

**FACTORS AFFECTING TEACHER'S MOTIVATION IN SELECTED
SECONDARY SCHOOLS OF WEST WOLLEGA ZONE, OROMIA REGIONAL
STATE**

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JIMMA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE

DEPARTMENT OF EDUCATION PLANNING AND MANAGEMENT

NOVEMBER, 2018

JIMMA, ETHIOPIA

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DECLARATION

The researcher hereby declares that the thesis on “Factors affecting Teacher’s motivation in selected secondary schools of West Wollega Zone, Oromia Regional State

is his own work and acknowledged with complete references.

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ABSTRACTS

The purpose of this study was to assess the factors affecting teacher's motivation in selected secondary schools of West Wollega Zone, Oromia Regional State. The respondents were selected from West Wollega Secondary schools (N= 10), school teachers (N = 186), principals (N= 10) and supervisors (N = 10) was selected. West Wollega Secondary schools, principals and supervisors were selected using purposive sampling techniques. However, school teachers' simple random lottery method from selected schools. Questionnaire was administered to school teachers while principals, supervisors and principals were interviewed. This data were entered into SPSS Version #20 then after frequency counts, percentages, two sample t-test and logistic regressions were used to calculate quantitative data. In addition to this qualitative data was analyzed using descriptive statements. The findings of the study shows that secondary school teachers were slightly satisfied with their intrinsic motivation mainly on teachers' work relationship, growth and development, teachers' advancement as well as recognition and achievements. Similarly, teachers were slightly satisfied with their extrinsic motivation especially on policy and administration, supervision, school work design, status, school working conditions, job security and also incentives and benefits. There was statistically significant difference between intrinsic and extrinsic motivation. Teachers' educational status and experience significantly determines intrinsic and extrinsic motivation of school teachers. It is better if school leaders and community works together for betterment of school teachers motivation.

ABBREVIATIONS AND ACRONYMS

MOE = Ministry Of Education

PTA = parent teachers association

REB = Regional Educational Bureau

WEO = Woreda Education Office

CHAPTER ONE

INTRODUCTION

1.1. Background of the study

Motivating the staff is a necessary tool at the workplace for it incites, influences ones actions and behaviors towards the intended, desired goals and depending on how they are motivated, determines the efforts that exerted at a particular time, situation and need of individuals (Dessler, 2003). Excellence and quality of an education system directly related to the performance of its teachers. Professional competencies, skills, teaching methodologies, hard work, devotion and zeal of teachers enhance the performance and leads towards desired excellence and quality of education. Motivation plays very vital and effective role in improving the performance of an employee (Compbell, 1976, cited in Shafqat, Muhammad and Ijaz,2017).

Motivation in the forms of intrinsic and extrinsic energies human to act with inner drive to do something which cause persevere. The provision of incentive to stimulate an action and the process of motive of an individual to carry out a task is term as motivation. An activity of an individual which comes from the person desire, wish, personal interest and performance is considered as some of an intrinsic motivation (Deci and Ryan, 2008, cited in Farhath and Mohd, 2017).

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

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

next generation, and to shoulder the responsibility of taking their nation ahead. Satisfaction with the teaching component has important consequences. It means that the teachers are happy, dedicated and committed, and it also helps them to bring their best qualities to their schools, so that students, parents, and the society may benefit from their services (Ofoegbu, 2004). As indicated by Jaiyeoba and Jibril (2008), satisfied and motivated teachers are important for any educational system. The success or failure of the education system depends mainly on satisfied teachers, but also on satisfied school managers and administrators. Teachers, specifically, spend a great amount of time with their students in class, and hence they have a significant impact on student achievement (Correnti, Miller and Rowan, 2002; Jyoti and Sharma, 2009).

Thus, as outlined above, satisfaction with their teaching career not only plays an important role in the lives of the teachers themselves, but also in the lives of the students and the parents, and for the sustainability of quality education at large. Studies indicated that quality of education depends on the professionalism and devotion of the teachers. It is impractical to realize positive changes in schools without the teachers' commitment to and participation in reform. The quality and morale of teachers are essential to success of any educational reform (Kim,2000).

Where teachers highly motivated it can translate into good performance and improve the quality of education delivered to students. Many teachers 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. This issue has a significant impact on classroom performance, that is teachers' ability to deliver good quality education as well as on levels of teacher's retention. In light of this voluntary service organization (VSO)(2008) concludes that, Ethiopia's educational context teachers now placed under every increasing pressure to deliver on the government's ambitious educational goals and the Millennium Development Goal's if they are going to achieve them, they need to feel motivated. In a climate of increasing inflation in the economy and increasing enrollment 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 any worker. There are intangible factor's (for instance empowerment, recognition and feedback) that are primary motivators for the workers inspiration to perform effectively (Fuharmann, 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 service for teachers is a promising way of increasing teacher motivation and morale, making the profession more attractive, enhancing retention of teacher' and improving the quality of teaching and learning. Although improving conditions of service always has budget implication, changes in this area may be less costly and more effective than an overall increase of teachers' salaries (Chapman, 2007)

Thus, as a school principal the researcher need to assess the level of intrinsic and extrinsic motivation factors that make teachers to have an idea to look other profession by focusing on factors affecting teachers motivation of West Wollega Zone secondary schools.

1.2. Statement of the problem

Motivating workers to implement prominent performance work systems is one of the basic aims of management principles that a successful business can have (Fuhrmann, 2006). Motivation with the teaching component has important consequences. It means that the teachers are happy, dedicated and committed, and it also helps them to bring their best qualities to their schools, so that students, parents and the society may benefit from their services (Ofoegbu, 2004) As indicated by Jaiyeoba and Jibril (2008:97), satisfied and motivated teachers are important for any educational system depends mainly on motivated teachers, but also on motivated school managers and administrators. Teachers specially, spend a great amount of time with their students in class, and hence they have a significant impact on student's achievement (Correnti, Millerand Rowan, 2002 and Sharma, 2009). The motivation level of teachers has a significant factor in influencing the

delivery of quality education. So that examining the motivation level of teachers in secondary schools is important for job satisfaction of teachers.

Davidson (2007), in a study conducted in Tanzania, has asserted that lack of motivation among the instructors can have negative impact on the performance of students. Moreover, the lack of motivation can result in the adoption of a teacher centered learning style. This can inevitably result in the restricted learning and educational development of the students, which is likely to be reflected from their exam scores. Syeda and Mohd (2017) supported that teacher motivation on the output displayed by students in exams and test can't be ignored. The quality of teaching students receive in the context of classroom directs the process of their cognitive development, thus motivation of teachers and student achievement in school are strongly interlinked factors.

Ukaegbu (2000, cited in Birhanu,2007) explained that for employees working in a depressed economy the extrinsic working conditions such as salary, promotion opportunity, fringe benefits and job security are stronger predictors of employee commitment than intrinsic factors such as a challenging job and participation in decision-making in the organization. Also, the more management is perceived to be conscious of and interested in the welfare of workers, the higher will be the level of employee commitment. Furthermore, equity factors are stronger predictors of employee commitment than intrinsic factors. (Ibid, 2000)

Recent empirical studies on teacher motivation shows an affects students higher performance was as a result of highly motivated teachers both intrinsically and extrinsically in schools setting (Jang, Kim and Reeve, 2012, cited in Farhath and Mohd, 2017). Assessing the needs of the staff while also maintaining and improving on the staff services, improve on the effectiveness of the school teachers. It is observed that by identifying the staff's present and future requirements, determines their fringe benefits and nature of working condition, keep them united and committed at the work place (Musazi,2006, cited in Justine, 2004).

According to survey conducted recently on teachers' motivation and job satisfaction in 12 countries of Asia and sub-Saharan Africa raises concern about the influence of low teacher job satisfaction on teachers' absenteeism, lateness and lack of commitment to their work from this finding one can conclude that teachers motivation affects teachers job performance. (Bennel and Akyeampong 2007). Also Bennel (2004) asserted that when teachers had a problem of motivation they reflect poor time keeping habit, which is expressed in arriving late at school, finishing lesson early and leaving their class during the day. In line with this, majority of teachers in the study area reach their school late of the New Year. The research in Ethiopia especially in Addis Ababa teachers significantly dissatisfied with most aspect of their work. Salary and benefits emerged as the primary dissatisfying aspect of all the work factors. Other areas of dissatisfaction related to poor fringe benefits and opportunities for promotion, the management style, of the principals, the lack decision-making opportunities for the teachers, as well as the opportunity to develop personally, and the poor relationship teachers have with the principal and the parents (Gedefaw, 2012).

For the past 20 years, the researcher has been serving in West Wellega Zone as a teacher and school principal. During this period of time the researcher observed the poor motivation of teachers to stay in their teaching profession and shows low attitude of teachers and if they have opportunity they need to join other sector by trying to study other non-teaching courses, such as accounting, law, and so on. This study was designed to assess factors affecting teachers' motivation in West Wollega Secondary Schools.

1.3 The research question

The following research questions were answered in this study.

1. What is the practice of teacher's intrinsic motivation?
2. What is the practice of teacher's extrinsic motivation?
3. Is there a difference between the intrinsic and extrinsic motivation of teachers?
4. Which demographic variables determine intrinsic and extrinsic motivation?

1.4 Objectives of the study

1.4.1. General objective

The general objective of the research was to assess the factors affecting teacher's motivation in selected secondary schools of West Wollega Zone, Oromia Regional State

1.4.2. Specific objectives

The study tries to:

1. Assess the practice of teacher's intrinsic motivation
2. Examine the practice of teacher's extrinsic motivation
3. Find-out the difference between the intrinsic and extrinsic motivation of teachers
4. Find out to the extent demographic variables predicts intrinsic and extrinsic motivation

1.5 Significance of the Study

In a school motivation is essential for the purpose of effective teaching learning process. Thus efficient teaching to some extent is the result of motivation. The finding of the study is significant in various aspects.

- The result of this study may serve as an input for different levels of educational experts: for secondary schools, woredas and zone education office to know the current practice and challenges of teachers motivation in secondary schools and help them to do their share to improve the practices of teachers motivation in schools
- It may assist the school management and leaders to identify their weaknesses and strengths on teachers motivation practice and then encourage them to give more attention to properly implement teachers motivation activities in secondary schools
- It may help teachers to have positive perception on the teachers motivation.
- It may assist school principals to identify factors affecting teachers' motivation. And facilitate situation for teachers' motivation in order to conduct teachers' motivation practices effectively and efficiently in the study areas secondary schools. As the results, it may help students to get effective and efficient learning and teaching process in the schools.

- Finally, it may help as a springboard for other researchers who want to conduct further research in the area of teachers' motivation.

1.6 Scope of the study

The research was delimited in both content and geographically. Regarding to content, this research was delimited on assessing the practice of teachers work motivation in West Wollega Zone secondary schools. The practice assessed on focusing the following motivation variables; advancement, achievement responsibility, professional growth and development recognition policy and administration, supervision, work itself work relationship, status, working condition, job security and incentives and benefits. Geographically the scope of this study was delimited to secondary schools of West wollega zone .

1.7 Limitation of the study

A lot of care and control over the study had been taken by the researcher from the beginning up to the completion of the research report. However, there were external (uncontrollable) variables that determine the smooth accomplishment of the thesis work. For instance, teachers were very busy for returning back the distributed questionnaires. Difficulties in getting relevant recorded schools' documents were among the encountered limitations while conducting the research. In addition, since the research dealt with behavioral variables, the measurement may not be as that of measuring tangible items.

It completely depends on the way data was gathered and feeling of the respondents, which is intangible. Finally, the other major limitation faced by the researcher was the time limitation due to regular teaching work and many assignments as he was full time worker during the course of the study.

1.9 Operational Definition of key Terms

Advancement: availability of opportunities for career advancement and recognition of their contribution to schools improved their teaching efforts (Choi and Tang,2009).

Extrinsic motivation: is attainment of externally administered rewards, including pay, material possessions and positive (Samsone and Harackiewicz, 2000),.

Incentive is additional remuneration or benefit to an employee in recognition of achievement or better work.

Intrinsic motivation: refers to work motivation and satisfaction that derived from teaching, responsibility, recognition, advancement growth and development(Samsone and Harackiewicz, 2000).

Job security is protection from danger or deprivation, the need for freedom from pain or from the threat of physical attack, the need for savings, medical aid, and even for armed response (Amos, et al., 2008 Mullins, 2005 Steyn, 2002).

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 (Cole, 2002)

Praise: is another non- financial incentive which satisfies the ego needs of the employees (Managers Study Guide).

