

**TEACHERS MOTIVATION PRACTICES IN SECONDARY SCHOOLS OF
ASSOSA ZONE OF BENISHANGUL GUMUZ REGIONAL STATE**

BY:

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DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT**

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Abbreviations/Acronyms

BGRS- Benishangul-Gumuz Regional State

CfBT- Confederation for British Teachers

DfID- Department for International Development

ERGESE – The Evaluation Research on the General Education System in Ethiopia

HR - Human Resource

HRM- Human Resource Management

LIDC – Low Income Developing Countries

MDG- Millennium Development Goal

MoE- Ministry of Education

REB – Regional Education Bureau

SPSS- Statistical Package for Social Scientists

SS – Secondary School

STURE- Study into Teacher Utilization in the Regions of Ethiopia

TAP - Teacher Advancement Program

TAPF – Teacher Advancement Program Foundation

UNDP- United Nations Development Program

VSO- Voluntary Service Overseas

ZEO – Zone Education Office

Abstract

Motivation seems to be one of the most important tools of human resource management. Organizations design motivation systems to encourage employees to perform in the most effective way but also to attract potential candidates. The key to create the efficient motivation system is an answer to the question what really motivate employees. The main objective of this study is to assess the practice of teachers work motivation in secondary schools of Assosa Zone. To accomplish this purpose, the study employed a concurrent nested research design. The study was carried out under randomly selected eight secondary schools of Assosa Zone. A total of 155 individuals were participated in the study. Among them 139 teachers were included as a sample through simple random sampling technique especially lottery method. Additionally, 8 secondary school principals, 4 cluster supervisors and 4 Woreda education office teachers, principals and supervisors coordinators were included through purposive sampling technique. Questionnaire and interview was the main instrument of data collection. The analysis of the quantitative data was carried out by using percent, mean, standard deviation, independent sample t-test, one-way ANOVA and multiple regressions. The findings revealed that the independent variable accounts for 75.3% of variance in teachers level of motivation ($R^2=0.753$). In terms of magnitude of the contribution incentives and benefit, growth and development and status were the most potent contributor to teachers' level of motivation as the standardized coefficient (β) 0.226, 0.201, and 0.196 respectively indicates. Furthermore, the result shown that, extrinsic factors were more important in motivating secondary school teachers. In general the findings supposed to conclude, secondary schools in Assosa Zone had not work effectively on improving the motivation level of teachers, and thus teachers need to leave the profession. Based on the findings, it is recommended that secondary schools, Woreda education and council offices should give necessary incentives and benefit for teachers through building house in rural areas by mobilizing the community, giving place to build home in urban areas and furnishing the working conditions with refreshment facilities.

UNIT ONE

THE PROBLEM AND ITS APPROACH

1.1 Background of the study

Every organization has different types of general resources that are information, physical, financial and human. Most critical one is no doubt the human resource of an organization. These are the humans who can accelerate the process of organizational development or can demolish the organizational progress. Human resource proves to be the nucleus of organizational resources; motivation is central and vital component which is key contributor in job satisfaction of an employee. Motivating employees has become one of the most significant and most demanding activities for the human resource management in any organization. Various organizations invest in effectual strategies to get motivated workforce to compete in market (Rasheed, Aslam & Sarwar, 2010). But the main challenges for the organizations are to create and promote the best human resource management practices and to enhance the employee's performance by implementing different strategies. Effective Human Resource Management (HRM) practices promote job satisfaction which formulates the employee more considerate and concerned for the organization (Saleem, Mahmood & Mahmood, 2010).

Successful organizations need motivated employees to make itself profitable and competitive in the rapidly growing world. According to Frey and Osterloh (as cited in Castren and Muhammed, 2008) many managers nowadays are not enough aware of the effect that motivation can have on their business. Therefore, it is imperative that they learn and understand the importance of the factors that determine positive motivation in the work place.

As United Nations Development Program (UNDP, 2006, p.5) describes motivation is a critical dimension of capacity, and defined as "...the ability of people, institutions and societies to perform functions, solve problems and set and achieve objectives". In a more general sense, however, the idea of motivation is the switching on of some pattern of behavior, or a program of action specified within the individual. That program might be

innate or it might have been modified by experience (Laming, 2000). Moreover, motivation is often described as being intrinsic or extrinsic in nature (Sansone & Harackiewicz, 2000). Intrinsic motivation is expressed by the internal feelings of individuals. By supporting this Kondalkar (2007) says intrinsic motivation helps to increase one's output. It has positive effect on moral, productivity and job satisfaction and overall efficiency of the organization. Whereas, extrinsic motivation being arose from environmental or external forces and its present satisfies the works while its absence causes dissatisfaction.

Scholars have proposed two general categories of motivation theories to explain the psychological processes underlining employee motivation: content theories and process theories (Kreitner & Kinicki, 2010). Content theories of motivation focus on identifying internal factors such as instincts, needs, satisfaction and characteristics that energize employee motivation, which encompass Maslow's hierarchy of need theory, Alderfer's ERG theory, McClelland's acquired needs theory and Herzberg's two-factor theory. On the other hand, process theories of motivation focus on explaining the process by which internal factors and cognitions influence employee motivation, under which Vroom expectancy theory, equity theory, and goal setting theory are included. Besides, the focus of this research is targeted only on the content theory of motivation. This means teachers are the core for the achievement of quality education, thus, identifying and understanding teachers' internal needs and characteristics that energize their work motivation is very important.

Hence, teacher motivation has become an important issue given their responsibility to impart knowledge and skills to learners. The role of teacher motivation in delivering good quality education has received increasing recognition over recent years. As Zbar, Marshall and Power (2007, p. 31) describe "motivation sits right at the heart of good performance management and getting the best out of each and every teachers in the school." Both research and our own experience show that an individual's level of motivation is the result of intrinsic and extrinsic factors related to their work. Therefore, these factors should be balanced and get attention to promote teachers work motivation and interest.

Practices to improve performance in schools will never succeed if teachers' job satisfaction and motivation is ignored. If employees in an organization are motivated, they will render services to the employer and customers very efficiently and effectively (Shann, 2001). A typical qualities of a motivated person includes a willing to work, alignment of a person with the organization goal, commitment, an appetite to achieve, an energy, drive and determination, persistence and orientation to work. This implies that motivated and satisfied school teachers are most likely to affect the students learning positively while the opposite of that may have negative impacts on students' performance.

Therefore, job satisfaction and motivation are very crucial to the long-term growth of any educational system around the world. They probably rank alongside professional knowledge and skills, center competencies, educational resources and strategies as the veritable determinants of educational success and performance (VSO, 2002). Professional knowledge, skills and center competencies occur when one feels effective in one's behavior (Filak & Sheldon, 2003). Therefore, educational leaders and administrators have to pay special attention to the phenomena of motivation and job satisfaction.

However, in some countries Voluntary Service Overseas (VSO) has recognized that teachers' efforts are sometimes unsustainable, due to factors influencing motivation. Regarding to this the research conducted by VSO in Ethiopia on 'How much is a good teacher worth' indicates that:

“...where teachers are highly motivated; this can translate into good performance and improve the quality of education delivered to students. But many teachers who spoke positively about their profession and actively engaged with the wider issues surrounding the quality of educational provision in Ethiopia. The issues raised by the teachers were numerous, but the most significant and most often-mentioned causes of de-motivation and low morale were inadequate salaries, low respect for and low status of teachers and poor management and leadership.” (VSO, 2008, p. 9)

These issues have a significant impact on classroom performance, that is, teachers' ability to deliver good quality education as well as on levels of teacher retention. In light of this VSO (2008) concludes that, Ethiopia's educational context sees teachers now placed under ever increasing pressure to deliver on the government's ambitious educational goals and the Millennium Development Goals (MDGs); if they are going to achieve them, they need

to feel motivated. In a climate of increasing inflation in the economy and increasing enrolment in education, teachers need to see that their work is valued. Although money is influential factor at every stage but at the same time it is not necessary that money alone can increase motivation of every worker; there are intangible factors (for instance empowerment, recognition and feedback) that are primary motivators for the workers inspiration to perform effectively (Fuhrmann, 2006). Therefore, many of the issues that teachers face can be influenced positively and improve the teachers motivation through improved cooperation and collaboration between all stakeholders.

In addition, improvement of conditions of service for teachers is a promising way of increasing teacher motivation and morale, making the profession more attractive, enhancing retention of teachers' and improving the quality of teaching and learning. Although improving conditions of service always has budget implications, changes in this area may be less costly and more effective than an overall increase in teachers' salaries (Mulkeen, Chapman, DeJaeghere & Leu, 2007).

The Benishangul-Gumuz Regional State (BGRS) is one of the nine regional states of Ethiopia. When the BGRS was established as per the proclamation number 7/1992 of the Transitional Government of Ethiopia, the education system of the region was in a poor situation. Schools had been built in the settlement areas around Assosa, Banbasi and Pawe Woreda. Since its establishment in 1985 E.C, the region has dedicated its most effort to raise coverage and fulfill facilities in the education sector, both in terms of enrollment, physical project and academic personnel. As a result numerous numbers of teachers' were assigned by the regional education bureau to improve the poor educational service. Even if more changes were observed, the effectiveness of the region to succeed more students into higher education is still not so much expected. In addition, more teachers need to move to another sector if this option were available to them and also migrate to nearby regions.

By the past 8 years the researcher was served in Assosa Zone as a teacher and school principal. On that period of time the researcher observes the teachers' interest to leave the profession and their poor interest to participate in different activities of the school. Thus as

a school manager the researcher needs to assess the practices of the school in improving the teachers work motivation and job satisfaction in secondary schools of Assosa Zone.

1.2 Statement of the problem

Among other resources of organization, Human Resource (HR) is the most and critical one that makes a difference in an organization performance. To use the HRs with interest and commitment, it is true that an organization should place effective HRM strategies in practice. Motivating workers to implement prominent performance work systems is one of the basic aims of management principles that a successful business can have. In light of this, quality of education is achieved effectively when teachers are qualified and motivated (VSO, 2007). The motivation level of teachers has a significant factor in influencing the delivery of quality education. Moreover, it determines the school environment, the quantity and quality of knowledge children receive, the level of skills to enhance the development of young minds and the sense of security children feel (VSO, 2007).

Thus, the education sector managers should identify the motivation factors of teachers under their organization. Because understanding of these factors is important to create an environment that allows and encourages an employee to be his or her best and it is a win-win for the employee and the organization (Robbins and Coulter, 2009). A survey conducted recently on teachers' motivation and job satisfaction in 12 countries of Asia and Sub-Saharan Africa raises concerns about the influence of low teacher job satisfaction on teachers' absenteeism, lateness and lack of commitment to their work (Bennell & Akyeampong, 2007).

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

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

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

Bennell (as cited in CfBT, 2008, p.97) also states "unacceptably high proportions of Ethiopian teachers' working in public school systems are poorly motivated due to a combination of low morale and job satisfaction, poor incentives and inadequate controls and other behavioral sanctions." Towards teacher motivation Hardre and Reeve (as cited in Hardre and Sullivan, 2009) pinpoint academic motivation is a critical need to address in high school education, because motivational features are malleable and can significantly influence the management, learning achievement and the future aspirations and intension of students. It also facilitates teachers' turnover as well as transferring to other sectors.

In addition, as Bennell (2004) described when teachers had a problem of motivation, they reflect poor time keeping habit, which is expressed in arriving late at school, finishing the lesson early and leaving their classes during the day. In line with this, majority of teachers in the study area reach their school after September 20 of the New Year and also they did not tried to compensate the lost classes properly. Similarly, large proportions of teachers

had been searching alternatives to leave the teaching profession. As the compiled data indicates the number of teachers who leave the teaching profession in 2002 and 2003 were 59. It reveals that the teachers who leave their profession were high. This indicates the presence of factors that forced teachers' to leave their profession.

Despite the above problems, there has been deteriorating standards of professional conduct, including misbehavior in and outside of work, poor preparation of teaching materials especially lesson notes, lack of continuous pupil assessment and general poor professional performance. It is such a situation that prompted the researcher to conduct a study on assessing the mechanisms of motivation and level of job satisfaction of secondary school teachers of Assosa Zone. In light of this the researcher tried to seek answer to the following basic questions:

- To what extent secondary schools are practiced on various motivation variables to improve the teachers work motivation?
- Is there a significant relationship between the motivation factors and secondary school teachers work motivation?
- Is the effect of intrinsic factors stronger than that of extrinsic factors in increasing work motivation and satisfaction of teachers in secondary school of Assosa Zone?
- Which motivation factor is the most significant predictors' in determining teachers work motivation and satisfaction in secondary school of Assosa Zone?

1.3 Objectives of the study

1.3.1 General objectives

The general objective of this research was to assess the teachers work motivation practices and to identify the variables which are the most predictor of teachers' work motivation in secondary schools of Assosa Zone.

1.3.2 Specific objectives

Specifically the research was conducted using the following specific objectives.

- To describe the teachers work motivation practices in secondary schools of Assosa Zone.
- To investigate the correlation of each motivation variables with the teachers level of work motivation
- To examine the effect of intrinsic and extrinsic factors in determining teachers work motivation
- To prioritize the relative importance of each motivation factors on the teachers level of work motivation

1.4 Conceptual framework

Both intrinsic and extrinsic factors lead to high level of teachers' motivation and job satisfaction when the moderating variables (HRM practices) are in good place. The descriptors of teachers high level of work motivation and satisfaction includes perform their responsibility properly, implement effective teaching learning process, participate in school activities voluntary, reduce work time wastage and general punctuality are among others. Figure 1 summarizes the relationship between the independent variable, which are intrinsic and extrinsic motivation, and the dependent variable that is, the levels of teachers' work motivation and satisfaction.

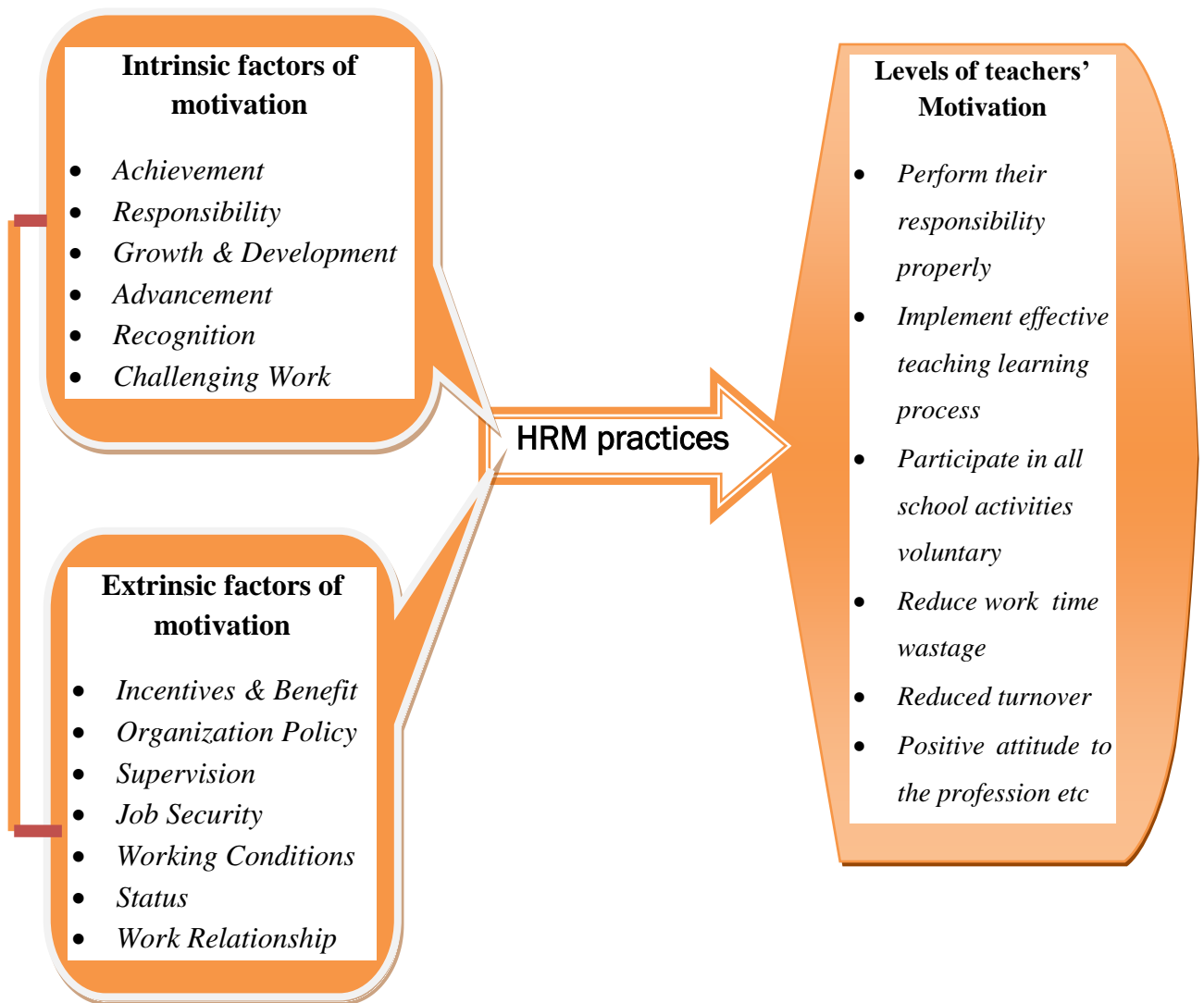


Fig. 1- Research conceptual framework prepared based on the theory of Herzberg two factor theories

1.5 Significance of the study

Research, in general, is conducted to solve problems or to strengthen the current knowledge of human beings. We know that student's learning depends upon effective teaching; hence we need to know the factors that help in the enhancement of teachers' motivation, because teacher plays a central role in the teaching learning process of the pupil. In school, motivation among teachers is essential for the purpose of effective teaching-learning process. Thus efficient teaching to some extent is the result of

motivation. A teacher who is not motivated is unable to motivate his pupils to attain the learning goals (Khan, 2003).

Therefore, the findings of this research have in-depth significance for the improvement of secondary school teachers work motivation and satisfaction by prioritizing the motivating factors in the study area. Specifically the result of this research has the following importance for the school principals, teachers, supervisors, students and others. First, it may help the school leaders to be aware of the factors against the level of motivation and job satisfaction of secondary school teachers. Second, it may help the school leaders to revisit their motivating strategies to make the teachers more effective. Thirdly, it may give the clear picture of teachers' motivation and job satisfaction practices for Woreda and Zone education office. Lastly it may serve as the reference for further similar studies in the research area.

1.6 Delimitation of the study

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

Geographically the scope of this study was delimited to 16 secondary schools of Assosa Zone. This means it does not include primary schools found under the study area. Therefore, the finding of this research was generalized for secondary schools of Assosa Zone without considering primary one or secondary schools of nearby regions.

1.7 Limitations of the study

Even though the research has attained its objective, there were some inescapable limitations. First, while there are various models of motivation, due to the limit of time, finance and material resources; this research was not incorporating all models to see teachers work motivation. The assessment is run by focusing on the thirteen intrinsic and extrinsic motivation factors, which are prepared based on Herzberg theory of motivation. In addition because of the limits mentioned above, this research was conducted on secondary school teachers of Assosa Zone. Therefore, to generalize the result for both primary and secondary school teachers, the study would have involved more participants from both school levels. Furthermore, the lack of similar research works on the issue investigated in the study area impedes the researchers from consulting more findings in the literature as well as in the discussion part.

1.8 Organization of the paper

The research report has five chapters. Chapter one presents the nature of the problem and its approach through comprising background of the study, statement of the problem, objectives of the study, significance of the study, delimitation of the study, definition of operational terms and organization of the study. Chapter two discusses the key concepts that were used in the paper to place the problem in a broader perspective of literature or review of related literature. Chapter three concentrates on the research design and methodology specifically which includes research design, research method, study population, sample size and sampling techniques, data collecting instruments, data analysis and interpretations and also ethical considerations. Chapter four give the presentation, analyses and interpretation of the research. Finally, chapter five summarizes the main findings, conclusions and gives recommendations.

1.9 Definitions of key terms

This section provides definitions of the key concepts or words.

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

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

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

Intrinsic motivation: Intrinsic motivation is an inducement derived from within the person or from the activity itself and positively affects behavior, performance and well being (Ryan & Deci, as cited in Sansone & Harackiewicz, 2000). In this study, intrinsic motivation of teachers refers to work motivation and satisfaction that derived from teaching, responsibility, recognition, career development, achievement and advancements.

