disciplinary problems by adhering to the school rules and regulations established by the Ministry of Education.

The sixth statement was "failure to give adequate attention to teachers' interests over daily routine activities." In response to this statement, 65 (89.04%) of the school administration respondents said agreed with this statement. Whereas six (8.22%) were uncertain and two (2.74%) were disagreed. This means that teachers' interests are not given the attention they need in comparison to daily regular duties.

Its mean value 69.18% revealed that there is an acceptable believe that teachers' staff works dissatisfaction and work performance are the major issues in degrading work motivation and affects their performance.

In line with questionnaire respondents, interview conducted with education officials reassured that teacher's motivation is highly deteriorating because of low salary, lack of conducive working environment, lack of appraisals and continues student's disciplinary and low score in the national exams. This is similar with the findings from department heads and school principals.

In addition, in the document review, the researcher revealed that there was no any kind of appraisals by any of education sector stakeholders in the last five years.

Woreda officials confirmed that lack motivation is resulting in low performance of teachers and caused for poor performance. This forced, in addition to lack effort from other stakeholders, students to score low results in classroom and national exams.

## CHAPTER FIVE 5

### MAJOR FINDINGS, CONCLUSION AND RECOMMENDATION

#### 5.1. Major Findings

The purpose of this study was to investigate the effect of teachers' motivation and its impact on performance. Thus, this study was aimed to assess the following research objectives.

1. To identify the current status of teachers' work motivation and performance in Yem Special Woreda of two cluster primary schools.
2. To assess the major factor that affects the work motivation and performance of teachers in Yem Special Woreda of two cluster primary schools.
3. To examine the commitment and interest of teachers in teaching primary school.

Based on the above research questions and designed questionnaires the research revealed the following major findings.

- 1) Lack of interest is very high in primary schools of Yem Special Woreda.
- 2) Absence of conducive working environment.
- 3) Lack of good governance in teachers promotion and students disciplinary measures.
- 4) Deteriorated student's discipline.
- 5) Low salary.
- 6) Absence of rewards and appraisal from any of the education sector.
- 7) Students' progress in disciplinary and national exams is very low.

## **5.2. Conclusion**

In order to answer these research questions and meet the research objectives the researcher organized different questions and analyzed. From the findings the researcher concludes that teacher's status of work motivation is highly deteriorating. This is because of lack of interest in teaching profession. Before joining the profession and at the beginning of their carrier teachers had a good outlook and perception to teaching profession. But through time it started to deterioration. This resulted from inadequate Salary and Other Benefits, absence of conducive working environment and failure of administrative heads to mitigate the challenges. In addition Student's disciplinary problem, Administration Problems, Staff Works Dissatisfaction and Weak Performance played a vital role for lack of commitment and interest of teachers. This resulted in weak performance of teachers and achievement of expected goals of the education sector.



### **5.3. Recommendations**

Having assessed the effect of teacher's motivation and its impact on performance, the researcher has come up with the following recommendations which should be put forward and considered in order to resolve the situation.

The education sector should develop the working area and working situations in primary schools. This should be done in order to motivate teachers to work. This can be achieved through establishing a conducive working environment in which teachers perceive the area as both a working and living environment.

The payment for teachers' allowances, salaries and other benefits should be improved. The government should improve the earnings and other payments for the teachers in order to increase the motivation of teachers. In addition, the promotion standards should be based on clear merit parameters and made an alignment with proper salary scales without delay or with their promotion letter. In addition, different motivating mechanisms have to be implemented. These can be a teacher's loan package by creating a partnership with different banks and saving and credit associations, health insurance packages, and house and transport allowances.

Enhancement of school leaders on the management style and systems of leadership is a key activity to resolve school-based problems and to develop encouragement mechanisms. The school leadership has to plan alternatives to provide incentives to teachers rather than depending on an increase of salaries and on the benefits from the government. This helps to minimize complaints, hence increase morale and commitment and increase motivation. The roles and responsibilities are to be reformed and defined clearly by the school management.

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**II. Items Related to teaching profession.**

For the following questions please respond by marking “X” or “√” against the response you think most appropriate. 1= strongly Disagree 2= Disagree 3= undecided 4=Agree 5= strongly Agree

Items	Rating				
	1	2	3	4	5
I am interested in a career of teaching as a profession					
I chose to become a teacher because I was unable to find another alternative job.					
It is a kind of job I could easily get					
I joined the profession to use teaching as a stepping stone					
I joined the teaching profession to alleviate my financial problems					
I could not get a good result in the national examination to join other areas of study.					
I liked the respectability of the teaching profession at the time					
Teaching has historically been more advantageous than any other occupation at the time they were employed.					
I was assigned in the teaching stream based on my university or college results.					
I believe that teaching provides more freedom than other jobs.					

other comments please specify on the given space below

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**7. Items related to inadequate salary and other benefits.**

For the following questions Please respond by marking “X” or “√” against the response you think most appropriate. (1= strongly Disagree 2= Disagree 3= undecided 4=Agree 5= strongly Agree

	Rating				
	1	2	3	4	5
I feel dissatisfied with my present salary					
To sustain my family and me, the salary is insufficient.					
We feel unsatisfied since we lack incentives and additional advantages like housing allowance and health insurance.					
non-teaching jobs with the same education and service requirements offer better payment					
I believe my current job will not help me achieve the financial goals I have set for myself					
I believe that primary school teachers' poor performance is a result of their lack of bonuses					

8. Please mention any other factor(s) related to salary you think affect the teacher’s motivation and performance which are not listed in the table above.

