

SECONDARY SCHOOLS TEACHERS' JOB
MOTIVATION IN KIRKOS SUB-CITY GOVERNMENT
SCHOOLS

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BY

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ADDIS ABABA UNIVERCITY

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Declaration

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

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ABBREVIATIONS AND ACRONYMS

PTA: Parent Teacher Association

CPD – Continuous Professional Development

VSO – Voluntary Service Overseas

PDM – Participatory Decision- Making

ILO – International Labor Office

IIEP – International Institute for Educational Planning

TPD – Teachers Professional Development

MoE – Ministry of Education

ICDR – Institute for curriculum Development and Research

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ABSTRACT

This study was conducted on the secondary schools teachers' job motivation in Kirkos sub-city governmental schools in Addis Ababa City Administrative. Its major purpose was to identify teachers' job motivation. Descriptive research (survey) method was employed to gather the required data from the specific populations' present condition. The target population of the study was secondary school teachers and the samples were selected by using simple random, snow ball and purposive sampling techniques. To this effect, a structured questionnaire was prepared and administered to 80 teachers. A response rate of 20% is considered as a good response rate, while a 30% response rate is considered to be really good (Gert Van Dessel, 2013), and there are only twenty principals in Kirkos Sub City who were selected. Structured interview questions were prepared and conducted with eight sub-city education experts as well as five sub-city Teachers' Association leaders for focus group discussion. Data analysis was made using the Statistical Packages for Social Science studies (SPSS). Percentage, mean, standard deviation, t-test, person correlation, and one-way analysis of variance (ANOVA) to identify if there were significant differences, similarity and relationship among the responses of the respondents on several variables. Moreover, personal correlation was used to see the relationship between the factors that affect teacher's motivation. The results indicated that teachers were significantly dissatisfied with most aspects of their work in Kirkos Sub City Government Secondary School. Economic and social factors emerged as the primary dissatisfying aspect of all the work factors. The other areas of dissatisfaction related to ineffective organizational leadership and administration, low status of teaching as a profession and job design, poor interpersonal relationships among teachers' and administrators, ineffective supervision, lack of promotion and recognition, negative image of the society and students to the teaching professional, unsuitable working conditions and organizational rules and policies implemented in a rowing way. The study also revealed that among the factors that contributed to retain teachers in their institution which include the notion that teaching is better than other jobs in benefiting the society, the opportunity to be creative, opportunity for further education and thinking that teaching provides an opportunity to enjoy with young people. The analysis shows that there was significant mean difference among teachers' work motivation with regard to teachers' sex, qualification, additional income in relation to the profession and experience. Some teachers in the school that have weekend and night education classes were more satisfied than those who have not and regarding experience, teachers who have more than 11 years teaching experience were more motivated than those who have below 10 years work experience. In addition, all eleven of the identified factors were found to have statistically significant correlations with job satisfaction.

Finally, recommendations were made in order to enhance the job motivation of secondary school teachers in Kirkos Sub City, and for further research.

KEY WORDS:

Job motivation; secondary school teachers, Kirkos sub city, Descriptive-methods research, organizational leadership and administration, teaching as a profession and job design, interpersonal relationships, supervision, promotion and recognition, social factor, working conditions, economic factor and organizational rules and policies.

CHAPTER ONE

1 Introduction

This chapter deals with conceptual background of the study. Moreover, it emphasis on the statement of the problem, basic research questions to be answered, objectives of the study, delimitation of the study, operational definitions of key terms and Organizations of the Study. It is briefly discussed below it.

1.1 Background of the Study

Education is more than fostering understanding and an appreciation of emotions and feelings. It is also concerned with change – ‘with how people can act with understanding and sensitivity to improve their lives and those of others’ (Smith and Smith, 2008: 104). The responsibility of developing citizens to cope with the intellectual, conceptual and attitudinal global changes (Beirat, 1997:2). It is clear that teachers play the most important role in the educational process. Through this education, improve and develop the human mind. Moreover, teachers are the focal persons to achieve and implement the country’s educational objectives and goals. So, to achieve the educational objectives effectively, it is essential to keep motivated teachers in developing their performance.

Dessler (2001) defines motivation as the intensity of a person’s desire to engage in some activity. Motivation has to do with the forces that maintain and alter the direction, quality and intensity of behaviors. The term teachers motivation is a complex and difficult term to define; therefore, a precise definition is elusive, as the notion comprises the characteristics of individual and situation as well as the perception of that situation by the individual. However, attempts have been made to define motivation. Motivation plays an important role in the organization because it increases the productivity of teachers and the goals can be achieved in an efficient way. The behavior of teachers can be change through motivation in any school. Teacher motivation is very important because it improves the skills and knowledge of teachers it directly influences the student’s achievement (Mustafa and Othman, 2010). It is crucial that to determines what increases teacher motivation (Schonfeld, 1989) secondary schools have come into sight as one of the most effective teacher and human resource development strategies that Africa countries need to embrace in order to train and modernize their teachers for rapid industrialization and national development.

Teachers are arguably the most important group of professionals for our nation’s future. Therefore, it is disturbing to find that many of today’s teachers are dissatisfied with their jobs.

So, unless employees are intrinsically and extrinsically motivated, the performance of the teachers will be affected either directly or indirectly. Supporting this idea, Coombs (1994) cited in (Bonsa, 1996) stated that management that ignore or mishandles the human element could be devastatingly costly. The teachers should be motivated and contribute their effort towards the achievement of the secondary schools' objectives and goals. It is obvious that teacher have different needs, desires, and commitment that influence their motivation like physiological .security, social, self esteem and self actualization needs (Bosa, 1996).

Therefore, motivation can contribute substantially to the effectiveness of an organization that is it contributes to productive output in the form of high quantity and quality products and services, as well as to maintain objectives of low absenteeism and turnover.

One of the major factors that contribute for these performance and effectiveness differences among teachers is motivation. Motivation can be defined as willingness to exert high level of effort towards organizational objectives and goals. The term motivation refers to goal directed behavior. Efforts that directly towards consistent with organizational goals are the kind of effort employees should be seeking (Smith, 1994). Motivation plays an important role in changing an individual's attitudes, perception, beliefs, feeling, behaviors, commitment, confidence, competent to achieve Schools objectives and goals. Teacher work motivation is important issue in secondary school teachers. But most Kirkos Sub city Governmental secondary schools have not made teachers motivation this hinder the teachers work performance.

The secondary schools should properly motivate teachers who hard and achieved on desired goals. Motivation, therefore, must consider the strength of the drive toward an action (Sarkar, 2000). Their individual feelings may arise as result of several factors. Teachers are expected to render a very high job performance, and the ministry of education is always curious regarding the job performance of its teachers. Also, the Ministry of Education, demands a very high measure of loyalty, patriotism, dedication, hard work and commitment from its teachers (Ubom & Joshua, 2004). It is clear that to improve quality of education, teachers should be motivated properly and the teacher are expected to render a very high job performance, and the Minister of Education is always curious regarding the job performance of the teachers. It is based on this that Oladele (2005) states that an unsatisfied need would only arouse the person to work that which will be sustained until satisfaction had been attained.

It is obvious that in Ethiopia, motivation of teachers in performing their tasks and work is highly affected most teachers in our country could not fulfill much of their basic needs. Beyond this,

their social status, recognition, advancement and acceptance by the community and student has been deteriorated, many teachers are demotivated and unsatisfactory in performing their work properly as well as they are ready to leave their profession as they get an opportunity and for better salary. Contrary to this, increased wage is not the only motivating factor for teachers' performance.

The number of secondary school in Kirkos Sub City is 5. The enrolment in these schools is 3934 students. Pupil teachers ratio is one of the major quality indicators since it helps to determine the opportunity of the student to get teacher individual support. In Kirkos Sub City secondary school pupil teacher ratio is 1:13. Thus the lower teacher ratio enhances more reach and support for individual learner. The pupil section ratio explains the number of students attending a given class at particular time in a grade level. In this regard, the standard set for Ethiopia secondary school classes is 40 students per section. In Kirkos Sub City secondary school pupil section ratio is found to be 1:35. At present the class size is below standard.

The internal efficiency indicator helps to understand how well the education system utilizes limited resources efficiently and timely. These indicators are commonly used to measure the efficiency of the education system in producing graduates of a particular education cycle and level. The dropout rate is a measure of the number of students leaving school before completion of a certain cycle or grade level out of the total number of students enrolled. One of the areas of ESDP V is improving the overall internal efficiency by lowering the dropout rate to less than 1%. However the dropout rate of the secondary school of Kirkos Sub City now a day is 1.3%. repetition rate measure the proportion of student who have remained in the same grade for two or more consecutive years by retaking the grade have either left the grade prematurely or returning for a second or third time. The secondary schools repetition rate fluctuates in the years considered. At the present time the repetition rate of 2016/17 is 31 % (Statical data of Kirkos Sub city)

Generally, we can say that schools can achieve their objectives if they have more motivated teachers than anything else (Ayalew and Mekibeb, 1999:1). Less motivated teachers are likely to perform their expected duties less satisfactory. Because, by any means, most teachers are ready to leave their job at any possible time, this may lead to a loss of achieving the schools' educational objectives. Therefore, the educational organizations and school systems should have great attention in motivating teachers for a better performance and in achieving the expected educational goals and objectives for the future development of the country.

Therefore, this study is to identify and indicate the main factors that motivate teachers in their work as well as those factors that hinder their motivation in Kirkos Sub City Government secondary schools.

1.2 Statement of the Problem

Teacher's motivation is a global issue in different in both developed and developing countries. Every school whether governmental or private, profit maximization or service rendering, nonprofit organization, whether big or small cannot achieve their objectives and goals without teachers' motivation. Regarding teaching profession some studies have been conducted on teacher's motivation and job satisfaction and remains unsolved and going to search for solution of the work motivation (Ubom & Joshua, 2004).

Teacher need to be motivated and satisfied to perform their tasks efficiently and effectively. As different scholars like Adler (1986) and Herzberg (1966), proposed that to achieve one's organizational goals, it needs the more motivated and satisfied works in the organization. According to Herzberg (1966), stated that hygiene factors extrinsic to the job. According to Robbins (2001), motivation is a need satisfying process which means when a person's needs are satisfied by a certain factors; the person will exert superior effort toward attaining organizational goals. Whereas, according to Locke (1976), job satisfaction most commonly affects a person's physical health, mental health and social life. Moreover, as Rain, Lane and Steiner (1991) wrote that job satisfaction is connected to life satisfaction, the more people satisfied with their jobs will tend to be happy with their lives as well.

Moreover, motivated and satisfied workers not only perform better but also provide better service to customers, which could result in improving customers (students) satisfaction. According to Dawson (2005), employee satisfaction is associated with positive employee behavior. In addition, job satisfaction is also directly related to increment or decreasing of salary of workers. As stated in Lawyer (1973), employee pay satisfaction usually influences their job satisfaction. For this to happen, their needs should be fulfilled so that they could be motivated otherwise, they could not be encouraged enough to carry out their responsibilities.

Educational goals are instruments for the achievement of objectives of a country. So, a country can achieve its objectives only when educational goals are attained. It is undeniable that to achieve overall educational goals, careful attention must be given for teachers and to their needs. These needs as well as motivational factors should be identified and full attention must be taken.

Bonsa, (1996) and Berhanemeskel, (2006) finding stated those of secondary schools teachers' motivation in their job, so that Addis Ababa City Administrative Government has tried to motivate teachers by salary increment, and residences given in small rent to some teachers and house allowance paid for all teachers. However these ways have not been raising teachers work motivations and the schools did not achieve their goals.

The work of Bonsa (1996), Berhanemeskel, (2006), though they were not specially focus on the issue of teachers job motivation in the Kirkos Sub City Government secondary school teachers', indicate that teachers are dissatisfied with many aspects of their job and living conditions which affect their determination to remain in teaching in secondary schools. Therefore the main purpose of this study is to identify the secondary schools teachers' motivation in their job. As I examined some studies conducted in Ethiopia are relevant in this case.

Research Questions

To achieve the objectives, the following basic questions are identified to be answered by the study.

1. In what ways teachers are motivated to join and stay in the profession in the selected schools?
2. What factors affect teachers' motivation in the selected schools?
3. How teachers' demographic variables are related to their level of satisfaction?

To this end the study was guided by the following objectives

1.3 Objective of the Study

1.3.1 General Objectives

Study will be to provide evidence on the factors that affect motivation of teachers in the education system and identify those factors that negatively influence the performance of teachers and achievement of the school in selected government secondary schools of Kirkos Sub City in case of Addis Ababa City Administration.

1.3.2 Specific Objectives

1. To identify the way of teachers' motivation in the secondary schools of Kirkos Sub City.
2. To assess the factors that affect teachers' motivation in their work.
3. The analyze variations in teachers' motivation small area and coverage.
4. To assess whether there is any relationship between the educational level, salary, age, experience of teachers and their job satisfaction

1.4 Significance of the Study

This study has a significance to make both the school and teachers to achieve desired objectives and goals by making good relationship among each other. It may provide a chance for motivating teachers to perform their work. It makes beneficiaries government schools how to motivating teachers to perform their work in the school.

This study addresses the gap in secondary schools teachers' job motivation in Kirkos sub city secondary schools that is currently observed. The primary beneficiaries of the study will be identifying motivational factors for teachers' job motivation in secondary school. The study of motivational factors is very crucial not only for teacher performance or the enhancement of productivity but also for the fulfillment of the needs of the teachers in school. Therefore, this study may be important to educational officials in identifying secondary schools teachers' job motivation.

1.5 Delimitation of the Study

The secondary schools teachers' job motivations are becoming realities at all levels of the school system and all over the country. It would be unpractical if attempts are made to examine the secondary schools teacher's job motivation at all levels of the school system, in all Addis Ababa Administrative Sub City and in all regional states of the country. Because, it will be so vast to manage it, For this reason, the this study is focused to government secondary school teachers to investigate teachers job motivation in Addis Ababa Kirkos Sub City Government secondary schools. The study delimited to five secondary schools that found in Kirkos Sub City. The study deal with variables like physiological, security, social, self-esteem and self- actualization needs. Particularly, the major areas to be centered will be on teachers' job motivation in relation to performance. It is delimited only to secondary schools in Kirkos Sub City in 2017/18. It will be also delimited to the sample school teachers, leaders, and Sub City educational office workers and supervisors as well as schools and Sub City teachers' association.

1.6 Limitation of the Study

A lot of care and control over the study had been taken by the researcher from the beginning up to the completion of the research report. However, there were external (uncontrollable) variables that deter the smooth implementation of the thesis. For instance, lack of cooperation to fill all items of the questionnaire and return back the distributed questionnaires from busy and unwilling respondents and to get relevant recorded schools' documents were among the encountered limitations the researcher tried to persuade the participant. In addition, since the research deal with behavioral variables, the measurement may not be as that of measuring

tangible items. Furthermore, problems of review related literature in Ethiopian context related to this research work had affected this study.

1.7 Operational Definition

Motivation: is an urge of individuals that energizes them towards organizational goal achievement. Motivation has intrinsic, extrinsic or both reasons to push teachers in to work performance.

Motivational factors: are factors of work motivation where majority of teachers confirmed that these factors are vital but, currently unsatisfactory to enhance and maintain the desired teachers work performance. Deals with work content and lead to job satisfaction, involve factor built into the job itself, such as fundamental needs Physiological, security, social, self-esteem and self-actualization needs that motivate teachers to perform work in the school.

Work motivation is the psychological processes that influence individual behavior with respect to the attainment of the goals and tasks of the workplace. However, measuring the determinants and consequences of work motivation is complex because these psychological processes are not directly observable

1.8 Organizations of the Study

This research was organized into six chapters. The first chapter is concerned with background of the study, overview of the study, statement of the problem, importance of the study, and organization of the study.

The second chapter is concerned with the review of related literatures, while the third chapter deals with research methodology and procedure of the study. The fourth chapter is concerned with the result of the data. The fifth chapter is concerned with discussion of the data. The last chapter will bring to an end of this survey research with summary, conclusion of the findings and recommendations. At the end, bibliography and appendices will be attached.

CHAPTER TWO

2 Review of Related Literature

This chapter deals with the review of related literatures. It deals with the concept of motivational theories, definition of work motivation and teacher work motivation were discussed. Since the theoretical basis for this paper is the theories of Maslow, more emphasis is given for a broad discussion of those motivational factors that affect teachers' work motivation

2.1 Concepts and Definition of Work Motivation

2.1.1 What is Motivation?

Different scholars define term motivation in different ways, which indicate the broader scope and complexity of the concept of the motivation. To mention few selected definition for the purpose of this study motivation can be broadly defined as force within a person that affect his/her direction, intensity and persistence of voluntary behavior. Motivation teachers are willing to exert a particular level of effort for a certain amount of time to ward a particular goal (Mschane and Glinow, 2005).

Motivation is one of the constructs psychologists have propounded in their quest for understanding the individual. Motivation is the willingness to exert high levels of efforts towards organizational goals conditioned by the efforts and ability to satisfy some individual needs. Motivation is an elusive concept including both the directing and energizing of behavior. While controlling people's behavior can produce quick and dramatic results, the desired behavior tends to vanish when external controls fade away. Motivation is the process of arousing, directing and maintaining behavior towards a goal. The act of arousing is related to the desire and vigor to produce. Directing is the election of behavior and maintenance is the inclination to behave in a certain manner until the desired outcome is met (Greenberg, 1999).

Motivation is the willingness to do something and is continued by this action's ability to satisfy some needs for the individual. In other words motivation is a management function that stimulates individuals to accomplish laid down institutional goals (Cook, 1991).

According to Cole (2000) motivation is a term used to describe those processes, both initiative and rational by which people seek to satisfy the basic drives, perceived needs and personal goals, which trigger off human behavior. Motivate is a transitive verb, which means to give somebody an incentive, to give somebody a reason or incentive to do something. What is

interesting about it is that it is commonly assumed to be a good thing that goes in influencing individual's behavior and performance at work. Motivation is a feeling of interest that makes you want to do something, a reason for doing something or behaving in a certain way. Teacher motivation naturally has to do with teachers' attitude to work. It has to do with teachers desire to participate in the pedagogical processes within the school environment

Hoy and Miskel define work motivation as a combination of factors that “start and maintain work-related behaviours toward the achievement of personal goals” (1991:168). , they however, define teachers’ motivation as their state of being influenced by such factors, not as the factors themselves. The type of personal goals involved is also an important issue. “Poor motivation” could imply either that teachers make little effort or that they intentionally focus their effort on goals not useful for the school. It is useful to seek to measure and explain job satisfaction, as well as motivation, for two reasons. Firstly, job satisfaction, although distinct from work motivation, helps to account for it. Secondly, since motivation is a broad concept, involving both characteristics of the individual and external factors, it is open to varied interpretations in the field. While motivation is predictive of future behavior, job satisfaction, with its focus on recent experience, is likely to be easier for informants to consider. The third concept, incentives, refers to deliberate efforts to encourage desired work motivation. (Hoy and Miskel 1991:168)

2.1.2 Types of Motivation

Motivation can be divided as positive and negative, intrinsic, and extrinsic or financial and non financial motivation. There are different types of motivation in motivating teachers at work place. According to Sarkar (2000) motivation divided in to intrinsic and extrinsic motivation, financial and non financial motivation, positive and negative motivation.