Extrinsic Motivation: According to Sansone & Harackiewicz (2000) extrinsic motivation results from the attainment of externally administered rewards, including pay, material possessions, prestige, and positive evaluations from others. Thus, the researcher in this study use extrinsic motivation of teachers to indicate the effects of externally administered

rewards on their work motivation. Extrinsic motivation factors include variables like salary, school policy, supervision, work relationship, job security, working conditions and status.

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

UNIT TWO

REVIEW OF RELATED LITERATURE

This chapter presents a theoretical knowledge of the phenomenon of work motivation and job satisfaction. The chapter is organized in to different sections. Each section has been strong power to release necessary information to conduct the study effectively as well as to develop smart data collection instruments. In addition the literature incorporates various research findings on the issue employees motivation and satisfaction which helps the researcher to see various findings conducted in different areas.

2.1 The concept of motivation

Motivation is purely a psychological topic but it is observed and taken as a multidiscipline one, each different discipline introducing a new definition from its own point of view. But overall the study of motivation is concerned, basically, with why people behave in a certain way. It is concerned with why people choose a particular course of action in preference to others, and why they continue with a chosen action, often over a long period and in the face of difficulties and problems. Based on this concepts different scholars define motivation in numerous way. Some of which are presented as follows.

Kondalkar (2007, p.101) defines motivation as "... the inner burning passion caused by need, wants and desire which propels an individual to exert his physical and mental energy to achieve desired objectives". Another scholar Ivancevich (2009) defines motivation as;

"... is the set of attitude and values that predisposes a person to act in a specific goal directed manner." The author also describes motivation as "... an invisible inner state that energizes human goal-directed behavior, which can be divided into two components; (1) the direction of behavior (working to reach a goal) and (2) the strength of the behavior (how hard or strongly the individual will work)." p.304

In the same way Schermerhorn, Hunt, Osborn and Uhl-Bien (2011, p.110) defines motivation as "...the individual forces that account for the direction, level, and persistence of a person's effort expended at work." These writer used the word direction, level and persistence when defining motivation; direction refers to an individual's choice when presented with a number of possible alternatives, level refers to the amount of effort a

person's puts forth, and persistence refers to the length of time a person sticks with a given action. In addition Halepota (as cited in Ajang, 2007, p.10) defines motivation as "a person's active participation and commitment to achieve the prescribed results." Halepota further presents that the concept of motivation is abstract because different strategies produce different results at different times and there is no single strategy that can produce guaranteed favorable results all the times.

Pinder (as cited in Latham and Pinder, 2005, p.486) also define work motivation as "... a set of energetic forces that originate both within as well as beyond an individual's being, to initiate work-related behavior and to determine its form, direction, intensity, and duration." Therefore, the underlying concept of motivation is some driving force within individuals by which they attempt to achieve some goal in order to fulfill some need or expectation (Robinson, 2004).

In general speaking, motivation is the great force that makes individual more effective as well as organizations. Therefore, teachers' motivation is also important to achieve quality education. Regarding to teachers, Ofojebe and Ezugoh (2010) asserts that teachers' motivation is a key to guaranteed quality education. Without efficient and effective teachers in the education industry, qualitative learning outcomes cannot be achieved. That is why they should be motivated properly in order to enhance quality in the educational system.

2.2 Characteristics' of motivation

Cole (2004) states that understanding human motivation is a complex matter. Sometimes a person's motives may be clear to him, but quite puzzling to others. In other situations both the individual and those affected by his behavior understand what is driving him. In some situations, especially where stress is involved, the individual concerned may be totally unaware of his motives, whereas others may see them quite clearly. It is important for those in managerial and supervisory positions to be aware of these issues, and to take account of their own prejudices in this area of their work. This is because our efforts to understand others are colored by our attitudes towards them and the assumptions we make

about their behavior. If we assume that a particular group of workers is hardworking and reliable, we tend to treat them with respect and trust; if, however, we see them as lazy and unreliable, we are likely to treat them as requiring close control and supervision.

Therefore, as Bennell and Akyeampong (2007) describe measuring the determinants and consequences of work motivation is complex because these psychological processes are not directly observable and there are numerous organizational and environmental obstacles that can affect goal attainment. Hence, understanding the characteristics of motivation has critical importance for effectiveness of the organization. Accordingly Kondalkar (2007) asserts the following unique characteristics of motivation.

- (a) Motivation is a psychological phenomenon: It is the inner desire of an individual to accomplish something more.
- (b) Motivation is a continuous process: Since need is a continuous phenomenon if one need is satisfied the other need emerges and so does individual propels to work and thus the continuous chain is created.
- (c) Motivation is caused due to anticipated perceived value from an action: Perceived value is the probability or the expectancy. Therefore, motivation is the result of value or valance and expectancy.
- (d) There are unsatisfied needs: A person remains disturbed till they are satisfied. This disturbance or tension causes disequilibria in human behavior. More the motivation level the higher will be efforts to get over the tension and in the process job accomplishment would take place.

2.3 Importance of motivation

As scholars defined, work motivation refers to the psychological processes that influence individual behavior with respect to the attainment of workplace goals and tasks (Bennell & Akyeampong, 2007). Therefore, employee motivation is one of the policies of managers to increase effectual job management amongst employees in organizations (Shadare et al, cited in Manzoor, 2012). A motivated employee is responsive for the definite goals and objectives he/she must achieve, hence he/she directs his/her efforts in that direction.

Because the individual's basic human needs, his ability and willingness to perform and his past experience, education and perceptions of the position he holds affect his performance in the entire system (Robinson, 2004).

Motivation formulates an organization more successful, because provoked employees are constantly looking for improved practices to do a work, so it is essential for organizations to persuade motivation of their employees. Getting employees to do their best work even in strenuous circumstances is one of the employees most stable and greasy challenges and this can be made possible through motivating them (Manzoor, 2012). For this reason, motivation is very important for an organization and the individuals because of the following benefits it provides (Manzoor, 2012);

- (a) High level of performance: It is the duty of every manager to ensure that the employees have a high degree of motivation. Highly motivated workers would be regular for work, and have a sense of belonging for the organization. Quality of product will be improved, wastage will be minimized and there will be increase in productivity, and performance level will be high.
- (b) Low employee turnover and absenteeism: Employee turnover and absenteeism is caused due to low level of motivation practice on the part of managers. When dissatisfaction is increased employees do not enjoy on the work assigned to them. Therefore, there is a tendency of absenteeism. The workers hunt for an alternative job and leave the organization whenever they get an opportunity. High level of absenteeism causes low level of production, wastages, poor quality and disruption in production schedules. Increased turnover is disastrous for any organization as it puts strain on financial position of the organization due to additional recruitment, selection, training and development.
- (c) Acceptance of organization change: Management must continuously scan the external and the internal environment. There has been a great impact of social change and technology evolution on the motivation level of employees. Social change increases aspirations of workers and put an additional demand on the organization, which must be considered positively so that conducting working environment is created. Management must ensure that the changes are introduced in

the organization and its benefits explained to the employees so that there is no resistance to change and organizational growth is achieved. Re-engineering, empowerment, job enrichment, job rotation, introduction of new technology and processes will go a long way to boost employee morale and achieve high degree of motivation.

- (d) Organizational image: Employees are the mirrors of any organization. Training & development programs should be regularly organized and employee skill improved. It will have a positive impact on the employees and the image of the organization. It will also reduce employee turnover and better employee will look forward to join the organization. High organizational image will contribute towards brand image of the product and services the organization is marketing.
- (e) Puts human resources into action: Every concern requires physical, financial, informational and human resources to accomplish the goals. It is through motivation that the human resources can be utilized by making full use of it. This can be done by building willingness in employees to work. This will help the enterprise in securing best possible utilization of resources.

2.4 Types of motivation

In seeking to understand the motivational processes, it is perhaps necessary to distinguish two types of motivation namely: the intrinsic and the extrinsic (Robinson, 2004). Each of them will be described clearly here under.

2.4.1 Intrinsic motivation

Intrinsic motivation is related to ‘psychological’ rewards such as the opportunity to use one’s ability, a sense of challenge and achievement, receiving appreciation, positive recognition and being treated in a caring and considerate manner. The psychological rewards are those that can usually be determined by the actions and behavior of individual managers. It also refers to motivation that is driven by an interest or enjoyment in the task itself, and exists within the individual rather than relying on any external pressure (Kondalkar, 2007). Intrinsic motivation is based on taking pleasure in an activity rather

than working towards an external reward. It is positively valued work outcomes that the individual receives directly as a result of task performance; they do not require the participation of another person or sources (Schermerhorn, et al., 2011). Regarding to this Herzberg believes that people are turned on and motivated by high content jobs that are rich in intrinsic reward. Therefore, intrinsic motivation increases the individuals' job satisfaction as well as the organization bargaining power.

2.4.2 Extrinsic motivation

Extrinsic motivation is related to 'tangible' rewards such as salary and fringe benefits, security, promotion, contract of service, the work environment and conditions of work. Such tangible rewards are often determined at the organizational level and may be largely outside the control of individual managers. Extrinsic motivation is deals with behaviors' that are motivated by factors external to the individual (Robinson, 2004). In other way extrinsic motivations are positively valued work outcomes that are given to an individual or group by some other person or source in the work setting. They might include things like sincere praise for a job well done or symbolic tokens of accomplishment such as 'employee-of-the-month' awards (Schermerhorn, et al., 2011). External motives indicate the presence of specific situations where internal needs arise.

Accordingly Staw (as cited in Robinson, 2004) examined the evidence of intrinsic and extrinsic motivation and concluded that the administration of both intrinsic and extrinsic rewards can have important effects on a person's task attitudes and behavior. The joint effect of intrinsic and extrinsic rewards may be quite complex, but the interaction of intrinsic and extrinsic factors may under some conditions be positive and under other conditions negative. In practice, however, extrinsic rewards are relied upon heavily to induce desired behavior and most users of rewards will positively affect an individual's interest in a task. Besides, 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.

2.5 Theories of motivation

There are many competing theories that attempt to explain the nature of motivation. These theories may all be at least partially true and help to explain the behavior of certain people at certain times. These motivation theories can be divided into two broad categories; content theory and process theory of motivation. Theories of both types contribute to our understanding of motivation to work, but none offers a complete explanation. Efere (2005, p.110) asserts “in studying a variety of theories, our goal is to gather useful insights that can be integrated into motivational approaches that are appropriate for different situations.” Even if, the general concept of motivation has been established in developed countries and most research on teacher motivation has also been carried out there, this part begins with the major motivation theories that plays as the overall framework to this study is assessed and presented as follow.

2.5.1 Content (Need) theory of motivation

As the name implies the content theories of motivation focuses on “what” motivates a person (Efere, 2005). Content theories of motivation focus primary on individual needs; that is, physiological or psychological deficiencies that we feel a compulsion to reduce or eliminate. Furthermore, the theory tries to explain work behaviors based on pathways to need satisfactions and the influence of blocked needs (Schermerhorn, et al., 2011). Content theory of motivation suggests that managers should be able to understand individual needs and create work environment that respond positively to them. Some of the known content theories of motivation are Maslow’s hierarchy of need theory, Alderfer’s ERG theory, McClelland’s acquired needs theory, and Herzberg’s two-factor theory. Robbins and Coulter (2009, p.357) describe “although more valid explanations of motivation have been developed, these early theories are important because they represent the foundation from which contemporary motivation theories were developed and because many practicing manager still use them.”

2.5.1.1 Maslow's hierarchy of need theory

One major contribution in the study of motivation is the Hierarchy of needs theory by Abraham Maslow (Efere, 2005). Maslow believed that if a member of staff had problems in or outside the work place, she/he would bring these problems to work, which would have an adverse effect on their performance at work. So, this meant that the best way to motivate the staff would be to identify their problems in order to help the staff to handle their problems. This could be by advice, counseling, guidance or practical help (Efere, 2005).

The hierarchy of needs is based on the assumption that individuals are motivated to satisfy a number of needs and that money can directly or indirectly satisfy only some of the lower needs (Rue & Byars, 2009). Thus, Maslow goes on to explain his theory by looking at the nature of human needs as the starting point. He said that human needs were in hierarchical form, which looks like a pyramid with five layers or hierarchy as follows:



Fig. 2- Maslow's hierarchy of need

Source: Rue, L. W. and Byars, L. L. (2009). *Management Skills and Application*. (13th ed.). p.268

Physiological needs are basically the needs of the human body that must be satisfied in order to sustain or survival life, which include: shelter, food, water, air to breathe, clothing, rest, sleep and sex.

Safety and security needs are about a human's desire to live in safe, secure, stable, not hostile and peaceful environment. Since all employees have (to some degree) a dependent relationship with the organization, safety needs can be critically important. This would include: physical safety, health safety, and job security.

Love and affiliation needs which could be described as belongingness needs or is people's desire to be affiliated to something or person and the desire to have a sense of belonging to others. This would include: friendship, affection, social activities and family union, receiving and giving love, feelings of belonging and human contact.

Ego and self esteem needs are human needs which include: desire to achieve, properly founded self-respect, confidence, reputation, independence and freedom, prestige, recognition, respect from others, attention, appreciation and alike. These needs influence the development of various kinds of relationships based on adequacy, independence and the giving and receiving of indications of esteem and acceptance (Rue & Byars, 2009).

Self-Actualization needs which represent the highest level of self fulfillment, that is, the need of people to reach their full potential in applying their abilities and interests to functioning in their environment. These describe the desire to develop and demonstrate one's creativity, abilities, capabilities and a desire to be a specialist in an area of knowledge. The need for self-actualization is never completely satisfied; one can always reach one step higher (Rue & Byars, 2009).

Maslow went further and explained that people would seek to satisfy the physiological (basic) needs first. That there is an automatic mechanism which exists so that once the physiological needs are satisfied, the safety and security needs automatically presents themselves to be satisfied and once the safety and security needs are satisfied, then the next layer of needs (love and affiliation) present themselves to be satisfied and so it goes up to self actualizations needs (Robinson, 2004). Once a need has been satisfied, it is no longer a

motivator, which means that there is a constant desire to satisfy the next layer of needs. Maslow believed that by helping staff to satisfy their needs, they would be motivated on the job. If this is so, then managers should endeavor to know and understand their staff quite well to successfully apply the provisions of this theory.

Towards this theory Schermerhorn et al., (2011) describes that the concept of a need hierarchy assumes that some needs are more important than other and must be satisfied before the other needs can serve as motivators. Moreover, Schermerhorn et al., studies also report that needs vary according to a person's career stage, the size of the organization, and even geographic locations.

2.5.1.2 Alderfer's ERG theory

Clayton Alderfer was a psychologist whose motivational theory was derived from that of Abraham Maslow's hierarchy of needs theory (Efere, 2005). Alderfer believed that Maslow's five hierarchies (layers) of needs could be condensed into three layers called Existence, Relatedness and Growth needs (ERG). He explains these needs as follow (Efere, 2005).

- a) Existence needs are concerned with sustaining human existence and survival and cover Maslow's physiological and safety needs plus fringe benefits like money.
- b) Relatedness needs are concerned with relationships to the social environment and which covers Maslow's love or belonging, affiliation and meaningful interpersonal relationships of a safety or esteem nature.
- c) Growth needs are concerned with the development and creativity of personal potentials and as the name suggests it includes Maslow's self actualization needs and the remnant of the Ego and self esteem needs.

Like Maslow, Alderfer suggests that individuals' progress through the hierarchy from existence needs to relatedness needs to growth needs as the lower-level needs become satisfied. However, Alderfer suggests these needs are more a continuum than hierarchical levels (Schermerhorn et al., 2011). More than one need may be activated at the same time. Individuals may also progress down the hierarchy. There is a frustration–regression

process. For example, if an individual is continually frustrated in attempting to satisfy growth needs, relatedness needs may reassume most importance. The lower-level needs become the main focus of the individual's efforts.

2.5.1.3 McClelland's acquired needs theory

While recognizing that people have many different needs, the work of David McClelland identified three needs: achievement, power and affiliation (Schermerhorn et al., 2011). The use of the term need in this approach is different from the hierarchy of needs approach in that, under this approach, the three needs are assumed to be learned, whereas the need hierarchy assumes that needs are inherent (Rue & Byars, 2009). The three needs of McClelland are discussed below.

Need for achievement (nAch) - is the desire to do something better or more efficiently, to solve problems or to master complex tasks than it has been done before (Rue & Byars, 2009). McClelland's suggests that nAch is not hereditary but results from environmental influences, and he has investigated the possibility of training of people to develop a greater motivation to achieve (Robinson, 2004). According to Eferé (2005) the people with high achievement motive are innovative, prefer moderate task difficulty, prefer personal responsibility for performance of their work, prefer unambiguous feedback on their performance and to them money is not normally a motivator as it serves only as an evidence of their performance

Someone with a high need for achievement prefers individual responsibilities, challenging goals and performance feedback. On the other hand McClelland believes that for people with a high achievement motivation, money is not an incentive but may serve as a means of giving feedback on performance (Robinson, 2004). High achievers seem unlikely to remain long with an organization that does not pay them well for good performance. Money may seem to be important to high achievers, but they value it more as symbolizing successful task performance and goal achievement. But money is a direct motivator for people with low achievement motive (Robinson, 2004).

Need for power (nPower) - is the desire to control others, to influence their behavior, or to be responsible for others. Someone with a high need for power seeks influence over others and likes attention and recognition. McClelland has also suggested that the effective manager should possess a high need for power. However, the effective manager also scores high on inhibition. Power is directed more towards the organization and concern for group goals, and is exercised on behalf of other people. This is 'socialized' power. It is distinguished from 'personalized' power, which is characterized by satisfaction from exercising dominance over other people and personal aggrandizement (Robinson, 2004).

Need for affiliation (nAff) - is the desire to establish and maintain friendly and warm relations with others. Someone with a high need affiliation is drawn to interpersonal relationships and opportunities for communication.

This approach assumes that most people have developed a degree of each of these needs, but the level of intensity varies among people. For example, an individual may be high in the need for achievement, moderate in the need for power and low in the need for affiliation. This individual's motivation to work will vary greatly from that of another person who has a high need for power and low needs for achievement and affiliation. Thus, under this approach to motivation, when a need's strength has been developed, it motivates behaviors or attracts employees to situations where such behaviors can be acted out (Rue & Byars, 2009). Therefore, because each need can be linked with a set of work preference, McClelland encouraged managers to learn how to identify the presence of nAch, nAff, and nPower in them and in others (Efer, 2005).

2.5.1.4 Herzberg Two-Factor theory

In the 1950's psychologist Frederick Herzberg proposed a theory of motivation that focuses on the job and on the environment where work is done. Herzberg, however, has concentrated on studying how Maslow's needs operate at work, in the employment situation (Robinson, 2004). To Herzberg, there are two groups of needs. One set of the needs causes 'dissatisfaction'; these related to the job environment or the context in which the job was performed and thus extrinsic to the job itself. Herzberg labeled these as the Hygiene or Maintenance factors. Rue and Byars (2009, p.270) describes "maintenance

factors are preventive in nature”, this means, they do not produce motivation but can prevent dissatisfaction from occurring. Thus, proper attention to maintenance factors is a necessary but not sufficient condition for motivation. The presence of the second set of needs leads to feelings of satisfaction. This relates to the job itself, and Herzberg named this as Motivators or Growth factors. The next figure indicates the clear distinction that occurs between hygiene and motivator factors of Herzberg.



Fig. 3- The feature of Herzberg's Two Factor theory

Source: Retrieved from

http://www.examtutor.com/business/resources/studyroom/people_and_organisations/motivation_theory/4-herzbergstwofactortheory.php

The key distinction between the motivators and the hygiene factors is that whereas motivators can bring about positive satisfaction, the hygiene factors can only serve to prevent dissatisfaction. A hygiene factor does not positively promote good health, but only acts to prevent ill health (Cole, 2004). So, the two scales are independent and occurred in two different continuums. To be effective both of them can be high on practice. The diagram below shows their different continuums.



Fig. 4- (A) Motivator Continuum and (B) Hygiene Continuum

As Cole (2004) describes hygiene factors are more related to the context or environment of work than to its content. When in line with employee requirements, such factors could smooth the path of working life, but in a taken-for-granted way. When these factors were out of line with employees expectations, they could be a source of difficulty and complaint and definitely provide grounds for dissatisfaction at work. Hygiene factor includes:

Organizational policy & administration- Organization policy and its administration have relation with the effectiveness of organization as well as employees performance. As Bennell & Akyeampong (2007) noted lack of clear rules tend to generate conflict, power vacuum, and overlap and duplication of effort. Therefore, organization policy and administration is focused on the feelings about the adequacy or inadequacy of organization’s management. This includes the presence of good/poor communications, have/lack of delegated authority, policies, procedures and rules.