Promote good achievement: focuses on high standards and expectations for all students; effective school leadership, high levels of collaboration and communication; curriculum, instruction, and assessments aligned with state Standards; frequent monitoring of learning and teaching; focused Professional development; supportive learning environment; high levels of family and community involvement. (Shannon, 2006).

Recognition is an acceptance from administrators, parental support, control over classroom instruction (Gardner, 2010)

Responsibility refers to the teacher's power to control all educational rights and duties (Boey, 2010).

Salary is viewed as a maintenance or external factor that influences job satisfaction (Shann, 1998).

Secondary school is refers to first cycle secondary schools (from grades 9-10 level) (MoE, 1994).

Supervision is offering professional support for the improvement of instruction (Kitavi, 2005).

Work condition is the school environment in which teachers teach (Perie, et al., 1997)

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).

Work relationships is interpersonal relations of teachers within the school community influence both job satisfaction and the probability of teachers remaining in the school and in the profession, as found by Leithwood and McAdie (2007) and Choi and Tang (2009).

CHAPTER TWO

LITERATURE REVIEW

2.1 Concepts of motivation

The term motivation has evolved out of the Latin word ‘movere’, which means to move. The earliest definition of motivation considered it to be a set of “psychological processes that cause the arousal, direction and persistence of behavior” (Mitchell, 1982, cited in Shafqat, Muhammad and Ijaz, 2017).

Motivation is a desire to achieve a goal, combined with energy to work towards a goal. Motivation as a concept which comes from the word „movere“ meaning „motive“ which is the inner state that energizes behavior, activities, directs and channels behaviors towards the stated goals (Beelson, 1999: 239 and Musazi 2006:44).

Motivation refers to force that energize, sustain and direct a person’s efforts. Motivation is factors that influence people to behave in certain ways. Motivational concepts within a clear model of factor influencing choice of teachings as career known as the FIT (factors influencing teaching)- choice model (Watt and Richardson, 2007, P, 95).

According to physiological psychologists „motivation“ is a force that determines the direction of the person’s behavior, level of effort and performance in an organization (Gareth et,al, 2000:721). From the management perspective, it’s a drive and effort to satisfy the needs, desire and wishes of individuals (Maicibi, 2003:40).

A motivated and committed workforce can help enterprises to expand their profits, diversify investments and pave the way for durable organizations, especially if owners create robust organizational structures for effective entrepreneurial and managerial succession and continuity (Ukaegbu,2000, cited in Birhanu,2007).

Hang and Finsterbusch (1987, cited in Birhanu, 2007) as quoted in Ukaegbu, stated that building and sustaining effective and productive organizations is a prerequisite for achieving economic, social and political development. Attracting employees to an organization, retention of committed employees to their organization, and job satisfaction

are outcomes of good human resource management. Employees join, and continue to work, for an organization as long as their needs are reasonably satisfied. Poor working condition results in abandonment of organizations by employees. In organizational literature, this is a sign of lack of employee commitment to the organization, with detrimental consequences to the organizations.

2.3. Practice of teacher motivation in the school

According to Ifinedo (2003) employee motivation is a complex and difficult term to define; therefore a precise definition of this concept is elusive as the notion comprises the characteristics of individual and situation as well as the perception of that situation by the individual. Also, Goodman (1995) asserts that organization's liveliness comes from the motivation of its employees, although their abilities play just as crucial a role in determining their work performance as their motivation. Motivated and committed staff can be a determining factor in the success of an organization.

Motivation of teachers helps to retain teachers at their work places and it includes materials and psychological needs as pay on its own increases motivation among teachers. Many writers in the motivation of teachers help to performance based way will increase teaching motivation by adequately rewarding productivity gains. This perspective links the attitude of teachers to students' outcomes by arguing that once the motivation and the skills of the teacher determine salaries, teacher quality will be improved.

When the literature, (Lomlison, 2000) argues that performance based pay is about motivating people and developing performance, oriented cultures, teachers, who are not motivated by financial rewards, can be encouraged with non-financial rewards, these rewards can include, for example, satisfaction from high student achievement, recognition, influence, learning new skills, and personal growth (Lomlinson, 2000, Odden, 2000).

Many researchers and writers on academic issues have come out with factors that affect academic performance. Even teachers at all levels aim at enabling their students to pass

well and obtain good grades in their examinations. But teachers not only in Ethiopia but worldwide are not well motivated.

Kathleen, (1996) quoted a teacher: “The harder you work the less you are appreciated by some people. There is nothing to be proud of. I don’t tell people that am a teacher” A teacher with such views will not carry out his or her duties effectively to produce good results.

Motivation causes us to achieve goals and consists of appropriate mechanisms of responses, simulates internal force which spark us to satisfy some needs and in some cases we may be fully aware of particular needs and our actions will deliberately move in an attempt to satisfy it. For example a hungry child eats food with full knowledge that will ease hunger. Education is motivated by desire for knowledge. Motivators can be anything from reward to coercion. Motivation originates from a variety of sources (needs, cognitions and emotions) and these internal processes energize behavior in logistic ways such as starting, sustaining, intensifying, focusing and shopping it.

2.2. Types of Motivation

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

2.2.1. Financial motivation

Financial motivation directly or indirectly associated with money. The most important financial motivation is wage and salaries, Bonus, vacation pay, free medical service, refinement benefit and insurance are some of the other financial motivation (Lussier, 2005).

2.2.2. Non-financial motivation

Non-financial motivation is that motivation which is not associated with monetary rewards. Appreciation, praise, job rotation, delegation of authority, responsibility,

participation, recognition and power are some of the example of non financial motivation (Deci and Ryan, 2005).

2.2.3. Intrinsic motivation

Intrinsic motivation is available at the time of performance of work. These motivations provide a satisfaction during the performance of the work. Praise recognition power, delegation power, delegation of authority and responsibility, competition and participation in the decision making process are some of the example of intrinsic motivation. Intrinsic rewards to the responsibility, achievement, recognition and the work itself will have longer term and deeper impact on motivation (Sarkar, 2000).

2.2.4. Extrinsic motivation

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

2.2.5. Positive motivation

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

2.2.6. Negative motivation

Negative motivation based on force and fear. The teachers/workers feel dismissed, lay-off, pay cut, firing, etc. the negative motivation gives maximum benefits in the short run. Negative motivation results in disloyalty to the group as well as organization. When a certain personal qualities have been developed and become honesty, fairness, integrity, truthfulness, loyalty, stability, tolerability, openness to assume the responsibility and cooperative (Smith,1994).

2.4 Job Satisfaction and Teacher Motivation

Job satisfaction is the level of contentment of individuals with their jobs. Locke (1976) defines job satisfaction as a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences. There are a variety of factors that influence a person's level of job satisfaction. These include income, perceived fairness of promotion system, quality of working condition, social relationships, leadership and the job itself.

2.5 Teacher Reward Systems such as Remuneration and Compensation

Rewarding employees is an important factor in employee motivation. Most organizations have gained the immense progress by fully complying with their business strategy through a well balanced reward and recognition programs for employee. Motivation of employees and their productivity can be enhanced through providing them effective recognition which ultimately results in improved performance of organizations. The entire success of an organization is based on how an organization keeps its employees motivated and in what way they evaluate the performance of employees for job compensation.

At times management pays more attention to extrinsic rewards but intrinsic rewards are equally important in employee motivation. Intangible or psychological rewards like appreciation and recognition plays a vital role in motivating employee and increasing his performance. Andrew (2004) concludes that commitment of employees is based on rewards and recognition.

Ajila and Abiola (2004) examine that intrinsic rewards are rewards within the job itself like satisfaction from completing a task successfully, appreciation from the head teacher, and autonomy, while extrinsic rewards are tangible rewards like pay, bonuses, fringe benefits, and promotions.

2.6 Content theories of Motivation

Maslow identified five human needs extended from the lowest level to the highest level. These include physiological needs, safety and security needs social needs, esteem needs, and the need for self actualization. The principle behind the hierarchy is that unless the needs at each level have been satisfied to some extent and until they are met, people find

it difficult to respond to higher order needs (Steijin, Bram, 2009 p. 37). Once a lower-order need is satisfied it is no longer a motivator or satisfier (Muller, 2007 p, 118). It comes to an end to motivate employees' behavior and they are satisfied or motivated by the need at the next level of the hierarchy. **2.6 Two Factors theory**

Motivators or intrinsic factors: motivators or intrinsic (satisfier) factors are related to the actual performance of the work, the content of the job. The motivators are internal job factors that urge the employees to strive for better achievements and lead to job satisfaction and higher motivation (Hart, J.W. Stassen, M.F. Mahoney, J, M, and story, 2007 p 203). They are the factors that influence the perceptions or feelings of employees about themselves and their work, and motivate them to work harder or better. In addition, recent research on students who choose teaching as their new career provides similar evidence on intrinsic and altruistic reasons as being the most important for their career change (Williams and forgasz, 2009, p, 108).

Herzberg's two factors theory has been linked to that of Maslow's hierarchy of needs theory. The theory suggests that Maslow's higher order needs are similar to Herzberg's satisfier factors and Maslow's lower order needs are similar to Herzberg's hygiene factors (Brewer, Gene A. 2010 p.113).

Motivation factors are internal factors that are associated with higher order needs and include the opportunity to achieve in the job, and the work itself, if the work is interesting. (Hart. J.W. Stassen, M.F. Mahoney J.M. And story 2007 p, 181). Studies in different organizations have found that the absence of acceptable intrinsic factors in the work place leads to high employee attrition rates. Intrinsic factors are related to high attrition rates in many professions, including teaching (Laurence and Kenneth Meier 2011, p, 52). Their presence, on the other hand, is related to high job satisfaction. From two types of teachers' motivation, one referring to primarily intrinsic reasons for enrolling in teacher education, such as the desire to work with children or the attractiveness of teaching (Hobson et, al, 2009).

In the teaching profession, the intrinsic factors play significant role in motivating individuals to join the profession (Brower, Gene A. 2008). If we want people to be encouraged, satisfied, and motivated about their jobs, the emphasis should be on factors associated with the nature of the work, or with outcomes directly derived from the work, such as opportunities and achievement. Thus, satisfaction with the intrinsic aspects of the job is long lived and, therefore, enables teachers to sustain motivation over a long period of time.

Hygiene or maintenance factors: Hygiene factors are extrinsic, as the researcher think when present it is satisfier when it is absent it is not satisfied that are associated with lower-order needs, and include organizational supervision, interpersonal relations with peers and supervisors, working conditions, job security and salary (Christensen, Robert. And Bradley E. Wright 2011). The extrinsic job characteristics reflect outcomes generated by performing the job, and are concerned with context or environment in which the job has to be performed (Thomas, 2008). Extrinsic hygiene factors, which are external to what a person does do not contribute to job satisfaction when present but rather to job dissatisfaction when absent (Perrachione et. al 2008).

The hygiene factors are necessary, but not sufficient conditions for the satisfaction of employees (Ololube, 2006). With regard to teachers, a teacher who feels that his or her salary is not ample will be dissatisfied but improving the salary to an acceptable level will not necessarily lead to job satisfaction. Similarly, when teachers perceive that their work conditions (hygiene factors), are good, the reasons for job dissatisfaction are removed. However, the fulfillments of hygiene factors cannot be it results in job satisfaction, only the reduction or elimination of dissatisfaction. (Emmerich w. rock. O, A, and Trapani, C, S. 2006).

Herzberg offered the following analogy to explain the nature of the hygiene factors of job dissatisfaction, namely water and air pollution controls. Although water and air pollution controls don't cure any diseases, they serve to prevent the outbreak of disease. In the same vein Herzberg believed that hygiene factors do not cause satisfaction, but can prevent dissatisfaction. Therefore, managers who try to eliminate factors that can create

job dissatisfaction may bring about a more pleasant working environment, but not necessarily job satisfaction.

As a result Herzberg characterized conditions surrounding the job as quality of supervision, pay, company policies, physical working conditions, relation with other, and job security, as a hygiene factors. Changes in these factors are short-lived, and merely help in removing dissatisfaction in the teachers' work. They are not important in the overall satisfaction of the teachers with their work. The theoretical framework for most research on job satisfaction (e.g. teachers) can be traced to the pioneering work of Herzberg. Herzberg's theory is a useful theory of job satisfaction (Miller Gary J. 2007).