Financial Motivation

Financial motivation directly or indirectly associated with money. Financial motivators may be in the form of more wages and salaries, bonuses, profit-sharing, leave with pay medical reimbursements, company paid insurance of any of the other things that may be given to employees for performance. The most managers consider money and financial incentives as important motivators. Behavioral scientists, on the other hand, tend to place them low. Neither view is probably right. Money is the most important motivator to people who are young and are raising their families than to those who have aligned at a stage when money needs are less. Money needs go on changing from time to time. A person may be satisfied with a modest house at one time. He may like to have a comfortable house later on. For some persons money remains

to be a motivator and for others it may never be. According to Gellerman money is actually used to retain people in the organization and not primarily to motivate them. To attract good persons an organization will have to offer better wages.

Generally, persons engaged in some types of work are offered equal wages. It is seen as a practice that persons on comparable levels get the same or usually the same compensation. Under such circumstances money tends to be diluted as a motivator. Besides all this money can motivate people if their wages are related to their performance. (Lussier, 2005)

Non-financial Motivation

Non-financial motivation is that motivation which is not associated with monetary rewards, security, status, and job rotation, delegation of authority, responsibility, participation, recognition and power are some of the example of non financial motivation (Deci and Ryan, 2005).

Recognition: Every person wants his work to be recognized by his superiors. When he knows that his performance is known to his boss then he will try to improve it more and more. The recognition may be in the form of a word of praise, a pat on the back, a word of praise, a letter of appreciation, entry in annual confidential report etc.

There may also be awards, certificates, plaque etc. The recognition may be for better output, saving in time, improving quality of products, suggestions for better ways of doing things etc. These types of recognitions will act as motivator. If the performance of persons is not recognized and everybody is treated on the same footing then good persons will not like to put their best efforts.

Participation: Participation has been considered a good technique for motivation. It implies physical and mental involvement of people in decision- making process. It satisfies ego and self-esteem of persons. They feel important when asked to make suggestions in their field of activity. There is no doubt that most of the people know the problems they will face and their possible solutions.

Participation results in motivation and knowledge valuable for the enterprise success. Participation gives a sense of affiliation and accomplishment. It certainly acts as motivator. Participation should not mean that managers should abdicate their positions. They should

encourage subordinates to participate in matters where they can help. Managers should listen various view-points and then take decisions themselves.

Status: It refers to a social status of a person and it satisfies egoistic needs. A management may create some status symbols in the organization. This can be done by way of giving various facilities to the persons. These may be superior furniture, carpets on the floor, attachment of peons, personal assistant etc. To get these facilities a person will have to show a certain amount of performance. When a person achieves certain facilities then he tries to get better status by working more. In this way status needs act as motivator.

Competition: In some organizations competition is used as a motivator. Various persons are given certain objectives and everybody tries to achieve them ahead of others. There may be praises, appreciation letters, and financial incentives to those who reach the goals first. The competition encourages persons to improve their performance.

Job Enrichment: Job enrichment has been recognized as an important motivator by various researches. The job is made more important and challenging for the workers may be given wide latitude in deciding about their work methods. The employees will also perform the management functions of planning and control so far as the work is concerned. According to Herzberg, job enrichment would provide an opportunity for the employees' psychological growth.

Intrinsic Motivation

Intrinsic motivation is an energizing of behavior that comes from within an individual, out of will and interest for the activity at hand. No external rewards are required to incite the intrinsically motivated person into action. The reward is the behavior itself. Logically, this seems like an ideal, for people to act as “origins” of their behavior rather than “pawns” (deCharms, 1968). However, it is certainly not the case that every real world behavior stems from an intrinsic energy.

Schools are of particular interest when it comes to intrinsic versus extrinsic motivation, particularly because of the different outcomes that researchers have shown to result from intrinsic motivation: more interest, excitement, confidence, enhanced performance, persistence, creativity, self-esteem and general well-being (In Ryan and Deci, 2000; Deci and Ryan, 1991; Sheldon, Ryan, Rawsthorne, Ilardi 1997; Deci and Ryan, 1995; Ryan, Deci and Grolnick, 1995). Why do some students pursue academic learning for its own sake while others are motivated by

external factors? Over the years, several theorists have offered insights into the phenomenon through their conceptions of intrinsic motivation.

Intrinsic motivation refers to behavior that is driven by internal rewards. In other words, the motivation to engage in a behavior arises from within the individual because it is intrinsically rewarding. Intrinsic motivation is available at the time of performance of work. These motivations provide a satisfaction during the performance of the work. Praise recognition power, delegation power, delegation of authority and responsibility, competition and participation in the decision making process are some of the example of intrinsic motivation. Intrinsic rewards to the responsibility, achievement, recognition and the work itself will have longer term and deeper impact on motivation (Sarkar, 2000).

Weinberg and Gould's theory includes 3 types of intrinsic motivators:

Knowledge - Learners have a genuine thirst for new knowledge. Learners long to know more about a new topic, which is why we suggest adding additional learning materials and resources in additional to the content of your program.

Accomplishment - Learners feel motivated by their accomplishments. Creating and developing quiz questions and displaying points through a leader board helps to feed this type of intrinsic motivation.

Stimulation - Learners are motivated by stimulation. Creating assignments and developing self-evaluations helps to increase learner engagement.

Extrinsic Motivation

Extrinsic motivation refers to behavior that is driven by external rewards such as money, fame, grades, and praise. This type of motivation arises from outside the individual, as opposed to intrinsic motivation, which originates inside of the individual.”

There are several types of extrinsic rewards, but it focuses on only these key three:

Completion contingent rewards - Rewards given for completing a task

Performance contingent rewards - Performance-based rewards

Unexpected rewards - Rewards given unexpectedly

Extrinsic motivation concerned with external motivation which teachers enjoy pay promotion status, fringe, benefits, etc. this type of motivation is available only after the completion of a job. Increases in wage the like are an example of extrinsic motivation (Fleet, 2001)

Positive motivation

Positive motivation comes from an internal drive to seek out pleasure. Maslow's hierarchy of needs explains this well. You're more likely to act when the results of an action are a direct impact on one of your needs – like the need for self actualization or self esteem.

Some people respond very well to positive stimulation. Thinking about the pleasures of being financially independent or well recognized within an industry can push people to achieve impossible feats in their career.

Positive motivation based on rewards. Positive motivation is a process of attempting to influence others to do your praise, through the possibility of gain or reward, appreciation, praise, participation in decision making process. Delegating of authority and responsibility are indicating methods of positive motivation (Sarkar, 2000).

Negative Motivation

Negative motivation based on force and fear. The teachers/workers feel dismissed, lay-off, pay cut, firing, etc. the negative motivation is about punishment and fear. It's the sort of motivation that gets you to quit smoking because you've witnessed someone struggle with cancer. Of course, not every motivation needs to be dramatic or dreadful. You could be motivated to stay at your job because you don't want to lose the house, or could be paying the bills on time because you want to avoid the penalty. Negative motivation is likely to work just as well as positive motivation, but for some people it's a lot more effective. Certain people are driven by fear and anxiety. The looming threat of loss is too much to bear for some individuals and they tend to take action more quickly in such scenarios. (Morris, 2017)

For most people, motivation is fleeting. It drives you to complete a whole week's worth of work over the weekend without realizing it, but disappears on Monday when you really need to get started with something new at work. It's hard to control and keep alive when you need it most. (Alan morris 2017)

Scientists seem to define motivation as the willingness to do something. It's a very intrinsic and natural drive to take something new on and complete it successfully. Digging deeper it seems every action and thought we have is guided by our built-in motivations. Psychologists believe that the basis of human behavior is the sticks and carrots the mind associates with different activities. Every decision and behavior is rooted in the mind's perception of pleasure and pain. (Alan morris, 2017)

It appears that the mind and body will simply not act till the pain of not doing something outweighs the pain of doing it. Similarly, the rewards of doing something must outweigh the temporary reward of not doing it. This means there are two forms of motivation – negative and positive. But which one works better? (Morris, 2017)

Motivation gives maximum benefits in the short run. Negative motivation results in disloyalty to the group as well as organization. When a certain personal qualities have been developed and become honesty, fairness, integrity, truthfulness, loyalty, stability, tolerability, openness to assume the responsibility and cooperative (Smith,1994).

(Ellis, 1984 and Spearl, 2000) shown that teachers are motivated by intrinsic rather than extrinsic factors such as self-respect and responsibility It is claimed that teachers are mainly motivated by the relationship with the students and working with children (Bennell & Akyeampong, 2007). Spear and others, (2000) extensive research on teacher motivation in the United Kingdom suggested other key factor that creates job satisfaction is independence and intellectual challenges. The factors that de-motivated the teachers were insufficient salary, work overload and how they are perceived by society (Spear et al., 2000). Iliya and Ifeoma (2015) conclude that teachers are more likely to be motivated by intrinsic factors such as self-respect, responsibility and feelings of accomplishment. Eight factors that poses a ‘threat’ to the motivation is presented; workload, salary, recognition, teacher accountability, career development, institutional environment, teachers’ ‘voice’, materials and facilities. Furthermore, the authors suggest that school improvements, meaningful professional development and supportive teacher evaluation are means to improve their motivation.

In the Ethiopia the factors that de-motivated the teachers were insufficient salary, work overload and society is not respect ethics etc. Ethiopia’s Teachers are more likely to be motivated by intrinsic, non financial and financial factors. According to Benabou and Tirole (2000), extrinsic incentives are only weak reinforces of motivation in the short run and negative reinforces in the long run. In terms of work motivation, Herzberg (1966) finds that achievement; recognition, the work itself, responsibility and advancement are more effective long-run motivators than interpersonal relations, working conditions, and pay.

For teachers, Chapman and others, (1993) note that incentives are related to teacher job satisfaction, but not to teacher classroom practices. Thus, it appears that while teachers need

housing, food, safety, belonging, etc. in order to be professionally motivated, the provision of these needs past a baseline requirement is not a sustainable driver of teacher motivation. Instead, teachers need supports that encourage their *intrinsic*, or internal, motivation; such as achievement, recognition, and career development. The relationship between, and relative effectiveness of, extrinsic versus intrinsic incentives is an important issue for teacher motivation in the Ethiopia, where material resources to motivate teachers through extrinsic means are often very scarce to begin with.

2.2 Motivation Theories

There are different theories of motivation. Some of the motivation theories mentioned for this study as follows: Maslow theory, Herzberg two factor theories, Alderfer's ERG theory, McClelland's achievement motivation theory, Theory X and Theory Y of McGregor (1960)

According to Habtamu (2003), as cited in Dametw and Altbach (2004), a long number of Ethiopian academic staffs quit teaching profession to take other job or go abroad for training or other reasons and do not come back. Though the number varies from institution to institution, the estimate of the brain drain from Ethiopian higher institution might be as much as 50 percent. Many young Ethiopian did not consider teaching as a satisfactory career and this had a negative impact on the teaching learning program.

Salary was one of the main reasons of the dissatisfaction of teachers (Bonsa, 1996). The working condition of these teachers was also far from satisfactory. Motivation as one of the most important aspects of human resources management is making that sure that people with organization have to motivate to perform their jobs effectively and efficiently. Effective management will recognize this fact and will be aware of the techniques available to keep the teacher interested to achievement their goals

There is a voluminous theoretical and empirical literature on human motivation, which will not be reviewed here. However, there are some major theories of motivation, which are potentially quite relevant to the teaching profession in LIDCs. Maslow's Hierarchy of Needs theory postulates that humans have specific needs that must be met. There are five 'levels' of need, namely physiological (thirst, sex, hunger), safety (security, stability and protection), love and belongingness, self-esteem and self-actualization (see Maslow, 1943). A key proposition is that if the lower level needs remain unmet, the higher level needs cannot be fulfilled.

This theory seems particularly relevant to teachers in LIDCs because meeting the basic survival needs for food and shelter as well as security in conflict situations are major daily challenges for teachers in many countries. These can seriously impair the realization of higher level needs without which effective teacher performance cannot be attained. For example, teachers who are tired and hungry and excessively preoccupied about meeting their household's livelihood needs are unlikely to become strongly motivated by their involvement in professional development activities. It is also to be expected that the fine-tuning of pay to individual teacher performance, tasks or skills, which has received so much attention recently in the USA and England (see Chamberlin and others, 2002; Conley and Odden, 1995), will not be seen as a major issue where teachers feel that they do not earn a 'living wage'.

Although Maslow's theory has received only limited empirical support (Hoy and Miskel, 1991), it is a useful theoretical framework for this study. Other research has also found that individuals have inherent psychological needs with respect to three key areas of their working lives, namely autonomy, competence, and relatedness. Autonomy is a person's drive to retain a sense of agency regarding her or his actions; competence is a desire to be good at what we value; relatedness is the impulse to develop meaningful connections with others.

People are strongly motivated to satisfy these needs. If they are not fulfilled, they are likely therefore to become dissatisfied with their jobs and thus de-motivated. Herzberg's (1966) 'motivation-hygiene theory' is based on a two-dimension paradigm of factors affecting people's attitudes about work. Factors such as interpersonal relations, working conditions and pay are 'hygiene' factors rather than 'motivators'.

Herzberg argues that the absence of hygiene factors can create job dissatisfaction, but their presence does not motivate or create satisfaction. Five types of motivators strongly determine job satisfaction – achievement, recognition, the work itself, responsibility and advancement. Motivators are associated with long-term positive impacts on job performance while hygiene factors only tend to produce short-term changes in job attitudes and motivation, which quickly fall back to their previous level. With reference to specific incentives, Vroom's (1964) 'expectancy theory' is relevant to developing countries because of its recognition that the links between effort and reward may be very tenuous. Improved pay for senior posts, for example,

may not motivate eligible teachers if they have no confidence in the system of assessment and selection for such posts.

A fourth area of theory focuses on the use of goals for motivation. Locke (1976) argues that employee motivation is likely to be enhanced if work goals are specific, challenging, formed through employee participation and reinforced by feedback. This argument rises important issues for educational systems of developing countries, in which teachers are often left to guess at what their professional goals should be, or have goals imposed on them without consideration of their views. Even where goals have been specified, feedback to teachers may be limited by infrequent contact with supervisors.

According to, Furnham and Taylor (2004, P. 27), the word motivation comes from the same Latin root as motion: it laterally means to move people. Motivation is what activates and directs behavior. It is what makes behavior more vigorous and energetic. People are motivated to seek pleasure and avoid pain. They are motivated first by biological and social needs. Generally, motivation is the act of stimulating someone or oneself to get desired course of action, to push right button to get desired reactions. And motivation is the driving force behind human behavior.

2.2.1 Maslow's Hierarchy of Need Theory:

Abraham Maslow distinguished a theory of human needs based on a hierarchical model ranging from lower-order needs at the bottom to higher-order needs at the top (Maslow, 1954:35-47). He suggested that human needs are arranged in a series of levels, in a hierarchy of importance. Based on this hierarchy, Maslow identified five human needs. From the lowest level, these are physiological needs, safety and security needs, love needs, esteem needs, and the need for self-fulfillment at the highest level.

The principle behind the hierarchy is that unless the needs at each level have been satisfied to some extent and until they are met, people find it difficult to respond to higher-order needs (Steyn, 2002:90). Once a lower-order need is satisfied it is no longer a motivator or satisfier (Mullins, 2005:481). It comes to an end to motivate employees' (e.g., Ethiopian secondary school teachers') behaviour, and they are satisfied or motivated by the need at the next level of the hierarchy. The above-mentioned needs levels can be explained as follows.

Physiological or basic needs

The physiological needs are the lowest level of needs that must be satisfied to survive physically. They are important for the body's automatic efforts to retain normal functioning, such as the need to satisfy hunger and thirst, the need for oxygen, and the need to regulate the body's temperature (Mullins, 2005:480). Physiological needs also include the need for sleep, shelter, sex, an adequate salary, satisfying working conditions, heat and lighting, clothes and exercise (Amos, et al., 2008:177; Mullins, 2005:480; Steyn, 2002:90). These basic needs can be fulfilled if the teachers are employed and are provided with a salary that enables them to cope with the rising living conditions (Steyn, 2002:90).

For Maslow, in order for a teacher to be concerned about the higher-order needs or to be self-actualized as a teacher, his/her basic needs must be satisfied fairly well. When the basic needs are reasonably well satisfied, then this satisfaction will have the power to activate the needs at the next level.

Safety needs

According to Maslow (1954), once individuals have substantially satisfied their basic or biological needs, the safety or security needs emerge to direct behaviour. These needs include the need for protection from danger or deprivation, the need for freedom from pain or from the threat of physical attack, the need for savings, medical aid, and even for armed response (Amos, et al., 2008:177; Mullins, 2005:480; Steyn, 2002:90).

In the work-place such as a school, the safety needs are reflected not only in the desire for financial security, but also in fair treatment by the principals, safe working conditions, first-rate fringe benefits, fairness, quality supervision, and job security (Amos, et al., 2008:177-178). This would also apply to Ethiopian teachers.

Social needs

Love or social needs include the need for giving and receiving love, the need of affection, a sense of belonging, social activities, and friendships (Mullins, 2005:480). In the school setting, these are manifested in the teachers' need for belonging and affiliation, and include professional friendships, good interpersonal relations with colleagues, students and principals, acceptance by others, and affable supervision by the principals. If teachers experience a sense of belonging at their schools, then this will result in fulfilling their social needs (Boey, 2010:26). When the teachers participate in the school's activities, and are involved in the decision-making processes,

this creates a sense of belonging. Then communication between and among teachers, the principal and the students will be effective, and the teachers will have a propensity to produce good quality results (Boey, 2010:26).

Esteem or ego needs

Esteem or ego needs refer to both self-respect and the esteem of people, for example, of teachers. The principle behind esteem-needs is that if someone feels loved and has a sense of belonging, then he or she starts to develop the need for esteem and self-respect. Self-respect involves the desire for and feelings of confidence, achievement, independence and freedom. To be held in high esteem by others involves having a good reputation or prestige, status, recognition, and being appreciated (Amos, and others. 2008:178; Mullins, 2005:480). In the work-place these needs are reflected in the form of a merit pay-increase, peer/supervisory recognition, and in the form of being given responsibility and promotions. According to Steyn (2002:91), teachers who do not feel that their status and self-esteem needs are being met in their work, may become discouraged. She (2002:91) further states that the satisfaction of esteem or ego needs leads to self-confidence and a sense of pleasure. Boey (2010:27) also argues that when teachers are recognised for their first-rate job performances and are rewarded for what they have done, this will increase their self-confidence and also their self-esteem.

The development of esteem-needs will help the teachers to be effective in their day-to-day professional activities. If teachers are recognized for their accomplishments and are also respected by the 'self' and significant others, this will have a direct positive impact on their professional activities. Esteem-needs are higher-order needs. If these higher-order needs are fulfilled, the teachers have the power to exercise control over these needs. This perception of control will give the teachers a sense of achievement at work, which in turn, will make it more likely for them to be effective in their professional activities.

Self-actualization needs

The self-actualization needs are at the top of the hierarchy, and refer to the need for development and the realization of one's full potential. Maslow (Boey, 2010:24) wrote that these needs impel us to become all that we are capable of becoming. According to Boey (2010), the individual (e.g., the Ethiopian teacher), who is not self-actualizing will be restless, frustrated and discontented. At this level the individual strives for truth, beauty, justice, individuality, meaningfulness, and perfection (Amos, et al., 2008:178).