Supervision- Supervision is a way of stimulating, guiding, improving, refreshing and encouraging and overseeing certain group with the hope of seeking their cooperation in order for the supervisors to be successful in their task of supervision (Ogunsaju, 1983). Supervision requires the competency or technical ability of the supervisor. This includes the supervisor’s willingness to teach or delegate authority, fairness and job knowledge. Supervision in school is a vital process and it is the combination of activities which is concerned with the teaching and improvement of the teaching in the school.

As Ogunsanya (n.d) describes supervision is a professional, continuous and cooperative exercise that covers all aspects of the life of a school. Supervision does not mean as

inquisition or fault finding, rather supervision means guidance, assistance, sharing of ideas to all those involved in the process of teaching and learning. It is also means the facilitation or creation and continuous improvement of conducive learning and teaching environment. As Ogunsanya in National Open University of Nigeria also describes the function of supervision spell out the various activities, the major and common functions are goal development, program development, control and coordination, motivation, problem solving, professional development and evaluation of educational outcomes

Work relationship- In any organization, very few things can be accomplished alone. Typically, work is done in teams or through partnering with colleagues, suppliers and customers. The employees are part of a web of relationship within, across, between and among many individuals and organizations (Sargent & Hannum, 2005). These relationship must develop quickly and productively to allow for high trust and creative collaboration. Therefore, work relationship is the relationships between the worker and his or her superiors, subordinates and peers. This includes both job related interactions and social interactions within the work environment. In order to build effective working relationship, employees must be able to engage with others in a positive and productive way. Building working relationships offer individuals a rich variety of tools and processes to prevent, manage and resolve work conflict and to build strong and lasting agreement (Barnes & Conti Associates, 2009).

Status- Status is one that dissatisfies professional. As free dictionary com defines status is the position of an individual in relation to another or others, especially in regard to social or professional standing. It is the signs, symbols or all that goes with holding a position within the organization.

Working conditions- Working condition is the factors that involve the physical environment of the job: amount of work, facilities for performing work, light, tools, temperature, space, ventilation, and general appearance of the work place. If the working conditions of an institution/organization are conducive, its performance will improve dramatically (Leithwood, 2006). The working conditions are conducive when administration provides their employees to safe and healthy environment. Furthermore,

the availability of necessary equipments and other infrastructures are one that may reduce the effectiveness of employees as well as the organization. Therefore, organization managers put their effort in making the working conditions safe, health, adequately furnished and attractive to use the employees' knowledge, skill and creativity for the organization effective competitive advantage (VSO, 2002).

Job security- Job security is an employee's assurance or confidence that they will keep their current job. Employees with a high level of job security have a low probability of losing their job in the near future. Certain professionals or employment opportunities inherently have better job security than others. Job security is about an individual's perception of themselves, the situation and the potentials. There are some external factors that have an influence on our job security. Our individual job security is influenced more by personal factors, like education, our experience, the skill we have developed, our performance and our capability (Simon, 2011). When we have a high level of job security, we will often perform and concentrate our effort into work more effectively than an employee who is in constant fear of losing their job. Job security has significant effect on the overall performance of individuals, teams as well as organizations.

Salary- It is a form of periodic payment from an employer to an employee, which is specific in an employment contract (Sharma & Bajpai, 2011). In addition incentive is something that triggers a particular course of action. When incentives is offered for meeting specific goals, the employee is likely to expend more energy and effort into the job and thereafter the incentive will be given to the employee as a reward when the goal is met (Ahuja & Shukla, 2007). Incentives are useful mechanisms to induce positive attitude and motivate employees.

Effects on personal life- it is the features of the work that have influence on employee life, such as work time, travel requirements, place of work and entertainment requirements.

On the other hand, motivator factors are intrinsic in nature and have a positive effect on job satisfaction and often results in increase output (Kondalkar, 2007). They enhance morale, satisfaction, efficiency and productivity. If these factors are present they motivate but if

absent does not leads to dissatisfaction. Motivator factors tend the employees to enjoy working for an organization that allows them to use their personalities and abilities to create a fun work environment. Many organizations are beginning to employ methods to give employees more responsibility and control and to involve them more in their work, which serves to motivate them to higher levels of productivity and work quality. Motivator factor includes:

Growth and development- Training is defined as the organized activity aimed at imparting information or instructions to improve the recipient's performance or to help him or her to attain a required level of knowledge or skill (Saeed & Asghar, 2012). Other scholar describes training as the formal and systematic modification of behavior through learning which occurs as a result of education, development and planned experience (Armstrong, 2006). In addition, staff development refers to the development of supporting, technical and professional staff in organizations, in which such staff form a large proportion of those employed (Collin, 2001).

Scholars believe that the development activities help a person to make positive contributions to the organizations. Training helps for the proper utilization of resources; that further helps employees to achieve organizational as well as personal goals. As Saeed & Asghar (2012) pinpoints training and development improves the motivation and satisfaction level of employees, increase their skill and knowledge, and also expands the intellect on overall personality of the employee. Therefore, training is a motivational factor which enhances the knowledge of the employee towards the job. By the help of training employees become proficient in their jobs and they become able to give better results. Thus, an organization should identify employees training need and tried to run the program by collaborating with necessary stakeholders.

Challenging work- it is the nature of the tasks to be carried out on the job. Job design is the process through which managers plan and specify job tasks and the work arrangement that allows them to be accomplished. The best job design is always one that meets organizational requirements for high performance, offers a good fit with individual skills and needs, and provides valued opportunities for job satisfaction (Schermerhorn et al.,

2011). In general it is the actual content of the job and its positive or negative effect upon the employee whether the job is characterized as interesting or boring, varied or routine, creative or stultifying, excessively easy or excessively difficult, challenging or non-demanding.

Responsibility- This includes both the responsibility and authority in relation to the job. Responsibility refers to the employee's control over his or her own job or being given the responsibility for the work of others. Gaps between responsibility and authority are considered under the company policies and administration factor.

Achievement- This includes the personal satisfaction of completing a job, solving problems, and seeing the result of one's efforts.

Advancement- The actual change in upward status within the organization as a result of performance. Increased opportunity changes with no increase in status are considered under responsibility. The Teacher Advancement Program (TAP) counters many of the traditional drawbacks that plague the teaching profession: ineffective professional development, lack of career advancement, unsupported accountability demands and low undifferentiated compensation. Teacher Advancement Program provides an integrated and comprehensive solution to these challenges through changing the structure of the teaching profession within schools while maintaining the essence of the profession. TAP is a whole school reform intended to motivate, develop and retain high quality teachers in order to increase student achievement (TAPF, n.d).

Recognition- In the context of managing people, the reward and recognition system underlines a core feature of the employment relationship. According to Bratton and Gold (2007) reward refers to all the financial, non-financial and psychological payments that an organization gives for its employees in exchange for the work they perform. It is given to show appreciation for the employees' efforts and positive contribution and at the same time reinforce and encourage similar future behavior. Recognition takes place only after the behavior has occurred. If the recognition system could be clear and equity in the view of the staff members, it facilitates effective achievement of personal as well as

organizational goals with great interest. Towards this Ahuja & Shukla (2007) describes good motivation is dependent on proper proportioning of rewards and recognitions among persons and for the person at different time.

In general as Cole (2004, p.39) describes “Herzberg’s motivation-hygiene theory was generally well received by practicing managers and consultants for its relatively simple and vivid distinction between factors inducing positive satisfaction and those causing dissatisfaction.” In addition, to improve job satisfaction, Herzberg suggests the technique of job enrichment as a way of building satisfiers into job content. “If you want people to do a good job, give them a good job to do” (Schermerhorn et al., 2011, p.115). Accordingly, Herzberg argues that both factors are equally important, but that good hygiene will only lead to average performance and preventing dissatisfaction, but not, by itself, creating a positive attitude or motivation to work.

Herzberg's two factor theory and its implications for management

If the motivation-hygiene theory holds, management not only must provide hygiene factors to avoid employee dissatisfaction, but also must provide factors intrinsic to the work itself in order for employees to be satisfied with their jobs (Robinson, 2004). Herzberg argued that job enrichment is required for intrinsic motivation, and that it is a continuous management process. Designing jobs that provide for meaningful work, achievement, recognition, responsibility, advancement and growth is the key to job enrichment (Rue & Byars, 2009). According to Herzberg when enrich the job:

- The job should have sufficient challenge to utilize the full ability of the employee.
- Employees who demonstrate increasing levels of ability should be given increasing levels of responsibility.
- If a job cannot be designed to use an employee's full abilities, then the firm should consider automating the task or replacing the employee with one who has a lower level of skill. Because, if a person cannot be fully utilized, then there will be a motivation problem.

Job enrichment model for teacher

One of the important methods for increasing teachers' interest and dedication within the province of administrators and supervisors is the structure of the teachers' job. Jobs can be altered in a fashion which increases opportunities for teachers' and others to experience intrinsic satisfaction. That is, administrators and supervisors can deliberately plan to build into the teacher's job increased opportunities for experiencing achievement, recognition, advancement, growth opportunity and increased competence. Changing the job of teaching to improve opportunities for experiencing intrinsic satisfaction is called job enrichment (Sergiovanni & Carver, as cited in Ayalew, 1991). Staw (as cited in Ayalew, 1991) identifies a number of ways in which the work of teachers' can be enriched. These include;

Task variety: implies building into the teaching job a greater assortment of tasks. It is assumed that varied work increases interest. Task variety emphasizes breaking down teaching episodes into small parts and assigning them to 'specialists'.

Task uncertainty: refers to tasks which involve information processing and cognitive stimulation. Teaching tasks are viewed as problems to be solved rather than details to be conveyed to students. Tasks arranged in a mechanical way may not be very satisfying to many teachers.

Social interaction: recognizes that individuals at work generally derive satisfaction from interacting with others and for many, this source of satisfaction can be an inducement for working (Hackman & Oldham, cited in Ayalew Shibeshi, 1991) or at least a stimulus to building commitment and loyalty to the work group and school. Despite the wide acceptance of importance of social interaction among workers, and recognizing that significant gains are being made in schools in using teaching teams, teaching is still a relatively private activity.

Task significance: refer to the perceived importance by teachers of the work to be done. Task significance requires an understanding and appreciation of what the educational program as a whole tries to accomplish and how one's individual efforts fit into the largest view.

Responsibility for results: requires that teachers be given a great deal of discretion over task activities but held more accountable for obtaining results. A caveat is in order here. To many, results only imply learning objectives achieved. But in education process and product, means and ends, are indistinguishable that both should be included in results. Therefore, characteristics such as class room learning climate and general ambience, energy level of teachers and students, and pattern of verbal interaction should be considered, along with reading achievement, as results.

Knowledge of results: refers to feedback as to the quality of one's performance. Clearly, without feedback it is difficult to derive satisfaction from accomplishment.

2.5.2 Process theories of motivation

Process or cognitive theories of motivation focus on conscious human decision processes as an explanation of motivation. The process theories are concerned with determining how individual behavior is energized, directed and maintained in the specifically willed and self-directed human cognitive processes. Process theories of motivation are based on early cognitive theories, which posit that behavior is the result of conscious decision-making processes (Cole, 2004).

Process theories of motivation attempt to identify the relationships among the dynamic variables, which make up motivation (Robinson, 2004). They provide a further contribution to our understanding of the complex nature of work motivation. Many of the process theories cannot be linked to a single writer, but major approaches and leading writers under this heading include: Expectancy-based model – Vroom, Equity theory – Adams, and Goal theory – Locke. These theories of motivation clearly described with their distinct features and implication for workers job satisfaction as follow.

2.5.2.1 Expectancy theory of motivation

Victor Vroom expectancy approach to motivation is based on the idea that employee beliefs about the relationship among effort, performance and outcomes as a result of performance and the value employees place on the outcomes determine their level of motivation (Rue & Byars, 2009). According to the theory, an employee will work smarter

and/or harder if he believes his additional efforts will lead to valued rewards. The expectancy approach postulates that an employees' level of motivation depends on three basic beliefs: expectancy, instrumentality and valence.

Expectancy refers to the employee's belief that his or her effort will lead to the desired level of performance. Instrumentality refers to the employee's belief that attaining the desired level of performance will lead to certain rewards. Lastly, valence refers to the employee's belief about the value of the rewards.

All three of these factors are expected to influence motivation in a multiplicative fashion, so that for an individual to be highly motivated, all three of the components of the expectancy model must be high. And, if even one of these is zero (e.g., instrumentality and valence are high, but expectancy is completely absent) the person have not motivation for the task (Kondalkar, 2007). Thus, managers should attempt to ensure that their employees believe that increased effort would improve performance and that performance will lead to valued rewards. The next diagram shows the relationship that exists between the three factors.

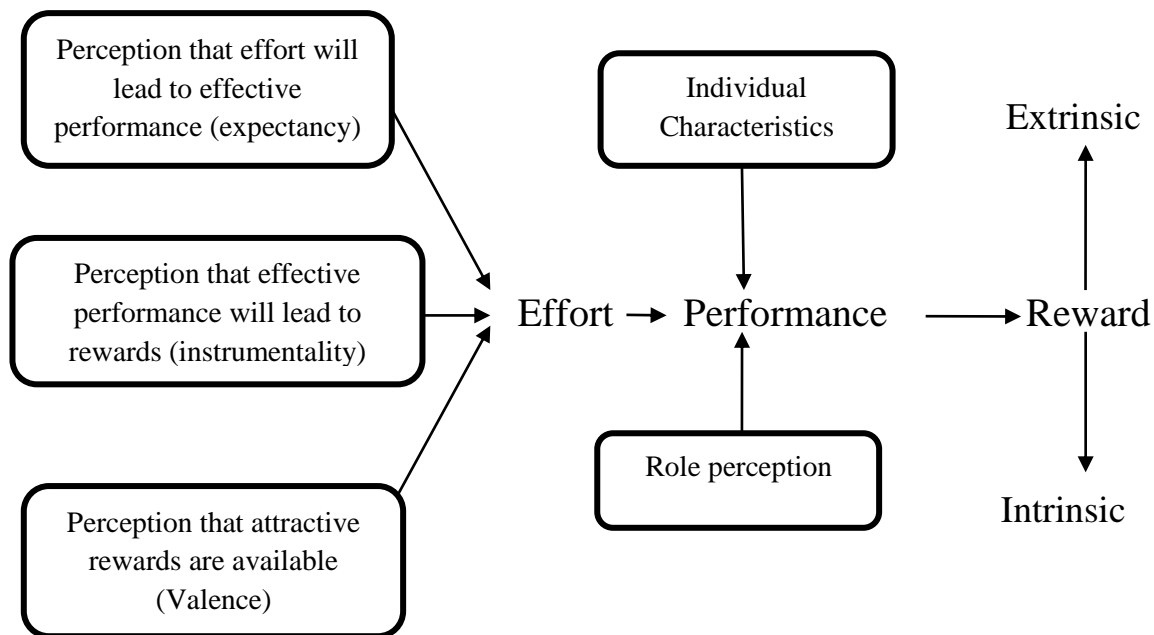


Fig. 5- Basic models of expectancy theory of motivation

Source: Cole, G. A. (2004). *Management theory and practice*. (6th ed.). London: TJ International Ltd. P. 43

Each of the separate components of the expectancy approach can be affected by the organizations practice and management. The expectancy that increased effort will lead to increased performance can be positively influenced by providing proper selection, training and clear direction to the workforce. The expectancy that increased performance will lead to desired rewards is almost totally under the control of the organization. The final component, the preference for the rewards being offered, is usually taken for granted by the organizations (Rue & Byars, 2009).

As Rue & Byars (2009) asserts the external factors are beyond the employee's control and often negatively influence expectancies and instrumentalities because they introduce uncertainty into the relationship. Organizational policies and efficiency of the equipment being used are examples of external factors. Expectancy theory has been shown to have useful applications in designing a reward system. If policies are clearly and fairly implemented then the instrumentality would be high. If the rewards are substantial enough to be meaningful to an employee, then the valence would be also considered high. A precursor to motivation is that the employee finds the reward(s) attractive. In some instances, the reward or outcome might inadvertently be unattractive, such as increased workload or demanding travel that may come with a promotion. In such an instance, the valence might be lower for individuals who feel work-life balance is important, for example.

2.5.2.2 Equity theory of motivation

Ejiogu (as cited in Ofojebe and Ezugoh, 2010) identifies the equity theory as an important motivational theory which focused on fairness and justness. Equity theory asserts that the main way in which a person evaluates his job is by comparing his own work experiences with those of other people. Such affects his feelings and performance in the job. Therefore, according to the equity theorists, a person's feeling to job satisfaction or dissatisfaction is a product of his computation of the ratio of the person's job inputs (such as educational qualifications, experiences, skills, age and effort) to the outcome he/she gets from the job example his salary, status and fringe benefits including the person's comparison whether just or unjust with others in the same cadre in other places.

The presence of inequity in a person creates tension in that person that is proportional to the magnitude of the inequity (Robinson, 2004). Furthermore, the tension motivates someone to achieve equity or to reduce inequity. The strength of the motivation varies directly with the amount of inequity. As Rue & Byars (2009) and Robinson (2004) indicate a person might take several actions to reduce inequity like:

- Increase inputs on the job if his or her inputs are low relative to the other. For example, a person might work harder to increase his or her inputs on the job
- Reduce inputs if they are high relative to the other person's inputs and to his or her own outcomes
- Quit the job
- Request a pay increase

If the employee is able to achieve a ratio of inputs to outputs that he perceives to be equitable, then the employee will be satisfied. The employee's evaluation of input-to-output ratios and subsequent striving to achieve equilibrium is an ongoing process. As Ofojebe and Ezugoh (2010) describe the equity theory is normally associated with pay satisfaction as the case may be. In the school system, it is usually associated with teachers' salary, remuneration, working conditions and other benefits. Generally, equity theory draws attention to one role of social comparisons in influencing satisfaction.

The implication of this model in management is that the manager must always ensure not only that he is fair. This calls for a more dynamic approach to problem of employee motivation in an organization. The notice of equity is the major force.

2.5.2.3 Goal setting theory of motivation

The goal-setting theory posits that goals are the most important factors affecting the motivation and behavior of employees. This motivation theory was developed primarily by Edwin Locke and Gary Latham. Goal-setting theory emphasizes the importance of specific and challenging goals in achieving motivated behavior. Specific goals often involve quantitative targets for improvement in a behavior of interest. Research indicates that specific performance goals are much more effective than those in which a person is told to

‘do your best.’ Challenging goals are difficult but not impossible to attain (Lunenburg, 2011). Empirical research supports the proposition that goals that are both specific and challenging are more motivational than vague goals or goals that are relatively easy to achieve.

Goal setting theory involves the conscious process of establishing levels of performance in order to obtain desired outcomes. If individuals or teams find that their current performance is not achieving desired goals, they are motivated to increase effort or change their strategy (Locke & Latham, 2006, as cited in Cramer, 2012).

The decision to set a goal results from dissatisfaction with current performance levels. Setting a goal provides structure to direct actions and behaviors to improve the unsatisfactory performance. Locke and Latham (2002) found a direct linear relationship between goal difficulty, level of performance and effort involved. The direct linear relationship will stay positive, as long as the person is committed to the goal, has the requisite ability to attain it, and does not have conflicting goals (Locke & Latham, 2006). The goal setting theory states that several conditions are particularly important in successful goal achievement. These include goal acceptance and commitment, goal specificity, goal difficulty and feedback.

However, because of the tunnel vision focus created by goal-setting theory, several studies have shown this motivational theory may not be applicable in all situations. In fact, in tasks that require creative on-the-spot improvising, goal-setting can even be counterproductive (Lunenburg, 2011). In addition, because clear goal specificity is essential to a properly designed goal-setting task, multiple goals can create confusion for the employee and the end result is a muted overall drive.

Locke suggested several reasons why goals are motivating: they direct attention, lead to task persistence and the development of task strategies for accomplishing the goal. In order for a goal to be motivating, the employee or work group must first accept the goal. While difficult goals can be more motivating, a goal still needs to appear achievable, which in turn will lead to greater goal acceptance. Specific goals that set a performance expectation

are more motivating than those that are vague. Similarly, more proximal goals have greater motivation impact than those that are very long range or distal goals.

Under the right conditions, goal setting can be a powerful technique for motivating organization members. Towards this, Lunenburg (2011) provides the following practical suggestions for managers to consider when attempting to use goal-setting to enhance motivation and performance; goals need to be specific, goals must be difficult but attainable, goals must be accepted and feedback must be provided on goal attainment.