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9. Items Related to Characteristics of the Work Environment For the following questions please respond by marking “X” or “√” against the response you think most appropriate. 1= strongly Disagree 2= Disagree 3= undecided 4=Agree 5= strongly Agree

Items	Rating				
	1	2	3	4	5
I believe that less respect from students has an impact on the teaching performance					
I think a low social status of teaching profession in primary schools has an effect in lowering my work motivation and performance.					
I believe that lack of work autonomy in primary schools has a negative impact on my working motivation and performance.					
It's the effect of a heavy work load that leads to lower motivation and performance.					
I believe that my motivation and work performance in primary schools have been negatively impacted by performance evaluation based on political attitude					
I believe that low motivation and poor performance are caused by a lack of recognition from concerned bodies					

10. Please mention any other environmental factor(s) that cause teaching staff to be weak performer and poorly motivated which are not mentioned above.

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11. Items Related to Students' Disciplinary Problems

For the following statements please respond by marking "X" or "√" against the response you think most appropriate. (1= strongly Disagree 2= Disagree 3= undecided 4=Agree 5= strongly Agree)

Items	Rating				
	1	2	3	4	5
I believe one of the major causes of lack of motivation is some primary school students' disrespect and misbehavior.					
I believe students have greater freedom than teachers in school.					
I believe that seriously deficient students' academic performance is a source of disappointment in my job.					
I believe student negligence in completing assignments, homework, and other activities affect my interest in teaching.					

12. If there is any other Students' Disciplinary Problems please specify?

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### 13. Items Related to Administrative Problems

For the following questions please respond by marking “X” or “√” against the response you think most appropriate. (1= strongly Disagree 2= Disagree 3= undecided 4=Agree 5= strongly Agree)

Items	Rating				
	1	2	3	4	5
I feel teachers don't have the freedom to choose how they want to approach the teaching and learning process.					
I believe that school principals base their evaluation of a teacher's performance on their political affiliation and ideology.					
I believe that in the course of supervision, school management and supervisors always criticize teachers' work and are sometimes fault finders					
I believe the difficulties in organizing students in network in (1:5) create disagreement between teachers and school management.					
I feel school principals do not treat all teachers equally as per school rule and regulation					

14. If there is/are any other factor(s) Related to Administrative Problems please list down.

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**15. Items Related to Staff work dissatisfaction and weak performance.**

For the following statements please respond by marking “X” or “√” against the response you think most appropriate. (1= strongly Disagree 2= Disagree 3= undecided 4=Agree 5= strongly Agree)

Items	Rating				
	1	2	3	4	5
Lack of facilitating teacher promotion by improving salary and other benefits.					
Lack of assigning qualified and experienced teachers and increase support.					
absence of increasing the status of the teaching profession through recognition of teachers					
Lack of teachers’ work freedom in teaching–learning process					
Lack of minimizing student disciplinary problems by properly applying school and Ministry of education regulations					
Failure to give adequate attention to teachers' interests over daily routine activities.					

16. Please write other effects that can affect teachers’ motivation and performance on the space provided below

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## Appendix 2

### Interview questions

The Interview question is to be responded by Woreda Education officers of Yem Special Woreda, SNNP Regional States.

To the Respondents:-

This Interview question is prepared for the purpose of conducting a study on the effects of motivation on teachers' performance in Yem Special Woreda case of two cluster primary schools. To achieve the purpose, your cooperation in responding this interview questions is highly appreciated. The success of this study by and large depends on your honest and sincere responses to the question items. The data you provide will be kept confidential and will not be disclosed to any third party. You are, therefore, kindly requested to provide the required information.

#### Interview Guides

1. What are the major factors that affect teachers' work motivation and performance in selected primary schools of Yem Special Woreda of two cluster centers Fofa and Saja?

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2. What is the current status of teachers' work motivation and performance in the schools of Yem Special Woreda in two cluster centers of Fofa and Saja?

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3. How do you evaluate and see the commitment and interest of teachers currently teaching in your cluster school of Fofa and Saja? Do you think it is good enough?

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4. What should be suggested to improve teachers' work motivation and performance in primary schools of Yem Special Woreda in two cluster centers of Fofa and Saja?

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