The teacher like every other worker works in order to satisfy his or her needs. Jobs satisfaction in the context of Ololube (2005) is the ability of the teaching job to meet teachers need and improve their teaching performance. The term employee motivation is a complex and difficult term to define; therefore, a precise definition is elusive, as the notion comprises the characteristics of individual and situation as well as the perception of that situation by the individual.

Dessler (2001) defines motivation as the intensity of a person's desire to engage in some activity. Ikenyiri (2007), states that motivation is an internal arousal, which directs and maintains achieving set goal.

These definitions have not only stated the meaning of motivation, but made inputs on the role of motivation to the worker. A motivated worker is easy to spot by his or her agility. Education, enthusiasm, focus, zeal and general performance and contribution to the organizational objective and goals (Ifinedo, 2003). This means that need is the deficiency or lack of what the body requires. It is based on this that Oladele (2005) states that an unsatisfied need would only arouse the person to work that which will be sustained until satisfaction had been attained.

To Ololube (2005), motivation has to do with the forces that maintain and alter the direction, quality and intensity of behavior. Thus, when workers needs are met, they will be motivated to be effective in their performance thereby achieving organizational goal. Several factors are believed to be need satisfiers that motivate workers and indeed teachers to perform work satisfactorily. The need based theories explain these needs. They explain how needs satisfaction motivate an individual intrinsically

2.2.2 Herzberg's Two Factor Theory

Frederic Herzberge (1959; 144-146) divides his theory in to two factors.

Hygiene (maintenance) factors:

These factors lead to job dissatisfaction when they are present, they do not lead to job satisfaction and higher performance. But they are needed to maintain a reasonable level of satisfaction. That means, they are necessary, but not sufficient factors for motivation. Some of these are: salary, job security Personal life, status, working conditions, and company policy and administration technical relations with supervision

Motivational factors:

These factors stood out as strong determiners of job satisfaction and build high level of motivation and lead the individual to superior performance. These are: Achievement Recognition, Work itself, Responsibility, Advancement, and Growth

According to Herzberg, both hygiene and motivation factors must be present for the motivation to occur. Herzberg's frame work is noted to be compatible with Maslow's Hierarchy of needs. By integrating the two, it is possible to see certain similarities between an individual's motivation and ability, and the effect of motivation and ability on his performance.

2.2.3 Alderfer's ERG Theory

This theory is more recent than Maslow's needs hierarchy theory. The originator of this theory is Clayton Alderfer. Alderfer agrees with Maslow theory that individual needs are arranged in needs hierarchy. Alderfer ERG theory involves only three sets of needs: Existence (E) needs: These needs contain both physiological and safety needs which are necessary in maintaining physical well being. They are needs satisfying by such factors as food, water, pay, shelter, and sex and working conditions. Relatedness (R) needs: These needs deal with a desire for meaning and satisfying social and interpersonal relationship. Growth (G) needs: These needs refer the highest level of need and consist of self esteem and self actualization. They represent intrinsic desire for personal development or personal growth and development (Fleet, 2001)

2.2.4 McClelland's Achievement Motivation Theory

This theory studies the three needs that motivation human behavior such as power, affiliation and achievement. The teachers should be encouraged to work hard, to bring high performance. To ensure the effectiveness of teacher's performance, there are different theories of motivation used in order to motivate teachers at work place. There is no single theory and one best theory to motivate teachers to accomplish their jobs effectively. The organization or the manager expected to use a combination of two or more application of theories of motivation. Different authors express different theories of motivation differently in different times (Bonsa, 1996).

2.2.5 Theory X and Theory Y of McGregor (1960)

This approach draws up on the work of Herzberg and develops a human resources approach to motivation. This theory first classifies managers in to one of two groups that is Theory X and Theory Y based on extreme assumptions about people and work. Theory X manager assumes that average employees dislike work, and that the only way to maintain or increase productivity is to simplify the operational process, supervise the employees closely, and motivate them in short term through financial incentive schemes. So, under the Theory X approach, the manager's

role is to focus on the hygiene's and to control and direct employees; it assumes that employees are mainly concerned about safety. Theory Y manager assumes that average employee's desire self-direction and self-control, seek and accept responsibility, enjoy physical and mental effort, and have the potential to be self-motivating. In connection to this, Shank (2009) stated that Theory Y managers focus on Herzberg's motivators and work to assist employees in achieving these higher levels.

Teachers are the most important resources in a school. They are the key figures for any changes (e.g., educational reforms) needed in schools. The provision of a high quality education system depends on high quality teachers (Jyoti & Sharma, 2009:52; Perie, Baker & The American Institute for Research, 1997). A high teacher morale relevant subject knowledge, and the teachers' specialized teaching skills (pedagogical knowledge) are central to quality teaching and learning (Bolin, 2007:48).

The quality of the teachers, their commitment, satisfaction and motivation are the determinant factors for the students to benefit from the education system. Teachers act as role-models, since they are the pillars of the society (Jyoti & Sharma, 2009:51) who help the students, not only to grow, but also to be the potential leaders of the next generation, and to shoulder the responsibility of taking their nation ahead.

2.3 Characteristics of Motivated Teachers

Leu (2005) reviewed literature on quality education, finding that there is little agreement on the meaning of the term. However, "Research has shown that one important feature of quality is that it be locally defined, at the school and community level, not just at the district and national level" (Leu 2005, p. iii). Despite vast cultural differences in the world regarding what is desired from schooling and school outcomes. Based on her review of the literature, Leu provided a list of qualities to be found in good teachers. Nuthall (2004), seeking to find out exactly how teaching relates to learning, reviewed research on teaching effectiveness.

He cited research by Hopkins and Stern (1996) yielding this list of characteristics of excellent teachers: Passionate commitment to doing the best for students, Love of children enacted in warm, caring relationships, Pedagogical content knowledge, Use of a variety of models of teaching and learning, Collaborative working style with colleagues, Reflective practice..However, Nuthall (2004) pointed out that such lists are not sufficient to tell us exactly

which teacher behaviors lead to student learning in any given situation. He added that teachers are not always able to tell when students are learning, citing research showing that teachers are not as concerned with student learning as they are with student behavior and motivation, managing activities and resources, and completing activities within the time available. Another characteristic of effective teachers is their provision of opportunity to learn (OTL). Anderson (1991, p. 27) defined OTL “as the extent to which students are given instruction on the knowledge and skills which are:(1) Related to the primary curricular goals and objectives, or (2) Important enough to be included on outcome measures of student learning.

2.4 The Importance of Work Motivation

As Paul and Dale (2002) cited by Hudson, (2009), noted that, “motivation is the process whereby goal directed activity is instigated and sustained”. As a process, we do not observe motivation directly, but rather we infer it from such behaviors as choice of tasks, effort, persistence and verbalizations. Motivation involves goals that provide impetus for and direction to action and it requires activity, physical or mental. Thus, motivated behaviors are voluntary choices controlled by the individual worker.

In an educational organization, Hanson, (1996), suggest that work motivation would produce a teacher with high vitality. This refers to the positive quality of producing good products and in this case, it is good for student performance. An individual who is highly achievement motivated would tend to be very conscientious in his/ her work and tend to be more responsible. As Bennell and Akyeampong (2007) noted that work motivation is the psychological processes that influence individual behavior with respect to the attainment of the goals and tasks of the workplace. However, measuring the determinants and consequences of work motivation is complex because these psychological processes are not directly observable and there are numerous organization environmental obstacles that can affect goal attainment

Thus, school principals as well as educational managers and leaders should give serious attention to the motivation of educational employers and making working environment conducive and healthy.

2.5 Job satisfaction of Teachers

The education mission seems to be dependent on what teachers feel about their work and how satisfied they are with it. Therefore, it is not surprising that researchers suggest “schools must give more attention to increasing teacher job satisfaction” (Bolan, 1993).

Dissatisfied teachers are lethargic and indifferent to their duties, uncommitted and reluctant to work and show poor attendance at work resulting in dramatic decline of the performance and achievement of both teachers and pupils (Celik, 2011). According to Teck-Hong, and Waheed, (2011), employee satisfaction comes about through encouraging- if need be, by 'pushing' employees to accept responsibility. There are four ingredients to this: careful placement of people in jobs, high standards of performance in the job, providing the worker with the information needed to control his/her own performance, opportunities for participation in decisions that will give the employee managerial vision etc.

Job satisfaction is important to an organizations success and has a major effect on people's lives. It is directly related with salary, occupational stress, empowerment, administrative policy, achievement, personal growth, and the overall working conditions. In addition, an increase job satisfaction increases worker productivity (Elliott, and Hufton ,2005). As Locke (1976) indicated that job satisfaction most commonly affects a person's physical health, mental health and social life. This means that, the more the workers satisfy their demands and getting their wishes, the more realization of worker himself and reaching his/ her goals. So, job satisfaction is one of the general expressions of worker's positive attitudes built up towards their jobs.

2.6 Work motivation and rewards of Teachers

Teacher work motivation is very crucial to the long-term growth of any educational system around the world. Thus, teaching is known as one of the most stress full profession. According to him there are three reasons why teachers burnout. The first element is emotional exhaustion. It is the result of emotional and physical overextension. Trying to do too many things in a short time, in other words, the amount of work that has to be done with in a time limit can cause emotional exhaustion. The next factor is depersonalization, which means being cynical, frustrated and critical when teachers have negative attitudes towards their colleagues. The lack of personal accomplishment is the third one. Feeling discouraged and disillusioned are the signs of burned-out teachers as they are dissatisfied with their own needs for challenges, recognition and appreciation.

2.7 Factors Affecting Teachers' Motivation

As some studies shown that teachers are motivated by intrinsic than by extrinsic rewards Atkinson, (2007), conducted a survey and found that teachers perceive their needs and measure their job satisfaction by factors such as participation in decision – making, use of valued skills, freedom and independence, expression of creativity, and opportunity for learning. They concluded that high internal motivation, work satisfaction and high – quality performance

depend on three original psychological states: experienced meaningfulness, responsibility for outcomes, and knowledge of results. Dawit (2008) likewise found that teachers obtain their greatest satisfaction through a sense of achievement in reaching and affecting students, experiencing, recognition and feeling responsible.

Teachers are expected to render a very high job performance, and the Ministry of Education in Nigeria is always curious regarding the job performance of its teachers. In addition, Nigeria's Ministry of Education demands a very measure of loyalty, patriotism, dedications' motivational methods and tools cannot be underemphasizing because high motivation enhances productivity that is naturally in the interests of all educational system (Oluble, 2005).

According to him when an institution loses its teachers, it may jeopardize efforts to affair institutional objectives. The better achievement of learning outcomes depends fundamentally on improvement of the system of teaching. This is directly related to the motivated and committed teacher to improve learning outcomes and to achieve the school objectives. Because, the teacher is the one who translates educational philosophy and objective in to knowledge and skill and transfers them to students (Ofoegbu, 2004)

According to some researchers like Herzberg (1964) and Pastor (1982) cited by Atkinson, (2007) , the key points to work motivation lies in between extrinsic and intrinsic rewards. Hence, both intrinsic and extrinsic rewards as well as motivation have a vital role for teachers' motivation at their work. Herzberg (1964) distinguishes between extrinsic rewards surrounding a job (such as salaries, fringe benefits, and job security) and intrinsic rewards of the job, which are more satisfying and motivating.

Teachers have both intrinsic and extrinsic needs. Teacher, who is intrinsically motivated, may be observing to undertake a task for its own sake, for the satisfaction it (provides or for the feeling of accomplishment and self actualization. On the other hand, an extrinsic, ally motivated teacher may perform the activity or duty in order to obtain some reward such as salary. Therefore, the aim of the institution or organization should be to build and enhance the intrinsic motivation for teachers to teach effectively and at the same time, to supply some extrinsic motivation along the way for school improvement. Acceding to Dornie (2001) teaching as a profession is supplied from intrinsic motives and states that there are some damaging elements which weaken and destroy the intrinsic character of teacher motivation. "Born out is a professional hazard" (Suslus, 2006).

Bennell and Akyeampong, (2007) noted that poor teacher motivation and inadequate incentives have had adverse impacts on the behavior and overall performance of teachers and thus, learning outcomes. In addition to this, according to Seguin (1997) cited in Robbins, (2001) teacher motivation is also affected by age, differences by surmising that people were motivated by different things at different stages of their lives. Moreover he pointed out that as individuals moved through educational career and gained years of experience people were motivated by high level of needs.

2.7.1 Teacher Management, Administration and policy Organization policy

Although, Many Educational researchers and school leaders have been facing challenges of motivating teachers to high level of performance, teacher motivation and retention depends critically on effective management, particularly at the institution level. According to Bennell and Akyeampong (2007), teacher management tends to be authoritarian, based on rigid hierarchical structures, which results in limited participation, delegation, and communication by teachers with respect to major institution management functions. So teachers subjected to these types of management regimes have little sense of self-determination which by itself seriously undermines work motivation and retention of teachers. As Aklilu (1966) stated that continuous persistent and positive treatment of teachers by administrators, favorable working conditions within the schools, placement of teachers by performance, low salaries, status and recognition are the motivating factors for teachers in Ethiopia. Thus, teacher management is most crucial at the institutional level, as the importance of teachers: work and their competence in performing their duties are crucially influenced by the quality of both internal and external supervision.

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

The democratization of the organization and administration of education is provided in educational policy of article 3.8.4 Cited in MoE (2002): “Educational institutions will be autonomous in their internal administration and in the designing and implementing of education and training program, with an overall coordination and democratic leadership by boards or committees, consisting of members from the community (society), development and research institutions, teachers and students” MoE (2002). Thus, the provision of democratization of

organizational policy and administration enhances not only teachers` motivation to teach, but also the motivation to retain in the institution.

2.7.2 Teacher Technical Support and Supervision

Teacher motivation and retention depends critically on effective management, particularly at the institution level. Bennell and Akyeampong (2007) suggested that teacher management tends to be authoritarian, based on rigid hierarchical structures, which results in limited participation, delegation and communication by teachers with respect to major institution management functions. So, teachers subjected to these types of management regimes have little sense of self – determination, which by itself seriously undermines work motivation and retention of teachers. According to Mulkeen (2005), teachers need both technical support and supervision throughout their careers. It would be a native to assume that teachers can go through a pre – service program and then perform well for the remainder of their careers without further professional development and support.

Therefore, as Mulkeen (2005) stated that there is a need for teacher supervision and monitoring. Teachers should be supported in a variety forms like access to resources, in service courses and peer groups. Halliday (1999),cited by Atkinson,(2007), stated that school principals should promote and monitor beginner teachers through induction programs to improve their teaching and classroom management abilities in the first year of teaching. This means, to develop good practice, teachers teach the required course materials. However, as Dawit(2008), in many African countries such inspection systems focus on faultfinding, rather than support. In some cases, supervisors or inspectors lack the resources to travel to institutions. In other ways, some experienced staff and school principals have a key role in monitoring and assisting new teachers so that they improve and consolidate their responsibility for their own effective professional development and possibly increase retention in the institution.

2.7.3 Interpersonal Relationships with Administrators, Peers, and Subordinates.

One of the causes of teacher / work motivation in the organization is related to teacher – administrator/supervisor/colleagues relationship. The positive relationship of teacher with administrator and /or supervisor motivates workers and leads to satisfaction and retention of teachers. Evidently, teacher/employee motivation or job satisfaction and retention is improved when administrators/Supervisors are perceived to be fair, helpful, competent, and effective. This includes the supervisor / administrator`s skill as a problem solver, coach or trainer and as the timely source of key job- related information for teachers/ employees (Teck-Hong, 2011).

Conversely, poor relationship like incentives and in competent administrators /supervisors is reported to have the most negative effect on employee job satisfaction and retentions. These include, according to Carell and others¹, (1992) unfair or biased treatment by administrators /supervisors to listen and respond to teachers'/ employees' problems and Problems with management communication credibility. Moreover, employee teacher motivation is significantly affected by the quality of relationship of employee with co-workers in the work environment who might act as a role model. For instance, Carell and others, (1992) concluded that the quality of relationship with in the workgroup in very important to teachers / employees; especially to the extent that the individual is accepted as part of the work unit and the friendliness and support of his/ her fellow teachers /employees.

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

2.7.4 Teacher professional Development

Training in both subject content and pedagogy, is essential for high quality teaching and learning in schools. Benell and Akyeampong (2007) suggest that teachers need continuous professional development (CPD) as well as support from peers and supervisors. However, at the current time although schools are done CPD but it is not effective, CPD is usually scarce one – time, top – down, unrelated to a broad strategy and not targeted at teachers who need it most.

Motivation is highly related to career – path projections and opportunities for the progression. However, promotion opportunities within the profession are often limited. As a result, many skilled teachers leave the profession, while others become de- motivated (VSO, 2008).

Additionally, young and experienced teachers learn other profession and are ready to leave the profession. Thus, teacher professional development has a major impact on teacher motivation, the professional conduct of teachers, and educational outcomes.

2.7.5 Economic Factors / Considerations/

According to some authors, policies that address teachers` economic needs and concerns positively the quality and quantity of teaching force (Dove, 1986/; Thompson, 1990; cited by Dawit , 2008). This means that teacher salary scales have an intimate connection with teacher retention patterns. When salary levels drop in relation to the levels which pertain for similarly

qualified personnel this gives rise to teacher dissatisfaction which, if unresolved, can cause long duration difficulties and morale.

2.7.6 Teachers Career Ladder and Salary

According to Dawit (2008) in Ethiopia, teachers are one of the least paid civil servants and therefore at the lowest base of revenues pay. Ethiopian teachers receive very small monthly wages. This small wages leads a frustration and dissatisfaction for teachers. According to Mulukeen, (2005) salary is one of the frequently mentioned factors contributing to job satisfaction / motivation. Since, teachers are decisive factors in education; they should be provided better salaries, be giving recognition and status and improves working conditions. In addition, status and recognitions are a function of salary. Hence, status and recognition of teachers are wane and deteriorates by the community and students. As many studies report by Wittrock, (1986) show that rewards and respect from students have declined and wane (Leonard, 1983; Neuman, 1987; Hall 1983). Many authors stated like ``intrinsic rewards in teaching are the wane`` (Hall, 1982) and “Teachers feel a declined sense of social status” (Health, 1983). Similarly, Skyes (1983) stated that teachers did not get good service compared to other related fields so teaching is less clearly an attractive service occupation. Thus, many researchers reported that teaching as the “special but shadowed” status of teachers. (Hoffman, 1981) As we have seen the career structure of teachers, the salary was very low and unsatisfactory which agrees with the above studies (Refer Appendix J - L). This is the result of historical impacts.

According to ICDR (1999 p. 10-14), which was prepared by NEK – international consultancy, after the opening of modern government school, during Menelik II (1908), education was given a high priority and most of teachers were from foreign countries, which was very respected and high status by the society. And only thirty five years ago, teachers frequently were the most highly educated persons. Their salary was much higher than many officials in rural areas and their cost of living was very low. Teachers were well dressed, well –fed, and were proud of their profession. Even a starting monthly salary of a TTI graduate, 200 birr was considered a good salary and provided a comfortable standard of living. Teachers represented knowledge and skills and were respected by their pupils and held in high esteem by their communities. However, in the late sixties and early seventies the decline of the status of teachers started to be felt. During the period the steady expansion of the education system necessitated increasingly greater supplies of teachers who frequently were under qualified and inadequately prepared for the demands of the work place while the cost of living increased at an enormous rate, the salary of teachers did not.