2.6 Theory of motivation and its educational implications

James (as cited in Rue and Byars, 2009, p.265) asserts that “highly motivated employees will work at approximately 80 to 90 percent of their ability.” Thus, highly motivated employees can bring about substantial increase in performance and substantial decrease in problems such as absenteeism, turnover, tardiness, strikes and grievances. As a result, the motivational theories and strategies have great implications in the educational system, which includes the following:

- Satisfaction of the motivational factors leads to quality performance and high productivity which enhances the achievement of quality educational system.
- The motivational theories are essential for schools’ administration when it comes to coordinating and controlling activities within the school environment. With this notion, Ejiogu (as cited in Ofojebe and Ezugoh, 2010)) opined that teachers’ motivation provides the essential means for control and coordination of activities within a given school system. For instance, staff training and development is one of the most important elements in efficient administration which is assumed to make workers realize better what they have to do to acquire skills required for proficient performance in order to enhance quality education.
- When the motivational factors applied negatively in the school system causes no satisfaction on teachers’ which result into withdrawal, neglect of duty and negative outcomes but when applied positively causes satisfaction resulting to increase in commitment, productivity and quality performance.

- There is also a close relationship between stability in the teaching profession and their efficiency of the educational system. If experience on the part of the teacher contributes in general to increased efficiency in the classroom, a large turnover is certain to produce poorer educational products which have serious implications to education. Teachers' motivation count when it comes to their stability and turnover in the teaching profession.
- Another important thing is that motivational factors involving the motivators and hygiene factors as well influence teachers' job retention, their level of participation in decision making and quality contributions in the school and commitment to duty. When they feel dissatisfied with their job rewards, they will become frustrated, regularly absent from duty and may eventually quit.

2.7 Teachers' motivation and job satisfaction

Before defining teacher motivation, it seems useful to briefly look at job satisfaction, as motivation and satisfaction are complex and pragmatic concepts, and are often applied interchangeably. Evans (as cited in Tanaka, 2010, p.15) defines satisfaction as "... a state of mind determined encompassing all those feelings by the extent to which the individual perceives her/his job related needs to be being met." Furthermore, in her quantitative analysis of the five francophone countries, Michaelowa (as cited in Tanaka, 2010, p.15) defines teachers job satisfaction as "... an indication of teachers well-being induced by the job" and motivation as "their willingness, drives or desire to engage in good teaching, to examine whether job satisfaction does or does not translate into motivation." Similar to job satisfaction, the concept of teacher motivation is not uniform. Hoy and Miskel (as cited in Bennell and Akyeampong, 2007, p.4) define motivation as "... a combination of factors that start and maintain work-related behaviors' toward the achievement of personal goals." Alternatively, Bennell and Akyeampong (2007) emphasize motivation as a teacher's state rather than the set of factors themselves that influence such a state.

Therefore, it is certainly true that nearly all national education strategies and reforms now focus on improving teacher competence and the working environment and the promotion of greater school autonomy, all of which can improve teacher motivation (Bennell &

Akyeampong, 2007). Teachers are powerful tools for improving quality of education through effective classroom practices (Rashid & Dhindsa, 2010). According to Bess (as cited in Rashid & Dhindsa, 2010) the primary factor that contributes to effective classroom practices of teachers' is strong motivation. Therefore to bring about a change to an educational system, improvements to improve teacher motivation are essential. A planning for such improvements would require the planner to know the existing state of teacher motivation and factors affecting teacher motivation. When studying the existing state of teacher motivation, it is essential to examine both the intrinsic and extrinsic factors affecting them.

Accordingly, Tufail et al. (2012) states a teacher who is intrinsically motivated may be observed 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 extrinsically motivated teacher may perform the activity/duty in order to obtain some external rewards. Extrinsic motivation plays an important part in people's life. It is very important to strong in influencing a person's behavior. Therefore, the aim of the school should be to build on 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 to achieve quality education (Tufail et al., 2012). By supporting this, Rue & Byars (2009) asserts satisfied employees are preferred simply because they make the work situation a more pleasant environment.

According to Zhou (cited in Sargent and Hannum, 2005) a successful principal believes in teachers' and works hard to foster teacher motivation and autonomy, harnessing the collective force of all of the teachers to carry out the work of the school. Such principals love, protect, support, understand, trust, and care for teachers. They give reasonable work assignments, encourage teachers to participate in management, listen to suggestions and ensure that teachers can spend most of their time and energy on instruction and research. Furthermore, a successful principal provides a well-maintained, pleasant working environment, establishes a happy atmosphere, gives teachers' opportunities for professional advancement, places great importance on making ample teaching resources

available and gives teachers encouragement and feedback using both emotional and material rewards.

Towards this, the current education and training policy of Ethiopia (MoE, 1994) announced that educational management will be democratic, professional, coordinated, efficient and effective and will encourage the participation of stakeholders. This article provides teachers' with accountability and responsibility to achieve millennium development goals by coordinating among all educational stakeholders without any inhibiting barriers. The effective implementation of the article promotes the motivation of teachers, this also improve quality education.

2.8 Factors associated with teacher job motivation and satisfaction

To date, only a handful of studies have been undertaken that comprehensively analyze in a robust manner the key determinants of teacher motivation in the developing country context. In developing countries, teachers' tend to value factors that are more extrinsic, such as non salary benefits, working conditions and professional status, many of which are inadequate in these countries (Tanaka, 2010); while they also tend to be strong in the conviction that they can make a significant contribution to society. A survey in Mozambique suggests that the most common factor that can improve teachers' performance and happiness is salary, followed by material working conditions, training and administrative procedure (VSO, in Tanaka, 2010).

Another survey from five Francophone countries (Burkina Faso, Cameroon, Cote d'Ivoire, Madagascar and Senegal), Michaelowa (as cited in Bennell & Akyeampong, 2007) finds that large class size, double-shifting, rural location, high educational attainment and active parental involvement are all negatively correlated with teacher job satisfaction in these countries. Even more surprisingly, a lower salary is not always associated with lower satisfaction. By means of a quantitative analysis of teacher satisfaction in five francophone countries, Michaelowa finds that in countries where teachers' are relatively well paid, such as Côte d'Ivoire and Senegal, they seem to be less satisfied with the situation. Conversely,

taking the case of Madagascar, she argues that a very low salary might paradoxically be compatible with relatively high job satisfaction.

There is a wide range of views about teacher motivation in Africa and South Asia, most of which are country specific. However, there appear to be mounting concerns that unacceptably high proportions of teachers working in public school systems in many low income developing countries (LIDCs) are poorly motivated due to a combination of low morale and job satisfaction, poor incentives and inadequate controls and other behavioral sanctions (Bennell & Akyeampong, 2007).

According to Shann (2001, p.69) “teachers were uniformly dissatisfied with their level of participation in decision making.” This implies that denial of opportunities for teachers to participate in decision-making may make them dissatisfied with their job. A study by Moses (as cited in Berhan, 2007) tended to support the view that levels of dissatisfaction relate to extrinsic factors. She concluded that tenured and well-paid employment provides satisfaction of the lower-order needs, whereas prestigious and autonomous work enables academic staff to satisfy to a greater degree higher-order needs than is possible for the general population (e.g., esteem need and the need for self actualization).

Moreover, teachers are subject to environments that are shaped by the community, local authorities and the central government. There is a tendency to blame teachers, they are not capable, effective, regular, punctual and so on, for the unimpressive performance of pupils. There has also been little research into the ways in which these environments affect teachers. An observation made by VSO in the report ‘what makes teachers tick?’ is pertinent and convincing:

Despite the pivotal nature of teachers’ contribution to education, there is a tendency on the part of national and international policy-makers to bypass teachers in decision-making and to neglect their needs when considering new policy directions. Teachers are rarely regarded as partners within education planning and reform and are frequently treated as passive implementers of decisions, or even as technical inputs. Academic and policy debates focus on teachers’ deficiencies and seldom take into account the difficulties under which they live and work (VSO, 2002, p.1).

Therefore, various factors that dissatisfy teachers' in developing countries, as researched by different scholars, were numerous and majority of them are specific in some situations and others are common in all areas. Some of these factors are described clearly as follow.

The low and declining status of teachers in many LIDCs clearly impacts on the overall levels of teacher motivation. Teaching is a challenging occupation, which means that teachers have to strive hard in order to meet learning goals (Bennell, 2004). Occupational status depends on the 'public valuing' of the competence, role and overall contribution of a particular occupation to individual and societal welfare (Bennell & Akyeampong, 2007). Occupations that have attained professional status share a common set of characteristics including a high level of education and training, a strong ideal of public service with an enforced professional code of conduct and high levels of respect from the public at large.

Policy implementation, such as reform and incentive provision and teacher management may influence all teachers' equally, but teachers' are different not only in terms of their qualifications but also with regard to their identities and personalities, which are shaped by values and beliefs, and even the places in which they live and work (Tanaka, 2010). Thus, teacher management at all levels (school, woreda, region and Ministry of education) is critically important in ensuring that teachers are adequately motivated (Bennell & Mukyanuzi, 2005). Bennell & Mukyanuzi also emphasized that management effectiveness is the combined outcome of management systems and the commitment and competence of individual managers. In most of Africa, for almost all administration regarding teacher management, one notes a lack of clear rules which tend to generate conflict, power vacuum, and overlap and duplication of effort (Bennell & Akyeampong, 2007).

Therefore, the quality of leadership and supervision affects a range of factors in the school environment, including the overall organizational climate of the school (Sargent and Hannum, 2005). 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 school management functions. Teachers subjected to these types of management regimes have little sense of self-determination, which seriously undermines job satisfaction and motivation.

Living and working conditions are more likely to be extrinsic and the individual may not be able to control them. Moreover, such preconditions could be the same for all teachers but the degree of comfort and/or difficulty may vary, as urban– rural disparities exist. The living conditions for most teachers are unsatisfactory and, for many, they are ‘intolerable’ (Bennell & Mukyanuzi, 2005). The work and living environment for many teachers’ is poor and lack basic amenities such as pipe-borne water and electricity, staff rooms and toilets, which tends to lower self-esteem and is generally dissatisfying (Bennell, 2004).

2.9 Teachers’ motivation strategies and its challenges

To some extent, a high level of employee motivation is derived from effective management practices. To develop motivated employees, a manager must treat people as individuals, empower workers, provide an effective reward system, redesign jobs and create a flexible workplace. Moreover, one of the policy changes implemented in many developing countries to motivate teachers’ is decentralization. The rationale for such a policy is to become more responsive to local needs, to utilize limited resources efficiently and to deliver services effectively (Prinsen and Titeca, 2008 and Crawford, 2008, as cited in Tanaka, 2010).

In decentralized education management, school level administrative systems have been adopted to enhance school autonomy, devolving decision making to teachers in collaboration with parents, community members and others (Behrman et al. 2002, in Tanaka, 2010). There are three areas of school level management control: budgeting, personnel and staffing, and curriculum/program – although normally, school committees can only control the use of funds allocated by the central government. Interestingly, decentralization, including training at school level, is perceived by some sub-Saharan Anglophone educators to motivate teachers, as their level of participation tends to be increased and empowerment takes place (Commonwealth Secretariat, 1995 cited in Tanaka, 2010).

As Manzoor (2012) emphasized empowerment and recognition have positive effect on employee motivation. More the empowerment and recognition of employees in an

organization is increased, more will their motivation to work will enhance. Empowerment provides benefits to organizations and makes sense of belonging and pride in the workforce. In fact, it builds a win - win connection among organizations and employees; which is considered an ideal environment in numerous organizations and their employees (Manzoor, 2012).

In addition, employee recognition and employee motivation towards organizational tasks have positive relationship between them as exhibited by the empirical studies conducted by Kalimullah (2010), Rizwan (2010), Reena (2009) and Salman (2010) (as cited in Manzoor, 2012). Thus it is concluded that appreciation and recognition of employees and employees' tasks fulfillment stimulates them towards working with more energy and dedication to the organization.

Furthermore, various strategies that will enhance teachers' motivation in the educational system as identified by Ojedele and Fadipe (1999); Akale (2002) and Fredriksson (2004) (as cited in Ofejebe & Ezugoh, 2010) include the following: staff development and training, participatory decision making, good working conditions, good remunerations and salaries, job security, recognition of teachers', conducive working environment, provision of adequate instructional materials/teaching aids, financial rewards, teacher's scholarship and sponsorship of both local and international seminars, conferences and workshop participations as it is done in other fields.

The proper availability of such motivational strategies in the school compound promote teachers' work motivation and job satisfaction which lead to improve the students' academic achievement, while it's inadequacy or poor handling influence teachers' motivation, quality education and job satisfaction negatively. In general, as Ofejebe & Ezugoh (2010) describes once teachers' lack majority of these motivational needs, it will result to work dissatisfaction which negatively influence quality education in the educational system.

2.10 Ethiopian teachers' motivation and job satisfaction

Motivating teachers' towards their profession is one of the reform ideas inherent in the Ethiopian education and training policy. Teachers' are the center to achieve quality education. Therefore, giving higher attention for their motivation and development is the core task to succeed effective nation and national wide development. Due to this, various researches were done by ministry of education and other concerned bodies to identify and improve the teachers' motivation level.

Although motivation as a construct is largely subjective and difficult to fully measure, the research conducted by MoE (2008) assumed various possible factors that could harm secondary school teachers. The factors that were analyzed as a de-motivating variable includes lack of incentive, low regard for teachers', poor conditions of service, large class size, lack of career promotion, inadequacy of teaching facility/material, irregular payment of teachers' salaries, lack of accommodation, lack of in-service training, poor supervision and professional support, lack of pupil interest in education, negative attitudes of parents, lack of transfer, too demanding nature of teaching, poor attendance in classroom, transportation problems and school locations. From these factors the higher de-motivating variables of secondary school teachers were lack of incentives, low regard for teachers and poor conditions of service respectively while the least dissatisfying factor was school location.

Similarly, the factors that hinder teachers motivation in the Ethiopia educational system as VSO (2007) identifies were inadequate salaries, low respect for and low status of teachers, poor accommodation, poor management and leadership and school environment. As VSO describes these issues have a significant impact on classroom performance, that is, teachers' ability to deliver good quality education as well as on levels of teacher motivation.

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

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

Even if the researcher could not get similar works in the study area, the secondary school teachers' in Assosa zone shows some unique behaviors which inhibit them from achieving their responsibility effectively. Furthermore, most teachers' were need to transfer into other sectors or to nearby regions in the current position. All these indicate the presence of some dissatisfying variables in the study area.

UNIT THREE

RESEARCH DESIGN AND METHODOLOGY

This part of the research presents the methodological aspects of the research, which includes research design, research method, study population, sample size and sampling techniques, data collecting instruments, data analysis and interpretations and also ethical considerations.

3.1 Research design

Research design is the plan of action that links the philosophical assumptions to specific methods (Creswell & Planoclark, 2007). Therefore, a mixed research design, especially concurrent nested type of mixed design was employed to conduct the study. Conceptually, a concurrent nested approach can give priority to one of the methods while another is embedded or nested (Creswell, 2002). Thus, in this research the quantitative design embed the qualitative one. The rationale for using multiple approaches to conduct this study is to capitalize on the strengths of each approach and offset their different weaknesses and provides a better understanding of research problems than either approach alone. It could also provide more comprehensive answers to research questions going beyond the limitations of a single approach (Creed, Freeman, Robinson, & Woodley, 2004). It is also “practical” in the sense that the researcher is free to use all methods possible to address a research problem (Creswell, 2002). Furthermore, a concurrent analysis strategy was employed to confirm, cross-validate or corroborate findings within a study. Therefore, this approach is more convenient to get in-depth data on the practice of motivation in secondary schools of Assosa Zone.

3.2 Research method

Method is a style of conducting a research work which is determined by the nature of the problem (Singh, 2006). Thus, both quantitative and qualitative data were required to assess the teachers work motivation practices in secondary schools of Assosa Zone. As a result, survey method was selected and used to collect the quantitative data, while for the qualitative data interview was employed (Muijs, 2004). A survey, according to Kothari

(2004), is a method of securing information concerning an existing phenomenon from all or selected number of respondents of the concerned universe, while interview facilitates to have or to get in-depth data on the practice of teachers motivation from the respecting individuals. Furthermore, the qualitative information was used to provide greater clarity and understanding of the information obtained from the quantitative survey response (Creswell, 2002). Therefore, these methods were selected with the assumption that they were helpful to obtain precise information concerning the current work motivation of teachers in detailed from numerous numbers of respondents.

3.3 Sources of data

The source of necessary information to conduct the study is primary data sources. The primary data was collected from Woreda education office teachers, principals and supervisors development coordinators, secondary school cluster supervisors, school principals and teachers through questionnaire and semi-structured interview. The decision to use these subjects as a source of primary data is based on the expectation that they have a better experience and information on the teachers work motivation practices in secondary schools. As to complement and supplement results obtained from the above respondents, documents are also examined. The school rewarding strategies and in-school teacher professional growth and development strategies are the documents which were consulted to supplement the data collected by the prepared data collecting instruments.

3.4 The study site

Assosa Zone is one of the three Zones in Benishangul-Gumuz Regional State of Ethiopia, which is bordered on the south by the Mao-Komo special Woreda, on the west by Sudan, on the northeast by the Abay River which separates it from Metekel and on the east by the Dabus River, which separates it from Kamashi. Assosa is the capital city of this zone and also to BGRS. It is found on 678 KM distance from Addis Ababa. Assosa Zone comprises seven Woredas; Assosa, Banbasi, Homosha, Kurmuk, Mengie, Oda-Godere and Sherkole Woreda. These Woreda vary in their infrastructure, weather conditions and socio economical status. Total number of primary and secondary schools in a Zone are 136 and

16 respectively. The numbers of teachers are also 1412 in primary and 259 in secondary including preparatory schools.

3.5 Population

“Population is the entire group of people to which a researcher intends the results of a study to apply (Aron, A., Aron, E. & Coups, 2008, p.130).” Therefore, the population that were included in this research are all concerned academic staffs in 16 secondary schools of Assosa Zone; specifically, secondary school teachers (237), principals (16), secondary school cluster supervisors (8) and Woreda education office teachers, principals and supervisors development coordinator (7), a total of 268.

3.6 Sample size and sampling technique

The ever increasing demand for research has created a need for an efficient method of determining the sample size needed to be representative of a given population. Hence, both probability and non probability sampling technique were used to obtain the representative sample units for this research. First, to determine the sample size of teachers, in probability sampling technique, the formula of Paler-Calmorin and Calmorin (as cited in Workineh and Shimels, 2010) was employed. This formula is used because it is one that determines the sample size in probability sampling technique. Therefore, the total number of teachers who were included in the study was 139 (58.6%). The formula is attached at the end of the report.

To select these teachers, first from the total of 16 secondary schools 8(50%) were taken as a sample by the researcher personal judgment. The researcher decides to use these schools as a sample is due to the available financial and material resources to conduct the study effectively. The eight secondary schools were selected by using simple random sampling technique (lottery method). Because, most secondary schools in Assosa Zone have relatively similar standards like in infrastructure, facility, availability of necessary human resources (both administrative and academic) and other, thus selecting them randomly prompted their representativeness for the whole secondary school teachers of the Zone.

The total numbers of teachers in the eight selected secondary schools are 160. Hence, to select 139 teachers through simple random sampling technique, proportional allocation to the size of teachers in each school were done. Selecting teachers through random sampling technique help the researcher to keep representativeness of the research work through giving equal chance for each teacher to be a sample unit. Making proportional allocation to teachers in each school, equalize the representativeness of the larger as well as the small secondary schools for the study. It was done by dividing the targeted sample teachers (139) with the total number of teacher in the eight secondary schools (160) and multiplied with total number of teachers' in each school. Mathematically;

$$Ps = \frac{n}{N} \times N_{\underline{O}} \text{ of teacher in each school}$$

Where, $Ps = \text{Proportional allocation to size}$

$n = \text{Total teachers' sample size (139)}$

$N = \text{Total number of teacher in the eight selected sample school (160)}$

After determining proportional allocation to size of teachers to each school, the researcher employed lottery method.

Secondary school cluster supervisors (4), school principals (8) and woreda education office teachers, principals and supervisors development coordinator (4), a total of 16 respondents, were selected through purposive sampling technique. Secondary school cluster supervisors and Woreda education office teachers, principals and supervisors development coordinator were taken from the Woreda in which the sample secondary schools were selected (Assosa Woreda, Banbasi Woreda, Mengie Woreda and Kurmuk Woreda). Selecting them purposively has great benefit for the research findings. Because, these respondents are the core to motivate teachers, to follow up the teachers current behavior and their work effectiveness, and also have deep information regarding to some factors that hinder the teachers work motivation. By supporting this Ball (as cited in Cohen, Manion, and Morrison, 2007, p.115) states that "purposive sampling is used in order to access 'knowledgeable people', that is those who have in-depth knowledge about particular issues, may be by virtue of their professional role, power, access to networks, expertise or

experience.” Purposively selected samples were used to get in-depth information through semi structured interview.