2.7 Maslow's Hierarchy of Needs

Theories Abraham Maslow distinguished a theory of human needs based on a hierarchical model ranging from lower-order needs at the bottom to higher-order needs at the top (Maslow, 1954). He suggested that human needs are arranged in a series of levels, in a hierarchy of importance. Based on this hierarchy, Maslow identified five human needs. From the lowest level, these are physiological needs, safety and security needs, love needs, esteem needs, and the need for self-fulfillment at the highest level. The principle behind the hierarchy is that unless the needs at each level have been satisfied to some extent and until they are met, people find it difficult to respond to higher-order needs (Steyn, 2002). Once a lower-order need is satisfied it is no longer a motivator or satisfier (Mullins, 2005). It comes to an end to motivate employees' (e.g. Ethiopians Secondary schools teachers) behavior, and they are satisfied or motivated by the need at the next level of the hierarchy. The abovementioned needs levels can be explained as follows.

2.7.1 Physiological or basic needs

The physiological needs are the lowest level of needs that must be satisfied to survive physically. They are important for the body's automatic efforts to retain normal functioning, such as the need to satisfy hunger and thirst, the need for oxygen, and the need to regulate the body's temperature (Mullins, 2005). Physiological needs also include the need for sleep, shelter, sex, an adequate basic needs can be fulfilled if the teachers are employed and are provided with a salary that enables them to cope with the rising living

conditions (Steyn, 2002). For Maslow, in order for a teacher to be concerned about the higher-order salary, satisfying working conditions, heat and lighting, clothes and exercise (Steyn, 2002). These needs or to be self-actualised as a teacher, his/her basic needs must be satisfied fairly well. When the basic needs are reasonably well satisfied, then this satisfaction will have the power to activate the needs at the next level. Safety or security needs

According to Maslow (1954), once individuals have substantially satisfied their basic or biological needs, the safety or security needs emerge to direct behaviour. These needs include the need for protection from danger or deprivation, the need for freedom from pain or from the threat of physical attack, the need for savings, medical aid, and even for armed response (Amos, et al., 2008; Mullins, 2005; Steyn, 2002). In the work-place such as a school, the safety needs are reflected not only in the desire for financial security, but also in fair treatment by the principals. Safe working conditions, first-rate fringe benefits, fairness, quality supervision, and job security (Amos, et al., 2008). This would also apply to Ethiopian teachers. *Love or social needs* Love or social needs include the need for giving and receiving love, the need of affection, a sense of belonging, social activities, and friendships (Mullins, 2005). In the school setting, these are manifested in the teachers' need for belonging and affiliation, and include professional friendships, good interpersonal relations with colleagues, students and principals, acceptance by others, and affable supervision by the principals. If teachers experience a sense of belonging at their schools, then this will result in fulfilling their social needs (Boey, 2010). When the teachers participate in the school's activities, and are involved in the decision-making processes, this creates a sense of belonging. Then communication between and among teachers, the principal and the students will be effective, and the teachers will have a propensity to produce good quality results (Boey, 2010).

2.7.2 Esteem or ego needs

Esteem or ego needs refer to both self-respect and the esteem of people, for example, of teachers. The principle behind esteem-needs is that if someone feels loved and has a sense of belonging, then he or she starts to develop the need for esteem and self-respect. Self-respect involves the desire for and feelings of confidence, achievement,

independence and freedom. To be held in high esteem by others involves having a good reputation or prestige, status, recognition, and being appreciated (Amos, et al., 2008:178; Mullins, 2005). In the work-place these needs are reflected in the form of a merit pay-increase, peer/supervisory recognition, and in the form of being given responsibility and promotions. According to Steyn (2002), teachers who do not feel that their status and self-esteem needs are being met in their work, may become discouraged. She (2002) further states that the satisfaction of esteem or ego needs leads to self-confidence and a sense of pleasure. Boey (2010) also argues that when teachers are recognized for their first-rate job performances and are rewarded for what they have done, this will increase their self confidence and also their self-esteem. The development of esteem-needs will help the teachers to be effective in their day-to-day professional activities. If teachers are recognized for their accomplishments and are also respected by the ‘self’ and significant others, this will have a direct positive impact on their professional activities. Esteem-needs are higher-order needs. If these higher-order needs are fulfilled, the teachers have the power to exercise control over these needs. This perception of control will give the teachers a sense of achievement at work, which in turn, will make it more likely for them to be effective in their professional activities.

2.7.3 Self - actualization needs

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

2.8 Factors that make teachers to leave their schools

Working condition cannot improve without a commitment from district and building level of leadership. Supervisors, principals, and special education administrators are key personnel in retaining teachers. The decisions that school leaders make and how they make them have a direct impact on working conditions. Teachers often complain that decisions affecting them are usually made without their knowledge Leaders need to

involve teachers in making decisions. Leaders can involve staff in departmental scheduling, student scheduling and duty assignments Eccles, J.s.(2005).

Compensation plays a major role in retaining teachers; school leaders should develop teacher compensation packages that demonstrate that they are valued. Leaders can use salaries and bonuses as incentives to retain teachers. They also can put together a team of administrators and teachers to develop an incentive pay program (Dixit, Avinash 2002.).

2.8.1 School climate

Teachers and students will do their best work in a healthy, pleasant environment. School leaders lead to ensure a positive school climate and make the school a place where people want to be. Leaders can start by examining what Eccles (2003) calls the “fun and caring factors” in the school. Is there laughter in the school? Are people smiling? Do teachers want to be here? Is the school staff united or there cliques? Are new staff members welcomed? Does the school have celebrations?

Every school has history and culture. If teachers are connected to their school and are part of it they may be more likely to identify with it and stay even in the tough times. The schools teachers need to become the “developer or nurturer of the school’s culture” and share it with new teachers so they can gain a sense of membership and participation. Also, leaders can communicate the school’s history, traditions, legends and myths and share stories of the schools’ heroes and heroines (Cooper, 2002). The school will not be the kind of place where teachers want to be if they don’t trust the administration.

To develop trust among teachers and all stake holders; parents, students, community members, central office staff and school board members; leaders must be honest and up front with them. Leader can be visible to staff, students and parents in classrooms, in the corridors, at lunch, at bus duty and at extra - curricular activities (Belle, Nicola. 2013). Leaders also must ensure that teachers have adequate resource and materials to do their jobs. Sufficient common planning time should be built in to the schedules of classroom teachers and specialists so they can address instructional needs and class room concern (Brewer, Gene A. 2008). In administrative psychology, employee job satisfaction is the main factors affecting job attrition and motivation. (Zhang R. 2004) pointed out that the

main reason for the loss of teachers is their excessively low salaries and remuneration., Zhang R surveyed 229 secondary school teachers in Guangzhou, and the results showed that the main reasons for secondary schools teachers leaving their job were: low remuneration and welfare benefits, low social status, failure to resolve their housing problems, and poor working conditions and work over load. Thus, the first step to stabilize the teacher contingent and raise morale is to be informed about teacher job satisfaction and specially to solve the problems causing it.

2.8.2 Gender

Women to be more satisfied with the teaching profession than men (Kim, 2005). Kim (2005) observed that in the Seoul Metropolitan Government studies of gender differences in Korea, the women reported more satisfaction with their jobs than the men, and the credible reasons are that women place greater value than men on intrinsic rewards. In a study Koustelios (2001) found that the women teachers were more satisfied with their working conditions than the men, because women employees tend to consider the working conditions to be more favorable than the men do. Other researchers who have studied gender also indicated that female senior secondary school teachers are significantly more satisfied than their male counterparts (Akhtar and Ali, 2009). Several reasons were posited for this significant difference in satisfaction. Female teachers' social aspiration, social acceptability, job responsibilities, experiences of challenges and career development were some of the reasons cited. Akhtar and Ali (2009) further believe that it is a great achievement for female teachers to be part of the teaching profession. In his study Kim (2005) indicated that women reported that the most important motive in their working life was worthwhile work achievement, whereas men reported that promotion, reputation and prestige as public employees were most important. Thus, it seems reasonable to conclude that women employees place more emphasis on intrinsic rewards, whereas men employees value extrinsic rewards more highly. The reasons for the job satisfaction differences between men and women, according to Kim (2005), in agreement with Chiu (1998), are, namely the fact that women have lower expectations than men do, because women tend to compare their jobs with those of other women, whereas men compare their jobs to jobs/positions of other men. Moreover, women may be socialized

not to express their discontent, and women and men value different characteristics in a job.

Chiu (1998) argued that the observed lower overall job satisfaction of female lawyers was mostly due to their sense of not having enough influence. Other studies differ from the above. Research has shown that men are more satisfied with their jobs than women (Ellsworth, et al., 2008). Still other studies have found that there is no significant relationship between gender and job satisfaction.

2.8.3 Age

Early studies by Herzberg, et al. (1959) show the possibility of a U-shaped or curvilinear relationship between age and job satisfaction, implying that employees experience a high level of job satisfaction at the start of their careers, a decrease in the middle ages, and a rebound later on in life. Garrett and Ssesanga (2005) showed that age significantly influences academics' teaching satisfaction, with the younger academics more likely to derive satisfaction from the extrinsic aspects of their job, and their older counterparts derived satisfaction from the intrinsic aspects of teaching. This finding was confirmed by Bolin (2007), who determined significant correlations between age and job satisfaction: older teachers derived greater satisfaction from self fulfillment, salary and collegial relationships. Sargent and Hannum (2005) also pointed out that younger teachers were significantly less satisfied with their jobs than their older counterparts.

Studies with other groups differed from the above. Findlay (2004) aimed to determine if significant differences in job satisfaction existed according to age, race, educational qualification, and years of teaching experience. He found no significant differences based on age. A study by Ellickson (2002) showed that age had no effect on the job satisfaction of the employees. This issue has not been fully investigated in Ethiopia.

2.8.4 Level of education

Glenn and others (in Hickson and Oshagbemi, 1999) indicate that education has a negative impact on job satisfaction. A feasible explanation offered by these researchers for this inverse (negative) relationship is that increased education is associated with

higher expectations (e.g., in terms of fulfillment and responsibility), indicating that an employee may become dissatisfied with performing routine tasks. Similarly,

Akhtar and Ali (2009) found that the level of education was inversely related to job satisfaction. Teachers with a lower level of education were significantly more satisfied than those with a higher level of education. The possible reasons for this, according to Akhtar and Ali, were that highly qualified teachers lacked the possibility of growth, advancement and other school level-related factors. Bolin (2007) found significant correlations between educational levels and self-fulfillment and collegial relationships - Sargent and Hannum (2005.), doing a multivariate analysis of teacher job satisfaction, found that teachers with higher levels of education were significantly less satisfied with the teaching profession, and significantly more likely to change careers. The relationship between education and job satisfaction, however, remains unclear, because other studies refute the above findings. Badenhorst, et al. (2008), in their study of job satisfaction among urban secondary school teachers in Namibia, found no significant relationship between educational qualifications and the job satisfaction of teachers. Similarly, Turner (2007), regarding the relationship between educational level and the job satisfaction of teachers, found a non-significant relationship between the two. Ting (1997) also found that the educational level of employees had no effect on their job satisfaction.

2.8.5 Teaching experience

A study done by Crossman and Harris (2006) on the job satisfaction of secondary school teachers in England indicated a curvilinear type of relationship between length of service (teaching experience) and the teachers' job satisfaction. The results indicated that satisfaction was high for early career teachers, decreasing at the midpoint of their careers, and rebounding again towards the end of their teaching careers. In the early periods of employment there were more new things to be learnt from the job, and teachers gained a sense of pleasure from their teaching jobs. But, through time, they develop confidence, new skills and abilities which influence their satisfaction. Research done by Mertler (2002) reported similar findings, with teachers early in their teaching careers as well as those nearing the end of their careers indicating higher levels of job satisfaction than teachers who were in the middle of their careers (a U-shaped relationship).

A different relationship was found in other studies. Akiri and Ogborugbo (2009) indicated that teaching experience and job satisfaction are negatively related an increase in teaching experience was followed by a decrease in job satisfaction. They found that the most experienced teachers are the least satisfied with their teaching careers, and concluded that years of teaching experience significantly negatively influence the teachers' career satisfaction. Bolin (2007) examined five dimensions (self-fulfillment, workload, salary, leadership and collegial relationships) that could influence job satisfaction. His findings showed 80 significant correlations between the teachers' satisfaction and length of service - the higher the teachers' length of service, the more the teachers were satisfied with their self-fulfillment, salaries, and collegial relationships. In contrast to the above, Tillman and Tillman (2008, p. 9) found no significant relationship between the teachers' teaching experience and job satisfaction. He investigated the relationships between length of service, salary, supervision, and the teachers' job satisfaction in South Carolina, USA. The correlation, if any, of the Ethiopian teachers' teaching experience with their job satisfaction has not yet been investigated.