A study conducted by the Addis Ababa University for the Ethiopian Teachers Association in 1990/91 identified the following complains by teachers: low status of teacher, lack of financial incentive, low standard of living , poor salary scale ,lack of hardship allowances, improper handling of transfer requests, difficult and poor pupil behavior, poor living conditions , improper evaluation method by unqualified individuals, lack of career ladder , inadequate in service training opportunity and lack of compensation for academic and professional upgrading un-approved

The same study compares salary increments of teachers for a ten year period with those of government employees of equivalent academic standard who work for other ministries. The starting salary of government employees is relatively equivalent for teachers and other civil service employees. However, the differential between the teachers' salaries and those of the other professionals widens as the number of years of service increases. The salary increments of employees graduating from the commercial school, technical school, nursing school, agricultural school, etc. increased by 300 – 350 birr compared with a 100 birr increase for teachers over the same ten year period.

In 1994 the Educational and Training policy (ETP) was formulated. Two areas in the policy that already have dramatic impact on teacher motivation were the career ladder and the accompanying salary structure and the certification requirements of teachers (ICDR, 1999). From this, one can understand that the career ladder and salary of teachers were low and have a greater impact on their work motivation and satisfaction. In addition, as ILO (1990) stated it that teachers salaries in a large number of developing countries can be described as excessively modest in absolute terms. Occupationally sinking below substance level, in many cases inadequately protected against rises in the cost of leaving and comparing unfavorably with earnings from other occupations, which demand less in terms of training or responsibilities. Herzberg (1959) and his associates classify, salary maintenance or care factor. Salary provisions can either contribute to or seriously, undermine teacher satisfaction. This low salary can generate such dissatisfaction that teachers may not respond to opportunities for achievement, recognition or professional growth (Owens, 1995) as cited in Dawit (2008).

2.7.6.1 Non – Salary Benefits

Motivating the teaching force and providing monetary and non – monetary incentives for teachers to improve their performance is a matter of concern regardless of a countries level of development. Such incentives may range from typical salary increase and merit pay bonuses to

low – cost or cost – free rewards such as public recognition or working hour’s flexibility. If monetary incentives are crucial for recruiting the teaching force, non – monetary mechanisms can be even important for retaining qualified teachers and improving their performance and overall effectiveness of the work (D.Green, C.D. (2000). As Taylor (2004, p. 15) cited, salary itself was relatively low in motivating employees but it could be a source of dissatisfaction if it is inadequate.

Moreover, Herzberg (1992) identified that the main factors that leads to extreme satisfaction are: status or job title, appreciation and recognition, delegation of authority, working conditions, job security, work itself, responsibility and advancement. He also stated other factors that motivates the employees are: Providing training to the employees, proper job placements, proper promotions and transfers, proper performance feedback, proper welfare facilities and flexible working hours

According to Herzberg (1992), also suggested that motivation offers several importance to the organization and to the employees are: higher efficiency, reduces absenteeism, reduces employees turn over, improves a corporate image, good relations, improved morale, reduced wastages and breakages, reduced accidents, and facilitates initiative and innovation.

2.7.6.2 Variables Associated with Job satisfaction

There are many factors that are associated with job satisfaction of employees. This study, however, will focus on the following variables: - (1)personal / demographic variables such as age, sex, education, services, and marital status: (2) intrinsic factors such as responsibility, recognition, achievement, (3) extrinsic factors such as interpersonal relation, supervision, salary, promotion, etc. When considering job satisfaction and dissatisfaction, Research findings indicated that many personal characteristics affect job satisfaction in different and complex ways (Wittrock, 1986) among these demographic / personal factors are age, gender, education, working experiences, and marital status mentioned as follows.

i). Age:- Mixed evidence exists in the literature concerning the relationship between age and job satisfaction. The general findings reported by Herzberg and others, (1959) on the relationship between job satisfaction and age show that job satisfaction started high, declined and then started to improve again with increasing age in a u – shaped curve. However, according to Furnham (1994), the desire for money is rated higher by young workers than older employees.

And also, kovach (1987) showed that younger workers with low incomes are more concerned about money, were as older workers with high income and management positions are motivated more by job security, interesting work and recognition.

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

iii). Education:- A review of job satisfaction studies that included education as a variable indicates that the relationship between education and job satisfaction by increasing both intrinsic and extrinsic rewards of work. A second point of view suggests that education may reduce job satisfaction by raising work expectations that may not be fully realized in the work place (Mottaz, 1984). The extensive related literature reviewed by Carell and others, (2005), indicated that workers with more education have higher job satisfaction level, while of other studies indicate the workers with more education have lower job satisfaction level.

iv). Experience:- regarding working experience the underlying assumption appears to be that dissatisfied workers resign while satisfied ones stay with the organization, (Home and Griffeth, 1995), cited by Carell and others, (2005).

v). Marital status: - Carell and others, (2005) found that married agents were more satisfied in their jobs than those who were single. This was reflected in King and others, (1982) that married employees are more satisfied than unmarried ones.

2.7.7 Social Factors

Many factors have been examined in an attempt to find which ones promote teacher motivation. Pay incentives have been found to be unsuccessful in increasing motivation. Hudson (2009,69), study concludes that “Teacher motivation is based on the freedom to try new ideas, achievement of appropriate responsibility levels, and intrinsic work elements” based on their findings, schemes such as merit pay were predicted to be counterproductive. They explain that true job satisfaction is derived from the gratification of higher-order needs, social relations, esteem, and actualization rather than lower order needs.”

2.7.7.1 Social status of Teacher

The expression status as used in relation to teachers mean both the studying and regard accorded them, as evidenced by the level of appreciation the importance of their function and of their

importance in performing it, and the working conditions, remuneration and other material benefit: accorded them relative to other professional groups (ILO, 1984). Status has been suggested as an important factor in attracting academically prepared candidates, and in retaining them in the profession. Thus, teachers must have a status, which correspond to their key role in the advance of education and to the importance of their contribution to the development of the individual and of a society as a whole (ILO, 1990) Hence, the social status of the teaching profession in the broader community is an important factor in the retention decision of teachers. The status of teachers has had a direct bearing the quality of education and many of the ills of the later can be a scribed to the different manner in which the society has looked up on the teacher and the manner in which many teachers have performed their functions (stated by Wittrock, (1986).

As a guiding principle, ILO (1991) has also stressed that the status of teachers should be commensurate with the needs of education as assessed in the light of educational aims and objectives, it should be recognized that the proper status of teacher and due public regards for the profession of teaching are of major importance for the full realization of these aims and objectives .Historically, the role of teachers has been respected and teaching is one of the most highly regarded professions by the Ethiopian public. However, the profession is not as well respected as it used to be. But, now a day, the status and respect ion of teachers by the society is wane and deteriorated.

To this effect the low status of teachers has two adverse implications of the teaching profession and welfare of learners. First, in many countries the better students do not opt to teaching. Second, since in many countries, many teachers are mediocre, there is a trend towards deterioration of the teaching in schools (ICDR, 1999).

2.7.7.2 Community support and parent involvement in the schools

Motivation might come when parents and community valued schooling because of its role in their own career and valued education as a form of human development. This means, those parents and the community, who themselves had on education, and value it, tend to transmit that to their kids (Elliott and Hufton, 2005).

In addition community support could be Visible and advantageous if members participate in planning, financing, construction and maintenance, controlling student discipline to solve the problems that exist in the schools (UNESCO, 1994). Therefore, Dove, (1986) suggested that, an intimate relationship between the school and the community needs to be established in order to

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

Therefore, research in teacher attrition consistently found that recognition and approval of family, friends, supervisors, and community are important ingredients in teachers' job motivation and their decision to remain in or leave teaching Chapmean, (1994) cited in Dawit, (2008).

2.7.8 Administrative Factors

2.7.8.1 The Role of School Principals

The school principal plays a central role for their school effectiveness. As Atkinson (2007) cited, Mortimer and others, (1988), referred to "purposeful leadership" where, the principal understood the needs of the school and was involved activity in the school's work without exerting total control over the rest of the staff. Principals manage and rule with a clear sense of direction, instead of managing and ruling by dictate. Teachers are primarily motivated by intrinsic rewards such as self – respect, responsibility, and a sense of accomplishment. Thus, administrators can boost morale and motivate teachers to excel by means of participatory governance, in – service education, and systematic, supportive evaluation. According to Atkinson (2007), effective leaders are well – organized, well – prepared, personable, approachable, displaying enthusiasm and optimism, and act in a constructive manner. Thus, understanding factors influencing staff's well – being helped leaders to effectively motivate their staff to be more productive.

The research on effective schools indicates that the principles of effective schools know how to motivate their staff by using various school factors such as including staff members in decision making and problem – solving, setting shared vision among teachers and administrators and creating trust among teachers and administrators, and creating trust among school community (Robbins, 2001). Therefore, leaders of effective school do not exercise educational leadership alone. According to Bolan (1993) report, shared vision and school goal – setting processes initiated by school leaders have significant effects on teachers' personal goals and motivation to teach.

2.7.8.2 Teachers' Participation in Decision Making

Organizational theorists like McGregor and Herzberg, suggested that participatory decision-making (PDM) would lead to more effective organizations and high staff morale. Allowing employees a voice in decision- making is perhaps the most logical method for allowing this to

occur. In a similar vein, Argyris (1987) stated in Celik, (2011) saw bureaucracies as imposing restraints on individuals by refusing to treat them as mature actors capable of self – direction. Thus, effective leaders create a system to make participatory decision making with their employees to make responsible and shared accountability for the objectives and aims of the organization.

2.7.9 Evaluation system

According to Brodinsky and Shirley (1983) showed in Ayallew (1991) an evaluation system, if well designed, provide teachers with the necessary feedback to assess their own professional growth. A poorly designed evaluation system can be disastrous, pitting Teachers against administrators and engendering anxiety, mistrust, and resentment. The main purpose of evaluation should be to provide information to help teachers improve their teaching performance. In addition, a good evaluation system should reflect respect for individual worth and dignity by encouraging teachers to set personal and organizational objectives. An evaluation system should also foster creativity, recognize work well done and involve both self – appraisal and appraisal of others.

2.8 Teacher’s Working Condition in Ethiopia

A working environment has a great impact in coordination with the mental and physical capacity of teachers, in performing their tasks. A good working environment includes the entire working environment such as class size, disciplinary conditions, availability of teaching materials, positive relationship among colleagues, principals’ supervision etc.

In Ethiopia, there have been only very few literatures about teachers’ working conditions. Some of them are presented as follows. According to Legesse (1992), to utilize one’s organization human resources effectively and promote smooth relationship of its subunits, the conducive working condition when the work and living conditions for many teachers is poor, it follows lower self – esteem and is generally de-motivating to stay and work in the institution. Therefore, in Ethiopia, teachers are de-motivated and unsatisfied because of low salary and high cost of living.

SUMMARY

In this chapter several theories relating to motivation were explained and concepts. The views of different scholars and researchers were reflected on associated with the theories. The review highlighted the following content and process motivation theories of, namely Maslow’s Hierarchy of Needs Theory, Herzberg’s Two-factor Theory, Theory X and Theory Y of

McGregor, McClelland's achievement motivation theory. Alderfer's ERG theory, types of motivation, factors affecting teachers' motivation, work motivation, rewards and job satisfaction of teachers

CHAPTER THREE

3 Research Design and Methods

3.1 Methodology

The study is designed to obtain pertinent information on secondary schools teachers' job motivation in Addis Ababa Kirkos Sub City. The purpose of this study was to find out teachers' job motivation in secondary schools. To achieve this purpose, descriptive survey method was employed as Best and Kahn (1999) confirmed for its relevancy. Descriptive survey helps to describe and interpret the trend of event that exist now and existed in the historical research and that influence on the present situation. Similarly, it is chosen that when a researcher wants to adopt for collecting the relevant data at a particular point in time and use it to describe the nature of existing conditions as well as the techniques to be used on the current status of the phenomenon that cannot be directly observed.

In this study the researcher used the quantitative research approaches which emphasize objective measurements and the statistical, data collected through polls, questionnaires, and surveys, or by manipulating pre-existing statistical data using computational techniques. Quantitative research focuses on gathering numerical data and generalizing it across groups of people or to explain a particular phenomenon (Belmont, 2010). This method was selected to answer the quantitative research questions which required a considerable number of participants to enable generalization of the results (Muijs, 2004:44). According to Anderson (1990), a survey is an instrument that is used to collect data to gather information that describes one or more characteristics (such as beliefs, attitudes, behavior and demographic composition) of a specific population.

The second phase of the empirical study is a qualitative phase. For the qualitative phase interviews was conducted as a follow up of the quantitative results. The aim is to gain an in-depth understanding of the results from the questions asked in the quantitative phase of the research. Individual interviews were conducted with a sample that was purposefully selected from the educational experts of participants used in the quantitative phase.

3.2 Sources of Data

To collect data for the study the researcher used both primary and secondary sources of data.

3.2.1 Primary sources

These data was gathered from school teachers and principals, and sub city educational officials and supervisor as well as school and sub city teachers associations. The information require for the study on teachers' job motivation. The existing situations explored by using the primary data collection methods. The major sources of data for this study were the available secondary schools and the sample teachers.

3.2.2 Secondary sources

The secondary sources of data were documents.

3.3 Sample Population and Sampling Techniques

3.3.1 Sample Population

The target population of the study was teachers, principals, and the sub city educational experts. Kirkos Sub City has 5 Wored which has included the 5 target high schools. In these schools, there were 330 teachers. All 5 secondary governmental schools were selected and out of the total teacher's 80 teachers were selected by simple random sampling. On the other hand, the administrative personnel who were taken and supervisors from the sample schools for questioner as well as officials of the sample sub city experts and sub city teachers associations were included for interview and focus group discussion respectively.

Table 1 Total Number of teachers in the schools

No	Sample Woreda	Number of Schools in each wereda	Name of sample school	teachers in e school			Sample Teachers		
				M	F	T	M	F	T
1	W-2	1	Timenja Yaze	42	15	57	11	3	14
2	W-3	1	Yetebaberut	16	5	21	4	1	5
3	W-8	1	Misirak Goh	35	23	58	11	3	14
4	W-11	1	Shimels Habte	87	18	105	21	5	26
5	W-4	1	Abiyot Kirsti	68	21	89	16	5	21
Grand total		5				330	Grand total	80	

3.3.2 Sampling Techniques

The sample population of this study was selected by using simple random sampling techniques. The investigator decided to conduct the study in Addis Ababa Kirkos Sub City Government secondary schools. It was also decided to purposive selection was done for selecting the schools and woreda. Furthermore, from a total of sample schools, 80 sample teachers were selected from sample schools. The selection was used systematic random sampling method from a list of the population so that the sample was made up of every 4th member on the list, after randomly selecting a starting point from 1 to 4 in the samples' school so that to get representatives from each school. Choosing a systematic sample of 80 members from a population list numbered from 1 to 330. To find k , divide 330 by 80 to get 4. Rounding gives $k = 4$. Randomly select a number from 1 to 4. Start at the person numbered 1 and then choose every 4 member. Questionnaires were distributed within each randomly with respect to their sample sizes. On the other hand, all administrative personnel and all supervisors from the sample schools incorporate in the study for questionnaires and from 22 officials of the sample sub city experts 8 of them were included by simple random sampling method to incorporate in the study for interview as well as sub city teachers associations for focus group discussion

3.4 Instruments and Procedure of Data Collection

3.4.1 Data Collection Instruments

In order to gather the data for the study the researcher used questionnaire for teachers and interview for the non-teacher respondents related to motivation factors for teacher job motivation.

3.4.1.1 Questionnaire

At first place, questionnaire which includes both closed and open- ended item was developed based on the research objectives. Then the researcher was distributed and then filled by 80 teachers. The researcher was prepared both close-ended and open-ended questionnaires to gather data from teachers. These questionnaires were used to make items convenient for the secondary schools teachers.

At the end of the questionnaire there were open-ended items that give a chance for the respondents to give their suggestions, opinions or comments. The research instrument was entitled: Questionnaire on Teachers' job motivation. The instrument was ranked from 1 to 5. The rank 5 were regarded as the most important motivator while the rank 1 were regarded as the least motivator. An open ended questionnaires consisting of four items were included in the questionnaire in order to investigate the factors that affect motivation of teachers positively or negatively. They were also request to give views on what should be done to make the current practice of selecting and awarding the "best teachers". The questionnaires were prepared in simple English so that the respondents' were easily understands it. The final part of the questionnaires for both the teachers and the educational administrators were made to investigate the current teachers' motivation in their job at school.

3.4.1.2 Interview

To make the study more comprehensive and reliable semi-structured interview were administered to Kirkos Sub City office experts, in order to get information on the trends of teachers' job motivation and to cross check teacher response towards motivational factor in what extent to be affect teachers' job motivation. To ensure effective communication between the interviewer and the respondent, the interview and group discussion items were in Amharic for the interviewer and interviewees. Then, they were translated in to English.

3.4.1.3 Validity

The issue of validity is the most important concept that researchers are required to deal critically with. The design of the measuring instrument must be valid so that the collected data was lead to sound conclusions. If research is invalid (as a result of a poor instrument), then it is worthless (Cohen et al., 2007:133).

Validity is the extent to which the measuring instrument (e.g., a questionnaire) researcher is using essentially measures the characteristic or dimension they intend to measure (Leedy & Ormrod, 2001:98). This implies, if a questionnaire designed to measure teacher

satisfaction measures something else (e.g., achievement), then it is not a valid measure of teacher job satisfaction.

In this research validity was addressed as follows:

Content validity, as defined by Cohen et al. (2007:137) is a form of validity that refers to the extent to which the measuring instrument (e.g., test, questionnaire or inventory) shows that it fairly and comprehensively covers the domain or items that it purports to cover. Thus, in the context of the present study, content validity was concerned with the degree to which the designed questionnaire items fairly and accurately represented the main variables. These variables included organizational leadership and administration, organizational rules and policies, interpersonal relationship among teachers and other educational experts, teaching as profession and job design, opportunity of TDP and motivation for further education within the profession, economic factors and satisfaction for payment, promotion and recognition, society towards the profession and working conditions.

Face validity refers to the appearance of the test items. It is where, on the surface, the measuring instrument (test) appears, at face value, to test what it is designed to test (Balnaves & Caputi, 2001; Birmingham & Wilkinson, 2003). Like content validity, face validity cannot be checked using statistical significance tests. It is based on subjective judgment. In this study the face validity was judged by the researcher.

3.4.1.4 Reliability

Reliability, as defined by Cohen, and others (2007:146), is the consistency, dependability and reliability of the measuring instrument over time, and with the same respondents. It is the extent to which the measuring instrument yields consistent and accurate results when the characteristic being measured remains constant (Leedy & Ormrod, 2001:99). One means of increasing the reliability of the instrument is the inclusion of more items in the questionnaire. In this study, the researcher ensured that there were enough items per construct. In order to determine the reliability of the questionnaire in the study was calculated using Cronbach's alpha and it was found .856, the internal consistency of the test was high with cronbach's Alpha of .770 which indicates a good reliability of the teachers work motivation for research purposes (Del Siegle, 1995).