In general 155 individuals were included as the sample to extract sufficient evidence on teachers work motivation practices in secondary schools of Assosa Zone. The next table indicates the total study population in the study area.

Table I- The summary of the population, study subjects and sampling technique

<i>No</i>	<i>Participants</i>	<i>Total No</i>	<i>Sample Size</i>	<i>Sampling Technique</i>
1	Secondary Schools	16	8	Simple Random Sampling
2	Teachers	160	139	Simple Random Sampling
	Assosa SS	65	56	
	Goh SS	19	17	
	Komeshiga SS	14	12	
	Megele No.2 SS	13	11	
	Banbasi SS	23	20	
	Mengie SS	11	10	
	Horahzab SS	9	8	
	Dul-Shetalo SS	6	5	
	Total	160	139	
3	School Principal		8	Purposive Sampling
4	Secondary School Cluster Supervisor		4	Purposive Sampling
5	Woreda education office teachers, principals and supervisors development coordinator		4	Purposive Sampling

3.7 Instruments for data collection

In order to acquire the necessary information from participants, three types of data collecting instruments were used. These are:

3.7.1 Questionnaire

Both closed and open ended questionnaire was employed to collect quantitative and qualitative data from selected teachers. This is because questionnaire is convenient to conduct survey and to acquire necessary information from large number of study subject with short period of time. Furthermore, it makes possible an economy of time and expense and also provides a high proportion of usable response (Best & Kahn, 2003). The questionnaire was prepared in English language, because all of the sample teachers can have the necessary skills to read and understand the concepts that were incorporated.

The questionnaire were dispatched and collected through the assigned data collectors. To make the data collection procedure smart and cleared from confusions, the data collectors were properly oriented about the data collection procedures by principal investigator. In addition to this, nearby follow up was kept by the principal investigator.

The questionnaire has two parts. The first part of the questionnaire describes the respondents' background information, categories include: gender, age, marital status, area of specialization and length of service. The second and the largest part incorporate the whole possible work motivation variables of both closed and open-ended question items. The closed ended items were prepared by using likert scales. The value of the scale was in between one and five. But the type of likert varied according to the type of questions.

3.7.2 Interview

Semi-structured interview was used to gather in-depth qualitative data from Woreda education office teachers, principals and supervisors development coordinator (4), secondary school cluster supervisors (4) and school principals (8) on the current practices of work motivation in secondary school teachers. Employing semi-structured interview for the whole 16 academic staff has an immense importance. Because interview has greatest potential to release more in-depth information, provide opportunity to observe non-verbal behavior of respondents, gives opportunities for clearing up misunderstandings, as well as it can be adjusted to meet many diverse situations (MoE, 1999). The data through interview was collected through the principal investigator.

3.7.3 Document analysis

Documents like school rewarding strategies, in-school teachers professional growth and development strategies and school reports on teachers evaluation results were consulted to supplement the data obtained through questionnaire and semi-structured interview.

3.8 Dependent and independent variables

3.8.1 Dependent variables

According to McQueen and Knussen (2002, p.46) dependent variable represent “the outcome of the study and they provide the quantitative material that allows us to answer the research questions”. As scholars describe dependent variable is the core research questions or hypothesis to be answered at the end of the research. Therefore, teachers’ level of motivation is the dependent variable for this study.

3.8.2 Independent variables

Independent variables are the causes supposed to be responsible for bringing about change(s) in a phenomenon or dependent variables (Kumar, 2005). Therefore, the independent variables that could be incorporated to see the changes in teachers’ level of work motivation are achievement, responsibility, professional growth and development, recognition, school policy and administration, advancement, supervision, challenging work, work relationship, status, working condition, job security, and incentives and benefit. All these variables are identified based on Herzberg two factor theory of motivation.

3.9 Procedures of data collection

To answer the research questions raised, the researcher goes through a series of data gathering procedures. These procedures help the researcher to get authentic and relevant data from the sample units. Thus, after having letters of authorization from Jimma University and Zone Education office (for additional letters towards Woreda and schools) for ethical clearance, the researcher directly went to Hoha and Homosha secondary schools

to pre-test the data gathering instruments. At the end of all aspects related to pilot test, the researcher has been contact to Woreda education offices and the principals of respective schools for consent. After making agreement with the concerned participants, the researcher was introduced his objectives and purposes. Then, the final questionnaires were administered to sample teachers in the selected schools. The participants were allowed to give their own answers to each item independently and the data collectors was closely assist and supervise them to solve any confusion regarding to the instrument. Finally, the questionnaires were collected and make it ready for data analysis.

The interview has conducted after the participants' individual consent was obtained. During the process of interview the researcher was attempt to select free and clam environment to lessen communication barriers that disturb the interviewing process.

3.10 Method of data analysis and interpretation

Both descriptive and inferential statistics were used to analyze the data collected through questionnaire. The data collected from teachers through closed ended questionnaire (the quantitative one) were processed and analyzed using several sets of statistical tools. Independent sample t-test and one-way ANOVA was used to analyze the respondents' background information. Especially, independent sample t-test is used to see teachers' motivation regarding to their sex, while one-way ANOVA is used to examine the teachers' level of motivation with their age and experience. Likewise, mean and standard deviation were used to summarize the collected data, on independent variables, in simple and understandable way and to make it easy for further interpretation (Aron et al., 2008). It also used to roughly judge which motivation factors (independent variables) practiced more in secondary schools of Assosa Zone.

To test the relationship between independent factors and work motivation of teachers in Assosa zone a correlation analysis was performed by using Pearson correlation coefficient. Furthermore, a multiple regression was used to re-examine the effects of intrinsic and extrinsic motivation factors on work motivation of teachers and to examine the predictive power of each independent variable on the teachers' work motivation. To assess whether

the regression analysis suffers from multicollinearity, the variance inflation factor (VIF) was also calculated.

The qualitative data was organized according to concepts identified from research questions, transcribed and then analyzed according to their major concepts. The results of the qualitative data are then presented using narration.

3.11 Validity and Reliability checks

Checking the validity and reliability of data collecting instruments before providing to the actual study subject is the core to assure the quality of the data (Yalew, 1998). To ensure validity of instruments, the instruments were developed under close guidance of the advisors and also a pilot study was carried out on 25 teachers of Hoha and Homosha secondary schools to pre-test the instrument. The pre-test was providing an advance opportunity for the investigator to check the questionnaires and to minimize errors due to improper design elements, such as question, wording or sequence (Adams et al., 2007).

After the dispatched questionnaires' were returned, necessary modification on 9 items and complete removal and replacement of 4 unclear questions were done. Additionally the reliability of the instrument was measured by using Cronbach alpha test. A reliability test is performed to check the consistency and accuracy of the measurement scales. As Table III shows the results of Cronbach's coefficient alpha is satisfactory (between 0.71 and 0.93), indicating questions in each construct are measuring a similar concept. As suggested by Cronbach (as cited by Tech-Hong & Waheed, 2011), the reliability coefficients between 0.70–0.90 are generally found to be internally consistent.

Table II- Reliability test results with Cronbach's alpha

<i>The job motivation variables</i>	<i>Number of items</i>	<i>Cronbach's alpha</i>
Achievement	6	0.85
Responsibility	7	0.75
Growth and development	6	0.85
Recognition	7	0.81
Work design	6	0.79
Advancement	4	0.73
School policy and administration	9	0.88
Supervision	7	0.93
Work relationship	8	0.88
Status	5	0.81
School working condition	7	0.82
Job security	5	0.83
Incentives and benefit	4	0.71
<i>Average reliability result</i>		0.82

3.12 Ethical consideration

Research ethics refers to the type of agreement that the researcher enters into with his or her research participants. Ethical considerations play a role in all research studies, and all researchers must be aware of and attend to the ethical considerations related to their studies. Therefore, there are a number of ethical considerations made during the study. Voluntary participation of respondents is encouraged. Responding to interviews and filling of questionnaires required significant time and energy and its participation could disrupt the respondents' regular activity. For this reason, the researchers explained the objectives and significance of the study to the respondents and allowed them to exercise their right to voluntary participation. To avoid any psychological harm, questions were framed in a manner that is not offensive and disturb their personality. They are assured that the information they provided would be kept confidential. To ensure this, the researchers removed information that required identification of names of respondents. Furthermore, the first page of the questionnaire displays an opening introductory letter that requesting the respondents' cooperation to provide the required information for the study.

UNIT FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This chapter presents the analysis and interpretation of the data gathered by different instruments, mainly questionnaire and semi-structured interview. The summary of the quantitative data has been presented by the use of Tables and graphs that incorporates various statistical tools. Similarly, the qualitative data was organized according to the themes, analyzed and used to strengthen or to elaborate more that of the quantitative one. Because the research design is concurrent nested mixed research design, thus the qualitative data is used to support the result obtained from the interpretation of the quantitative data.

As mentioned earlier, among various data collecting instruments, questionnaire and semi-structured interview are used to collect necessary or relevant information for this study. Thus a total of 139 questionnaires were distributed to secondary school teachers. But properly filled and returned questionnaires were 128 (92.1%). The other 11 questionnaires were lost or not included in the analysis, due to the problems to be returned from respondents and some contained incomplete information. Among 16 interview respondents 15 (93.8%) are properly participated and gave necessary information on the issue under investigation. But one cluster supervisor is not participated since he was absent during the time of data collection. In general 93% of respondents are participated and gave necessary information on the issue raised through questionnaire and semi-structured interview. Therefore, the total response rate is sufficient and safe to analyze and interpret the data.

The overall results of the issue investigated as well as respondent's personal background or profiles are presented vividly hereunder.

4.1 Teachers motivation and their personal background

Various scholars provide some insight into work motivation and how it may be affected by personal characteristics such as sex, age and service year (experience). Towards this, the study conducted by Simons and Enz (as cited in Petcharak, 2002) indicates that there is no difference in the motivation level of employees by gender. Male and female may require

similar treatment for optimal workplace motivation. In addition the study conducted by Reiger and Rees (as cited in Petcharak, 2002) reflects that years of experience significantly affect the motivation levels of teachers. However, no significant differences were found in relation to gender and age. Thus, analyzing the effect of these factors on teachers' level of motivation in Assosa Zone is necessary. Therefore, the relation among teachers' level of work motivation and personal backgrounds are analyzed and presented hereunder.

4.1.1 Teachers motivation and sex

As Table-1 below indicates, out of 128 teachers 109 (85.2%) are male and 19 (14.8%) are female (see appendix E). It shows that majority of teachers in secondary schools of Assosa Zone are male. To examine the presence or absence of motivation difference among male and female teachers further statistical investigation is conducted. To this end, an independent samples t-test is used. As the test result, $t(126) = -0.273$, $p > 0.05$, indicates there is no statistically significant difference between male and female teachers mean on the level of their work motivation. But the mean score of female teachers on their motivation ($m = 2.42$, $SD = 0.69$) is slightly greater than male teachers ($m = 2.37$, $SD = 0.81$). Table-1 below shows the overall results of the analysis.

Table 1- Comparisons of work motivation between male and female teachers

Sex	N	Mean	SD	t-value	p-value
Male	109	2.37	0.81	-0.273	$p > 0.05$
Female	19	2.42	0.69		

Overall Table-1 above indicates male and female teachers in Assosa Zone have similar level of work motivation. Thus, sex might not influence the teachers' level of work motivation in the study area.

4.1.2 Teachers motivation and Age

In terms of age the compiled data indicates, 71.1%, 24.2% and 4.7% of teachers are in the age 20 – 30, 31 – 40 and above 41 respectively (see appendix E). This confirms that

majority of teachers in Assosa Zone are under the age 30 years old. As various scholars pinpoint age has its own influence on the employees' level of motivation. To check the presence of such differences among teachers of secondary schools in Assosa Zone a one-way analysis of variance is conducted. The result of the analysis, $F(2,125) = 3.14$, $p = 0.047$, indicates that there was a statistically significant difference between teachers of various age groups at 0.05. The graph below indicates the relationship between teachers' motivation and their age.

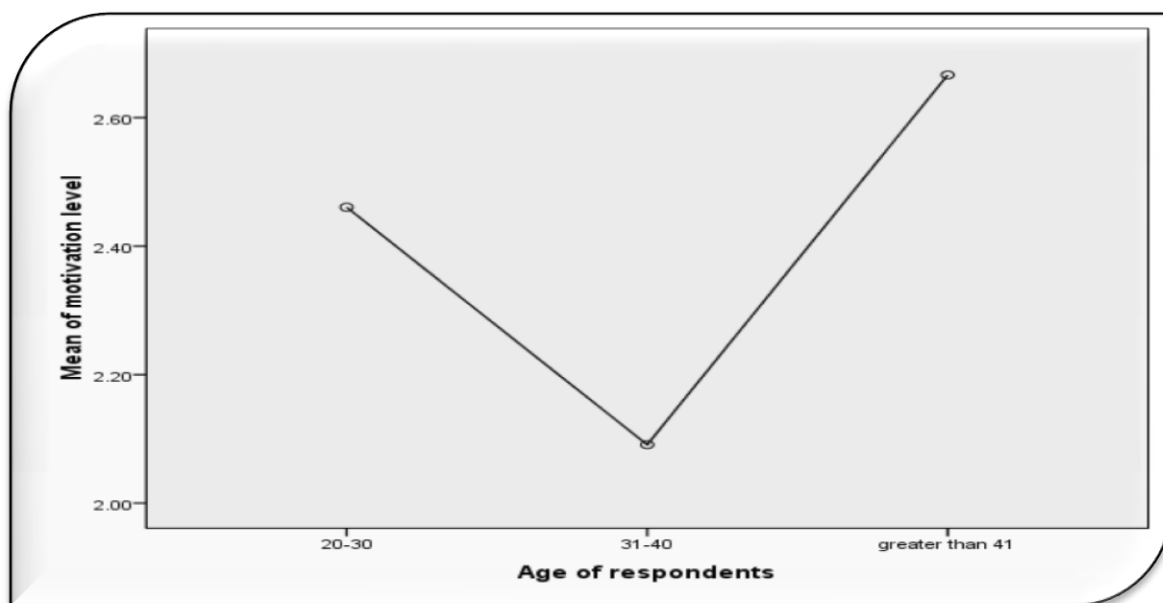


Fig. 6- Relationship between teachers age and motivation level

To determine which age group plays role for the incidence of significance difference, Tamhane's analysis is conducted. Thus, statistically significant difference is existed between teachers in the age 20 – 30 and 31 – 40, as the value of $p = 0.042$ at significant level of 0.05 indicates. The graph above indicates the motivation level of teachers in the age 31- 40 years old is lower than the other two groups. Therefore, age differences of teachers have its own influence on the level of work motivation in the study area. To this end the teachers in the age of 31 – 40 years old have relatively low motivation level than the other two age groups. Towards this Schulze and Steyn (2007) pinpoints motivation levels of younger employees fresh out of training faculties, as well as employees nearing retirement are significantly higher than those who are in-between.

4.1.3 Teachers motivation and service year

As the data indicates 60.94% of teachers have the service of 8 years and below. But the rest 30.47% and 8.59% have 9 -16 and more than 17 year of service respectively (see appendix E). As the result reveals, more teachers are in the service year of eight and less, thus a critical support should be available for them, because they may faced by various methodological problems which lead to reducing their level of work motivation.

To examine is there a significant difference between service year and teachers' level of motivation one-way analysis of variance is conducted. The result of the ANOVA analysis, $F(2.125) = 0.519$, $p = 0.597$ which indicates that no statistically significant difference is found between varying group of teachers in their work experience at 0.05.

4.2 Practices on teachers motivation

Motivating teachers towards their profession is one of the reform ideas inherent in the current Ethiopian Education and Training Policy. Although motivation as a construct is largely subjective and difficult to fully measure, this research assumes about thirteen possible factors that could harm, if not attended, teachers motivation at school. To this end, secondary school teachers are asked to rate the extents of the practices that their schools undergo on those motivation variables, which answer the first basic research questions. The compiled results on the practices of schools in each motivation factor and the teachers' level of motivation are presented below. But it is difficult to predict the strong motivation factors of teachers by observing the mean and standard deviation.

4.2.1 Teachers work achievement

To obtain the teachers motivation and satisfaction on their work achievement in the school, a list of questions are administered. Table-2 below presents the overall mean and standard deviation of the teachers' response.

Table 2- Teachers' work achievement

<i>No</i>	<i>Items</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>
1	Teachers feeling in observing their work result	128	2.93	1.16
2	The pride teachers take in a job		2.97	1.09
3	Teachers feeling in doing things worthwhile		2.95	1.16
4	Teachers feeling from the accomplishment of their job		2.91	1.15
5	Teachers chance to do the work that they do best		2.91	1.14
6	Teachers chance to do works that suited to their ability		3.14	1.19
<i>Overall score</i>			2.96	0.77

Scales; $\leq 1.49 = \text{Not satisfied}$, $1.5 - 2.49 = \text{Slightly satisfied}$, $2.5 - 3.49 = \text{Satisfied}$,
 $3.5 - 4.49 = \text{Very satisfied}$, $\geq 4.5 = \text{Extremely satisfied}$

As the overall mean score 2.96 with a standard deviation of 0.77 indicates, the teachers' motivation towards their achievement is in the level satisfied. As the value of standard deviation shows, the variation of teachers' response from the mean score is small. The interview result also indicates, sometimes teachers are angered due to the low achievement of students' in their respective subject and when they lack access to use their skill and knowledge in practice. These might reduce their level of motivation; because to be initiated and motivated, teachers should see students' good achievement. Therefore, even if poor achievements of students and low school facility block them from doing more, secondary school teachers respond to satisfied to their work achievement. Towards this Smith (n.d) pinpoints a work force that is poorly motivated may exhibit lower productivity, poorer quality, more numerous grievances, and increased turnover when compared with a highly motivated work force.

4.2.2 Teachers work responsibility

To measure the teachers feeling on having responsibility to their work in the school, five likert scale ($1 = \text{strongly Disagree}$, $2 = \text{Disagree}$, $3 = \text{Not Decide}$, $4 = \text{Agree}$, and $5 = \text{strongly Agree}$) questions are distributed. The result presents hereunder in Table 3.

Table 3- Teachers' responsibility to their work

<i>No</i>	<i>Items</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>
1	Teachers prepare plan for their work	128	3.73	0.92
2	Teachers make decisions on their work		3.39	1.17
3	Teachers are responsible for the work of students		3.88	0.80
4	Teachers use their own judgment to make teaching effective		3.48	1.17
5	Teachers receive responsibility in relation to their job		3.98	0.92
6	Teachers support the work of others (mentee)		3.69	1.06
7	Teachers raise the awareness of the community		3.60	0.96
<i>Overall score</i>			3.68	0.63

Teachers, as professionals need to have responsibility to their own works to be effective and good performer. As Table above reveals, majority of the respondents had positive feeling on the schools practice in giving responsibility for the teachers work. The overall mean score 3.68 with a standard deviation of 0.63 indicates the teachers agreement on the issue raised. Therefore, teachers are responsible for their work with small variation among their response from the average mean. But the interview result indicates that, majority of teachers expect command from the school principal, department heads or other concerned staff members to do their work. It indicates the low initiation of teachers in performing their task without external pressure. Therefore, it is safe to conclude that although teachers indicate their agreement regarding to their responsibility, they did not implement it effectively due to expecting injections from others. This confirms the presence of low work motivation among secondary school teachers of the study area; which reduces their involvement in various school issues as well as their efforts in improving the students' academic achievement.

4.2.3 Teachers professional growth and development

Training and development constitute an ongoing process in any organization. The focus of training and development is to enable employees to perform their current and future role effectively (Collin, 2001). Scholars believe that the staff development activities help a person to make positive contributions to the organizations. Therefore to assess the

practice of growth and development in secondary schools, the following questions are dispatched to teachers. The Table below presents the overall mean and standard deviation of the questions.