2.9 Adam's equity theory

Effort versus reward The Equity Theory was formulated by Adams (1963 and 1965). This Theory proposes that the way individuals are treated at the workplace affects their behavior, and also the attitude they have towards their work (Okpara, 2006). The basis of the Theory in the work context is that people/workers look around and observe what effort they put into their work, in comparison to others, and what reward follows that effort. Thus, individuals make comparisons between themselves and relevant others in terms of the outcomes they receive for their efforts, and the inputs they invested into that effort. In other words, employees compare their own outcome-to-input to the outcome-to-input ratio of relevant others (Green, 2000).

If the outcome (rewards)-to input (contributions) ratio of person A as shown below is equal to the outcome (rewards)-to-input (contributions) ratio of person B, then the social exchange relationship will be considered equitable. = The Equity Theory is also concerned with the perceptions of individuals of how they are treated in comparison to others in the organization. It is based on the assumption that individuals are motivated

and satisfied by their desire to be equitably treated in their work relationships (Aswathappa, 2005). According to Kannan (2005), workers expect justice, fairness and equal treatment by their employers and immediate supervisors. Employees (including teachers) want to be treated fairly. Adams suggests that individuals form perceptions of fair balance by comparing their own situation with that of other 'referents' (reference points or examples, or relevant others) in the workplace (Okpara, 2006). The referent may be a co-worker, relative, neighbour, group of co-workers, or other professionals. The individuals compare the inputs they bring to the job in the form of skills, training, education, workexperience, time, and effort with the outcomes they receive in the form of pay, fringe benefits, status, opportunities for advancement, promotions, prestige, and anything else that the workers desire and receive from an organisation, as compared to relevant other employees in the organisation (Green, 2000).

Inputs, according to Miner (2005), include intelligence, health, job effort, and training. Outcomes include pay, intrinsic rewards, satisfying supervision, seniority benefits, and Herzberg's dis-satisfiers. If people feel that their rewards-to-contributions ratios are fair, then, according to the Equity Theory, they are happy, and experience job satisfaction. They are then motivated to continue to maintain their current contributions. They also raise their contributions if they want their rewards to increase. However, if employees feel that their reward-to-contribution ratio is not equal to that of others, and that they are not fairly treated, they develop a sense of job dissatisfaction (Green, 2000) and inequity. *Inequity* is said to exist when the ratio of an individual's outcomes to inputs departs to a significant degree from the ratio perceived for the reference source. The feeling of inequity may arise when an individual's ratio of outcomes to inputs is either less than, or greater than the outcome-to-input ratio of relevant others (Mullins, 2005). This perceived inequity may result in dissatisfaction (Miner, 2005). Based on the Equity Theory, when employees perceive inequity, their behavioural responses to their feelings of dissatisfaction may include the following : • Changing the effort being put into work (Robbins, 2009; Amos, et al., 2008; Mullins, 2005). Changing inputs can be either upward or downward. In the employment context, an employee may increase or decrease the level of his or her input through the amount or quality of work, absenteeism, or working additional hours without pay, to align this with the reference source ratios

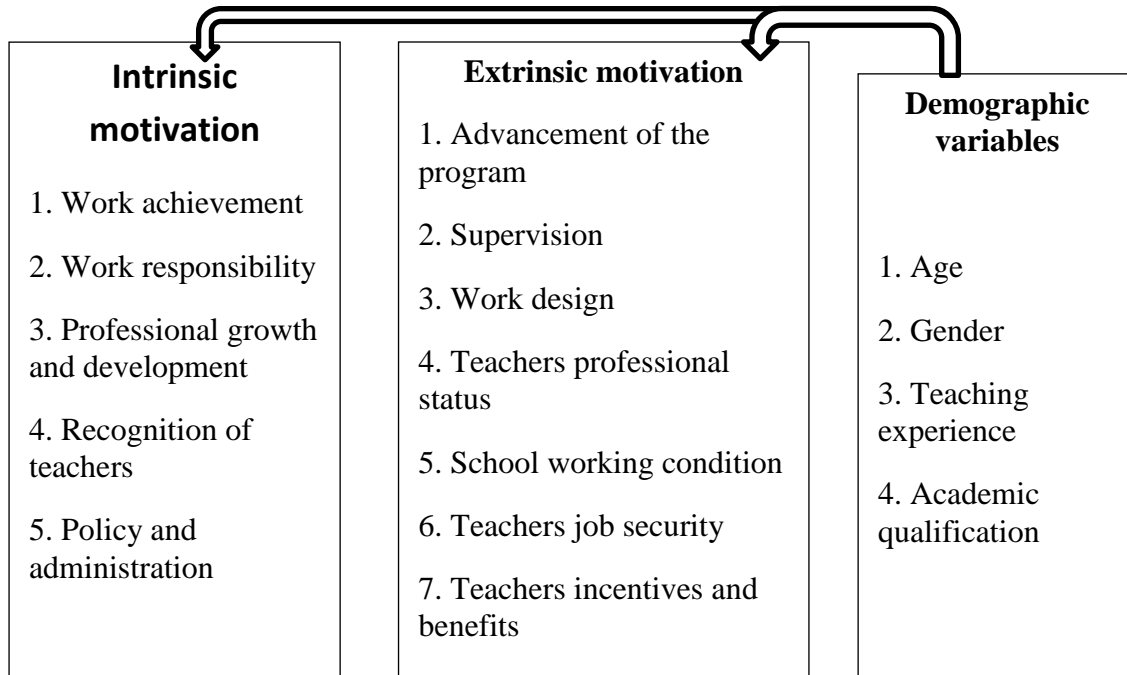
Complaining to management about the compensation package, or lodging a grievance (Amos, et al., 2008). An employee may try to find a new situation with a more favourable balance through absenteeism, request for a transfer, resigning from a job, or from the organisation altogether (Mullins, 2005:496). Changing the object of comparison (Mullins, 2005; Robbins, 2009). This involves changing the reference (relevant other) group with whom the comparison made • Justifying the inequity by rational is in the inputs and outputs (Amos et al, 2008).

Taking action against other(s) (persuading the referent(s) to take on a greater workload) (Amos, et al., 2008). In Ethiopia, the teachers' low salaries are a frequently-mentioned issue by the community and the teachers themselves. The teachers are not seen as being rewarded for their qualifications (VSO, 2008). Their pay is not viewed as comparable to that of other professional groups. "Many families and friends view teaching as a low income job because teachers are paid less compared to other government and private employees", according to VSO (20089). The report by VSO further indicated that the low pay in comparison with other professional groups (e.g., lawyers, physicians, engineers) is a major cause of teacher dissatisfaction. In addition, studies by Chapman, et al. (2007:) found that "...in many Sub-Saharan African countries, the mechanism for recruiting teachers to become principals is unsystematic and not necessarily based on professional criteria". In Ethiopia it is a common practice to see schools being run by individuals who are not suitably qualified, while others, who believe they are better qualified, are not appointed. This may lead to job dissatisfaction. The above can be understood by means of Adams' (1963) Equity Theory. According to the Equity Theory, a fair balance serves to ensure satisfied and motivated teachers (Ololube, 2006). If there is a feeling of inequity on the part of teachers, there is a high probability that they will be de-motivated and dissatisfied with their work and with their employer (Ololube, 2006). Thus, Adam's Equity Theory is useful for this study.

2.10. Conceptual framework of the study

The conceptual framework of this study was designed to assess the practice of teacher's intrinsic motivation, examine the practice of teacher's extrinsic motivation, find out significant difference between the intrinsic and extrinsic motivation of teachers and find

out to the extent demographic variables significantly predicts intrinsic and extrinsic motivation. The conceptual framework of the study variables were as discussed below.



CHAPTER 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

The researcher used mixed research approach in which cross - sectional research design was employed. With regard to cross-sectional research design, quantitative data were collected from teachers. In supporting the quantitative data, qualitative data were collected once from principals and supervisors using semi-structured interview.

3.2. Research method

In the context of this study, mixed research approach was used in order to ensure triangulations the information, specifically information obtained from questionnaire and semi-structured interview from teachers, principals and supervisors enable the researcher to ensure the trustworthiness of the collected information. Therefore, using multiple data collection from different respondents strengthens the data regarding to factors affecting teachers' motivation in Secondary School of West Wollega Zone

3.3. Data source

For this study both primary and secondary data sources were utilized. Primary data could be collected from teachers' development coordinators and 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 better experience and information on the teachers' work motivation practices in secondary schools. The secondary data can be collected from document analysis. The school rewarding strategies and in-school teacher professional growth and

development strategies are the documents which were needed to supplement the primary data in sampled schools of West Wollega Zone.

3.4. The study sites

West Wollega Zone is one of the Zones in Oromia regional state of Ethiopia. It is found on 441km distance from Addis Ababa. West Wollega Zone comprises twenty three woredas. The researcher decided the target sample at classroom teachers, school principal, cluster supervisors and secondary school officials of 10 secondary schools in 6 Woredas in the Zone.

3.5. Population and sampling

Population is a group of individuals who have the same characteristics (Creswell, 2012 p. 142). Therefore, West Wollega Zone have 23 Woredas, teachers in 23 Woreda secondary schools, 23 secondary school cluster supervisors, 23 teachers development coordinator officials.

3.5. Sampling techniques

From the homogeneous populations selecting more than 30% representative sample is possible (Kothari, 2006). West Wollega Zone has 23 Woredas. For this research, simple random probability sampling technique to obtain the representative sample units. So, from 23 Woredas in West Wollega Zone 6 were selected by simple random sampling technique. The 6 Woredas are Haru, Lalo Asabi, Ayira, Najo, Gimbi and Nole. There are 20 general secondary schools in the sampled Woredas. 10(50%) were selected using simple random sampling technique (lottery method) were selected for the schools in the Zone.

Because the schools in the Zone have been relatively found in similar setting and if the selection is random it is very important for generalization of the finding to schools in the Zone. The researcher took sample size of 10(50%) secondary schools were representative sample and were managed the work of the study in terms of time and minimize cost.

Respondents for this study were selected using two types of sampling technique, since principals, supervisors and educational officials are responsible to teachers motivation

practices, they were included into the study using purposive sampling. Accordingly, 22 respondents (10 principals, 6 cluster supervisors and 6 Woreda educational officials) were included in to the study for the interview. Because assuming that they were provided more information about teachers motivation practices in their school than other as a close relation with over all activities. The second type was random sampling technique (lottery method) to select 186 teachers' respondents.

To determine the total sample size of the teachers for the study, Daniel's (1999) sample size determination formula was employed.

$$n' = \frac{NZ^2P(1-P)}{d^2(N-1)+Z^2P(1-P)}$$

Where

n' = sample size which finite population correction

N = population size = 373

Z = static for a level of confidence = 1.96

P = Expected proportion (in proportion of one) = 0.5

d = Precision (margin of error) = 0.05

So, $n' = 186$ teachers respondents

The respondent teachers from 10 secondary schools were selected using simple random sampling technique from each school, particularly through lottery method with the assumption that all teachers have equal chance to be selected and also can obtain representative sample. The number of sample teachers from each selected schools were determined by the formula of Coham (1977) proportional allocation to the size of teachers in each secondary schools.

$$P_s = \frac{n}{N} \times \text{No of teachers in each school}$$

P_s = Proportional allocation to size

N = Total number of teachers in the eleven selected secondary schools (373)

n = Total teachers sample size (186)

Table.3. 1School teachers study population Sample size

No	School	Respondent s	popula tion	Sample		Sampling techniques
				N	%	
1	Jogir	Teachers	12	6	50	Simple random sampling technique
2	Bikilal	Teachers	14	7	50	
3	Dalo Gambel	Teachers	22	11	50	
4	Biftu Ayira	Teachers	64	32	50	
5	LekaSuchi	Teachers	48	24	50	
6	Keki	Teachers	18	9	50	
7	Inango	Teachers	34	17	50	
8	Dalati	Teachers	18	9	50	
9	Najo	Teachers	98	49	50	
10	JorgoNole	Teachers	45	22	49	

Stratified proportional sampling techniques was used after determining proportional allocation to size of teachers to each school, the researcher employed lottery method. The steps to select them were: first the names of all teachers in each school were written in alphabetical order and copy each name on ticket and rolled. Next the rolled tickets were put in a dish and picked up until the necessary samples are obtained. By following all these procedures sample teachers from each schools were selected.

Secondary schools cluster supervisors (6), school principals (10), and teachers and supervisors coordinator officials (6), a total of 22respondents, were selected through purpose sampled secondary schools were selected (Gimbi Woreda, Ayira Woreda, Lalo Asabi Woreda, Najo Town Woreda, Haru Woreda, and Dabaso 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.

In general 208 individuals were included as the sample to extract sufficient evidence on teachers work motivation practices in secondary schools of West Wollega Zone. The above table indicates the total study population in the study area.