3.4.2 Procedure of Data Collection

First questionnaires items were prepared and submitted to the advisor for approval. Then, pilot testing were held for 15 teachers to cross-check the clarity of the questionnaire and improvement was made if needed. All the questions were pilot tested. They were distributed only first to 15 teachers at Kirkos Sub City secondary school. This was done to make a pilot survey the aim of pre-testing the survey questionnaire. In pre testing questionnaire, the main concern was to detect problem which may cause confusion to the respondents, which is to identify ambiguous or biased item in the questionnaire for elimination and suitability for collecting the required data. It was also needed to improve the format of the questionnaire to facilitate understanding. The pilot survey was used to determine whether the words in each question contained an adequate range of response categories. From the questionnaire and one question was corrected to make clear to the respondent depending on the feedback obtained. After correction had been made to the questionnaire, it was distributed to all teachers in all the schools. After two weeks the respondents returned back the questionnaire and depending on their response analysis had been made. Pilot item analysis was carried out on some selected non-participant teachers based on position of activity they have in the school who were out of the sample teachers. An interview conducted for Kirkos Sub City office experts. Finally, responses from questionnaires and interview were analyzed.

3.5 Methods of Data Analysis

The responses from the questionnaires distributed to the respondent were tabulated and analyzed using absolute numbers and percentages. The interview response was transcribed and analyzed qualitatively using words. Data analysis was made using the Statistical Packages for Social Science studies (SPSS). Percentage, mean, standard deviation to describe mean value difference of variables, t-test, identify their difference for gender, study to upgrade their qualification and additional income, person correlation use to show the relation between each factor of job motivation and one-way analysis of variance (ANOVA) to identify if there were difference among the respondents on teacher age group, marital status, current qualification, career structure, salary and experience variables. The overall data was interpreted under each basic question and conclusions were drawn.

CHAPTER FOUR

4 PRESENTATIONS, ANALYSIS AND INTERPRETATION OF DATA

This part of the thesis deals with the presentation, analysis and interpretation of the data obtained through questionnaire, interview, group discussion and document analysis regarding teachers' job motivation.

The questionnaires were distributed to a total of 80 teachers and 20 principal in selected sample schools. Among the distributed questionnaires, all teachers filled and returned to researcher. In addition, sample sub-city educational officials were interviewed as well as sub-city teachers' associations' leaders participated in focus group discussion.

The responses of teachers and principal to each of the questions given were analyzed and interpreted. Most of the data gathered were organized using tables for the presentation of data followed by analysis, discussion and interpretation in line with the major research questions.

The responses of interviewed and focus group discussion sub-city educational experts as well as sub-city teachers, association leaders were used to strengthen the analysis of the quantitative data. For the sake of convenience of interpretation, related questionnaire items was presented and treated together.

4.1 Demographic Characteristics of Teacher Respondents

Description of the demographic characteristics of the target population gives some basic information about the sample population involved in the study. Thus, the following table presents the demographic characteristics of the sample school teachers.

Table 2 Demographic Characteristics of Teacher Respondents by Sex, Age, and Marital status

Gender	Frequency	Percent
Male	63	78.8
Female	17	21.3
Total	80	100.0
Age		
20-25 years	5	6.3
26-30 years	41	51.3
31-35 years	22	27.5
36-40 years	6	7.5
41-45 years	4	5.0
46-50 years	2	2.5
Total	80	100.0
Marital status		
Single	46	57.5
Married	27	33.8
Widowed	1	1.3
Divorced	6	7.5
Total	80	100.0

As shown in Table 3 above regarding the sex of respondents, the larger proportion of the respondents was males, 63 (78.8percent) and the rest were females 17 (21.3^{percent}). Thus, males are more satisfied than females. Both sexes were incorporated in the study.

Regarding the age of respondents of the teachers, out of 80 respondents,41 (51.3 percent) and 22 (27.5 percent) were the first and second largest participants in the age groups of 26-30 years and 31-35 years respectively. Whereas five (6.3 percent) of teachers' participants were the respondents in the age groups of 20-25 years, six (7.5 percent) teachers' participants were the respondents in the age groups of 36-40 years, four (5 percent) teachers' participants were the respondents in the age groups of 41-45 years, and two (2.5 percent) of teachers' participants were the least proportion of the respondents in the age groups of 46-50 years. Thus, teachers at different age groups were incorporated in the study. Concerning the marital status of the participants, 46 (57.5 percent) were single and 27 (33.8 percent) were married. The remaining respondents, one (1.3 percent) were

widowed six (7.5 percent) were divorced respectively. Thus, teachers at different marital status were incorporated in the study. Therefore, regarding the sex, age and marital status distribution of sample teachers indicated in the above that it includes the appropriate sample groups of the population. This enhances the reliability and validity of the study as a whole.

Table 3 Demographic Characteristics of Teacher by Qualification, Career, level, Salary, and Additional income, Experience, and Load and Class size

		Frequency	Percentage
Qualification when joined teaching profession	Diploma	10	12.5
	BA/BED/BSC	69	86.3
	MA/MSC	1	1.3
Current level of qualification	BA/BED/BSC	74	92.5
	MA/MSC	6	7.5
Currently studying to upgrade your qualification	Yes	49	61.3
	No	31	38.8
Current career structure	beginner teacher	1	1.3
	junior teacher	15	18.8
	Teacher	8	10.0
	senior teacher	28	35.0
	associate leader teacher	15	18.8
	leader teacher	5	6.3
	senior leader teacher 1	7	8.8
	senior leader teacher2	1	1.3
Monthly salary and allowance	2404 Birr-2748 BIRR	1	1.3
	3137 Birr-4085 Birr	45	56.3
	4662 Birr-6036 Birr	30	37.5
	6809 Birr-8539 Birr	4	3.8
Additional income relating to your profession	Yes	9	11.3
	No	71	88.8
Teaching work experience in years	0-5 years	12	15.0
	6-10 years	36	45.0
	11-15 years	18	22.5
	16-20 years	4	5.0
	21-25 years	7	8.8
	above 25 years	3	3.8
Field of specialization	Major	80	100.0
Descriptive Statistics			
	N	Minimum	Mean
Current workload periods per week	80	8	15.14
Average number of students in class	80	26	38.44

As shown in the Table 4, regarding the qualification of teachers when they joined the profession, 69 (86.3 percent) , 10 (12.5 percent) and one participant were B.Ed/B.A/ B.Sc, diploma and MA/MSC holders respectively. However, regarding the current level of qualification of participants, 72 (90 percent), were B.Ed/B.A/ B.Sc holders, one participant was diploma holder and the rest of the seven participate, MA/MSC holders respectively. The analysis shows that some teachers upgrade their qualification from diploma to degree. Thus, updating and upgrading of teachers' education level enhances job satisfaction and work motivation.

Concerning the participants, currently study condition to upgrade their qualification, 31 (38.8 percent) respondent's response was not studying and 49 (61.3 percent) respondent's response was studying to upgrade their qualification. Regarding the above discussion, 62.2 percent of teachers were degree holders. Due to this, 61.3 percent were not currently study to upgrade their qualification. This shows that, there is limited opportunity for further education and which may influence on teachers work motivation.

Regarding the current career structure of responses, the largest responses, the second largest respondents 18.3% indicates that the level as junior- teacher and associate – leader-teacher. The largest respondents 35% indicate the career level of senior teachers.

Concerning the gross salary of teachers, one of respondents earn in between the salary groups 2404 Birr-2748 Birr, 45 (56.3 percent) respondents earn in between 3137 Birr-4085 Birr, 30 (37.5 percent) respondents earn in between 4662 Birr-6036 Birr and four respondents earn in between 6809 Birr-8539 Birr. However, as we saw from the respondents' responses, from the simple teachers there were respondents that earn a salary in between 2404-8539 birr and above.

Regarding to teachers additional income relating to their profession, nine (11.3 percent) teacher's response indicates they have no additional income where as 71 (88.8 percent) of the respondents response indicates they don't get additional income relating to their profession. Thus, teachers who have not additional income influences on teachers work motivation.

Concerning teachers teaching work experience in years currently, the group proportion out of the total respondents 18 (12 percent) were in between 11-15 years. The largest proportion in teaching work experience 38 (45 percent) were in between 6-10 years. The rest of the respondents response indicates that 12 (15 percent) four (5 percent), seven (8.8 percent) and three (3.8 percent) respectively were in between 0-5 years, 16-20 years, 21-25 years and above 25 years working experience. From this discussion, 60 percent of teachers had below 10 years teaching experience and 60 percent of teachers show a career level of teacher and below. Thus, most teachers are young which are sensitive for satisfaction or dissatisfaction in their work.

Concerning teacher's areas of teaching 80 respondents response showed, they teach with major field of study. Thus, teachers who teach with major areas enhances in their work motivation.

Additionally, regarding to current work load per week, the minimum work load were eight and the maximum work load were 24. So the mean work load of respondent's response was 15.14 periods per week. This result agrees with the standard work load in which the raise is between 18-20 periods per week (MoE, 2005).

Lastly, concerning the average number of students in a class, the respondent's response show that the minimum number of students in a class was 28 where as the maximum was 52. The mean value of the respondent's response was 38.44 students per classroom ratio, the standard proportion of students per class that is, 1:40 (MoE, 2005). Generally, the study includes characteristics regarding qualification, experience, monthly salary and career structures.

4.2 Demographic characteristics of principal and Sub-city Educational Experts as well as Sub-city Teachers' Associations

Descriptions of the demographic characteristics of the principals have a vital role and give some basic information about this study.

Regarding the sex of principals in the sample schools, 17 (85 percent) were males and three were female. Concerning the age groups of the principals ,four were in age groups between 26-30 years, eight were in age groups between 31-35 years, four were in age

groups between 31-35 years , the other four participant were in age groups between 31-35 years. Likewise, concerning the marital status of principals only two were single where as 18 (90 percent) were married from the five sample schools. Thus, principals' demographic characteristics were shown similar with majority of teachers which enhances relationship among them.

Regarding the current educational level of principal's shows nine (45 percent) respondents was B.Ed/B.A/B.Sc holders and 11 (55 percent) was MA/MSc holders. Concerning the field of study, the response shows, 9 (45 percent) respondents were studied subject area. From this study, there were 11 (55 percent) principal studied the leadership area for effective school management.

Regarding principals' working experience in teaching, eight (40 percent) of the respondents had an experience in between 6-10 years seven (35 percent) of the respondents had an experience in between 11-15 years two (10 percent) of the respondents had an experience in between 16-20 years where as three (15 percent) of the respondents had teaching Experian in between 21-25 years. All sample principals had in between 1-10 years of work experience for principal.

Concerning interviewed sub city officials expert , from eight of them; two of them where in the age between 26-30 years , four of them were in the age between 30-35 years and two of them were in the age between 40-45 years; regarding the marital status, two of them were single and with respect to qualification and field of study, four of them were degree and MA/MSc holders in a subject area; and as to work experience, all of them were in between 1-10 years.

Concerning focus group discussion sub-city teachers' Associations (informant E, F, G), from five participants, three of them were in the age between 30 -35 and two of them were in the age 30-35 years and all were married. Regarding current level of qualification and field of study, three of them were degree and two of them diploma holders and study subject area and concerning teaching experience all of them were above eight years.

4.2.1 Respondents' level of Agreement on Reasons why do Teachers joined the profession

As shown in Table 4 below, a total of 10 statements/ items of possible reasons to become a teacher were presented for respondents. Respondents were asked to indicate their degree of agreement as 5=strongly Agree, 4= Agree, 3= Not Sure, 2= Disagree and 1= strongly Disagree. The responses of the respondents to those statements are presented below

Table 4 Statements /items/ to become a teacher

One-Sample Statistics						
to become a teacher	N	Mean	Std. Deviation	T	df	Sig. (2-tailed)
I was employed for the time being	80	3.78	1.147	21.638	79	.000
I was interested when I was join to teaching profession	80	3.35	1.370	15.346	79	.000
I was employed by initiated by the friend or parent	80	2.78	1.359	11.680	79	.000
Due to vast opportunity for employment	80	2.54	1.190	11.555	79	.000
Of lack of other employment opportunities	80	2.81	1.294	12.533	79	.000
Teaching is an interested job than other occupation	80	2.93	1.524	11.296	79	.000
Teaching creates feeling of job security and safety.	80	2.56	1.395	10.020	79	.000
Teaching had better pay and allowances when I was employed	80	1.89	1.191	6.667	79	.000
Teaching profession has attractive career structure	80	1.91	1.116	7.313	79	.000
Teaching puts the teacher on a high social status in the society	80	1.86	1.028	7.504	79	.000
Aggr mean	80	2.62	1.261	11.555	79	.000

Level of agreement Mean < 1.19 strongly disagree, mean 1.50 =2.49 Disagree, mean 2.5-3.49 undecided, mean 3.50-4.49 Agree and mean > 4.50 strongly agree

As shown in the above Table 5, the mean value of above items responses was 2.62, a mean value which is below average; most respondents' response indicates that all statements to be a teacher and showed significant differences to be a teacher. These are employed for the time being (mean=3.78), interested when they was join to teaching profession (mean=3.35), employed by initiated by the friend or parent (mean=2.78) Due to vast

opportunity for employment (mean=2.54) lack of other employment opportunities (mean=2.81) , Teaching creates feeling of job security and safety(mean=2.93), teaching had better pay and allowances when I was employed (mean=1.98), teaching profession has attractive career structure (mean=1.91) , and teaching puts the teacher on a high social status in the society,(mean=1.81), This out of 10 one of them show a greater mean value. So the greater the mean means the higher level of agreement to be a teacher. The rest statements show a significant on the items to be a teacher. Thus, the results show that there are differences in their reasons why they become teachers in most of the items, whereas the items that showed no significance difference indicate that their reasons are commonly shared.

Table 5 Respondents’ level of Agreement on Reasons what do teachers feel about their being teacher

One-Sample Statistics						
feel about their being teacher	N	Mean	Std. Deviation	T	df	Sig. (2-tailed)
I feel that I am given important position in the society because of my profession	80	3.33	1.300	15.994	79	.000
I am ready to solve kinds of problem face in class	80	3.34	1.377	15.178	79	.000
I think that I have a lot of abilities as a result of being a teacher	80	3.83	1.111	22.739	79	.000
I feel myself better than most people for my being a teacher	80	3.50	1.158	19.304	79	.000
I like myself as a teacher	80	4.33	.808	36.816	79	.000
I think that I am good person as a teacher	80	4.00	.941	28.506	79	.000
people love me as a teacher	80	2.85	1.284	12.889	79	.000
Avg mean	80	3.59	1.139	21.632	79	.000

Level of agreement Mean < 1.19 strongly disagree, mean 1.50 =2.49 Disagree, mean 2.5-3.49 undecided, mean 3.50-4.49 Agree and mean > 4.50 strongly agree.

As shown in the above Table 6, most respondents’ response indicates that the 8 statements to be feel about their self confidence, showed the nearer to same response to be feeling self confidence. These are I feel am given important in the society (mean=3.33), ready to

face to kinds of situation in class (mean=3.34), have a lot of abilities (mean=3.83) I feel myself better than others (mean=3.50) I like myself (mean=4.33) , I satisfy with my present performance (mean=2.54) I think that I am good person (mean=4.00), and people love me (mean=2.85), the above three items, show a greater mean value and nearly the same standard deviation. So the greater the mean means the level of agreement to feel self confidence.

Thus, the results show that there are differences in their reasons what the teacher feel about their self confidence in most of the items, whereas the items that showed significance difference indicate that their reasons are commonly shared.

4.3 Motivation of Teachers/ De-motivating Teachers at their Work place

The major factors that de-motivate teachers at their work place was analyzed and interpreted by using various factor analyses. About 80 statements were indicated under eleven sub-titles and were presented for all respondents. Then the responses of respondents were analyzed using different statistical analyses to measure and identify the level of agreement on the major factors that de-motivated teachers at their work place

4.3.1 Respondents level of agreement on motivation of teachers

A total of 80 statements were set on the possible major factors that affect work motivation of teachers under 11 sub-titles for respondents and were asked to indicate their level of motivation, as 5= Strongly Agree, 4= Agree , 3= Not Sure, 2= Disagree and 1= Strongly Disagree. Out of the 80 items presented for 80 respondents, almost about 10 items showed high level of agreement on those that have major roles for de-motivation of teachers at their work place.

As shown in the Table 6, below, the group of items /statements shows a statistical difference in responses of respondents at 0.01 (2-tailed) significance and almost all groups of items presented showed a positive correlation that have significant difference for de-motivation role for teachers at their work place.

Table 6 the responses on motivation of teachers in relation to organization leadership and Administration

Descriptive Statistics						
II.	Organizational leadership and Administration	Teachers			Administrative	
		Mean	Std. Deviation	N	Mean	Std. Deviation
1	My school directors focuses his/her attention on identifying my strengths	2.51	1.253	80	3.10	.968
2	my school leaders listen to my suggestions	2.68	1.251	80	3.60	1.314
3	My school leaders treat my fairly	2.84	1.316	80	3.20	1.436
4	my school leaders value me as a teachers	2.96	1.373	80	3.55	1.234
5	reinforcement by the school Authority motivate me to my work performance	2.76	1.265	80	3.40	1.231
6	The leadership style at my schools enhances my commitment	2.79	1.229	80	3.15	1.348
7	The school Administration fairly Evaluate my work	2.90	1.176	80	3.65	1.226
8	educational leaders fulfill the needs of school employees and creating conducive working environment	2.48	1.180	80	2.75	1.552
9	I am motivated to be consult by the school authority in decision making	2.91	1.234	80	2.90	1.410
10	School director is competent	2.49	1.302	80	2.90	1.619
	Avg	2.73	1.258	80	3.22	1.334

Mean < 1.19 strongly disagree, mean 1.50 =2.49 Disagree, mean 2.5-3.49 undecided, mean 3.50-4.49 Agree and mean > 4.50 strongly agree

Although the mean score for all 9 items of major factors that affect motivation of teachers in relation to organization leadership and Administration did not reach 5.0 for maximum agree response, there was some moderate agreement on the occurrence of major factors that affect motivation of teachers in relation to organization leadership and Administration As shown in the above Table 7, Therefore, the major factors that affect teachers' motivation with regard organizational leadership and administration were My school directors focuses his/her attention on identifying my strengths mean value (2.80), listen to teachers' suggestions (m=3.14) treat them fairly (m=3.02), educational school leaders

value them as a teachers (m=3.25) , reinforcement by the school Authority motivate them to their work performance (m=3.08), The leadership style at the schools enhances their commitment (m=2.97), The school Administration fairly evaluate my work (m=2.83), educational leaders fulfill the needs of school employees and creating conducive working environment (m=2.61) They were motivated to be consult by the school authority in decision making (m=2.91), School director is competent (m=2.69) . Shows, the weighted mean value result of respondents for the items reveals above moderate level of agreement. Thus, the result shows that the items which have not contributed to dissatisfaction teachers.