Table 4- Teachers professional growth and development practices

<i>No</i>	<i>Items</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>
1	Trainings opportunities based on teachers need assessment	128	2.56	1.23
2	Teachers opportunity to do different things on their job		2.98	1.18
3	Teachers opportunity for experience sharing with nearby schools		2.58	1.28
4	Teachers chance to improve their leadership skill		3.17	1.18
5	Teachers chance to participate in various on-job trainings		2.60	1.13
6	Teachers opportunity to get proper feedback on their work		2.67	1.10
Overall score			2.76	0.89

Scales- $\leq 1.49 = \text{Very low}$, $1.5 - 2.49 = \text{Low}$, $2.5 - 3.49 = \text{Satisfactory}$,
 $3.5 - 4.49 = \text{High}$, $\geq 4.5 = \text{Very high}$

As Table 4 above indicates, the teachers' response on the schools professional growth and development activities is satisfactory with a mean value 2.76 and a standard deviation of 0.89. The mean value of item 1, 3, 5 and 6 of Table 4 are below the overall mean score. Thus, the training and development activities implemented in secondary schools are not need focused (based on need assessment) and designed to fill the gaps identified from supervision feedbacks. The interview with cluster supervisor and Woreda education office experts indicates that, trainings on various issues are given rarely due to a number of limitations (budget and necessary personnel) in both Woreda and secondary school level. According to their response, principals, cluster supervisors and Woreda education office experts are also in similar or below secondary school teachers in their qualification. Thus teachers are not interested to be free to participate with issues organized by Woreda experts. By supporting this one school principal informed that:

The availability of necessary human resources in Woreda education office is not sufficient. It forced the office to assign one individual in two or more responsibilities. Thus, the experts have burden of office works and flight to different areas to participate in various trainings given by REB or other organization. These workload impedes the expert from disseminating of new skills or concepts gained from the training as well as the delivery of continual support to school level personnel.

In addition data from document consultation shows, even if most of teachers as well as schools have training and development plan in the form of CPD, its schedulable implementation is not effective. Simply teachers and schools prepared their plan for the matter of planning, but not facilitate and monitor its implementation.

Generally the compiled result indicates, teachers get little opportunities of training from regional education bureau, but the involvement of Woreda education office and schools in delivering training on various issues is low. Thus, it can be argued that this plays pivotal role in reducing the motivation level of teachers to their work as well as the academic benefit of students. Towards this Saeed & Asghar (2012) pinpoints training and development improves the motivation and satisfaction level of employees, increase their skill and knowledge, and also expands the intellect on overall personality of the employee. Therefore, training is a motivational factor which enhances the knowledge of the employee towards the job. By the help of training employees become proficient in their jobs and they become able to give better results.

4.2.4 Recognition of teacher

Recognizing the good performance of individuals has strong effect on their future productivity as well as organizations effectiveness. The way recognition is given and its type promote the workers internal (intrinsic) satisfaction. Therefore to examine the recognition activities in secondary schools, items which have five likert scales are distributed to teachers. The result presents in the Table below.

Table 5- Recognition of teachers on their job

<i>No</i>	<i>Items</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>
1	The way teachers are noticed for their good work	127	2.52	1.02
2	The way teachers get full credit for the work they do		2.66	1.10
3	Teachers prestige for the work they do		2.59	1.14
4	The way the school management tell teachers when they do well		2.60	1.05
5	The teachers praise for their good job		2.20	1.06
6	School strategy to reward best activities of teachers		2.14	1.09
7	The way "Teacher of the Semester/Year" are selected		2.17	1.20
Overall score			2.41	0.75

Scales- $\leq 1.49 = \text{Not satisfied}$, $1.5 - 2.49 = \text{Slightly satisfied}$, $2.5 - 3.49 = \text{Satisfied}$,
 $3.5 - 4.49 = \text{Very satisfied}$, $\geq 4.5 = \text{Extremely satisfied}$

Table-5 above indicates that, teachers are slightly satisfied with the activities which are undergoing to recognize their achievement in the school. The mean value 2.41 with a standard deviation of 0.75 shows the insignificant efforts of the school to recognize the better achievement of teachers. The number one problems in rewarding teachers is the absence or poorness of school rewarding strategies (mean value = 2.14). The way being selected as "teacher of the month/semester/year" in the school is also the second low score among teachers response (mean value = 2.17). Furthermore, the teachers response for an open ended item indicates that the rewarding activities in the school is not focused on the actual achievement of teachers, instead they simply delivering it through relationships and minor issues that far from their work achievement. This confirms that the rewarding system in secondary schools and Woreda education office is not in a good position. In addition majority of schools had not documented activities regarding the practice of recognition. By supporting this one Woreda teacher, principal and supervisor coordinator said:

The practices in recognizing the good performance of teachers, principals and also cluster supervisors in each levels (school and Woreda education office) is poor due to various obstacles (like budget, awareness and skill problems among principals and supervisors). But here after we already incorporated it in our plan and tried to make formal as well as the habit of the schools and Woreda education office.

teacher responses to the school policy and its administration is 3.33 with a standard deviation of 0.77. This shows that the teachers' response on the school policy and its administration is satisfactory. But relatively low practices is observed on the participation of teachers on various issues that concerned them (mean value = 2.52) and the way the school put policies in practice (mean score = 2.83). These two concepts might strongly influence the motivation level of teachers. Because, the general guiding rules in all secondary school comes from Ministry of Education. But making it situational in the process of implementation, to make it effective, is one that expected from schools.

Regarding to the issue, one Woreda education office teachers, principals and supervisors coordinator informed that:

Majority of secondary schools have no modified or situational rule and regulation to lead the school activities effectively. They simply used the guideline comes from Ministry of Education in 1994. In addition, even if most of secondary school teachers are beginner in their carrier structure, they did not properly informed about the school governing guideline. This creates a gap in the participation of teachers in various issues of the school.

Generally, even if teachers' response on their school policy and the way it is administered rated satisfactory, its weakness in participating teachers in various issues and the attractiveness of the policy on its practice has an ignorable impact on the motivation level of teachers. But the current education and training policy of Ethiopia (MoE, 1994) announced that educational management will be democratic, professional, coordinated, efficient and effective and will encourage the participation of stakeholders. Thus the limitations on these aspects affect the effective and efficient teaching-learning activities in the school; which affect the students' academic achievement as well as it facilitate the teachers' turnover.

4.2.6 Teachers advancement program

The Teacher Advancement Program (TAP) counters many of the traditional drawbacks that plague the teaching profession: ineffective professional development, lack of career advancement, unsupported accountability demands and low undifferentiated compensation. Teacher Advancement Program provides an integrated and comprehensive solution to

these challenges through changing the structure of the teaching profession within schools while maintaining the essence of the profession (TAPF, n.d). Therefore, to assess the practices accomplished in secondary schools of Assosa zone questionnaire which focused on teachers' advancement programs are distributed. The result presents in the Table below.

Table 7- Teachers' advancement program in the school

<i>No</i>	<i>Items</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>
1	School strategies to improve teachers classroom instruction	128	2.88	1.08
2	The way teachers are promoted to their good achievement		2.95	1.11
3	Teachers career promotions in the school		3.04	1.05
4	Teachers opportunity to become mentors		3.02	1.10
Overall mean			2.97	0.81

Scales- $\leq 1.49 = \text{Not satisfied}$, $1.5 - 2.49 = \text{Slightly satisfied}$ $2.5 - 3.49 = \text{Satisfied}$,
 $3.5 - 4.49 = \text{Very satisfied}$, $\geq 4.5 = \text{Extremely satisfied}$

As can be observed from Table-7, the overall mean response toward teachers' advancement program in secondary schools is 2.97 with a standard deviation of 0.81. This shows that teachers are satisfied with the advancement opportunities obtained under their schools. But the least mean score is given to strategies that the school used to improve teachers in classroom instructional process (2.88). Overall, the teachers' advancement practices in secondary school need additional effort to make teachers more motivated and effective to their work. By supporting this TAPF pinpoints teachers advancement focuses on a whole school reform intended to motivate, develop and retain high quality teachers in order to increase student achievement (TAPF, n.d).

4.2.7 Supervision

Successful supervision for teachers will lead to a greater sense of self-confidence in their ability to both understand and complete the responsibilities of their job; and it help the teachers to gain the necessary motivation, autonomy and self-awareness to successfully move to achieve the expected goal of the school. Thus, supervision requires a greater level of skill and flexibility to help teachers negotiate the difficult challenges of their work. To

examine the teachers' feeling on the practices of supervision in improving their work motivation the following questions are distributed to them. The compiled result is put in the Table below.

Table 8- Supervision practices in the school

<i>No</i>	<i>Items</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>
1	Supervisors know how to support teachers	128	2.47	1.27
2	Supervisors are interested to help teachers		2.52	1.29
3	Teachers get continuous support from supervisors		2.26	1.19
4	School supervisors provide training on various issues		2.38	1.23
5	School supervisors observe classroom instructions regularly		2.61	1.21
6	Teachers are supervised in a supportive and democratic manner		2.63	1.27
7	Supervisors initiate the teacher to discuss on various academic issues		2.54	1.23
<i>Overall score</i>			2.48	1.04

Scales- $\leq 1.49 = \text{Strongly disagree}$, $1.5 - 2.49 = \text{Disagree}$, $2.5 - 3.49 = \text{Undecided}$,
 $3.5 - 4.49 = \text{Agree}$, $\geq 4.5 = \text{Strongly agree}$

The overall mean value 2.48 with a standard deviation of 1.04 shows the teachers disagreement to the practice of supervision in their school. The response in Table-8 above vividly indicates the presence of insignificant or low supervisory support to teachers in both internal and external supervisors. Specifically, the mean value 2.47, 2.26 and 2.38 for item 1, 3 and 4 respectively, indicates the incidence of insufficient practices in those issues. This impedes them from doing more tasks as well as reduces their level of work motivation. Furthermore, 52.3% of teachers agreed that the type of supervision in the school is focused on inspection, while 34.4% of them said it is the mix of inspection and support. This indicates that the activities of supervisors are more focused on inspection rather than supporting teachers to be effective in the teaching learning activities.

The interview conducted with one Woreda teachers, principals and supervisors development coordinator also support the above finding through:

Due to burden of work in Woreda education office, supervisors go to school by having checklist once a semester. The observation is also focused on inspection rather than support, because there is a lack of time to discuss freely on various issues which are observed in each school. He also said, even if internal supervisors have a schedule to observe classroom instruction once per month, the actual practice is once a semester to fill the efficiency of teachers.

Similarly one school principal adds the following point regarding to school internal supervisors:

Internal supervisors are selected in the school based on the experience of teachers and they are not free from classroom instruction. In addition they did not get sufficient support from Woreda, Zone and REB. As a result they give low attention to their supervisory responsibility. They only see classroom instruction to fill teachers' efficiency at the end of the semester but not actively engaged in supporting teachers on their ongoing process.

As scholars describe inspection is more focused on control and evaluating employees performance, but to make teachers effective more support are necessary. As Ogunsanya in National Open University of Nigeria describes inspection activities focused on school administration and finding out what was not done right by teachers. On the other hand, supervision is land of or assistance to a profession colleague, the teacher in the process of teaching. Thus, teachers need to get support rather than evaluating their performance. Therefore, the above limitations among supervisors may contribute to decrease the teachers' level of work motivation as well as the effectiveness of the teaching-learning process in secondary schools of Assosa Zone.

4.2.8 Work design of teaching

Teaching profession has always been a noble profession as it is responsible for creating and nurturing brilliant and intelligent minds by imparting knowledge. But due to various reasons most people give poor attention to the profession. It might affect the work motivation of teachers. Thus, to assess teachers' attitude towards the work design of teaching, the following questions are dispatched to them. Table-9 below presents the overall mean and standard deviation of the questions.

Table 9- Work design of teaching

<i>No</i>	<i>Items</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>
1	Teachers opportunity to use their various talent and skill	128	3.53	1.15
2	Opportunity of freedom and independence to individual teachers		3.81	0.89
3	The significant impact of teachers work on the work of other people		3.62	1.09
4	Teachers chance to get clear feedback on their performance		3.54	1.08
5	Teachers chance to engage in clear and identifiable task		3.52	1.21
6	The teachers chance to shape the mind of students		2.87	1.02
Overall score			3.65	0.76

Scales- $\leq 1.49 = \text{Very low}$, $1.5 - 2.49 = \text{Low}$, $2.5 - 3.49 = \text{Satisfactory}$,
 $3.5 - 4.49 = \text{High}$, $\geq 4.5 = \text{Very high}$

The overall mean score value 3.65 with a standard deviation of 0.76 reveals that, teachers' response to the design of their work is high. But, the interview result indicates that, due to a number of factors, like social, institutional, personal and financial, teachers need to leave the profession, even they did not perform their duties properly. This influences the students' academic achievement and school goal in general. The research conducted by VSO also reports, although teachers like their profession and work design, various factors (like low respect for and low status, poor management and leadership and low incentive) reduce their level of motivation. Therefore, even the design of the work is highly rated by teachers; their motivation to stay in the profession is low. As a result teachers are not fully involved in improving students' academic achievement as well as the schools goal.

4.2.9 Work relationship

Relationship in school incorporates the formal or informal interactions between an educational institution, experts and the surrounding community. Through collaborative peer relationships, teachers learn new strategies for teaching mixed-ability students, receive emotional support and reduce their workload by not having to reinvent solutions already developed by their colleagues (Leithwood, 2006). Therefore, to assess the teachers'

work relationship and their level of motivation the following questions are distributed to them. The result presents in the Table below.

Table 10- Teachers work relationship in the school

<i>No</i>	<i>Items</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>
1	Staff members cooperation to work		3.76	1.01
2	Teachers relationship with other teachers in the school		3.87	1.00
3	Teachers relationship with the school students		3.52	1.01
4	Principals interest to talk with teachers on various academic issues		3.43	1.11
5	Teachers relationship with school management group (e.g PTA)	128	3.62	0.98
6	Teachers opportunity to know each other well		3.37	1.08
7	Teachers work relationship with supervisors		2.84	1.24
8	Teachers chance to work with a wide range of peoples		3.04	1.11
<i>Overall score</i>			3.43	0.80

Scales- $\leq 1.49 = \text{Very low}$, $1.5 - 2.49 = \text{Low}$, $2.5 - 3.49 = \text{Satisfactory}$,
 $3.5 - 4.49 = \text{High}$, $\geq 4.5 = \text{Very high}$

As can be witnessed from Table-10, the overall mean score of teacher responses regarding to their work relationship with other teachers, school management and the school communities is 3.43 with a standard deviation of 0.80. This implies that, teachers have satisfactory work relationship with the school community. Relatively teachers have low work relationship with supervisors as a mean value 2.84 indicates. The interview conducted with one Woreda teachers, principals and supervisors development coordinator also support the above finding:

Teachers' work relationship with supervisors is reduced due to insufficient technical support of supervisors, the way supervisors contact with teachers and constraint to discuss on various academic issues with teachers. In the view of teachers, supervisors went to school only to see the teachers' classroom instruction and to evaluate their work performance instead of giving instructional support. He also said supervisors are not actively involved to solve this contradicting idea among teachers.

Therefore, the overall data indicates that the teachers work relationship in the school is satisfactory. Thus, the teachers work relationship might not influence their level of motivation in their respective schools. But teachers work relationship with supervisors need to be improved for the effectiveness of teaching learning process in secondary schools of Assosa Zone. Towards this Barnes & Conti Associates (2009) pinpoints building working relationships offer individuals a rich variety of tools and processes to prevent, manage and resolve work conflict and to build strong and lasting agreement.

4.2.10 Teachers professional status

The status of teachers and teaching requires attention; at least, to the social standing and relative importance of people who are teachers. To examine the teachers' social status and their level of motivation in Assosa Zone the following items are dispatched. The compiled result of the teachers' response presents hereunder.

Table 11- Teachers' status in the school community

<i>No</i>	<i>Items</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>
1	The social position in the community that goes with the job		2.98	1.23
2	The teachers chance to be "somebody" in the community		3.19	1.02
3	The teachers chance to participate in various social issues	128	3.21	1.01
4	The teachers chance to be important in the eye of others		2.87	1.15
5	The teachers chance to have a definite place in the community		2.95	1.19
Overall mean			3.04	0.86

Scales- $\leq 1.49 = \text{Very low}$, $1.5 - 2.49 = \text{Low}$, $2.5 - 3.49 = \text{Satisfactory}$,
 $3.5 - 4.49 = \text{High}$, $\geq 4.5 = \text{Very high}$

Table-11 above indicates that the overall mean score of teacher responses about their status is 3.04 with a standard deviation of 0.86. The result shows that teachers have satisfactory professional status in their school community. But from interview results, teachers have low professional status in the view of the community than the status of other sector workers. This hinders the teachers from using their full effort to improve the students' academic achievement as well as the communities. By supporting this one secondary school cluster supervisor informs:

Before some years ago the communities give great attention for teachers' welfare and status in working areas. But currently the status of teachers and their works is lowered in the view of the school community. As the result the school communities are not charitable to participate in the issues of teaching and teachers as well. Thus, it makes the teacher de-motivated in performing their responsibility effectively.

Though teachers' responded to satisfactory for their status, the compiled result indicates their low status in the school community. This impedes them from disseminating effective teaching learning process. Furthermore, it might lower their level of motivation. Therefore, collaboration effort should be added to improve the teachers' status among the community they served.

4.2.11 School working condition

Conditions in the school, such as leadership, decision making, school climate, communication, resources and local reputation of the school have potential either to enhance or diminish teachers' job motivation depending on their nature (Leithwood, 2006). If the working conditions of an institution/organization are conducive, its performance will improve dramatically. Thus to assess the teachers motivation on their school working conditions, the following questions are administered to them. The following Table contains the summary of the teachers' response for each item.

Table 12- School working conditions

<i>No</i>	<i>Items</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>
1	Teachers motivated by school working conditions	128	2.43	1.19
2	The school surroundings is attractive to work		2.28	1.08
3	The school environment supports the teachers work		2.41	1.06
4	Teachers have furnished staff room to work together		2.52	1.16
5	Adequate teaching equipment and facilities are available		2.13	1.09
6	The teachers workload is fairly distributed		3.16	1.28
7	Teachers has refreshment materials in the school (DSTV, Tennis ...)		2.35	1.13
<i>Overall mean score</i>			2.47	0.79

Scale; $\leq 1.49 =$ Strongly disagree, $1.5 - 2.49 =$ Disagree, $2.5 - 3.49 =$ Undecided,
 $3.5 - 4.49 =$ Agree, $\geq 4.5 =$ Strongly agree

The Table above indicates that the working conditions of teachers in their respective schools had the overall mean score of 2.47 with a standard deviation of 0.79. The result reflects the teachers' disagreement on the conduciveness of the school environment and working conditions. Thus, it has the weight to reduce the motivation level of teachers to their work. As the result also indicates, the number one factor in reducing the teachers work motivation is lack of teaching equipments and facilities (mean score =2.13) while the least factor is the distribution of workload (mean score = 3.16) among teachers.

As majority of the data gathered by interview and personal observation indicates, the school environment is poor to motivate teachers, because most secondary schools lack necessary school facilities and equipments. Thus poor working conditions in the school block the teachers' access to do various works that support the teaching learning process. According to Zhou (cited in Sargent and Hannum, 2005) a successful principal provides a well-maintained and pleasant working environment, establishes a happy atmosphere and places great importance on furnishing ample teaching resources to improve the teachers effort as well as work motivation. But limitations on these aspects make the teacher dissatisfied. Therefore, this problem has an effect on lowering the teachers' level of work motivation, and this affect the students' academic achievement as well as schools goal achievement.

4.2.12 Teachers job security

Employees need to be secure from various factors that may arise related to the work they performed, teachers too. Thus to assess the teachers motivation on their job security, the following questions are administered to them. The Table below presents the overall mean and standard deviation of the questions.

Table 13- Teachers job security in the school

<i>No</i>	<i>Items</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>
1	Teachers job security in the school	128	3.23	1.01
2	Teachers opportunity for a secure future		3.25	1.00
3	Teachers opportunity for steady employment		3.22	0.96
4	School management involvement for teachers welfare		3.10	0.98
5	The work to solve problems that threaten teachers		2.97	1.11
<i>Overall mean score</i>			<i>3.15</i>	<i>0.79</i>

Scales- $\leq 1.49 = \text{Not Satisfied}$, $1.5 - 2.49 = \text{Slightly Satisfied}$, $2.5 - 3.49 = \text{Satisfied}$,
 $3.5 - 4.49 = \text{Very Satisfied}$, $\geq 4.5 = \text{Extremely Satisfied}$

The overall assessment of the teachers' job security in their school as can be seen from Table-13 above is 3.15 with a standard deviation of 0.79. This shows that teachers are satisfied with their job security in the school. Relatively the school practice is low in solving problems that threaten teachers work as a mean score 2.97 indicates. By supporting this Mondy and Noe (2005) employees are protected from injuries caused by work related accidents and health as keeping employees free from any physical or emotional illnesses. Thus the teachers' safety in their work might not strongly influence the motivation level of teachers but further activities should be run to solve problems which threaten teachers in the school.