3.6. Instruments for data collection

In order to obtain the necessary information from participants the researcher was used the three type of data collection instruments these were; questionnaire, interview and document analysis.

3.6.1 Questionnaire

Questionnaire was prepared from different literatures which enable us to collect quantitative data. Moreover, supportive information were used to strengthen the content of the data obtained, furthermore, 5- Likert scale was used such as (Strongly disagree =1, Disagree= 02, Undecided=3, Agree=4 and Strongly agree =5) in order to assess teachers responsibility in their work supervision practice in the school, teachers work relationship in the school, school working conditions and teachers incentives and benefit in the school. In addition to this 5-Likert scale of agreement (Not satisfied= 1, Slightly satisfied=2, Satisfied= 3, Very satisfied=4 and Extremely satisfied=5) was used to gather the opinion of respondents regarding to teachers achievements, teachers professional growth and development, teachers status in the community and teachers job security in the school.

3.6.2 Interview

To collect qualitative data on the current practices of work motivation of teachers in secondary schools of West Wollega Zone the researcher was prepared and ask semi-structured interview for woreda education office teachers, principals and supervisors. The interview were conducted for 6 Woreda teachers development coordinator official, 6 secondary school cluster supervisors and 10 school principals who were sampled from the 6 Woredas. Because interview has greatest potential to release more in-depth information, provide opportunity to observe non-verbal behavior of respondents, give opportunity for clearing up misunderstandings, as well as it can be adjusted to meet many

diverse situations. The interview was conducted with school principals, supervisors and office coordinator. The interview was conducted from 30minute to 2hr.

3.7. Procedure of data collection

To answer the research questions raised, the researcher goes through a series of data gathering procedures. This procedure helped the researcher to get authentic and relevant data from the sample units. Thus, after having letters of authorization from Jimma University and Zone Educational Office (for additional letters towards Woreda and schools) to get ethical clearance, the researcher directly went to Walo Yesus secondary school to pre-test the data gathering instruments. At the end of all aspects related to pilot test, the researcher has contact to WEO and the principal of respective school for consent. After making agreement with the concerned participants, the researcher introduced his objectives and purposes. Then, the final questionnaires 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.

Data collecting instrument should be stable and consistent. In validity the test is assumed to match its proposed use (Creswell, 2012, p, 159). To check the instrument pre-test was prepared for 20 teachers of one secondary school(Walo Yesus) in Gimbi woreda. The pre-test was providing an advance opportunities and to minimize errors due to improper design elements, such as question, wording or sequence (Admass et al 2007)

The more reliable scores from an instrument, the more valid the scores will be (Creswell, 2012, p.159) Checking the validity and reliability of data collecting instruments is very important before researchers administer the actual study, according to Muijs, D (2003, p.67) content validity refers to whether or not the content of manifest variables (e.g. items of a test or questions of a questionnaire) is right to measure the latent concept (achievement, responsibility, growth and development, advancement and recognition. Incentive and benefit, supervision, job security, working condition, and work relationship) that we will try to measure.

Therefore, the researcher will conduct a pilot test on 20 teachers of one secondary school in Gimbi Woreda who do not participate in the actual study. The pilot study will help to determine whether the questionnaires will be easily understandable by the teachers and the feedback will provide an indication to modify some of the items and remove some items. It will be necessary to obtain teacher suggestions and views on the items, will assess reliability of the questionnaire. Based on the result of the pilot test, items may be removed or modified.

Reliability Cronbach's alpha reliability coefficient normally ranges between 0 and 1. However, there is actually no lower limit to the coefficient. The closer Cronbach's alpha coefficient is to 1.0 the greater the internal consistency of the items in the scale. Based upon the formula $\alpha = rk / [1 + (k - 1)r]$ where k is the number of items considered and r is the mean of the inter-item correlations the size of alpha is determined by both the number of items in the scale and the mean inter-item correlations. George and Mallery (2003 p. 321) provide the following rules of thumb: " $\alpha > .9$ – Excellent, $\alpha > .8$ – Good, $\alpha > .7$ – Acceptable, $\alpha > .6$ – Questionable, $\alpha > .5$ – Poor, and $\alpha < .5$ – Unacceptable". It should be noted that an alpha of .8 is probably a reasonable goal. Hence, the researcher were employed Cronbach's Alpha for the reliability checking he instrument of the data collection. Accordingly, pilot study was conducted on Walo Yesus Secondary School teachers (N = 42) and their cronbach's alpha reliability was reported to be acceptable as shown in the below table.

Table.3. 2 Results of pilot study

s.n	Items	α-alpha
01	Teachers achievements	0.93
02	Teacher's responsibility to their work	0.7
03	Teacher professional growth and development practice	0.75
04	Recognition of teachers on their job	0.71
05	Teachers advancement in the school	0.72
06	The school policy and its administration	0.89
07	Teachers supervision practice	0.77
08	Work design of teaching	0.78
09	Teachers work relationship	0.75
10	Teacher status in the community	0.83
11	School working condition	0.71
12	Teacher job security	0.72
13	Teacher incentives and benefit in school	0.81

From the above table teachers achievement ($\alpha = 0.93$), Teacher's responsibility to their work ($\alpha = 0.7$), Teacher professional growth and development practice ($\alpha = 0.75$), Recognition of teachers on their job ($\alpha = 0.71$), Teachers advancement in the school ($\alpha = 0.72$), The school policy and its administration ($\alpha = 0.89$), Teachers supervision practice ($\alpha = 0.77$), Work design of teaching ($\alpha = 0.78$), Teachers work relationship ($\alpha = 0.75$), Teacher status in the community ($\alpha = 0.83$), School working condition ($\alpha = 0.71$), Teacher job security ($\alpha = 0.72$) and Teacher incentives and benefit in school ($\alpha = 0.81$).

From the above analysis one understand that teachers achievement, Teacher's responsibility to their work , Teacher professional growth and development practice , Recognition of teachers on their job , Teachers advancement in the school , The school policy and its administration, Teachers supervision practice , Work design of teaching , Teachers work relationship , Teacher status in the community , School working condition, Teacher job security and Teacher incentives and benefit in school were found to be acceptable.

Validity: in the context of the present study, content validity was concerned with the degree to which the designed questionnaire items fairly and accurately represented the main variables described above. These variables include intrinsic factors (Achievement, responsibility, growth and development, advancement, design of teaching and recognition) and extrinsic factors (school policy and administration, supervision, work relationship, status, working condition, job security and incentives and benefit). The content validity was judged by the researcher as well as by his promoter.

3.8. Method of Data analysis

Quantitative data obtained from respondents were edited, coded and entered into statistical package for social science (SPSS,Version#20) was used for analysis of quantitative data. Moreover, demographic variables were analyzed using percentages and frequency counts. Furthermore, mean and standard deviation was used to assess the practice of teachers motivation in secondary schools. Two sample t-test was used to identify the significant difference between intrinsic and extrinsic motivation of the teachers in West Wollega Zone secondary schools. Logistic regressions were used determine the effect of demographic variables on both teachers intrinsic and extrinsic motivation. Additionally, the quantitative analysis, qualitative data analysis was used for analysis purpose.

3.9. Ethical considerations

The researcher obtained the letters of authorization from Jimma University and Zone Educational Office (for additional letters towards Woreda and schools) to get ethical clearance, the researcher directly contacts the subject of the study.

Research ethics refers to the type of agreement that the researcher enters into the research site with his or her research participants. Ethical considerations play a role in all research studies. Researcher must be aware of and attend to the ethical consideration related to his studies. Therefore there were a number of ethical considerations made during the study. The researcher was encouraged participation of the respondents.

Responding to interviews and filling of questionnaires require significant time and energy and its participation could disrupt the respondent's regular activity. For this reason the researcher should explain the objectives and significance of study to the respondents and allow them to exercise their right to participation to avoid any psychological harm. .`

They confidentially answer the questions to ensure these respondents do not identify their names 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.

CHAPTER FOUR

DATA 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 is 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 supplement quantitative analysis.

4.1. Teachers Demographic characteristics

Demographic variables such as sex, age, teaching experience and academic qualification of teachers were filled by school teachers which supposed to influence the West Wollega teacher's motivation. Then the returned questionnaires were analyzed and interpreted as follows.

Table.4. 1Teacher demographic characteristics

S.n	Demographic characteristics	Alternatives	Frequency	Percent
1.	Sex	Male	153	82.3
		Female	33	17.7
		Total	186	100.0
2.	Age	21-30years	150	80.6
		31-40	36	19.4
		Total	186	100.0
3.	Teaching experience	<10years	113	60.8
		11-20years	57	30.6
		>21years	16	8.6
		Total	186	100.0
4.	Academic qualification	Degree	169	90.9
		Masters	17	9.1
		Total	186	100.0

With regard to sex of teachers, the above table reveals that male 159(85) and female 27(15%) respectively. As a result majority of respondents of this thesis were male while

female takes fewer percentages of respondent's percentages. This implies that majority of west Wollega school teachers were male.

Age of respondents 132(71%), 45(24%) and 9(5%) were from 21-30 years, 31-40 years and 41-50 years old respondents age was ranges from 21-30 years old whereas there were few individuals whose their age swings from 31-50 years old.

Teachers teaching experience reveals 113(61%), 57(31) and 16(8%) were less than 10 years, 11-20 years and greater than 21 years of experience. Almost more than half of respondents have less than 10 years of teaching exposure. However, one third of respondents teaching experience were greater than 11 years.

Regarding academic qualification of respondents reported that 169(91%) and (9%) were having first degree and second degree holders. Greater than four fifth of respondents have first degree in different field of the study. To the reverse, less number of respondents reported that they have been master degree holders in different specializations.

4.2. Factors affecting teachers motivation in secondary schools

4.2.1. Factors affecting intrinsic motivation in secondary schools

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. The thirteen motivation variables to measure the work motivation of teachers are prepared based on Herzberg's two factor theory of motivation. To this end, to answer the first basic research questions secondary school teachers are asked to rate the extents of the practice that their schools undergo on those motivation variables. The compiled results on the practice of schools in each motivation factor and 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 of the responses given on the school practices under each motivation factors.

4.2.2. Teachers work achievement

To obtain the teachers motivation and satisfaction on their work achievement in the school, a list of responses to the question were administered. The table below presents the overall mean and standard deviation of the questions.

Table.4. 2. Teachers working achievements (N = 186)

No	Items	Mean	Std. Deviation
1	Tasks achievement	2.11	1.38
2	The feeling teachers in observing their work result	2.06	1.35
3	Tasks accomplishment worthwhile	2.04	1.31
4	Teachers tasks satisfaction in their job	2.01	1.29
5	Teachers accomplish the tasks that they were better off	2.91	1.14
6	Teachers do works that suited to their ability	3.14	1.19
	Aggregated	2.37	1.3

Scales; ≤ 1.49 = Not satisfied, $1.5 - 2.49$ = slightly satisfied, $2.5 - 3.49$ = Satisfied, $3.5 - 4.49$ = Very satisfied, ≥ 4.5 = Extremely satisfied

An indicated from the table the above table selected west Wollega secondary school teacher (Mean=2.11, SD= 1.30) on teachers work achievement. Teachers feeling in observing their work result (Mean = 2.06, SD= 1.35) teachers do things worthwhile (Mean = 2.06, Sd= 1.3), teachers are happy from accomplishment of their job (mean= 2.05,Sd= 1.29), Teachers do works that suited to their ability and generally work achievement (Mean= 2.4,SD= 1.27) in most of west Wollega secondary school teachers were found to be slightly satisfied with a work achievement work achievement items.

Aggregated mean score (Mean= 2.37,SD= 1.3) indicated that teachers' motivation towards their achievement was occurred in the level satisfied. As the value of standard deviation shows, the variation among the teachers response from the main score was found to be small. The interview also indicates, sometimes teachers' were angered due to the low achievement of students' in their respective subject and when they lack access to use their skills and knowledge in practice. These might reduce their level of motivation; because to be initiated and motivated, teachers should see students' good achievement.

As indicated from interview response obtained from school supervisors (Interview#1, 2018) word for word said:

... Secondary school teachers teaching efficiency was not successful and found that they could not achieved their planned objectives and some of the reported work result shows that there was not effective enough because they did not feel worthwhile accomplishing their jobs, teachers did not work did their best and their work environment not suitable enough for teacher in accomplishing their duties. Finally the school environment was not favorable for the teachers in order to accomplish their jobs in their school. So, this law school work achievement was due to lack of commitment, lack of attitude and community awareness affecting intrinsic motivation of secondary schools

Overall, even if poorly motivated may exhibit lower productivity, poorer quality, more numerous grievances, and increased turnover when compared with a highly motivated work force. This motivation influences behavior that is directed toward his personal goals, the achievement of which believed to satisfy his/her current needs. In contrary to this finding, Cho and Shin (2013) revealed that teachers with high teaching efficacy maintained personal achievement goals for teaching even when their schools emphasized conflicting goals. However, teachers with low teaching efficacy tended to assimilate the goals promoted by their schools.