Table 7 the responses on motivation of teachers in relation to organizational rules and polices

Descriptive Statistics						
	Organizational rules and polices	Teachers			Administrative	
		Mean	Std. Deviation	N	Mean	Std. Deviation
1	the policy and regulation of the school are implemented in wrong ways	3.54	1.302	80	3.20	1.399
2	many of school rules and policies make work easier	2.10	1.165	80	2.05	.945
3	rules, regulation and policies of the schools are made clear to teacher	2.15	1.020	80	2.55	1.276
4	there is a consistent training towards organizational rules and policies	2.10	.963	80	1.65	.745
5	the rules regulation and policies including the teacher beneficiary	2.05	1.042	80	2.40	1.273
	Avr	2.39	1.098	80	2.37	1.128

Mean < 1.19 strongly disagree, mean 1.50 =2.49 Disagree, mean 2.5-3.49 undecided, mean 3.50-4.49 Agree and mean > 4.50 strongly agree

As shown in the above Table 8, Thus the major factors that affect teachers' motivation regarding the organizational rules and policies were school policies and regulations are implemented in wrong ways the weighted mean value (m=3.37), many of school rules and policies make work easier (m=2.07) rules, regulation and policies of the schools are made clear to teacher (m=2.35), there is a consistent training towards organizational rules and polices (m=2.07), the rules regulation and policies including the teacher beneficiary (m=1.88). The results show that the above stated items have the weighted mean value result of respondents for the 4 items reveals moderate level of disagreement. Thus, there are lack of clarity and consistent training towards both school and organizational rules and policies, school policies and regulations were implemented in wrong ways influence teachers' work motivation at their work place.

Regarding a focus group discussion and interview session with Sub-city Teachers' Association and sub city expert, the major factors that affect teachers' motivation were summarized as follows:

The major factors that affect teachers work motivation are ' lack of clear rules and regulations of the school, maximization of co-curricular activities and other school committees, lack of academic freedom and political influence of teachers'. (Informants E, F, G, April 28, 2018).

In most Africa, for almost all administration regarding teacher management, it is noted that a lack of clear rules which tend to generate conflict, power vacuum, and overlap and duplication of effort are mostly observed (IIEP, 2004).

Table 8 the responses on motivation of teachers in relation to Supervision

Descriptive Statistics						
III Supervision	Teachers			Administrative		
	Mean	Std. Deviation	N	Mean	Std. Deviation	
1	I am happy with the support I get from the school director	2.40	1.121	80	3.25	1.020
2	I get enough recognition from my immediate supervisor	2.23	1.180	80	3.20	1.196
3	technical support render by supervisor from sub city education office	2.24	1.094	80	2.80	1.399
4	there is effective school level supervision	2.36	1.389	80	2.95	1.468
5	I am motivated with the present Supervision	2.36	1.275	80	2.70	1.418
6	individual initiative is motivated and encourage	3.53	1.340	80	2.65	1.089
7	arranging seminars with teachers to share experience after classroom observation regarding instruction and student learning condition	3.66	1.405	80	2.90	1.210
	Avr	2.70	1.258	80	2.92	1.257

As we can be seen from Table 9, they are happy with the support they get from the school director (m=2.83), they get enough recognition from their immediate supervisor (m=2.72), Technical support render by supervisor from sub city education office (m=2.52), Existence of effective school level supervision (m=2.66), Motivated with the present supervision practice (m=2.53), Individual initiative is motivated and encourage (m=3.09), and arranges seminars with teachers to share experience after classroom observation (m=3.28), The mean values result shows that, there are lack of existence of effective school level supervision from sub city supervisor, lack of motivation with the present supervision practice have an influence on teachers work motivation.

Table 9 the responses on motivation of teachers in interpersonal relationship

Descriptive Statistics						
IV Interpersonal relationship	Teacher			Administrative		
	Mean	Std. Deviation	N	Mean	Std. Deviation	N
1	I am pleased with the motivation of the students	2.53	1.414	80	2.30	1.455
2	I am pleased with the relationships among the staff members	2.95	1.330	80	2.60	1.465
3	My good relations with students keep me in teaching	2.74	1.456	80	2.55	1.504
4	There is strong communication between school principals and teachers	2.54	1.262	80	2.65	1.531
5	There is strong relationship between sub-city education officials and teachers.	2.34	1.147	80	2.45	1.099
6	There is strong relationship and support among co-workers in the work place	2.46	1.201	80	2.30	1.218
7	There is good communication and respect among students and teachers.	2.41	1.219	80	2.90	1.410
8	The relationships with colleagues enhance my teaching	2.54	1.201	80	2.75	1.209
Avr		2.60	1.279	80	2.56	1.361

As can be seen from the above Table 10, These are they pleased with the motivation of the students (m=2.42), They pleased with the relationships among the staff members (m=2.78), My good relations with students keep me in teaching (m=2.65), These are existence of strong communication between principals and teachers (m=2.59), existence of strong relationship and support among co-workers (m=2.39), existence of strong relationship among sub-city education officials and teachers (m=2.38), and existence of good communication, respect among students and teachers (m=2.66), The relationships with colleagues enhance my teaching (m=2.65).

The mean value results indicate, there are not strong relationship and support among co-workers in the work place, lack of strong interpersonal relationship among and sub- city

education officials with teachers, as well as lack of respect and poor communication among teachers and students.

This result goes with Mitchell's and Larson's (1987) cited in Dawit (2008) findings where the positive relationships of teacher with other colleagues, administrators and supervisors motivate them towards their work satisfaction and retention. In contrary, Carell and others, (1992) findings show that, poor relationship among teachers with administrators and supervisors has a negative effect on workers' job satisfaction and motivation.

Table 10 the responses on motivation of teachers in relation to teaching as a profession and job design

Descriptive Statistics						
		teachers			Administrative	
	teaching as a profession and job design	Mean	Std. Deviation	N	Mean	Std. Deviation
1	I think that teaching profession is more secured than other profession.	2.11	1.212	80	1.95	1.146
2	The opportunity to develop work experience in teaching profession is encouraging	2.46	1.350	80	2.15	1.040
3	Technical support rendered by supervisors from SCEO and provides positive feedback to teachers.	2.48	1.253	80	2.80	1.196
4	Teaching creates feeling of job safety.	2.28	1.273	80	1.95	1.146
5	I am satisfied with the post employment security (in the form of pension or provident fund).	2.03	1.018	80	1.85	.875
Avr		2.27	1.221	80	2.53	1.081

As shown in the above Table 11, regarding teaching as a profession and job design. The mean value of teaching profession is more secured than other profession (m=2.03), opportunity to develop work experience in teaching profession is encouraging (m=2.31), Technical support rendered by supervisors from SCEO and provides positive feedback to teachers. (m=2.64), teaching creates, feeling of job security and safety (m=2.12), Existence of satisfaction with the post employment security (m=1.94).

The result shows the teaching profession is not more secured than other profession; lack of opportunity to develop work experience in teaching profession is encouraging and no satisfaction with the post employment security

This result goes with what ICDR (1999) report that, low status of teaching as a profession has a major impact on teachers' work motivation.

Table 12 the responses on motivation of teachers in relation to TDP and Motivation for Further Education

Descriptive Statistics						
	TDP and motivation for further education	teacher			Administrative	
		Mean	Std. Deviation	N	Mean	Std. Deviation
1	I have opportunities for personal Development	3.23	1.526	80	3.05	1.504
2	The quality of in-service training is good	2.89	1.222	80	2.80	1.281
3	Allocates enough budgets for staff development activities	3.01	1.401	80	2.35	1.040
4	There is an opportunity for further education program for employees	3.05	1.440	80	2.95	1.276
5	There is fair and clear policy for employees' educational opportunity	1.85	1.092	80	2.65	1.348
6	Provides continuous support and follow up for CPD and induction programs.	2.29	1.203	80	2.85	1.226
7	Principals' motivate for professional staff development	2.06	1.140	80	2.90	1.165
Avr		2.62	1.289	80	2.79	1.263

As shown in the above Table 12, there are opportunities for personal development mean value (m=3.14), The quality of in-service training is good (m=2.81), Allocates enough budgets for staff development activities (m=2.68), These are opportunity for further education program (m=3.00) , There is fair and clear policy for employees' educational opportunity (m=2.25), Provides continuous support and follow up for CPD and induction programs (m=2.57) principals' motivate for professional staff development (m=2.48)

The results show that the above stated items have the weighted mean value result of respondents for there are lack of continuous support for CPD and induction and opportunity for further education, lack of fair and clear policy for educational opportunity,

and lack of providing training for professional staff development influence teachers demotivation and dissatisfaction in their work.

Table 11 the responses on motivation of teachers in relation to Economic Factors and Pay Satisfaction

Descriptive Statistics						
	Economic Factors and Pay Satisfaction	teachers			Administrative	
		Mean	Std. Deviation	N	Mean	Std. Deviation
1	There is a consistent salary increment and other allowances for employees.	1.75	.935	80	2.65	1.348
2	The salaries we receive are as good as most other organizations offer.	1.60	.686	80	2.10	1.252
3	You feel motivated with your chances for salary increases.	1.80	1.072	80	2.45	1.468
4	My salary keeps me in my job	2.98	1.591	80	2.20	1.322
5	My salary covers all my basic needs	1.46	.693	80	1.80	1.196
6	My salary improves my commitment	1.50	.796	80	2.00	1.298
7	My salary compares well with my qualification(s) and my experience	3.19	1.685	80	1.85	1.226
8	Low salaries are the most frequent reason teachers for leaving teaching.	1.80	1.075	80	2.85	1.694
9	Transport allowance affect my work performance	3.06	1.478	80	3.00	1.414
10	Provision of rent allowance motivate me to perform my work	2.00	1.136	80	2.50	1.357
11	I am happy with the types of allowances given	1.83	.965	80	2.50	1.469
Av		2.08	1.101	80	2.35	1.368

As can be seen in the above Table 13, regarding the economic factors and pay satisfaction, 11 major factors that affect teachers' motivation mean value (m=2.42) thus results show that the above stated items have the weighted mean value result of respondents reveals moderate level of disagreement and teachers are de-motivated by the lack of adequate

salary they get, lack of providing consistent salary and other allowances at their work place.

This result goes with other findings such as Robbins (2001) pointed out that money can be considered as “score card” for workers motivation; Tang and others, (2004) and Sloan (2002) cited in Celik,(2011), money/salary plays an important role in motivating workers. All agreed that workers are inspired to achieve more and to give full effort only if they are satisfied with the pay.

The open ended part of the questionnaire explained as:

Some possible factors responded by teachers and school administrative that de-motivate teachers in work place were “ Lack of fulfilling basic needs due to very low monthly salary and high cost of living conditions, Small change of salary increments, Lack of social status and recognition, Lack of fringe benefits, medication dwelling.

“Teachers payment of salary had strong motivational factors to teachers’ work this help to teachers cover their house rent cost and others need, this mean that salary were one of motivational factors that affect teachers’ work motivation”

Regarding a focus group discussion and interview session with Sub-city Teachers’ Association and sub city expert, the major factors that affect teachers’ motivation were summarized as follows: The major factors that affect teachers work motivation are ‘low salary, limited and unsatisfied career structure’. (Informants E, F, G, April 28, 2014)

According to some authors, policies that address teachers` economic needs and concerns positively the quality and quantity of teaching force (Dove, 1986/; Thompson, 1990; cited by Dawit, 2008). This means that teacher salary scales have an intimate connection with teacher retention patterns. When salary levels drop in relation to the levels which pertain for similarly qualified personnel this gives rise to teacher dissatisfaction which, if unresolved, can cause long duration difficulties and morale.

Table 14 the responses on motivation of teachers in relation to promotion and recognition

Descriptive Statistics						
	Promotion and Recognition	teachers			Administrative	
		Mean	Std. Deviation	N	Mean	Std. Deviation
1	Teachers are satisfied with the chances for Promotion	1.85	1.092	80	2.10	1.210
2	There is a clearly established and motivated career path at my profession.	2.36	1.334	80	2.45	1.504
3	Present promotion policy is motivating and satisfying	1.76	1.046	80	2.25	1.164
Avr		1.99	1.157	80	2.267	1.293

As shown in the above Table 14, the respondents' response indicated that all the statements regarding promotion and recognition the major factors that affect teachers' work motivation. These are satisfaction with the chance for promotion mean value (m=1.98); clearly established and motivated career path (m=2.41); Present promotion policy is motivating and satisfying (m=2.01). Thus results show that the above stated items have the weighted mean value result of respondent for all items reveals moderate level of disagreement

Thus, there are lacks of satisfaction with the chance for promotion, poor motivation with career path and lack community support to teacher's motivation de-motivates teachers in their work.

Regarding a focus group discussion and interview session with Sub-city Teachers' Association and sub city experts, the major factors that affect teachers' motivation were summarized as follows:

The major factors that affect teachers work motivation are, low social and community status, low students interest for learning, and lack of promotion and further education. (Informants E, F, G, April 28, 2018).

This result agrees with the findings of VSO's (2008) report that promotion opportunities and further education with in the profession are often limited. Herzberg (1959) and his associates classify, salary maintenance or care factor. Salary provisions can either contribute to or seriously, undermine teacher satisfaction. This low salary can generate

such dissatisfaction that teachers may not respond to opportunities for achievement, recognition or professional growth (Owens, 1995) as cited in Dawit (2008).

Table 12 the responses on motivation of teachers in relation to social Factors

Descriptive Statistics						
	Social Factors	teachers			Principal	
		Mean	Std. Deviation	N	Mean	Std. Deviation
1	Ethically respected by students and Community	1.95	1.157	80	1.95	1.146
2	Teachers are respected by students and community.	1.90	.922	80	2.35	1.348
3	Student parents and community support teachers and learning conditions.	1.61	.834	80	2.35	1.309
4	Teaching puts the teacher on a high social status in the society.	1.45	.692	80	2.00	1.124
5	Motivation by pupils and parents initiated me to perform my work.	3.26	1.557	80	2.05	1.234
6	In my school the parents are involved in their children's learning	1.76	.799	80	2.10	1.119
7	My good relations with students keep me in teaching	3.10	1.437	80	2.50	1.318
8	I have enough time to participate in social activities	2.38	1.325	80	2.60	1.353
9	I am satisfied with the student Discipline	1.83	1.348	80	1.90	1.021
Avre		2.13	1.119	80	2.2	1.219

As shown in the above Table 15, the respondents' response indicated that all the statements regarding social factors are the major factors that affect teachers' work motivation. The mean value of ethically respected by students and community (m=1.95), Teachers are respected by students and community. (m=2.12), Student parents and community support teachers and learning conditions (m=1.98), Teaching puts the teacher on a high social status in the society (m=1.73), Motivation by pupils and parents initiated me to perform my work (m=2.66), In my school the parents are involved in their children's learning (m=1.93), My good relations with students keep me in teaching (m=2.80), I have enough time to participate in social activities (m=2.49), I am satisfied with the student discipline (m=1.87). Thus results show that the above stated items have the weighted mean value result of respondent for all items reveals moderate level of

disagreement Thus, all the statements regarding social factors are the major factor that affect teachers' work motivation and de-motivates teachers in their work.

The open ended part of the questionnaire explained as

Some possible factors responded by teachers and administrative that de-motivate teachers in work place Lack of social status and recognition, Lack of professional security and safety, Lack of proper support and encouragement at the work place

Regarding a focus group discussion session with Sub-city Teachers' Association, the major factors that affect teachers' motivation were summarized as follows:

The major factors that affect teachers work motivation are, low social and community status, low students interest for learning, and further education. (Informants E, F, G, April 28, 2018).

This result agrees with Mulukeen, (2005) suggested that the status and recognition of teachers are wane and deteriorated by the community and students. Similarly, Dawit (2008) giving respect for teachers helps them to build their self-esteem and hence motivate to perform their task effectively.

Table 16 the responses on motivation of teachers in relation to evaluation system (appraisal)

Descriptive Statistics						
Evaluation system	teachers			Administrative		
	Mean	Std. Deviation	N	Mean	Std. Deviation	
1 I am happy with the way teachers are evaluated	1.71	1.021	80	2.40	1.188	
2 I am satisfied with the feedback I get from colleagues	3.01	1.428	80	2.85	1.226	
3 The evaluation system is well designed and provides the teachers with the necessary feedback.	2.21	1.087	80	2.45	1.234	
4 The evaluation system respects individual's worth and dignity by encouraging teachers to set personal and organizational objectives.	2.31	1.186	80	2.45	1.050	
Avre	2.31	1.181	80	2.54	1.175	

As can be seen in the above Table 16, the respondents' response indicated that all the statements regarding to the evaluation system, are the major factors that affect teachers' work motivation. The mean value of I am happy with the way teachers are evaluated (m=2.10), I am satisfied with the feedback I get from colleagues (m=2.93) the evaluation system is well designed and provides the teachers with the necessary feedback (m=2.33), The evaluation system respects individual's worth and dignity by encouraging teachers to set personal and organizational objectives (m=2.38),

Thus, the mean value shows that, lack of the evaluation system is well designed and provides the necessary feedback for teachers

The open ended part of the questionnaire explained as

Some possible factors responded by teachers administrative that de-motivate teachers in work place were improper evaluation system of teachers, evaluate teachers interims of academic performance

This result goes with the findings of Herzberg, (1966) noted that "Teachers tend to be happy, interested and contented and cooperative based on the desirable working environment". Moreover, regarding job satisfaction, Rain, Lane and Steiner (1991) noted that job satisfaction is directly related to work that have people's lives.

Table 13 the responses on motivation of teachers in relation to Working conditions and job satisfaction

Descriptive Statistics						
	Working conditions and job satisfaction	teachers			Administrative	
		Mean	Std. Deviation	N	Mean	Std. Deviation
1	I am satisfied with the amount of freedom I have in decision-making	2.09	1.160	80	2.75	1.251
2	Motivated for protection against undue transfer to perform my work.	2.29	1.265	80	2.70	1.218
3	I feel satisfied because of the comfort I am provided at work	2.09	1.127	80	2.40	1.273
4	I am happy with the way my colleagues and superiors treat me	2.41	1.144	80	2.60	1.231
5	I feel good at work and achieve better in my job.	2.19	1.233	80	2.55	1.276
6	I am satisfied with the freedom to use my own judgment	2.26	1.188	80	2.65	1.309
7	Working conditions such as cleanliness of the work place, healthy environmental condition, enough tools and supplies. This thing encourages me to work.	2.25	1.196	80	2.60	1.231
8	I am Motivate to be allowed to exert authority when dealing with pupils.	2.35	1.284	80	2.90	1.334
9	Motivate wellbeing in the classroom and school environment to perform the work	2.46	1.292	80	2.70	1.261
10	I am Motivate for regular in service training.	1.99	1.142	80	2.60	1.465
11	I am Motivate for long service awards	2.11	1.180	80	2.55	1.605
Avre		2.22	1.201	80	2.64	1.314

As can be seen in the above Table 17, regarding to working conditions and job satisfaction, weighted mean value of satisfied with the amount of freedom I have in decision-making (m=2.42), Motivated for protection against undue transfer to perform my work. (m=2.49), I feel satisfied because of the comfort I am provided at work (m=2.25), I am happy with the way my colleagues and superiors treat m (m=2.50), e I feel good at work and achieve better in my job. (m=2.37), I am satisfied with the freedom to use my

own judgment (m=2.45), Working conditions such as cleanliness of the work place, healthy environmental condition, enough tools and supplies. This thing encourages me to work (m=2.42), I am Motivate to be allowed to exert authority when dealing with pupils. (m=2.63), Motivate wellbeing in the classroom and school environment to perform the work (m=2.58), Motivate for regular in service training (m=2.29), I am Motivate for long service awards (m=2.33), results show that the above stated nine items have the weighted mean value result of respondents reveals moderate level of disagreement

Thus, the analysis shows that, lack of suitable work conditions influences on teachers work motivation.