4.2.13 Incentive and benefit

Incentive is something which tends to incite to determination or action (Ahuja & Shukla, 2007) while benefit is any support given for employee, like training, house, child care and others. Thus, incentives (monetary and non-monetary) are a promising option to improve organization performance and employee motivation as well. Therefore, employing various incentive and benefit systems for teachers has great impact on the teaching learning process in general and in the teachers' level of work motivation in particular. For the sake of examining the teachers' level of motivation on the schools activity in delivering or arranging necessary incentives and benefit for teachers, the following questions are administered. The compiled result presents in Table 14 below.

Table 14- Teachers incentive and benefit in the school

<i>No</i>	<i>Items</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>
1	Teachers monetary incentive for their extra work	128	1.99	1.09
2	The time teachers paid their salary		2.59	1.34
3	The school strategies to remunerate teachers		2.12	1.10
4	Teachers chance to get leave of absence in case they have a reason		3.26	1.09
<i>Overall mean score</i>			2.49	0.80

Scales- $\leq 1.49 = \text{Not Satisfied}$, $1.5 - 2.49 = \text{Slightly Satisfied}$, $2.5 - 3.49 = \text{Satisfied}$,
 $3.5 - 4.49 = \text{Very Satisfied}$, $\geq 4.5 = \text{Extremely Satisfied}$

Table-14 above indicates that the deliver or arranging of necessary incentive and benefits to teachers in secondary schools had the overall mean score of 2.49 with a standard deviation of 0.80. This means that teachers are slightly satisfied with the incentive and benefits available or arranged in the school or Woreda level. Specifically teachers are satisfied with the issue of item 4 as the mean value 3.26 indicates, but relatively teachers' monetary incentive for their extra work (mean score 1.99 indicates) is insufficient. In supporting this one of the school principal argued that:

When other sector civil servants invited for extra work in their free day, they got money for the extra time they involved in their work, but teachers had been required to participate on various issues (cluster school meeting, departmental activities and other) on their break time without any refreshment incentives. This influences teacher to think as having poor profession. This affects the motivation level of teachers and thus they tried to leave the profession.

In addition to this one secondary school cluster supervisor informed the following about teachers benefit:

Secondary schools in rural area serve for students who came from various near and far Kebeles. Thus, the communities near to the school are not freely participate in building or maintaining teachers house. As a result two or three teachers in rural area live together in one house; even the house is not properly constructed. In additions water sources are not furnished near to teachers home, this influence them to go long distance as well as keeping long time to get chance to take water.

Overall, the data gathered by questionnaire and interview indicates that, teachers are not satisfied with the incentive and benefits given or arranged in their schools. Therefore, it affects the proper teaching learning activities, students' achievement as well as teachers' level of work motivation. By supporting this, Noe, Hollenbeck, Gerhart and Wright (2009) pinpoints incentive may affect not only the level of motivation but also the kinds of employees who are attracted to and stay with the organization. In addition, Vegas (2005) pinpoint that the utilization of various incentive systems in the school may attract highly qualified teachers and motivate them to be effective in their jobs.

In general, the school practices in the selected independent variables that might influence teachers' motivation are insufficient. Therefore, most of the practices on independent variables scored below three, when it serves as the average of the likert scales. As a result teachers are not encouraged to disseminate their knowledge to students through effective teaching-learning method, to achieve schools objective as well as to stay in the profession. Thus, further attention should be given on improving the practice of schools on the above mentioned motivation factors. Improving the practice on those independent variables may help to improve the teachers' level of work motivation as well as students academic performance. To reveal the clear picture on the practice of the schools on those listed independent variables of motivation, the results are compiled and presented in Figure-7 below.

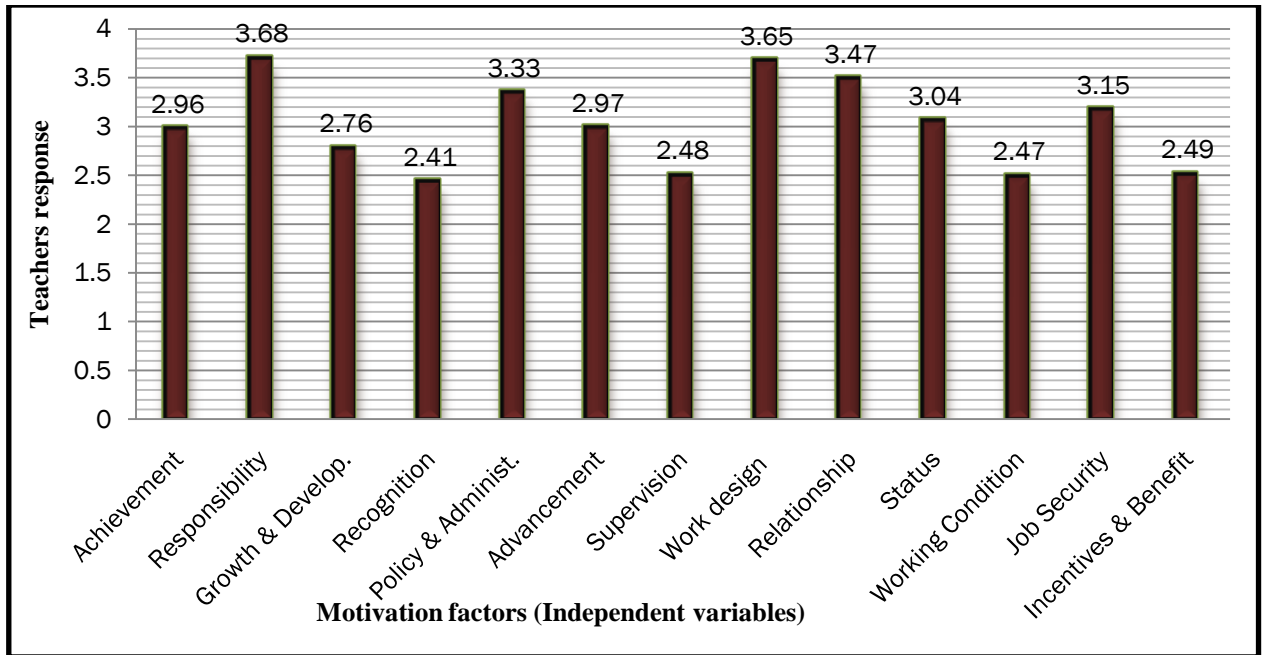


Fig. 7- Motivation factors and their practice level in secondary schools

4.3 Correlation analysis

The Pearson product moment correlation coefficient is a statistic that indicates the degree to which two variables are related to one another. The sign of correlation coefficient (+ or -) indicates the direction of the relationship between -1 and +1. Variables may be positively or negatively correlated. A positive correlation indicates a direct and positive relationship between two variables. A negative correlation, on the other hand, indicates an inverse, negative relationship between two variables (Leary, 2004). Measuring the strength and the direction of a linear relationship that occurred between variables is, therefore, important for further statistical significance. To this end the Pearson's product moment correlation coefficient is computed for the purpose of determining the relationships between various dimensions of motivation variables and level of teachers' motivation.

Therefore, to answer the second basic research questions Pearson correlation is calculated. The result of correlation analysis indicates the degree of relation that occurred between motivation factors (independent variables) and teachers' level of motivation. The compiled result of correlation presents in Table-15 hereunder.

Table 15- Correlation between dependent and independent variables

<i>No</i>	<i>Variables</i>	<i>Motivation level</i>	
		<i>Pearson Correlation</i>	<i>Significance</i>
1	Achievement	0.26	0.002
2	Responsibility	0.52	0.000
3	Growth & development	0.62	0.000
4	Recognition	0.51	0.000
5	School policy & administration	0.58	0.000
6	Advancement	0.52	0.000
7	Supervision	0.61	0.000
8	Work design	0.29	0.000
9	Work relationship	0.63	0.000
10	Status	0.65	0.000
11	School working condition	0.61	0.000
12	Job security	0.60	0.000
13	Incentive & benefit	0.61	0.000

The result in Table above indicates all correlation values among motivation factors and teachers level of motivation are positive. This specifies the presence of direct relationship between dependent and independent variables. According to Cohen, Manion and Morrison (2007) the correlation value (result) interpretation guidelines; the result of achievement (0.26, $p < 0.01$) and work design (0.29, $p < 0.001$) shows very slightly relationship although they are statistically significant. However, the correlation result of the other variables are in between 0.51 – 0.65, $p < 0.001$, which are statistically significant in determining the teachers' level of work motivation. From the result in Table above one understands that status, work relationship, growth and development, supervision, school working conditions and incentive had relatively strong relationship in determining teachers' level of work motivation, while work design and achievement had lower relationship in determining the dependent variables in secondary schools of Assosa Zone.

4.4 Comparing the effect of intrinsic and extrinsic factor

To compare the effect of intrinsic and extrinsic factors on teachers work motivation, the regression analysis is taking place. The result of the analysis is used to answer the third basic research questions. Therefore, the result in Table-16 indicates that the value of

coefficient of multiple determinations (R^2) is 0.737; therefore about 73.7% of variation in teachers' level of motivation and satisfaction is explained by the combination of both intrinsic and extrinsic factors. But the rest 26.3% of variation in teachers' level of work motivation is explained by other factors. The standardized coefficient (β) value of the two independent variables (intrinsic and extrinsic) is calculated relative to each other rather than independent of each other. Hence it allows distinguishing the relative importance of intrinsic and extrinsic factors in determining teachers' motivation. Thus the beta (β) value of extrinsic factors ($\beta = 0.703$, $p < 0.001$) has the stronger positive effect on the level of teachers motivation. The beta (β) value of intrinsic ($\beta = 0.206$, $p < 0.001$) has also a positive effect on the level of teachers motivation at statistically significance level. As the result confirms, the value of extrinsic factors is greater than that of intrinsic factors in determining the work motivation level of teachers in secondary school of Assosa Zone. Thus, the result obtained implying that extrinsic factors had stronger effect on the teachers' level of work motivation than intrinsic factors.

Table 16- The effect of intrinsic and extrinsic factors on teachers' motivation level

	<i>Regression coefficient</i>	<i>SE</i>	<i>T</i>	β^2	R^2	<i>F value</i>	<i>p-value</i>
Intrinsic factor	0.325	0.101	3.203	0.206	0.737	178.49	<0.001
Extrinsic factor	0.931	0.085	10.95	0.703			

In general the value of the analysis in Table above indicates the dominant effect of extrinsic factors on the motivation level of teachers' in secondary schools of the study area. Therefore, to make the teachers motivated for their work the extrinsic factors should get strong attention than that of the intrinsic, even if both has their own impact on the level of teachers work motivation.

4.5 Priority of motivation factor

To determine the relative importance of motivation factors as reflected in the forth research question of this study, a regression analysis containing all the independent variables are conducted. But when conducting multiple regressions multicollinearity may occur, this is

observed when two or more predictors in the model are correlated and they provide redundant information about the response. Therefore, to check whether the regression analysis suffers from multicollinearity among the independent variables, variance inflation factor (VIF) values are calculated. As Table 17 indicates all VIF values are small enough (less than 5), thus there is no serious multicollinearity problem in the model.

After checking the absence of multicollinearity, regression analysis is executed to prioritize the relative importance of independent variables on teachers work motivation. Accordingly, the five most important predictors of secondary school teachers work motivation and satisfaction are incentive and benefit ($\beta = 0.226$), professional growth and development ($\beta = 0.201$), status ($\beta = 0.196$), supervision ($\beta = 0.173$) and school policy and its administration ($\beta = 0.141$), where as advancement ($\beta = -0.058$), work design ($\beta = -0.030$) and achievement ($\beta = 0.027$) did not have strong contribution in predicting the motivation level of secondary schools teachers of Assosa Zone. Although it is disclosed in Table 17 that extrinsic factors had a significant stronger relationship with the level of teachers' work motivation, all the extrinsic factors are not significant predictors of teachers' level of work motivation. Specifically, even though job security ($\beta = 0.026$) is categorized into an extrinsic factors, its relative importance in predicting teachers work motivation is quite low. But in general, of the five major motivational variables of teachers in Assosa Zone, only professional growth and development is a significant intrinsic factor. Therefore, the evidence is sufficient to conclude that extrinsic factors are more effective than intrinsic factors in increasing the motivation level of teachers in secondary schools of Assosa Zone. The overall result of the analysis presents in Table-17 below.

Table 17- Regression results on relative importance of the motivation factors

<i>Motivation factor</i>	<i>VIF</i>	<i>Parameter estimate</i>	<i>Standardized coefficient (β)</i>	<i>F value</i>	<i>R²</i>
Incentive and benefit*	1.69	0.223	0.226	30.82	0.753
Growth and development*	1.82	0.178	0.201		
Status*	1.97	0.181	0.196		
Supervision *	1.94	0.132	0.173		
School policy**	2.39	0.145	0.141		
Working conditions**	1.81	0.126	0.125		
Work relationship***	2.29	0.113	0.108		
Recognition***	1.70	0.084	0.079		
Responsibility	1.71	0.083	0.066		
Achievement	1.24	0.026	0.027		
Job security	2.15	0.027	0.026		
Work design	1.38	-0.031	-0.030		
Advancement	2.20	-0.057	-0.058		

Note: (*) p<0.01; (**) p<0.05; (***) p<0.1

The finding displayed in Table above provides the relative importance of each motivation factor on teachers' initiation to their work. As the data vividly reveals the extrinsic factors are more important to improve the motivation level of teachers than the intrinsic one. Similar to this, the research finding of MoE (2008) indicates extrinsic factors are the main causes for secondary school teachers' de-motivation. The finding lists lack of incentives, low regard for teachers and poor conditions of service as the main causes that de-motivate teachers. Additionally, VSO (2007) identifies inadequate salaries, low respect for and low status of teachers, poor accommodation, poor management and leadership and school environment as the main factors that hinder teachers' motivation in the Ethiopia educational system. As VSO describes these issues have a significant impact on classroom performance, that is, teachers' ability to deliver good quality education as well as on levels of teacher motivation. Furthermore, the earlier evaluation research (ERGESE) conducted by MoE (as cited in Ayalew Shibeshi, 1991) identified extrinsic factors as the main causes

for teachers and educational administrators low job satisfaction. The evaluation research indicates that lack of safe guard and proper handling, lack of adequate remuneration, lack of adequate housing, lack of training opportunities, lack of medical service, heavy work load and lack of acceptance were the factors that reduce teachers and administrators job satisfaction.

Out of the education system, the study conducted on the motivation and satisfaction levels of Korean army foodservice operations, hygiene factors are more important for the motivation and satisfaction of food service soldiers (Hyun, 2009). In addition the findings of Teck-Hong and Waheed (2011) on job satisfaction of sale persons in retail industries of Malaysia supports the strongest effect of hygiene factors on the persons level of work motivation and satisfaction.

Therefore, it is safe to conclude that the effectiveness of motivator and hygiene factors on individuals' level of motivation varied according to the characteristics of workers and the kind of the organizations they employed. By supporting this McClelland, Maslow and Herzberg (as cited in Ahuja & Shukla, 2007) pinpoints the factors which motivate people vary with the level of employees, their competence, individual personality and situations. In addition Herzberg states the workers in underdeveloped societies will designate some of the maintenance factors as motivators because their primary needs have not been fulfilled and they continue to be motivated by these factors (Ahuja & Shukla, 2007). Thus, the importance of motivator and hygiene factors in teachers of Assosa Zone is not similar with Herzberg finding. Hence hygiene factors are more important than motivator in improving secondary school teachers' level of motivation in Assosa Zone.

UNIT FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

This part of the study deals with the summary of the major findings, general conclusion drawn on the bases of the findings and recommendations which are assumed to be useful to enhance the teachers level of work motivation in secondary schools of Assosa Zone are forwarded for all concerned academic staffs.

5.1 Summary of the findings

Motivation seems to be one of the most important tools of human resource management. Organizations design motivation systems to encourage employees to perform in the most effective way but also to attract potential candidates. Therefore, where teachers are highly motivated, this can be translated into good performance and improve the quality of education delivered to students. To this end, the key to create the efficient motivation system is an answer to the question what really motivate employees. Thus, this research seeks to provide the current teachers' level of work motivation and the school practices on the improvement of teachers' work motivation. Therefore, the study is aimed on assessing teachers work motivation practices in secondary schools of Assosa Zone. In order to meet this purpose, the following basic research questions are designed.

- To what extent secondary schools are practiced on various motivation variables to improve the teachers work motivation?
- Is there a significant relationship between the selected motivation factors and secondary school teachers work motivation?
- Is the effect of intrinsic factors stronger than that of extrinsic factors in increasing work motivation and satisfaction of teachers in secondary school of Assosa Zone?
- Which motivation factor is the most significant predictors' in determining teachers work motivation and satisfaction in secondary school of Assosa Zone?

To answer these research questions, descriptive survey method is employed. To this effect the study is conducted in 8 randomly selected secondary schools of Assosa Zone. A total

of 139 teachers are selected through random sampling technique, especially lottery method, to participate in the study. Furthermore, 8 principals, 4 cluster supervisors and 4 Woreda education office teachers, principals and supervisors development coordinator are selected purposively, since they have direct relation in supporting and motivating teachers. To gather necessary information on the issue 139 questionnaires are distributed to teachers, and only 128 are properly filled and returned.

In addition, semi-structured interview is conducted with 8 school principals, 3 secondary school cluster supervisors (but one cluster supervisors is not participated since he was absent during the data collection period) and 4 Woreda education office teachers, principals and supervisors development coordinators to extract in-depth information regarding to teachers level of motivation.

The data collected from teachers through closed ended questionnaire is analyzed and interpreted by using different statistical tools like percentage, mean, standard deviation, independent sample t-test, one-way ANOVA and multiple regressions. The analysis of the quantitative data is performed in the help of SPSS version 16 computer program. The data gathered through open ended questionnaire and semi-structured interview is analyzed qualitatively using narrations to support the result obtained from quantitative analysis. After all the research came up with the following major findings.

- ▶ The school practices on the independent variables that influence teachers' work motivation are insufficient. Therefore, most of the practices on independent variables scored below three, when it serves as the average of the likert scales. As a result teachers are not encouraged to disseminate their knowledge to students through effective teaching-learning method, to achieve schools objective as well as to stay in the profession. Due to this teachers are not successful to improve the students' academic achievement as well as the achievement of schools goal. The major findings on the variables that influence the teachers' work motivation are summarized below.
 - As the teachers response indicates their responsibility for the teaching-learning processes are in good position. But the interview conducted with school

principal and cluster supervisors indicates that, majority of teachers expect command from the school principal, department heads or other concerned staff members to do their work. This confirms the presence of some problems that affect the motivation level of teachers to their works.

- Teachers' in-service growth and development support is important for the improvement of the teaching learning process as well as the students' academic achievement. Towards this the compiled result from interview and questionnaire indicates the presence of low professional growth and development practices for teachers in both Woreda education office and schools level.
- The recognition and rewarding activities given for teachers in secondary schools of Assosa Zone are insignificant as the response of teachers indicates. Secondary schools exercised low in recognizing the good performance or achievement of teachers', which influence the motivation level of teachers.
- The schools involvement in having clear guidelines and administration is satisfactory, as the overall response of teacher depicts. Even if the teachers' response on their school policy and the way it is administered rated satisfactory, its weakness in participating teachers in various issues and the attractiveness of the guidelines on its practice has great impact on the motivation level of teachers.
- Supervision is the core to improve the teaching learning process as well as the teachers' capacity to solve problems. But, the response of teacher shows the availability of insignificant supervision in secondary schools. In addition, majority of teachers agreed that most of the time supervisors come to school to evaluate or inspect the performance of teachers.
- Good relationship between the school communities is one that improves the students' achievement and teachers' motivation as well. In light of this, the teachers' response confirms the presence of satisfactory relationship with the school community but relatively deprived relationship was observed between teachers and school supervisors.