4.2.2. Teachers Work Responsibility

To measure the teachers feeling in having responsibility in their work in the school, school teachers were asked and replied to the questionnaire. Then the result was analyzed using mean and standard deviation their result was as shown below.

Table.4. 2Teachers working responsibility (N=186)

No	Items	N	Mean	Std. Deviation
1	I prepare plan for my class.	186	2.05	1.318
2	I am pleased with my teaching responsibilities		2.04	1.310
3	I am motivated with my responsibility to solve school problems		1.97	1.237
4	I use my own judgment to make teaching effective		2.06	1.326
5	I support the work of other teachers (mentee)		2.08	1.355
6	I raise the awareness of the community		2.05	1.291
Aggregated			2.04	1.3
Change scale with: ≤ 1.49 = strongly disagree $1.5 - 2.49$ = disagree $2.5 - 3.49$ = undecided $3.5 - 4.49$ = agree ≥ 4.5 = strongly agree				

As clearly shown on the above table secondary school teachers was plan for their work (mean= 2.05, Sd= 1.3) teachers pleased with their teaching responsibility (mean= 2.04, Sd= 1.3)teacher motivated with their responsibility to solve school problems (mean= 1.97, Sd= 1.23) use their own judgment to make teaching effective (mean= 2.06, SD1.32) they support the work of others teachers (mean= 2.08, Sd= 1.29) and raise the awareness of the community (mean= 2.05, Sd=1.29), Finally the aggregate mean items of teachers responsibility in their work (mean= 2.04, Sd= 1.12). Therefore, all West Wollega secondary school teachers were slightly motivated to teachers' responsibility in their work.

Teachers as professional need to have responsibility to their own works to be effective and good performer enough. As the table above shows, majority of the respondents had positive feeling on the schools practice in giving responsibility for the teachers work. The overall mean score 2.04 with a standard deviation of 1.3 indicated the teachers agreement on the issue raised. Therefore, teachers were responsible for their work with small variation among their response from the average mean. 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. In supporting the above, one of the secondary school supervisor (Interview#2, 2018) said :

... A couple of decades back teachers teaching profession has been the most respected professions and a lot of people dreamed to be a teacher. Now a day, those all social benefits and responsibility were not up to the standard that school teachers did not shows strong commitment, high attitude and higher devotion in order to properly plan their daily, weekly, monthly, semester plan and annual plan. Additionally, there were low responsibility to support school activities in solving and creating awareness

Therefore, it is safe to say that both quantitative and qualitative results safely conclude that therefore, 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 slight motivation among secondary school teachers of the study area which reduces their involvement in various school issues as well as the students' academic achievement. Other similar research finding, Kitavi(2015) reported that due to lack of motivation, school teachers were unable to prepare proper clear objectives for all lessons, units and projects and communicate those objectives to students; prepare, administer and grade tests and assignments to evaluate students progress and finally prepare materials and classrooms for class activities.

4.2.3. Teachers professional growth and development

Training and development constitute an ongoing process in any organization. The aim 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 contribution to the organization. Therefore, to assess the growth and development activities 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. 3Teachers’ growth and development

No	Items	Mean	Std. Deviation
1	Training opportunities based on teachers need assessment	2.08	1.33
2	Teachers opportunity to do different things on their job	2.09	1.35
3	Teachers opportunities for experience sharing with nearby schools	2.05	1.31
4	Teachers chance two improve their leadership skill	2.06	1.31
5	Teachers chance two participate in various on-job training	2.01	1.29
6	Teachers opportunity to get proper feedback on their work	2.67	1.10
Aggregate		2.16	1.28
Scale ≤ 1.49 =Very low, 1.49 =low, $2.5-3.49$ = satisfaction, $3.5-4.49$ = high, ≥ 4.5 +very high			

The above table demonstrate that teachers training opportunities based on teachers need assessment (mean=2.08 Sd= 1.33), teachers opportunity to do different thing on their job (mean= 2.09, Sd= 1.35), teachers opportunities for experience sharing with nearby schools (2.05, Sd= 1.31) teachers chance to improve their leadership skills (mean= 2.06, Sd= 1.31) teachers chance to participate in various on job training (mean= 2.01, Sd= 1.29) teaching opportunity to get proper feedback on their work (mean= 2.67, Sd= 1.1) and aggregate teachers professional growth and development practices (mean=2.16, Sd= 1.28) as a result, most of West Wollega school teachers professional growth and development practices

As the table-4 above indicated that teacher’s response on their professional growth and development practices was 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 4.4 were 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 gabs identified from supervision feedbacks. The interview with cluster supervisor and Woreda education office experts indicates that training on various issues are given rarely due to a number of limitations (budget) and necessary personal) at both woreda and secondary school level. According to their response , principals, cluster supervisor s and woreda education office expert 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:

...the number of necessary human resources in WEO was not sufficient. It forced the office to assign one individual in two or more responsibilities. Thus, the expert have harden of office works and flight to different areas to participate in various training 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 to the above qualitative interview, one of school principal (Interview #3, 2018) suggested:

... One of the very important reason of teacher school intrinsic motivation was teachers professional growth and development, i.e, some of the school teachers aimed to scale-up himself in order to change their present lifestyle, other needs to live in the cities or towns whereas others need to scale-up their salary scale, others learn to create new things. The only way to reach at the desired objective through getting scholarship opportunities of short term and long term opportunities. Those opportunities were very low, but, secondary school teachers were doing their best in order to get such opportunities.

Generally the compile result indicates, teachers get little opportunities of training from regional education bureau, additionally they 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 benefit of students from their teachers. Towards this saeed and 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 employ 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.

4.2.4. Recognition of teachers

Recognizing the good performance of individuals has strong effect on their future productivity as well as organization 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 likert scale were distributes to teachers. The result presents in the table below.

Table.4. 4Teachers work recognition (N = 186)

No	Items	Mean	Std. Deviation
1	The way I noticed for my good work is appreciative	2.08	1.34
2	The way I get full credit for the work I do is attractive	2.05	1.30
3	In my school I am recognized for a job well done	2.04	1.31
4	I get enough recognition from education leaders	2.04	1.30
5	School have strategy to reward best activities of teachers	2.08	1.35
6	At my school the students respect me	2.11	1.37
7	The way “teachers of the semester / year” are selected	2.17	1.20
	Overall score	2.41	0.75
Scales: ≤ 1.49 = Not satisfied, $1.5 - 2.49$ Slightly satisfied, $2.5 - 3.49$ Satisfied, $3.5 - 4.49$ very Satisfied ≥ 4.5 = Extremely satisfied			

As indicated on the above table that the way they were noticed their work was appreciative (mean= 2.08, Sd = 1.34) the way they did their work was attractive (mean= 2.05, Sd= 1.3) they got education from leader (mean= 2.04 Sd= 1.3) school rewarding strategy (mean= 2.08 Sd= 1.3) students respect forwards teachers (mean= 2.11, Sd= 1.37) the way of semester teachers selected (mean= 2.17, Sd= 1.2 and overall (mean= 2.08, Sd= 1.3) west Wollega secondary school teachers slightly motivated school recognition in their work.

The table above indicates that, teachers are slightly satisfied with the activities which are undergoing to recognize their achievement in the school. The mean values 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 are the

absence or poorness of school rewarding strategies (mean value 2.08). The way being selected “teachers of the month/semester/year” in the school is also the second low score among teachers response (mean value = 2.17). Majority teachers in open ended items indicate that the rewarding activities 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. In general the rewarding system in secondary schools and Woreda education office is not in a good position. By supporting this one Woreda teacher, principal and supervisor coordinator said:

The practice in recognizing the good performance of teachers, principal and also cluster supervisors in each level (school and WEO) was 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 WEO...

The practice of recognition for the good performances or achievement of teachers in secondary school was low. This implies may hinder their level of work motivation. Furthermore, it impedes them from using their full efforts in realizing the expected school goals as well as quality education. Towards this Ahujaandshukla (2007) describes good motivation is depended on the proper proportioning of rewards and recognitions among person and for the person at different time.

4.2.5. School policy and its administration

School policy and procedure are important because they let the teachers to know all about the schools. Good policy is a tool which makes administration easier, and allows people to get on with the organization core strategy more efficiently and effectively. Therefore, to assess the policy and its administration in secondary schools the following questions were distributed to teachers. The result displays in the table below.

Table.4. 5School policy and administration

No	Items	Mean	Std. Deviation
1	The extent of rule and regulation exercised	2.09	1.34
2	The proper administration of school rule and regulation	2.11	1.37
3	The way school policies and its procedures for teacher	2.11	1.37
4	The way school polices are put into practice	2.05	1.30
5	The schools capacity to treat teachers equally	2.05	1.30
6	The way principals lead the school	2.04	1.26
7	The participation of teachers on various school issues	2.06	1.30
8	Schools promote his employees to top management	3.23	1.07
9	School takes care for the complaints of teachers	3.27	1.02
	Overall score	2.33	0.77
Scale: ≤ 1.49 = very low, $1.5 - 2.49$ = low $2.5 - 3.49$ = satisfactory $3.5 - 4.49$ = high, ≥ 4.5 = very high			

As indicated on the above table that the presence of school based rules and regulation (mean= 2.09, St= 1.34) the proper administration of school rules and regulation (mean= 2.11, St= 1.37) the way school policies and its producers for teachers (mean= 2.11, St= 1.37), the way school polices and its producers for teacher (mean= 2.11, St= 1.37), the way school police are put into practice (mean= 2.05, St= 1.30), the way principals lead the school (mean= 2.04, St=1.26) the participation of teachers on various school issues (mean= 3.23, St= 1.07) the way the school takes care for the complaints of teachers (mean= 3.27, St= 1.02) and overall (mean= 2.48, St=0.03). West Wollega secondary school teachers were slightly satisfactory.

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 in 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 them 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:

... Majority of secondary schools have no modified or situational rule and regulation to lead the school activities effectively. They simply use 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 inform about the governing guideline. This creates a gap in the participation of teachers in various issues of the school.

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 policy on its practice has an ignorable impact on the motivation level of teachers.

Generally, one can report that teachers were found to be slightly satisfied with work relationship, growth and development, teaching advancement, recognition and achievements and also policy and administration. In conclusion, school teachers were found to be slightly motivated with their intrinsic motivation.

In agreement with quantitative analysis, qualitative analysis response of school directors using semi-structured regarding working achievement reveals:

.... Teachers low achievement as per their plan 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. Overall, even if poorly motivated were exhibited lower productivity, poorer quality, more numerous grievances, and increased turnover when compared with a highly motivated work force. As a matter of fact that working achievement influences behavior that is directed toward his personal goals, the achievement of which he believes will satisfy his current needs.

In the same scenario collected ideas from school principals, Department heads, and other demonstrates that majority of teachers needs a command rather than identifying their responsibilities. Additionally 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 conforms the presence of low motivation among secondary school teachers of the study area which reduces their involvement in various school issues as well as the students' academic achievement.

The interview with cluster supervisor and Woreda education office experts indicates that training on various issues are given rarely due to a number of limitations (budget and necessary personal) in both woreda and secondary school level. According to their response, principals, cluster supervisors and woreda education office expert 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. One of the school supervisor clearly indicates:

... Scholarship opportunities such as first and second degree programs as well as in service training given to secondary schools teachers were found to be low because the number of necessary human resources in woreda education office was not sufficient. It forced the office to assign one individual in two or more responsibilities. Thus, the expert have burden of office works and flight to different areas to participate in various training given by 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.

To sum up teachers further educational opportunities and in-service training opportunities provided by Oromia Educational bureau low access to professional growth and development directly affects the intrinsic and extrinsic motivation of the staffs in West Wollega Secondary Schools. Additionally, qualitative analysis of teachers' recognition and achievement one of the respondents' quoted:

... it is the order of the day that rewarding and recognition criteria's or parameters were not clearly understood in the context of West Wollega Secondary School in order to detect and reward outstanding teachers because this emanates from the problem of good governance in which unexpected teachers get a reward that directly affect the intrinsic motivation of the teachers. The reason behind their low recognition and achievement was due to lack of budget, awareness, skills and also lack plan from teachers, supervisor, principles and Woreda Educational Department side.