The open ended part of the questionnaire explained as

Some possible factors responded by teachers administrative that de-motivate teachers in work place were Lack of professional security and safety, Unsuitable working environment Lack of educational freedom and the mixing of politics and education The increment of paper works from time to time Maximization of co-curricular activities and other committees in the school

This result goes with the findings of Herzberg, (1966) noted that “Teachers tend to be happy, interested and contented and cooperative based on the desirable working environment”. Moreover, regarding job satisfaction, Rain, Lane and Steiner (1991) noted that job satisfaction is directly related to work that have people’s lives.

Table 14 General out looks on motivation of teachers

			1	2	3	4	5	6	7	8	9	10	11
1	Organizational Leadership And Administration	Pearson Correlation	1	.211	.019	-.036	.150	.067	-.008	.124	.328**	.157	.265*
		Sig. (2-tailed)		.061	.864	.754	.183	.557	.945	.271	.003	.163	.017
2	Organizational rule and policies	Pearson Correlation	.211	1	.008	.309*	.062	-.016	.390*	-.139	-.133	.015	.129
		Sig. (2-tailed)	.061		.944	.005	.582	.888	.000	.218	.240	.892	.255
3	Supervision	Pearson Correlation	.019	.008	1	-.005	.059	-.156	.004	-.003	.053	-.023	.026
		Sig. (2-tailed)	.864	.944		.964	.604	.168	.969	.979	.639	.838	.822
4	Interpersonal relationship	Pearson Correlation	-.036	.309*	-.005	1	.151	.044	.228*	.003	-.202	.073	.164
		Sig. (2-tailed)	.754	.005	.964		.180	.701	.042	.979	.072	.521	.145
5	Teaching as a profession and Job design	Pearson Correlation	.150	.062	.059	.151	1	.091	.097	.081	.294**	.056	.484*
		Sig. (2-tailed)	.183	.582	.604	.180		.422	.394	.475	.008	.621	.000
6	TDP and motivation for further education	Pearson Correlation	.067	-.016	-.156	.044	.091	1	.137	.245*	.083	.525*	.138
		Sig. (2-tailed)	.557	.888	.168	.701	.422		.224	.029	.464	.000	.223
7	Economic factors and	Pearson Correlation	-.008	.390*	.004	.228*	.097	.137	1	.165	.533**	-.040	.169
		Sig. (2-tailed)	.945	.000	.969	.042	.394	.224		.143	.000	.722	.133
8	Promotion and recognition	Pearson Correlation	.124	-.139	-.003	.003	.081	.245*	.165	1	.134	.332*	.123
		Sig. (2-tailed)	.271	.218	.979	.979	.475	.029	.143		.236	.003	.275
9	Social factors	Pearson Correlation	.328*	-.133	.053	-.202	.294*	.083	.533*	.134	1	.051	.508*
		Sig. (2-tailed)	.003	.240	.639	.072	.008	.464	.000	.236		.653	.000
10	Evaluation system	Pearson Correlation	.157	.015	-.023	.073	.056	.525*	-.040	.332*	.051	1	.184
		Sig. (2-tailed)	.163	.892	.838	.521	.621	.000	.722	.003	.653		.101
11	working conditions and Job satisfaction	Pearson Correlation	.265*	.129	.026	.164	.484*	.138	.169	.123	.508**	.184	1
		Sig. (2-tailed)	.017	.255	.822	.145	.000	.223	.133	.275	.000	.101	
		N	80	80	80	80	80	80	80	80	80	80	80

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

* . Correlation is significant at the 0.05 level (2-tailed).

As shown in Table 18 above, the major factors that affect teacher's motivation and satisfaction were grouped in to eleven sub-titles. That means all 80 item/statements were

grouped in to eleven sub-titles, which play the greater role for de-motivating teachers at their work place. As indicated in table 18 above, some of the responses show that there are significant correlations at the 0.05 level (2-tailed) while others are significant at the 0.01 level (2-tailed). Organizational leadership and administration, organizational rules and policies, interpersonal relationship, teaching as a profession and job design, and economic factors and pay satisfaction promotion and recognition, social factors, evaluation system and working conditions and job satisfaction show a significant value 0.01 (2-tailed) and positive relationship. In addition, the factors affecting teachers' motivation like supervision showed no significance value in relation to those mentioned above factors.

Regarding this, the interview session with sub-city educational expert on the major factors that affect teachers' motivation were explained as follows:

The major factors that de-motivate teachers are, “low salary and lack of fulfilling basic needs, low career ladder, low social status for teaching profession, lack of technical support and encouragement of school principals to teachers, lack of fringe benefits, high cost of living conditions, small change of salary increments, lack of updating rules and policies and lack of giving attention by government. This has a major influence on teachers turnover and quality education”. (Informant, April 24, 2018)

Similarly, the mean square value as shown indicated that high. The higher the mean square means the greater motivational factor.

Table 15 T-test values, for Teacher’s Motivation in Relation to Sex

	Gender	N	Mean	Std. Deviation	t-test for Equality of Means		
					T	Df	Sig. (2-tailed)
Teachers' motivation	male	63	3.97	.358	2.504	78	.014
	female	17	3.71	.470			

*t-test is significant at > -2.87 level

As shown in Table 19 above, the t-test for equality of means shows there is significant difference across sex groups of teachers' motivation in their work. The mean value of

female (mean=3.71), is same mean category with the mean value of male (mean=3.97). This shows that there is significant difference in work motivation between female and male teachers.

Table 16 One way ANOVA, of Teachers' Motivation in Relation to Age Groups

Age groups	N	Mean	Std. Deviation	ANOVA		
				F	df	Sig.
20-25 years	5	1.60	.548	.854	79	.516
26-30 years	41	1.41	.631			
31-35 years	22	1.82	1.181			
36-40 years	6	1.67	.516			
41-45 years	4	2.00	1.414			
46-50 years	2	1.50	.707			
Total	80	1.59	.852			

*>0.05 no significance difference

*< 0.05 significance difference

As shown in the above Table 20, the mean value for different age groups shows almost the same or similar. More over the value of this standard bet deviation between the age groups, 26-30 years, 41-45 years and 31-35 years shows high variation than the age groups between 21-25 years, 31-36 years and 36-40 years 46-50 years. However, teachers' motivation among various age groups does not show a significant difference 0.289 (2-tailed). Thus, the analysis shows that no difference among different age groups in their work motivation.

Table 17 One Way ANOVA of Teachers' Motivation by Marital Status

marital status	N	Mean	Std. Deviation	ANOVA		
				F	Df	Sig.
Single	46	2.54	.982	.649	79	.586
Married	27	2.59	1.217			
Widowed	1	3.00				
Divorced	6	3.17	.983			
Total	80	2.61	1.061			

*>0.05 no significance difference

*< 0.05 significance difference

As shown in the above Table 21, regarding the marital status teachers' motivation, the value of standard deviation shows high variation among single, married, widowed and divorced teachers. However, the value of mean indicates almost similar among various

marital statuses and teacher's motivation among various marital statuses for the sampled schools has no significant difference. Thus, the analysis shows that no difference among different marital status in their work motivation.

Table 18 One-Way ANOVA, of Teachers' Motivation in Relation to Qualification

qualification	N	Mean	Std. Deviation	ANOVA		
				F	df	Sig.
Diploma	10	4.00	0.000	1.402	79	.252
BA/BED/BSC	67	4.19	.398			
MA/MSc	3	4.33	.577			
Total	80	4.18	.382			

*>0.01 no significance difference

*< 0.01 significance difference

As seen in the above Table 22, the mean value for diploma holders is lower than the others and the result of standard deviation among various qualifications show similar variation. The higher the mean values means, the higher teachers' motivation factor. Thus, this study shows teachers' qualification has not a significant difference towards teachers work motivation.

This goes with, VSO (2002) and Bennel and Akyeampong, (2007) findings that education may increase job satisfaction by increasing both intrinsic and extrinsic rewards of work and workers with more education have higher job satisfaction level as well as teacher professional development has a major impact on teachers' motivation, the professional conduct and educational outcomes

Table 19 T-test for equality of means for teacher's motivation in relation to those who study to upgrade their qualification and those who are not

	Are you currently studying to upgrade your qualification?	N	Mean	Std. Deviation	t-test for Equality of Means		
					t	df	Sig. (2-tailed)
Teachers' motivation	Yes	49	4.16	.373	.023	78	.982
	No	31	4.16	.374			

*t-test is significant at > -2.87 level

As can be seen in the above Table 23, the t-test value shows high and there are statistically

no significant differences who study to upgrade their qualification and those who are not towards teachers' motivation at their work place. Because, the respondents response indicates that there was significance the same among those who were upgrading their qualification and those who were not. In other words, teachers who study to upgrade their qualification (mean= 4.16) have similar mean value with not studying to upgrade their qualification (mean= 4.16), both were motivated

Table 20 One -Way ANOVA, for Teachers' Motivation in Relation to Career Structure

Career Structure	N	Mean	Std. Deviation	ANOVA		
				F	Df	Sig.
beginner teacher	1	3.00		17.568	79	.000
junior teacher	15	3.00	0.000			
Teacher	8	3.13	.354			
senior teacher	28	3.21	.499			
associate leader teacher	15	3.87	.352			
leader teacher	5	4.00	0.000			
senior leader teacher 1	7	4.43	.535			
senior leader teacher2	1	5.00				
Total	80	3.46	.615			

*>0.05 no significance difference

*< 0.05 significance difference

As can be seen in the above Table 24, the standard deviation value indicates that there was high variation among junior – teachers and senior teachers and also the mean value for beginner-teacher and teacher indicates high. The higher the mean value means the greater work motivation factor. However, the analysis shows, there is statistically significant difference among different career level

Table 21 One-Way ANOVA for Teacher Motivation in Relation to Monthly Salary

Monthly Salary	N	Mean	Std. Deviation	ANOVA		
				F	Df	Sig.
2404Birr-2748BIRR	80	4.27		17.568	79	.000
3137Birr-4085Birr	80	4.36	.225			
4662Birr-6036Birr	80	4.32	.206			
6809Birr-8539Birr	80	4.24	.139			
Total	80	4.34	.214			

*>0.05 no significance difference

As can be seen in the above Table 25, the mean values show almost similar among various salary groups and there was significant difference among different salary groups towards teachers' work motivation. That means, the analysis shows, there is statistically significant difference among different salary groups.

This result indicates that the respondent's response show teachers are not de-motivated by their salary. Thus, the analysis shows that teachers are de-motivated in relation to the salary they get.

Table 22 T-test Value for Additional income relating to Teachers' Profession

	Do you have additional income relating to your profession	N	Mean	Std. Deviation	t-test for Equality of Means		
					t	Df	Sig. (2-tailed)
Teachers' motivation	yes	9	4.00	0.000	.701	78	.485
	no	71	3.90	.419			

*t-test is significant at > -2.87 level

As shown in the above Table 26, the t-test for equality of means shows higher value. This shows that, there is statistically significant difference among teachers who have additional income and those who have not. This means, teachers who have additional income relating to their profession (n=nine, mean=4.00) were more motivated than those who have additional income relating to their profession (n=71, mean=3.90) towards their work at value of significant > -2.87 level

Thus, additional income relating to the profession has a positive impact in motivating workers at their work place.

Table 23 One -Way ANOVA, Towards Teachers’ Motivation in Relation to Experience

teaching experience	N	Mean	Std. Deviation	ANOVA		
				F	Df	Sig.
0-5 years	12	3.33	.492	33.112	79	.000
6-10 years	36	3.31	.577			
11-15 years	18	3.59	.618			
16-20 years	4	3.67	.577			
21-25 years	7	3.78	.667			
above 25 years	3	3.33	.577			
Total	80	3.44	.592			

*>0.05 no significance difference

*< 0.05 significance difference

As can be seen from the above table 27, the mean values of the teachers teaching experience in between 6-10 years, 16-20 years and 21-25 years shows high and the significant difference at the 0.05 level (2-tailed) and the higher the mean value means the higher teachers’ work motivation factor. This shows that, there is statistically significant mean difference among teachers’ different years of teaching experience.

This result is in agreement with the findings of Atkinson (2007), which states that as individuals moved through their educational career and gains years of Experience they were moved to high level of needs. However, the result shows, the least experienced teachers were more de-motivated than high experienced teachers.

The result obtained through all gathering tools were triangulated to create holistic picture of the study. Therefore, Government Secondary School teachers were found motivational factors that affect teachers’ job motivation. Beside this, organizational leadership and administration, organizational rules and policies , interpersonal relationship among teachers and other educational experts, teaching as profession and job design , TDP and motivation for further education with in the profession, economic factors and satisfaction for payment, promotion and recognition, society factor and working conditions were as motivational factors that affect teachers’ job motivation. These findings affirm that there are relationships between motivational factors and teachers’ job motivation. Nwuju and uzoaru (2010) specially found out that prompt payment of teacher’s salaries, transport

allowances and rent subsidy are incentives for teachers job motivation. Besides, the study also agree with that of Ikenyiri (2007) which shows that teachers have anxiety when they approach retirement because of poor and delayed pension and perquisite on retirement. But if these are improved, they will approach retirement in high spirit

CHAPTER FIVE

5 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary, the conclusions made and the recommendations forwarded.

5.1 Summary

The main propose of the study was to investigate and identify the secondary schools teachers' job motivation in kirkos sub-city governmental schools. After assessing and identifying the major factors of work motivation, the study examined whether or not those factors contribute to a significant extent in explaining teachers' job motivation. Moreover, the relationship between demographic variables and factors of job motivation were investigated.

To this end, the following basic research questions were posed:

- 1 In what ways teachers are motivated to join the profession and stay in the selected schools?
- 2 What factors that affect teachers' motivation in the selected schools?
- 3 How teachers' demographic variables are related to their level of satisfaction?

In order to answer the above research questions, a questionnaire was prepared and administrated to 80 teachers of which 80(100 percent) 20 principal 20(100 percent) questionnaires were returned as well as interview questions were prepared 8 sub-city educational expert and focus group discussion were conducted with 5 sub-city Teachers' Association leaders.

Out of the total population from the sample schools, 80 (100 percent) teachers were selected 5 sample schools by purposive sampling method and 20 principals, and 8 sub-city educational experts as well as 5 sub-city teachers' Associations were purposively selected for the study. After deciding up on the number of samples to have been drawn for the study, five secondary schools were purposive selected. They were Shimels Habute, Temenja yaz, Misirakgoh, and Yetebaberut and Abiyot Kirtsi government secondary

schools. Questionnaires were distributed for the sample teachers and all principals working at the indicated sample schools.

Moreover, supportive data were collected through various documents and literatures. Then, the collected data were analyzed using both descriptive and inferential statistics. Results from this statistical analysis have revealed the following:

According to the analysis of data on the teachers' attitude towards teaching profession when they joined into the profession include that they were employed for time being, teaching profession has attractive career structures, teaching had better pay and allowance, of luck of other employment opportunities and teaching puts the teacher on a high social status in a society.

Major job motivation factors that dissatisfy employees regarding organizational leadership and administration are related to lack of school principal exercise educational leadership collaboratively, lack of sharing of school vision and goal by principals, having low confidence in the leadership of schools and educational offices , un satisfaction with the existing management practices of the school and irresponsibility and lack of giving attention of organizational leaders and administrators to the workers.

The study found out that the major factors that affect teachers' work motivation regarding organizational rules and policies related to implementation of school regulation and policies in wrong ways, absence of consistence training towards organizational rules and policies and lack of clarity of school rules, regulations and policies to teachers.

Regarding interpersonal relationship, the study revealed the other major factors that affect teachers' motivation were lack of proper motivation and encouragement of individual imitative, lack of providing technical support and positives feed back by supervisors from sub city, lack of strong relationship among co-workers, lack of strong relationship among sub-city education officials and teachers and lack of good communication and respecting among students and teachers'.

The study related that the factors that affect teachers' working motivation with regard to teaching as a profession and job design and teachers development programs and

motivation for further educational were poor opportunity of encouraging to develop work in teaching profession, lack of creating feeling of job security and safety, poor principals' motivation for professional staff development and lack of providing effective training for teachers, lack of providing continuous support and follow up for CPD and induction programs and lack of opportunity for further education program. Regarding economic factors and job satisfaction, the study revealed that the major factors that affect teachers' motivation include low salaries which are the most frequent reasons for teachers to leave the profession, inadequate salary payment to meet their basic needs and support their family, lack of feeling motivation with the chances for salary, increases, and inconsistent salary increment and other allowances for employees.

The study also identified the factors that affect teachers' work motivation, which include promotion and recognition, social factor and working conditions and job satisfaction were unclear establishment and de-motivating career path, absence of promotion and unsatisfaction of teachers, low social status and lack of respect of teachers by students, ineffective evaluation system and lack of providing positive feedback to teachers, lack of encouragement due to unhealthy environment and lack of enough supplies, and lack of feeling good at work and achieve better.

The t-test values and one-way ANOVA indicated significant mean difference among teachers' work motivation with regard to teachers' sex, qualification, additional income in relation to the profession and experience. That some teachers' in the school that have weekend and night education classes were more satisfied than those who have not and regarding experience, teachers who have more than 11 years teaching experience were more motivated than those who have below 10 years work experience.

The t-test and one-way ANOVA analyses showed that there were significant differences among teachers' work motivation regarding currently studying to upgrade their qualification, career stricture, monthly salary, age group and marital status.

5.2 Conclusions

Based on the results of the major findings of the study, the following conclusions were drawn:

Based on the reasons of teachers' attitude towards teaching profession when they joined to the profession were: teaching creates the opportunity to become creative, and provides the best research environment, and is an interesting job than other occupations. Therefore, it leads to conclude that teachers joined the profession being motivated and having interests to the profession.

However, ineffective organizational leadership and administration, unclear organizational rules and policies, lack of strong interpersonal relationship among teachers and other educational experts, low status and recognition of teaching as profession and job design, limited opportunity of TDP and motivation for further education within the profession, economic factors and unsatisfaction for payment, lack of promotion and recognition, negative feeling of society towards the profession and unsuitable working conditions have created low motivation and morale of teachers and made them be ready to leave the institution when they get an opportunity.

Teachers in the sub-city were de-motivated with the salary paid and absence of incentive they get and school-based problems and other stakeholders' and educational experts' ineffective administration and lack of treatment, de-motivated teachers at their work places. The school principals' and sub city educational experts' exercise educational leadership alone and lack of teachers' participation in school decision making, as well as made negative impacts on teachers' work motivation.

There were significant differences among teachers' work motivation with their sex experience, career structure, monthly salary and additional income as a motivation factors. On the other hand, characteristics such as age, marital status, qualification and did not show significant difference as factors for teachers' motivation.