- The school environment and working conditions are one that facilitates effective teaching learning process as well as teachers' motivation. The teachers' response shows their disagreement on the conduciveness of their working conditions. Thus, the environment and working conditions of secondary schools are not attractive and initiative for the work of teachers.
 - The utilization of various incentive systems in the school may attract highly qualified teachers and motivate them to be effective in their jobs. Thus, the schools involvement in delivering necessary incentives and benefit for teachers is in low level. As a result teachers are slightly satisfied with the schools involvement in delivering various incentive and benefits.
- ▶ The independent variables have positive linear relationship with teachers' motivation level. The correlation values among independent factors and teachers level of motivation is in between 0.26 – 0.65. Even if the value of correlation varies in between each independent variable, all the predicting variables have significant relation in determining the teachers' work motivation.
 - ▶ Both intrinsic and extrinsic motivation factors have strong power in determining the motivation level of teachers. As the regression analysis indicates, about 73.7% of variation in teachers' level of motivation and satisfaction is explained by the combination of both intrinsic and extrinsic factors. But the beta (β) value of extrinsic factors ($\beta = 0.703$, $p < 0.001$) is larger than that of intrinsic ($\beta = 0.206$, $p < 0.001$) in determining motivation level of secondary school teachers. Therefore, the result obtained above implying that extrinsic factors had stronger effect on the teachers' level of motivation than intrinsic factors.
 - ▶ The independent variables have different strength in improving teachers' work motivation. Towards this, all independent factors are ranked according to their predictive power of teachers' motivation. The five most important predictors of secondary school teachers work motivation and satisfaction are incentive and benefit ($\beta = 0.226$, $p < 0.01$), professional growth and development ($\beta = 0.201$, $p < 0.01$), status ($\beta = 0.196$, $p < 0.01$), technical supervision ($\beta = 0.173$, $p < 0.01$) and school policy and its administration ($\beta = 0.141$, $p < 0.05$).

5.2 Conclusion

What does the secondary schools practice to improve teachers' work motivation and to perform their responsibility effectively looks like? This is the overarching research question that guides this study. To this end, the findings presented in previous section regarding to the issue investigated are enforced the researcher to draw the following general conclusions.

As the compiled result indicates, the practices of the schools to promote the teachers work motivation are not as much satisfactory as expected. As a result the teachers' motivation to their work is not visible to improve the students' academic achievement and quality of education in general. Limitations, in this aspect of the teachers' initiation or motivation to their work, make the teaching learning process ineffective and it enforce the teacher to leave the profession. Furthermore, the findings also reveal the school's weakness in practicing on various aspects that have direct relation with the teachers work motivation as well as the achievement of regional, Zonal, Woreda and schools development goal.

As the finding indicates secondary school teachers in Assosa Zone place greater emphasis on extrinsic factors than intrinsic, namely incentive and benefit, professional growth and development, status, supervision and school guidelines and its administration in improving their work motivation and objective achievement. Among the intrinsic motivation factors only professional growth and development is found to be significant in this survey. This suggest that secondary schools preparing a reward scheme may need to consider the five motivational factors of incentive and benefit, professional growth and development, status, supervision and school guidelines and administration over other motivational factors, because, these five factors can play strong role in improving the work motivation, satisfaction and performance of teachers in secondary schools.

The main implication of this study is that school principals and supervisors need to keep teachers happy and take care of their concerns and needs. Motivated and satisfied teachers will talk about how great their job is and they will perform better in their work to achieve the objective of education. Additionally, if schools in collaboration with Woreda education

office and other concerned bodies improve working conditions that incorporate the five most important motivation factors, teachers turnover will be lower, which in turn, will reduce the considerable costs and time that education office incur in assigning and socializing new teachers and to end the students' academic achievement will be improved.

5.3 Recommendations

It is found that motivated teachers perceive that they will fulfill their responsibilities by exerting maximally. The result of the study indicates that teachers are not motivated and satisfied as expected in the practices exercised in their respective schools. To direct the teaching learning process in a better way the school practices on teachers' motivation should be improved. Springing on this idea the following recommendations are forwarded to all concerned academic staffs (school principals, cluster supervisors, Woreda education offices and others) in Assosa Zone.

- ▶ It is found that school principals and cluster supervisors are not actively involved in employing various motivation mechanisms to improve teachers' level of motivation. Therefore, it is recommended that Zone and Woreda education offices should arrange a special training program for school principals and cluster supervisors. The training program should focus on concept of motivation and mechanisms to improve motivation of teachers (like recognition, training, incentive, continuous support etc...). This help the principal and cluster supervisors to understand and use various motivation techniques in supporting the work of teachers as well as to use their efforts for students' better achievement.
- ▶ It is found that the teachers' recognition practice in secondary schools is poor and which affects the teachers' motivation to their work. Therefore, it is recommended that to enhance the teacher motivation and performance it is vital that the recognition strategies and their implementation in the school must be revisited and all concerned bodies should follow up their proper administration. This should be done by arranging weekly/monthly or semester program to notice the good performing teachers for the school community, by giving paper recognition, monetary incentives and other that initiate teachers to their work.

- ▶ Improving teachers' salary is difficult in Woreda or Zone level, but the school, Woreda education and council offices should support teachers through building house in rural areas by mobilizing the community, giving place to build home in urban areas and furnishing the working conditions with refreshment facilities (cafeteria, DSTV, tennis, and others). This serve as a benefit for teachers and it save them from losing much money in their working area.
- ▶ Zone education office, Woreda education office and schools did not deliver various in-service training which makes the teacher to be effective in their work. Therefore, it is recommended that schools, Woreda and Zone education offices should arrange training programs on active teaching methodology, CPD, SIP and special training based on the result of classroom observations through collaborating with non-governmental or governmental organizations. In addition school principals and cluster supervisors should arrange teacher experience sharing opportunities inside a school and with neighboring secondary schools. All this makes the teachers to be effective as well as motivated in the school work.
- ▶ As the finding indicates, Woreda education office experts and cluster supervisors are not enough competent to support secondary school teachers. Therefore, it is advisable that Woreda, Zone and regional education offices work collaboratively to upgrade already assigned cluster as well as Woreda supervisors through giving training opportunities, while new comers should be selected and assigned according to their skill and professional qualifications to the position.
- ▶ As the finding of the study indicates, extrinsic motivation factors are more important in improving the motivation level of teachers than intrinsic factors. Thus it is advisable that secondary schools work more for the improvement of extrinsic motivation factors. This is done by preparing strategies that solve the problems identified in the findings. In addition schools and Woreda education office in collaboration with communication office work together to improve the status of teachers by using various mechanisms like by preparing drama, distributing printed papers, workshops, teachers day, and alike.

Recommendations for further study

Future study may be carried with widened scope. Therefore, the following are suggested for future studies:

- ▶ Differences in motivation and job satisfaction that was found for different groups (e.g. on grounds of gender, years of experience and qualifications) need further investigation.
- ▶ Teachers need more opportunities to demonstrate their potential to be successful in all aspects of their work. How this can be done effectively in schools, need to be investigated.
- ▶ The motivation level of employees in private and public institution might be found in different level. Thus, comparative studies may be held for private and public education institutes.

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Appendix A

Jimma University

Institute of Education and professional Development Studies

Department of Educational planning and Management

Questionnaire to be filled by secondary school teachers

Dear Respondents:

I am a post graduate (Master) student of Jimma University. I am carrying out a study on the topic: *Teachers Work Motivation Practices in Secondary Schools*. Thus, the main purpose of this questionnaire is only to collect relevant information to compliment this research work. You are, therefore, kindly requested to fill the questionnaire in order to give necessary information on the issue related to the study. The success of this study directly depends upon your honest and genuine response to each question. Each data you supply will be used only for the purpose of academic issue and also treated with utmost confidentiality.

THANK YOU!

Show your agreement to fill the questionnaire by answering the next question.

➤ Would you fill this questionnaire voluntary?

Yes No

Note:

- ▶ *No need of writing your name.*
- ▶ *Your answer should represent your direct feelings.*
- ▶ *Ask the data collector; if you need extra support before giving your answer in confusion.*
- ▶ *Be sure to keep the statement in mind when deciding how you feel about that aspect of your job.*

Be frank. Give a true picture of your feeling about your present job.

Part I: This part of the questionnaire contains the personal information, thus, please fill the necessary answers for each item properly by putting (✓) in the box prepared.

1. Name of the school

2. Location of the school Urban Rural

3. Sex Male Female

4. Age

20 - 25	26 - 30	31 - 35	36 - 40	41 - 45	46 - 50	51 and above
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Service Year

Less than a year	1 – 4 years	5 – 8 years	9 – 12 years	13– 16 years	Above 16 years
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. How long have you been working at this school?

Less than a year	1 – 2 years	3 – 4 years	5 – 6 years	Above 6 years
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Part II: This part of the questionnaire contains both close and open ended items that focused on the main issue under investigation. Based on the concept of each item, please try to select the options that directly represent your own position and fill it on the space provided. Similarly write brief answer for the questions which are opened.

1. Items related to achievement are listed below. Please show your feelings by selecting the options that represent your feelings.

1= Not Satisfied (NS) 2= Slightly Satisfied (OSS) 3= Satisfied (S) 4=Very Satisfied (VS) 5= Extremely Satisfied (ES)

No	Items	NS	OSS	S	VS	ES
1	Being able to see the result of the work I do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Being able to take pride in a job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Being able to do something worthwhile	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	The feeling of accomplishment I get from the job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	The chance to do the kind of work that I do best	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	The chance to do work that is well suited to my ability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Questions related to teachers autonomy and responsibility in your school are listed below. I kindly request you to indicate your feeling for each item.

1= Strongly Disagree (SDA) 2= Disagree (DA) 3= Not Decide (ND) 4=Agree (A) 5= Strongly Agree (SA)

<i>No</i>	<i>Items</i>	<i>SDA</i>	<i>DA</i>	<i>ND</i>	<i>A</i>	<i>SA</i>
1	The school provide the chance to be responsible for planning my work					
2	Teachers have the chance to make decisions on their work					
3	Teachers are responsible for the work of students					
4	Teachers have freedom to use their own judgment for effective work					
5	Teachers receive responsibility in relation to their job					
6	Teachers are responsible to support the work of others (mentee)					
7	Teachers are responsible to raise the awareness of the community					

3. Indicate your feelings by selecting the appropriate option for the items related to teachers' professional growth and development opportunities in the school.

1= Strongly Disagree (SDA) 2= Disagree (DA) 3= Not Decide (ND) 4=Agree (A) 5= Strongly Agree (SA)

<i>No</i>	<i>Items</i>	<i>SDA</i>	<i>DA</i>	<i>ND</i>	<i>A</i>	<i>SA</i>
1	The school undergo survey for teacher training need assessment					
2	Teachers have the chance to do many different things on the job					
3	The school prepare experience sharing opportunities with nearby schools					
4	The school works to improve the teachers leadership skill in work					
5	The school gives on-job training for teachers on various issue					
6	Teachers have various opportunity to capacitate them professionally					

- 3.6 How do you evaluate the teachers' professional development and growth strategies available in your school?

Very well *Not decide* *Very poor*
Well *Poor*

4. Items related to teachers recognition and reward in the school are listed below. Please, indicate your idea to each item properly.

1= Not Satisfied (NS) 2= Slightly Satisfied (SS) 3= Satisfied (S) 4=Very Satisfied (VS) 5= Extremely Satisfied (ES)

No	Items	NS	SS	S	VS	ES
1	The way I am noticed when I do a good job					
2	The way I get full credit for the work I do					
3	The prestige I get for the work I do					
4	The way the school management tell me when I do my job well					
5	The praise I get for doing a good job					
6	The strategy the school used to reward best activities of teachers					
7	The way being selected as "Teacher of the Year" in the school					

4.8 Does the recognition given by the school is a fair assessment of your work as a teacher?

Yes No

If 'No' on what aspect it focused on?

5. The following items are focused on school policy and management. Therefore, indicate your positions by selecting answers that fit with your side.

1= Very low (VL) 2= Low (L) 3= Satisfactory (S) 4=High (H) 5= Very high (VH)

No	Items	VL	L	S	H	VH
1	The presence of schools based rule and regulation					
2	The proper administration of school rule and regulation					
3	The way schools inform policies and its procedures for teachers					
4	The way school policies are put into practice					
5	The schools capacity to treat teachers equally					
6	The way principals lead the school					
7	The participation of teachers on various school issues					
8	The way the schools backs up his/her employees to top management					
9	The way the school takes care for the complaints of teachers					

6. Questions related to relationship with stakeholders are listed below; please indicate your position by selecting alternatives that directly fit with you.

1= Very Low (VL) 2= Low (L) 3= Satisfactory (S) 4=High (H) 5= Very High (VH)

<i>No</i>	<i>Items</i>	<i>VL</i>	<i>L</i>	<i>S</i>	<i>H</i>	<i>VH</i>
1	Staff members cooperation to work					
2	Teachers relationship with other teachers in the school					
3	Teachers relationship with the school students					
4	Principals interest to talk with teachers on various academic issues					
5	Teachers relationship with school management group (e.g PTA)					
6	Teachers opportunity to know each other well					
7	Teachers work relationship with supervisors					
8	Teachers chance to work with a wide range of peoples					

7. Items related to the teaching profession are listed below. Please select the options that indicate your position.

1= Very Low (VL) 2= Low (L) 3= Satisfactory (S) 4=High (H) 5= Very High (VH)

<i>No</i>	<i>Items</i>	<i>VL</i>	<i>L</i>	<i>S</i>	<i>H</i>	<i>VH</i>
1	Teachers opportunity to use their various talent and skill					
2	Opportunity of freedom and independence to individual teachers					
3	The substantial and significant impact of teachers work on the work of other people					
4	Teachers chance to get clear feedback about their performance					
5	Teachers chance to engage in clear and identifiable task					
6	The teachers chance to shape the mind of students					

8. Question that focused on supervision (technical) are listed below. Please, indicate your position by selecting the options that represents your feeling.

1= Strongly Disagree (SDA) 2= Disagree (DA) 3= Not Decide (ND) 4=Agree (A) 5= Strongly Agree (SA)

<i>No</i>	<i>Items</i>	<i>SDA</i>	<i>DA</i>	<i>ND</i>	<i>A</i>	<i>SA</i>
1	Supervisors are technically ‘know-how’ to support teachers					
2	Supervisors are interested to help teachers effort					
3	Teachers exactly contact with supervisors when they need advice					
4	School supervisors provide training on various issues					
5	School supervisors observe classroom instructions regularly					
6	Teachers are supervised in a supportive and democratic manner					
7	Supervisors initiate the teacher to discuss on various academic issues					

8.8 To what extent do supervisors visit focus on inspecting teachers (are they doing their job?) or on supporting teachers (giving advice on how they can do their job better)?

- a. *Mostly inspection*
- b. *Mix of inspection and support*
- c. *Mostly support*

- 9 Items that focused on school environment and working conditions are listed below; please show your position from the given alternatives.

1= Strongly Disagree (SDA) 2= Disagree (DA) 3= Not Decide (ND) 4=Agree (A) 5= Strongly Agree (SA)

<i>No</i>	<i>Items</i>	<i>SDA</i>	<i>DA</i>	<i>ND</i>	<i>A</i>	<i>SA</i>
1	The school has clean, initiating and comfortable working area					
2	The physical surroundings where I work is attractive					
3	The school environment supports the teachers work					
4	The school create a furnished staff room for teachers to work together					
5	The teaching equipment and facilities in the school are adequately provided					
6	The teachers workload in my school is fairly distributed					
7	The school has refreshment materials for teachers (DSTV, Tennis, ...)					

9.8 What do you say about your school environment? (Facility, attractiveness, etc.)

- 10 Items on social status of teachers are listed below. Please indicate your feelings from the given alternatives.

1= Very Low (VL) 2= Low (L) 3= Satisfactory (S) 4=High (H) 5= Very High (VH)

<i>No</i>	<i>Items</i>	<i>VL</i>	<i>L</i>	<i>S</i>	<i>H</i>	<i>VH</i>
1	The social position in the community that goes with the job					
2	The teachers chance to be “somebody” in the community					
3	The teachers chance to participate in various social issues					
4	The teachers chance to be important in the eye of others					
5	The teachers chance to have a definite place in the community					

- 11 Questions related to school advancement opportunities are listed below. Please select the option that directly represents your position.

1= Not Satisfied (NS) 2=Slightly Satisfied (SS) 3= Satisfied (S) 4=Very Satisfied (VS) 5= Extremely Satisfied (ES)

<i>No</i>	<i>Items</i>	<i>NS</i>	<i>SS</i>	<i>S</i>	<i>VS</i>	<i>ES</i>
1	School strategies to improve teachers classroom instruction					
2	The way teachers are promoted to their good achievement					
3	Teachers career promotions in the school					
4	Teachers opportunity to become mentors					

- 12 Items related to job security are listed below. Please select the option that represents your feeling in the school.

1= Not Satisfied (NS) 2= Slightly Satisfied (SS) 3= Satisfied (S) 4=Very Satisfied (VS) 5= Extremely Satisfied (ES)

<i>No</i>	<i>Items</i>	<i>NS</i>	<i>SS</i>	<i>S</i>	<i>VS</i>	<i>ES</i>
1	Teachers job security in the school					
2	Teachers opportunity for a secure future					
3	Teachers opportunity for steady employment					
4	School management involvement for teachers welfare					
5	The work to solve problems that threaten teachers					

- 13 The following questions focused on compensation and benefits, thus try to select the option that represent your feelings.

1= Not Satisfied (NS) 2= Slightly Satisfied (SS) 3= Satisfied (S) 4=Very Satisfied (VS) 5= Extremely Satisfied (ES)

<i>No</i>	<i>Items</i>	<i>NS</i>	<i>SS</i>	<i>S</i>	<i>VS</i>	<i>ES</i>
1	Teachers monetary incentive for their extra work					
2	The time teachers paid their salary					
3	The school strategies to remunerate teachers					
4	Teachers chance to get leave of absence in case they have a reason					

- 14 Please rate your level of work motivation and satisfaction in your current job?

Very high

High

Satisfactory

Low

Very low

- 15 Do you have anything else it would be useful to write to regarding to the issue under investigation?

Thank you!

Appendix B

Jimma University
Institute of education and professional development studies
Department of educational planning and management

Semi-structured interview guidelines for school principal

The main objective of this interview guideline is to collect extensive information about secondary school teachers work motivation. Thus, your genuine participation to give necessary data has great importance for effectiveness of the research.

Sex _____ Age _____

Current position _____ Service year _____

1. Do teachers know the vision, mission and value of the school?
2. What the schools do to improve the teachers' classroom instruction?
3. Is the school conduct teachers training need assessment?
4. Are the school furnished with necessary facilities to support the teachers effort?
5. What measures are taken to compensate the teachers' effort in the school?
6. Are teachers participative in various academic and non academic issues of the school?
7. How do you evaluate the teachers' motivation to their work?

Appendix C

Jimma University
Institute of education and professional development studies
Department of educational planning and management

Semi-structured interview guidelines for cluster supervisors and Woreda education office experts

The main objective of this interview guideline is to collect extensive information about secondary school teachers work motivation. Thus, your genuine participation to give necessary data has great importance for effectiveness of the research.

Sex _____ Age _____

Current position _____ Service year _____

1. Do principal inform the schools vision, mission and value to teachers?
2. What the Woreda education office and schools do to improve the teachers' classroom instruction?
3. Is the Woreda conduct teachers training need assessment?
4. Are Woreda experts giving continual support for teachers as well as the schools?
5. Are the school furnished with necessary facilities to support the teachers effort?
6. What measures are taken to compensate the teachers' effort in the school or Woreda level?

Appendix D

To determine the sample size of teachers (in probability sampling technique) the formula of Paler-Calmorin and Calmorin was employed. This formula was used because it is one of the formulas in determining the sample size in probability sampling technique. Then the sample sizes were computed as:

$$n = \frac{NZ + (Se)^2 X (1 - p)}{NSe + Z^2 X P(1 - P)}$$

Where;

n = sample size

N = total number of population (237)

Z= the standard value (2.58) of 1% level of probability with 0.99 reliability

Se= Sampling error or degree of accuracy (0.01)

p = the population proportion (it is assumed to be 0.5 since this would provide the maximum sample size)

Therefore,

$$n = \frac{237(2.58) + (0.01)^2 X (1 - 0.5)}{237 (0.01) + (2.58)^2 X 0.5(1 - 0.5)}$$

$$n = \underline{139}$$

Thus one hundred thirty nine secondary school teachers are necessary to represent the whole population of the study.

Appendix E

Table which contains the demographic information of the respondents

Variable		Frequency	Percent (%)
Sex	Male	109	85.2
	Female	19	14.8
Age	20 – 25	35	27.3
	26 – 30	56	43.8
	31 – 35	21	16.4
	36 – 40	10	7.8
	41 – 45	2	1.6
	Above 46	4	3.1
Service year	1 – 4	48	37.5
	5 – 8	30	23.4
	9 – 12	29	22.7
	13 – 16	10	7.8
	Above 17	11	8.6