On the basis of policy and administration intrinsic motivation one of school principal directly quoted:

... Ethiopian Education and training policy (MoE, 1994) pointed out that the policy has been found to be democratic, professionals, coordinated, efficiency, effective and participatory however the problem was lack of amending and modifying the policy in order to implement in their school setting but the problem

emerges from teachers awareness because they are new to this context and some lacks understanding of the educational policy.

But the current education and training policy of Ethiopia (MoE, 1994) announced educational management will be democratic, professional, coordinated, efficient and effective and will encourage the participation of stakeholders. Thus the limitation on these aspects affects the effective and efficient teaching practices in the school: which affect the students' academic achievement as well as it facilitate the teachers' over. In agreement with our finding, ineffective school policy and its administration influence the motivation level of teachers (Ahuja and Shukla, 2007).

Regarding whether employees' rights which are stipulated on the labor law being respected, the respondents expressed their dissatisfaction on such item as, dismissal without notice, absence of annual leave, lack of special incentives for work done after the regular working time, intimidation, lack of respect for human rights, etc. suggested that enterprises which want to attract and retain the best and brightest workers must develop personnel policies that respect individual rights (Ukaegbu, 2000).

Depending on the results obtained from qualitative and quantitative analysis, intrinsic motivation such as teachers work achievements, teachers' growth and development, teachers' advancement, teachers' recognition and also policy and administration motivation was low due to lack of school platform, lack of conducive school environment specifically lack of finance and community awareness

4.3. Factors affecting teachers extrinsic motivation

4.3.1. Teachers advancement program

The teacher advancement program (TAP) counters many of the traditional drawbacks that plague to 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 with schools while maintaining the essence of the profession (Watt and Richarson, 2007). Therefore, to assess the practices accomplished in secondary schools of West Wollega

zone questionnaire which focused on teachers' advancement programs were distributed. The result presents in the Table below.

Table.4. 6Teachers advancement program (N = 186)

No	Items	Mean	Std. Deviation
1	school strategies to improve teachers classroom instruction	2.08	1.34
2	The way teachers are promoted to their good achievement	2.08	1.35
3	Teachers career promotions in the school	2.03	1.30
4	Teachers opportunity become mentors	2.05	1.29
Aggregate		2.06	1.34
Scales- ≤ 1.49 = Not satisfied 1.5-2.49= slightly satisfied 2.5- 3.49= satisfied, 3.5-4.49= very satisfied, ≥ 4.5 = Extremely satisfied.			

As indicated on the above table that school strategies to improve teachers class room instruction (mean = 2.08, St= 1.34), the way teachers are promoted to their good achievement (mean= 2.08,St=1.35), teachers careers promotions in the school (mean= 2.05, St= 1.29) and overall (mean= 2.06, St= 1.34). West Wollega secondary school teachers were slightly satisfied. Supporting the above qualitative analysis, one of school supervisors (Interview#5, 2018)said:

.... in case of our secondary school the school always plans for teacher' strategic capacity plan. However, in a rare case educational opportunity was given by Oromia regional state as a result of teachers were unknown when they will get their further education. Moreover, there were sluggish promotions to advance the teachers to the next careers such as being a mentor

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.

4.3.2. Supervision

Successful supervision for teachers were 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' motivation about school supervision practices the following questions were distributed to them. The compiled result was put in the Table below.

Table.4. 7School supervision

No	Items	Mean	Std. Deviation
1	Supervisors know how to support teachers	2.06	1.31
2	Supervisors are interested to help teachers	2.08	1.34
3	Teachers get continuous support from supervisors	2.02	1.28
4	School supervisors provide training on various issues	2.05	1.33
5	School supervisors observe classroom instructions regularly	2.11	1.37
6	Teachers are supervised in a supportive and domestic manner	2.01	1.27
7	Supervisor initiate the teacher to discuss on various academic issues	2.54	1.23
Aggregate		2.12	1.3
Scales: ≤ 1.49 = strongly disagree $1.5 - 2.49$ = disagree $2.5 - 3.49$ = undecided, $3.5 - 4.49$ = agree, ≥ 4.5 = strongly agree			

As indicated on the above table that super visors know how to support teachers (mean= 2.06, St= 1.31) supervisors were interested to help teachers (mean= 2.08, St= 1.34) teachers get continuous support from supervisors (mean= 2.02, St = 1.28) school supervisors provide training on various issue (mean = 2.05, St= 1.33) school supervision indicated the teachers to discuss on various academic issues (mean= 2.54,St= 1.23) and overall (mean= 2.12, St= 1.3) west Wollega secondary school teachers were disagree.

The aggregate mean value 2.12 with a standard deviation of 1.3 showed the teachers disagreement to the practice of supervisor in their school. The response in table above vividly indicates the presence of insignificance or low supervisor support to teachers in both internal and external supervisors.

The interview conducted with one woreda teachers, principals and supervisor development coordinator also support the above finding suggested that due to burden of

work in woreda education office, supervisors go to school by having checklist once a semester. The observation was also focused on inspection rather than support, because there was 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 was once a semester to fill the efficiency of teachers.

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

...Internal supervisor was selected in the school according to work experience of teachers and they were 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 sow classroom instruction to fill teachers' efficiency at the end of the semester. But not actively engaged in supporting teachers in their ongoing process.

In agreement with our finding, Ryan and Gottfried (2012) supported teacher's supervision was influenced by lack of openness, shared vision, and lack of collaborative decision making which emerges from negative attitude.

4.3.3. Work design of teaching

Teaching professional has always been a noble professional 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 may affect the work motivation of teachers. Thus, to asses' attitude towards the work design, the following questions were dispatched to teachers. In agreement with our finding, Ryan and Gottfried (2012) supported teacher's supervision was influenced by lack of openness, shared vision, and lack of collaborative decision making which emerges from negative attitude.

Table.4. 8School working design

No	Items	Mean	Std. Deviation
1	There are opportunity to use my various talent and skill	2.11	1.37
2	There are opportunity of freedom and independence	2.00	1.30
3	There are chances to get clear feedback	2.01	1.31
4	There are chances to shape the mind of students	2.06	1.35
Aggregate		2.04	1.31
Scores: ≤ 1.49 = very low, $1.5 - 2.49$ = low $2.5 - 3.49$ = Satisfactory $3.5 - 4.49$ = High, ≥ 4.5 = Very high			

As indicated on the above table that school teachers had an opportunity to use any various talent and skill (mean=2.11, SD=1.37) teachers had opportunity of freedom and independence (mean=2.00 St=1.30) teachers had chances (Mean = 2.01, SD =1.30). teacher's had chances to I hope the mind of student (mean=2.06, St=1.350) and overall (mean=3.65.St= 0.76) west wollega secondary school slightly satisfied with work design of teaching.

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 are not perform their duties properly. This influences achievement of the school goal. The research conducted by VSO also reports, although teachers like their profession, various factors (like low respect and low status, poor management and leadership and low incentive) reduce their level of motivation. Therefore, even the design of the work was highly rated by teachers, their motivation to stay in the profession was low. As a result teachers were not fully involved in improving students' academic achievement as well as schools goal.

4.3.5. 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 the following questions are distributed to teachers. The result presents in the table below.

Table.4. 9Schools working relationship (N=186)

No	Items	Mean	Std. Deviation
1	I am motivated with my relationships with colleagues.	2.14	1.37
2	I have strong relationship with students' parent.	2.21	1.27
3	I have positive relationship with my school students	2.31	1.4
4	My school principal interested on various academic issues	2.51	1.2
5	I have strong relationship with school management (e.g. PTA)	2.09	1.35
6	I have strong relationship with the community	2.16	1.36
7	I have relationship with supervisors	2.12	1.36
8	I have a chance to work with a wide range of people	3.04	1.11
Aggregate		2.32	1.14
Scales: ≤ 1.49 = very low, $1.5 - 2.49$ low, $2.5 - 3.49$ = satisfactory $3.5 - 4.49$ = high ≥ 4.5 = very high			

As indicated on the above table that teachers antiquated with any relationship with colleague (mean= 2.11, St= 1.37) had strong relationship students' parents (mean=2.1, St= 1.37) teachers had positive relationship with any school students (mean =2.11,SD = 1.37), my school principal had interested to talk with on various academic issues (mean=2,11, st =1.37), teachers had positive relationship with any school student (mean=2,11,st = 1.37), school principal have interest to talk with are in various academic issues (mean=2,11,st=1.37), teachers had strong relationship with school agreement (e,g,PTA) (mean=2,09,st=1.35), teachers had strong relationship with community (mean=2,16, st =1.369), teachers had relationship with supervisors (mean= 2.12, St= 1.36), chosen to work with wide range of people (mean 3,04, st= 1.11) and aggregated (mean=2.32.st=1.14)west Wellega Secondary School teller are.

As can be witnessed from the table, the aggregate mean score of teacher responses regarding to work relationship with other teachers, school management and the school communities was 2.32 a standard of 1.14. This implies that, teachers had slightly satisfied with the work relationship with the school community. The interview conducted with one Woreda teachers, principals and supervisors development coordinator also support the above finding:

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

The overall data indicates that the teachers work relationship contracts to discuss on various in the school was 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 West Wollega zone.

4.3.6. 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 in West Wollega Zone the following items are dispatched to them. The compiled result presents hereunder.

Table.4. 10Teachers professional status (N=186)

No	Items	Mean	Std. Deviation
1	Teachers have social position in the community.	2.06	1.32
2	My chance to participate in various social issues	2.08	1.35
3	My chance to be important in the eye of others	2.11	1.37
4	My chance to have a definite place in the community	2.11	1.37
Aggregate		2.09	1.31
Scales: ≤ 1.49 = very low, $1.5 - 2.49$ = low, $2.5 - 3.49$ = satisfactory, $3.5 - 4.49$ = high ≥ 4.5 = very high			

As indicated on the above table at the social position had the community that goes with job (mean st=1,32), choose to participate in various social the eye of other (mean=2.11, St= 1.27) any chance to have a definite place in the community (mean= 2.11, St= 1. 37) and aggregate teacher profession status (mean= 2.08, Sd= 0.16), secondary school teacher is low.

The above Table indicates that aggregate mean score of teacher response about their Professional status was 2.09 with a standard deviation of 1.31. The result shows that teachers showed slight satisfactory professional status in their respective schools. Compulsory interview results of teachers yields 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' achievement as well as the communities. By supporting this one secondary School cluster supervisor informs:

...Couple of years back the communities had given strong attention for teachers' welfare and status in working areas. The reverse is true with regard to teachers' professional status of teachers and their works was lowered in the view of the school community. Due to this communities were not charitable to participate in the issues of teaching and teachers as well. Thus, it makes the teachers demotivated in performing their responsibility effectively.

Though the teachers' responded to satisfactory for the 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 serviced. Wood and worth (2009) suggested that school teachers have arrange of priorities, efforts to increase the rigor of academic culture, to make learning more relevant and better connect students to school as well as to provide extensive academic and social supports.

4.3.7. School working condition

Conditions in the school, such as leadership, decisions making, school climate communication, resource and local reputation of the school have the potential either to enhance or diminish teachers job motivation depending on their nature (lethwood,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 condition, the following questions are administered to them. The following table contains the summery of the teachers, response for each team.

Table.4. 11School working conditions (N=186)

No	Items	Mean	Std. Deviation
1	I am motivated by school working conditions	2.43	1.19
2	The school surroundings is attractive to my work	2.28	1.08
3	The school environment supports my work	2.41	1.06
4	I have furnished staff room to work together	2.52	1.16
5	Schools have adequate teaching equipment and facilities	2.13	1.09
6	My workload is fairly distributed	3.16	1.28
7	I have refreshment materials in the school (DSTV, Tennis...)	2.35	1.13
Aggregate		2.47	1.09
Scales: ≤ 1.49 = strongly disagree, $1.5 - 2.49$ = disagree, $2.5 - 3.49$ =undecided, $3.5 - 4.49$ = agree, ≥ 4.5 = strongly agree			

As individual on the above table teachers motivation to school working conditions (mean= 2.43, St=1.19) the school surrounding was attractive to my work (mean=2.23,St= 1.03) The school environment supports my work (mean= 2.41, St= 1.06)

teachers have furnished staff room to work together (mean 2.52, St= 1.16) adequate teaching equipment and facilities were available in the school (mean 2.13, St= 1.09) any work load was fairly distributed (mean= 2.35, St= 1.13) and aggregate (mean= 2.47, St= 1.09).quantitative result indicated that teacher working condition enough.

As majority of the data gathered by interview and personal observation indicates, the school environment was poor to motivate teachers, because most secondary schools lack necessary school facilities and equipment's. Even more secondary schools were existed with the primary school together. Thus poor working conditions in the school block the teachers access to do various works that support the teaching learning process as well as the students achievement. Teachers working condition in secondary schools in Jinja municipality was low. Thus, this affects the state of teachers' performance (Justine,2007). Similarly, Herzberg (2003) asserted that good working conditions create job satisfactions and motivation of employees and where such conditions are inadequate, yield into dissatisfaction of employees, others leave the organization and develop negative attitudes towards the organization thus affecting their performance at the work place.