5.3 Recommendations

There is no best solution for teachers' problem but it could be minimized to improve teachers' work motivation at any level. Indeed, one cannot even expect such a precise solution for all factors that affect teachers' work motivation. However, the following points are regarded as possible recommendations that would contribute to improve

teachers' work motivation at Addis Ababa city Government in Kirkos sub-city government secondary schools. Therefore, based on the conclusions made, the following recommendations were proposed:

- Addis Ababa Education bureau need to work out incentive packages to increase teachers' motivation to teach in secondary schools. Special attention should be put at increasing teacher's salaries because the majority of them (teachers) complained about the inadequacy of their salary to meet their needs. Increasing teacher's salaries will increase their motivation to teach. This is because the teachers must be interested in what they teach and in the students when they are teaching. If they are not interested in the work themselves, they can never motivate the class to learn.
- Government need to provide need motivators such as regular payment of salaries, improved rent and transport allowance. Salaries as a motivational factors affect teachers' work motivation in addition to this rent and transport allowance had motivational factors to teachers' work performance the government should give emphasis on it.
- Teachers' job security and protection in work place should be guaranteed. Awards could be instituted for better performance. Areas such as school and pupil discipline, teacher performance, pupil attendance and achievement and community and parent participation in school activities serve as a motivation for enhance teachers' work motivation.
- School Administrator need to respect, love and consulat in decision making. Finally, teachers' pension and gratuity need to be improved and paid regularly on retirement to remove anxiety from those approaching retirement.
- Organizational rules and policies are implemented in wrong ways and lack in handling and treating teachers. Therefore, it is recommended that stake holders should minimize and break the wrong implementation of rules and policies by a wearing through seminar and training.

- The interpersonal relationship, supervision and evaluation system of teachers at school should be smooth, positive feedback and improve technical skills of teachers.
- To ensure quality education and to improve teachers' work motivation, the right persons should be assigned at the right places and administrators as well as teachers should work together to bring about these relations. In addition to this, the concerned authorities should work to change the work status of teachers in the community by a wearing it in the different media.
- All teachers had the interest to get promotion and recognition to upgrade them through further education (post-graduate education program) but, the cost it requires is challenging. Therefore, it is recommended that adequate access of educational opportunity for teachers should be given so that they get work motivation and satisfaction. Lack of clarity and common agreement towards both school and organizational rules and policies influences teachers' work motivation at their work place. Thus, the concerned stakeholders should avoid it through continuous training and seminar

Most teachers' response shows that working condition and teaching as a profession doesn't have safety and security. Thus, the concerned stakeholders (all educational administrators and experts at school, sub-city and/or federal level) should give attention to create conducive environment for teachers by the way of reward them, improve student discipline and change leadership style to participatory

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Appendix A

Addis Ababa University

School of Graduate Studies

College of Education and Behavioral Studies

Department of Educational Leadership and Management

Questionnaire to be filled out by secondary school teachers in Addis Ababa Kirkos

Sub-city

Motivational Factors that Affect Teachers' Work motivation Questionnaire

Dear respondents:

General Direction

The main purpose of this questionnaire is to collect data that can serve as inputs to a thesis prepared for the partial fulfillment of Master of Arts Degree in school leadership at Addis Ababa University. This research aimed at identifying the factors affecting teachers' work motivation at Addis Ababa Kirkos Sub-city Government secondary schools.

I assure you that the collected data are to be used only for aforesaid educational purpose and be kept confidentially. This study also use for the information obtained which will help to recommend credible solution for the existing problems. To obtain reliable and valid information for the research outcome your cooperation in offering open and genuine response is highly appreciated.

Directions

- No need of writing your name
- the questionnaire has two parts. Part one, about your background information whereas the second is contains questions related to the study
- please read each item carefully and give your response to each item. If you overlook any item without giving response, it will invalidate the study. So, check that you have given your response to all items.
- Fill in the box a check mark () for your possible alternative response.

8. What is your gross monthly salary (Salary and allowance) currently? (MFED, CSAM, 2015)

1828 birr – 2100 birr	<input type="checkbox"/>	4662 birr- 6036 birr	<input type="checkbox"/>
2404 birr – 2748 birr	<input type="checkbox"/>	6809 birr – 8539 birr	<input type="checkbox"/>
3137 birr – 4085 birr	<input type="checkbox"/>		<input type="checkbox"/>

9. Do you have additional income relating to your profession (like part – time payment)?

Yes No

10. Your teaching work experience in years currently

0 – 5 years	<input type="checkbox"/>	6 – 10 years	<input type="checkbox"/>	11 – 15 years	<input type="checkbox"/>
16 – 20 years	<input type="checkbox"/>	21 – 25 years	<input type="checkbox"/>	above 25 years	<input type="checkbox"/>

11. Field of specialization: Major _____ Minor _____

	I became a teacher because	Choices				
		5	4	3	2	1
1	I was employed for the time being					
2	I was interested when I was join to teaching profession					
3	I was employed by initiated by my friends or parents					
4	Due to vast opportunity for employment					
5	Of lack of other employment opportunities					
6	Teaching is an interesting job than other occupations					
7	Teaching creates feeling of job security and safety.					
8	Teaching had better pay and allowances when I was employed					
9	Teaching profession has attractive career structure					
10	Teaching puts the teacher on a high social status in the society					

12. Current work load (periods per week) _____
13. Average number of students in a class _____

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

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

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

Part III the following statements /items are what you feel about your Self Confidence. Read carefully and put a tick“(√)” mark in one of the boxes in front of each statement /item according to your degree of agreement.

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

No	What do you feel about your Self Confidence	Choices				
		5	4	3	2	1
1	I feel that I am given importance in the society.					
2	I am ready to face all kinds of situations in class					
3	I think that I have a lot of abilities					
4	I feel myself better than others					
5	I like myself					
6	I satisfy with my present performance					
7	I think that I am a good person?					
8	people love me					

Part IV Questions related to the major factors that affect motivation of teachers /has a major role for de-motivation or satisfaction of teacher/in secondary schools of Kirkos Sub – city. Read each statement carefully and put a tick “(√)” mark below the number of your response for each statement.

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

Give your answer depending on your school

No	Items	Choices			
		5	4	3	2
	I. organizational leadership and Administration				
1	My school director focuses his/her attention on identifying my strengths				
2	My school leaders listen to my suggestions				
3	My school leaders treat me fairly				
4	My school leader values me as a teacher				
5	Reinforcement by the school authority motivates me to my work performance				
6	The leadership style at my school enhances my commitment				
7	The school administration fairly evaluates my work				
8	Educational leaders fulfill the needs of school employees and create conducive working environment				
9	I am motivation to be consult by the school authority in decision making				
10	My school director is competent				
	II. Organizational rules and policies.				
1	The policy and regulations of the school are implemented in wrong ways				
2	Many of school rules and policies make work easier.				

3	Rules, regulations and policies of the schools are made clear to teachers				
4	There is a consistent training towards organizational rules and policies.				
5	The rules, regulation and policies including the teacher beneficiary				
	III. Supervision				
1	I am happy with the support I get from the school director				
2	I get enough recognition from my immediate supervisor for my work				
3	Technical support rendered by supervisors from sub city educational office				
4	There is effective school level supervision				
5	I am motivated with the present supervision style.				
6	Individual initiative is motivated and encouraged.				
7	Arranges seminars with teachers to share experience after classroom observation regarding instruction and students, learning conditions.				
	IV. Interpersonal relationship				
1	I am pleased with the motivation of the students				
2	I am pleased with the relationships among the staff members				
3	My good relations with students keep me in teaching				
4	There is strong communication between school principals and teachers				

5	There is strong relationship between sub-city education officials and teachers.					
6	There is strong relationship and support among co-workers in the work place					
7	There is good communication and resections among students and teachers.					
8	The relationships with colleagues enhance my teaching					
	V. Teaching as a profession and Job design					
1	I think that teaching profession is more secured than other profession.					
2	The opportunity to develop work experience in teaching profession is encouraging					
3	Technical support rendered by supervisors from SCEO and provides positive feedback to teachers.					
4	Teaching creates feeling of job safety.					
5	I am satisfied with the post employment security (in the form of pension or provident fund).					
	VI. Teacher Development program and motivation for further education					
1	I have opportunities for personal development					
2	The quality of in-service training is good					
3	Allocates enough budgets for staff development activities					
4	There is an opportunity for further education program for employees					

5	There is fair and clear policy for employees' educational opportunity				
6	Provides continuous support and follow up for CPD and induction programs.				
7	Principals' motivate for professional staff development				
	VII. Economic factors and pay satisfaction				
1	There is a consistent salary increment and other allowances for employees.				
2	The salaries we receive are as good as most other organizations offer.				
3	You feel motivated with your chances for salary increases.				
4	My salary keeps me in my job				
5	My salary covers all my basic needs				
6	My salary improves my commitment				
7	My salary compares well with my qualification(s) and my experience				
8	Low salaries are the most frequent reason teachers for leaving teaching.				
9	Transport allowance affect my work performance				
10	Provision of rent allowance motivate me to perform my work				
11	I am happy with the types of allowances given				
	VIII. Promotion and Recognition				
1	Teachers are satisfied with the chances for promotion				
2	There is a clearly established and motivated career path at my profession.				

3	Present promotion policy is motivating and satisfying				
	IX. Social Factors				
1	Ethically respected by students and community				
2	Teachers are respected by students and community.				
3	Student parents and community support teachers and learning conditions.				
4	Teaching puts the teacher on a high social status in the society.				
5	Motivation by pupils and parents initiated me to perform my work.				
6	In my school the parents are involved in their children's learning				
7	My good relations with students keep me in teaching				
8	I have enough time to participate in social activities				
9	I am satisfied with the student discipline				
	X. Evaluation system				
1	I am happy with the way teachers are evaluated				
2	I am satisfied with the feedback I get from colleagues				
3	The evaluation system is well designed and provides the teachers with the necessary feedback.				
4	The evaluation system respects individual's worth and dignity by encouraging teachers to set personal and organizational objectives.				
	XI. Working conditions and Job satisfaction				
1	I am satisfied with the amount of freedom I have in decision-making				
2	Motivated for protection against undue transfer to perform my work.				

3	I feel satisfied because of the comfort I am provided at work				
4	I am happy with the way my colleagues and superiors treat me				
5	I feel good at work and achieve better in my job.				
6	I am satisfied with the freedom to use my own judgment				
7	Working conditions such as cleanliness of the work place, healthy environmental condition, enough tools and supplies. This thing encourages me to work.				
8	I am Motivate to be allowed to exert authority when dealing with pupils.				
9	Motivate wellbeing in the classroom and school environment to perform the work				
10	I am Motivate for regular in service training.				
11	I am Motivate for long service awards				

Part V. Write your assumption and recommendation for the following questions.

1. Mention some factors that de-motivate teachers in the work place.

a). _____

b). _____

c). _____

d). _____

e). _____

2. What attempts /measures/ is done to motivate teachers (from schools, Woreda Sub-city, and Federal level)?

a). _____

b). _____

c). _____

d). _____

3. Would you have any recommendation about salary, academic qualification, supervision, working environment, organizational culture and policy to increase your work motivation.

—

—

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

a). _____

Thankyou!!

Appendix B

Addis Ababa University

School of Graduate Studies

College of Education and Behavioral Studies

Department of Educational Leadership and Management

A study on “Factors Affecting Teacher’s Work Motivation in Kirkos sub-city Governmental secondary Schools in Addis Ababa City Administration

General Direction:-

Part I: Background Information

Direction:- Please give your response by putting a tick “(✓)” mark inside the box or by writing appropriate answer where needed.

1. Sex -----
2. Age -----
3. Marital status: -----
4. Current level of qualification -----
5. Field of study: Major _____ Minor

6. Work experience in years only in the field of teaching

7. Work experience in years only you have held your current position (for principal) -----

Questionnaire to be filled out by secondary school Administrative

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

No	reasons' to become a teacher	Choices				
		5	4	3	2	1
1	They were employed for the time being					
2	They were interested when they was join to teaching profession					
3	They were employed by initiated by their friends or parents					
4	Due to vast opportunity for employment					
5	Of lack of other employment opportunities					
6	Teaching is an interesting job than other occupations					
7	Teaching creates feeling of job security and safety.					

8	Teaching had better pay and allowances when they were employed					
9	Teaching profession has attractive career structure					
10	Teaching puts the teacher on a high social status in the society					

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

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

Part III Questions related to the major factors that affect motivation of teachers /has a major role for de-motivation or satisfaction of teacher/in secondary schools of Kirkos Sub – city. Read each statement carefully and put a tick “(√)” mark below the number of your response for each statement.

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

Give your answer depending on your school

No	Items	Choices				
		5	4	3	2	1
	I. organizational leadership and Administration					
1	You focuses his/her attention on identifying their strengths					
2	You listen to their suggestions					
3	You treat them fairly					

4	You values them as a teacher					
5	Reinforcement by the school authority motivates them to their work performance					
6	The leadership style at our school enhances their commitment					
7	You fairly evaluates their work					
8	You fulfill the needs of school employees and create conducive working environment					
	II. Organizational rules and policies.					
1	The policy and regulations of the school are implemented in wrong ways					
2	Many of school rules and policies make work easier.					
3	Rules, regulations and policies of the schools are made clear to teachers					
4	There is a consistent training towards organizational rules and policies.					
5	The rules, regulation and policies including the teacher beneficiary					
	III. Supervision					
1	They are happy with the support they get from the school director					
2	They get enough recognition from our immediate supervisor for their work					
3	Technical support rendered by supervisors from sub city educational office					
4	There is effective school level supervision					

5	They are motivated with the present supervision style.					
6	Individual initiative is motivated and encouraged.					
7	Arranges seminars with teachers to share experience after classroom observation regarding instruction and students, learning conditions.					
	IV. Interpersonal relationship					
1	They are pleased with the motivation of the students					
2	They are pleased with the relationships among the staff members					
3	Their good relations with students keep them in teaching					
4	There is strong communication between school principals and teachers					
5	There is strong relationship between sub-city education officials and teachers.					
6	There is strong relationship and support among co-workers in the work place					
7	There is good communication and resections among students and teachers.					
8	The relationships with colleagues enhance their teaching					
	V. Teaching as a profession and Job design					
1	They think that teaching profession is more secured than other profession.					

2	The opportunity to develop work experience in teaching profession is encouraging					
3	Technical support rendered by supervisors from SCEO and provides positive feedback to teachers.					
4	Teaching creates feeling of job safety.					
5	They satisfied with the post employment security (in the form of pension or provident fund).					
	VI. Teacher Development program and motivation for further education					
1	They have opportunities for personal development					
2	The quality of in-service training is good					
3	Allocates enough budgets for staff development activities					
4	There is an opportunity for further education program for employees					
5	There is fair and clear policy for employees' educational opportunity					
6	Provides continuous support and follow up for CPD and induction programs.					
7	You motivate them for professional staff development					
	VII. Economic factors and pay satisfaction					
1	There is a consistent salary increment and other allowances for employees.					

2	The salaries they receive are as good as most other organizations offer.					
3	They feel motivated with their chances for salary increases.					
4	Their salary keeps them in their job					
5	Their salary covers all their basic needs					
6	Their salary improves their commitment					
7	Their salary compares well with their qualification(s) and their experience					
8	Low salaries are the most frequent reason teachers for leaving teaching.					
9	Transport allowance affect their work performance					
10	Provision of rent allowance motivate them to perform their work					
11	They are happy with the types of allowances given					
	VIII. Promotion and Recognition					
1	Teachers are satisfied with the chances for promotion					
2	There is a clearly established and motivated career path at their profession.					
3	Present promotion policy is motivating and satisfying					
	IX. Social Factors					
1	Ethically respected by students and community					
2	Teachers are respected by students and community.					

3	Student parents and community support teachers and learning conditions.					
4	Teaching puts the teacher on a high social status in the society.					
5	Motivation by pupils and parents initiated them to perform their work.					
6	In your school the parents are involved in their children's learning					
7	Their good relations with students keep them in teaching					
8	They have enough time to participate in social activities					
9	They are satisfied with the student discipline					
	X. Evaluation system					
1	They are happy with the way teachers are evaluated					
2	They are satisfied with the feedback they get from colleagues					
3	The evaluation system is well designed and provides the teachers with the necessary feedback.					
4	The evaluation system respects individual's worth and dignity by encouraging teachers to set personal and organizational objectives.					
	XI. Working conditions and Job satisfaction					
1	They are satisfied with the amount of freedom they have in decision-making					
2	Motivated for protection against undue transfer to perform their work.					
3	They feel satisfied because of the comfort they are provided at work					

4	They are happy with the way their colleagues and superiors treat them					
5	They feel good at work and achieve better in their job.					
6	They are satisfied with the freedom to use their own judgment					
7	Working conditions such as cleanliness of the work place, healthy environmental condition, enough tools and supplies. This thing encourages them to work.					
8	They are motivated to be allowed to exert authority when dealing with pupils.					
9	Motivate wellbeing in the classroom and school environment to perform the work					
10	They are motivated for regular in service training.					
11	They are motivated for long service awards					

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

2. Mention some factors that de-motivate teachers in the work place.

a). _____

b). _____

c). _____

d). _____

e). _____

2. What attempts /measures/ is done to motivate teachers (from schools, Sub-city, Regional Biro and Federal level)?

a). _____

b). _____

c). _____

d). _____

e). _____

3. Would you have any recommendation about salary, academic qualification, supervision, working environment, organizational culture and policy to increase their work motivation.

—

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

a). _____

b). _____

appendix C

Addis Ababa University

School of Graduate Studies

College of Education and Behavioral Studies

Department of Educational Leadership and Management

A study on “Factors Affecting Teacher’s Work Motivation in Kirkos sub-city Governmental secondary Schools in Addis Ababa City Administration

General Direction:-

Part I: Background Information

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

2. Sex -----
2. Age -----
3. Marital status: -----
4. Current level of qualification -----
5. Field of study: Major _____ Minor

6. Work experience in years only in the field of teaching

7. Work experience in years only you have held your current
position_____

Interview Question for Sub-city Educational officials

1. What problems do teachers face in your sub-city high schools? What factors affect teachers’ work motivation and job satisfaction? What are their impacts?
2. Do you think that teachers’ career structure is attractive, fair and enough compared to the greatness of the profession and other occupation? If your answer is No, why? And what is your recommendation to be?

3. To what extent does your sub-city school face the problem of teacher turn over?
4. How many of your sub-city school teachers get education to upgrade their profession?
5. How do you enhance the status and recognition of teachers by students and community? What is your recommendation to be?
6. What kind of support do you give for your sub-city school teachers to get motivated and to make conducive work environment?
7. Are you preparing timely on job training (workshop, conference and seminar etc) to facilitate the teaching – learning process and motivate teachers? If yes, what is your role in this activity? If not, why?

Thank

you!

Appendix D

Addis Ababa University

School of Graduate Studies

College of Education and Behavioral Studies

Department of Educational Leadership and Management

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Focus Group Discussion for Sub City Teachers Associations

1. What kinds of problems do teachers face in Kirkos sub city government secondary schools? What factors affect their work motivation? What are their impacts?
2. What kind of support do you give for school teachers? What is your role and responsibility in the association?
3. Do you think those teachers’ working conditions conducive and relaxed? If not why?

4. Do you think that the rules, policies and systems of the educational organization are clear and practical in schools? If not why?
5. Do you think that there are positive work relationship among teachers and schools, sub-city and higher educational leaders? If not why?

Thank you!!