4.3.9. 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 were administered to them. The table below presents the overall mean and standard deviation of the questions.

Table.4. 12School teachers job security(N =186)

No	Items	Mean	Std. Deviation
1	My job security in the school	2.12	1.36
2	My opportunity for a secure future	2.08	1.30
3	The school management involve for my welfare	2.03	1.30
4	The school management solve my problem and threat me	2.01	1.27
Aggregate		2.05	1.31
Scales: ≤ 1.49 = not satisfied, $1.5 - 2.49$ = slightly satisfied, $2.5 - 3.49$ = satisfied $3.5 - 4.49$ = very satisfied, ≥ 4.5 = extremely satisfied			

As depicted on the above table any job security in the school (mean= 2.12, St=1.36), any opportunity for a secure future (mean= 2.08, St=1.30), the school management involve for any welfare (mean= 2.03, st = 0.19), and aggregate (Mean=2.05, SD=1.31). West Wollega secondary school teacher were teachers job security in the school slightly satisfied. In addition to the above qualitative interview, one of school principal (Interview #3, 2018) suggested:

... Majority of teachers were not guaranteed job security in the school because school welfare given to his staffs was very low and there were irregularities of school management to solve his academic staff's problems.

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' security in their work is in good position but further activities should be necessary to solve problem which threaten teachers in the school.

4.3.8. Teachers incentive and benefit

Incentive is something which tends to incite to determination or action (Ahuja and Shukla 2007) while benefit is any support given for employee, like training, house , child care and others. Thus, incentives (monetary and none monetary) are a promising

option to improve organization performance and employee motivation as well. Therefore, employing various remuneration system for teachers has great impact on the teaching learning process in general and in the teachers' a great impact on the teaching learning process in general and in the teachers level of motivation in particular . For the sake of examining the schools practice regarding to giving necessary incentives and benefit for teachers , the following questions were administered. The compiled result presented in Table 14 below.

Table.4. 13Teachers incentives and benefits in the school (N=186)

No	Items	Mean	Std. Deviation
1	I have monetary incentives for my extra work	2.01	1.27
2	I am happy with the types of allowances given	2.03	1.28
3	I earn well in comparison to other professional jobs	1.93	1.15
4	My salary improves my commitment	2.03	1.28
5	My salary enhances my status	2.11	1.37
6	I have enough instructional materials available	2.04	1.28
7	I get enough support with student disciplinary problems	2.02	1.25
8	The school administration fairly evaluates my work	1.98	1.28
9	I am satisfied with my workload within my department	1.99	1.25
Aggregate		2.02	1.22
Scales: ≤ 1.49 = not satisfied, $1.5 -2.49$ = slightly satisfied, $2.5 -3.49$ = satisfied $3.5 - 4.49$ = very satisfied, ≥ 4.5 = extremely satisfied			

As indicated on the above on the above table teachers monetary incentives for any extra work (mean= 2.01, St=1.27) happy with the types of allowance given (mean 2.03, St= 1.28) learn well in comparison to other professional jobs (mean= 1.93, St= 1.15) salary improve my commitment (mean= 2.11, St= 1.37) enough instructional materials available (mean= 2.04, St= 1.28) I gate enough support with student disciplinary problems (means= 2.02,St 1.25) the school administration fairly evaluation any work (mean = 1.98, St= 1.28) satisfied with my work load within any department (mean 1.99,

St= 1.25) and aggregate (mean= 2.04, St= 0.05) west Wollega secondary school teachers subscale shows that they were slightly satisfied and aggregate mean shows that they were slightly satisfied with teachers incentives and benefits in school.

The interview response shows that when others 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 have been forced to participate on various issues (cluster school meeting department activities and others) on their break time without any refreshment incentives. This influences teachers to think having poor profession. This affects the motivation level of teachers and thus they tried to leave the profession.

In addition to one secondary school cluster supervisor inform the following about teachers benefit. Secondary schools found in rural area for student who come from various near and far kebeles. Thus, the communities near to the school were not freely participate in building or maintaining teachers house. As the result two or three teachers in rural area live together in one house; even the house was 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 were not satisfied with the incentives and benefits given in their respective schools. Therefore, it affects the proper teaching learning activities, students achievement as well as teachers level of work motivation.

In consistency with quantitative analysis, qualitative analysis gathered woreda teachers, principals and supervisor development coordinator reported:

.... The fact that school culture of teachers' shows that in a rare case school department unit, principals and supervisors as well Woreda educational Bureau in a rare case supervises school teachers as a formality for evaluation of teachers for semester based evaluation but supervision was not resulted with instructional and incentive and others support. Due to this supervision was senseless to the fact that it affects the extrinsic motivation of the teachers."

Results from qualitative interview with regard to school working design were influenced by social, institutional, personal and financial. This happened due to low level of respect and low status, poor management and low incentive could 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 schools goal.

Supporting with quantitative analysis, qualitative analysis response observed that from Woreda teachers, principals and supervisor revealed that:

... Teachers working relationship among their colleague teachers, supervisors, students, principals and community was found to be unsatisfactory because most of them did not have strong working relationship in order to discuss on educational issues. Thus, following their own ways without discussion could affect teachers working condition in secondary schools. However, through integration extrinsic motivation of teachers will be enhanced...

From the above response obtained both questionnaire and interview suggested that there were low teachers extrinsic motivation in the schools, including teachers incentives and benefits, teachers job security school working conditions teacher professional status work relationship and school working conditions. Robbins (2003, cited in Justine, 2007) recommended to secondary school that fringe benefits in schools make teachers intrinsically happy more productive and committed. Therefore, recognizing them with high pay raises, words of praise, recognition, promotional opportunities to improve on their behaviors and performance at the work place. However, regardless of their pay, their existence and provision in time, creates a vivid and concrete reason for the teachers" stay and work for the organization.

4.4. Teachers motivational difference between intrinsic and extrinsic motivation

The teachers motivational practice either similarity or difference in West Wollega secondary were asked and their it was analyzed using using two sample t-test because the sample was the same both of them filled the questionnaire of intrinsic and extrinsic motivation. The result was shown as below

Table.4. 14 Results of two sample sample t-test (N = 186)

S.N	Types of motivation	Mean	SD	Df	T-values	p-values
01	Intrinsic motivation	1.52	.780	1268	4.856	0.00
02	Extrinsic motivation	1.35	.876			

As the above table 4.15 indicates that intrinsic motivation (mean= 1.52, SD) and extrinsic motivation (mean= 1.35, SD= 0.876) did significantly difference $t(1268)= 4.86$, $p < 0.05$ from this we can understand that intrinsic motivation reported significantly higher value than extrinsic motivation this analysis shows that Kellem secondary school

Teacher motivated intrinsically than extrinsic motivations. The school teachers have given more attention to their achievement, responsibilities professional growth and development, recognition, advancement and also policy and administration than their extrinsic motivation including teacher supervision, school working conditions, job security incentives and benefit obtained from teaching professions. The interview response obtained from one of the secondary school reports:

....Teachers of the Kellem Wollega secondary school was given the more attention mainly for tachers recognition of professional growth and development and advancing their academic qualifications than other extrinsic variables such as supervisions made by school supervisors principals and vice principals and the same with regard to their collecting incentives and benefits obtained from teaching professions.

In agreement with the above interview analysis interview#2, 2018 indicates that majority of secondary school teachers professional motivational engagement was largely for recognition and also professional growth and development in their failed of specialization. Whereas they considered that incentives and materials were obtained right after professional scaling-up their educational background. Finally, they have reported that both kind of motivation was important for teachers professional teaching

Engagement however on the basis of the order intrinsic motivation followed by intrinsic motivation supporting this study Demir (2011) suggested that students academic engagement was predicted significantly by primary school teachers iutrinisiz motivation and extrinsic motivation while teachers extrinsic motivation has also a direct and positive

influence on students engagement, their intrinsic motivation is the most important predictor of students engagement. Teacher extrinsic motivation has also strong and significant positive effects on their intrinsic motivation. However, other research output by (Ryan Koestner and Deci, 1991, as cited in Kaplan, 2010) suggested that teachers intrinsic motivation is also problematic because there maybe reasons other than intrinsic motivation for choosing certain activity over others.

Employees are satisfied with the intrinsic variable while, they are dissatisfied with extrinsic variables and the equity factors. Moreover, it was found out that there lacks organizational commitment from employees of the college. In this regard the extrinsic factors and perception of equity are more determinates of organizational commitment for employees whose lower needs are not yet satisfied and who live in a poor country (Birhanu, 2007).

Lack of teacher motivation teachers' leads to low students' academic performance, lack of incentives and benefits that make the teachers to be less motivated towards work in line with Jang, Kim and Reeve (2012) as they found incentives and benefits to have positive effect teacher motivation on their work. Positive effect on School encouragement on professionalism of teachers' schools Olowoselu, Hussin and Kasa (2016) as they asserted that teachers' need to improve their teaching skills in order to enhance students' learning outcomes (Farhath and Mohd, 2017).

In disagreement with the above literature Lepper (1997) revealed that instrinsic motivation showed positive correlation with students grade whereas extrinsic motivation showed negative correlation with students academic performance

4.5. Effect of teacher demographic variable on their intrinsic motivation

Demographic variables such as teacher's experience and academic qualification data were used whether they could affect intrinsic motivation of the teachers. The result was calculated using logistic regression coefficient. The result of the output was as shown below.

Table.4. 15 Results of effect of teachers’ demographic characteristics on their intrinsic motivation

s.n	Independent variable	Standardized β -value	Std.error	Sign
0.1	Constants	0.94	0.23	0.00
0.2	Teachers experience	0.91	0.6	0.00
03	Academic qualifications	-0.37	0.14	0.00
$R^2 = 0.49, F= 87.89, p<0.05, df =2$				

The above indicated table shows that teachers teaching experience and teachers academic qualifications explained teacher’s intrinsic motivation by 49% variance ($R^2= 0.49, F(2,12.28) = 87.89, p<0.05$). Thus, teacher’s academic status and teaching experience significantly affect teachers intrinsic motivation. Here, the effect size of teachers teaching experience was significant at ($R^2=0.49, F(2, 12,28) = 87.89$), $\beta= 0.91, p<0.05$, according to Cohen (1987) teachers intrinsic motivation. In supporting teacher’s experience, teacher’s academic qualification shows small effect size on the teachers extrinsic motivation at ($R^2= 0.49, F(2,12.28) =87.89, \beta=0.37, P<0.05$). Hence, teacher’s academic qualification and experience have small effect on teacher intrinsic motivation. Kassahun (2014) in his study he identified the reason behind low motivation of school teacher motivation was due to lack of sustainable and organized training system, budget as well as absence of school coordination, low morale and commitment of supervisors were the challenges faced by supervisors in the study. Thus, such a situation made it difficult for supervisors to contribute adequately to the professional development of teachers.

4.6. Effect of teacher demographic variable on their extrinsic motivation

Demographic variables such as teacher’s experience and academic qualification data were used whether they could affect extrinsic motivation of the teachers. The result was calculated using logistic regression coefficient. The result of the output was as shown below.

Table.4. 16 Results of teachers' demographic variables on their extrinsic motivation

S.N	Independent variable	Standardized β -value	Std.error	Sign
01	Constant	1.89	0.32	0.00
02	Teachers experience	0.69	0.08	0.00
03	Teachers academic qualification	-0.28	0.19	0.02
$R^2=0.27, F=34.39, df =2, p<0.05$				

Table above indicates that teachers teaching experience and academic qualifications explained teachers extrinsic motivation by 27% variance ($R^2=0.27, F(2,9.06)=34.39, P<0.05$). Similarly, there were low effect size of teachers academic status on teachers extrinsic motivation ($R^2= 0.27, F(2,9.06)=34.39 p<0.05$).

In addition to this Jima (2015) the survey results revealed that due to lack of openness, commitment of the school principals, poor communication and efficiency were the basic problems. In addition to this, School supervisors' shortage of ability to give professional support, workshop and training, rewards, incentive for extra work, low chance for education and low income were major obstacles for the teachers' job motivation. The absence of sufficient facilities such as, lack of tea room, furniture, recreation areas, bathroom, water, are also constraints for teachers' motivation for their job, and the students discipline, low students achievement, poor school parent relation, and some un professional behavior of teachers, such as frequently absence, punctuality, weak academic ability, high number of students in the class were the causes of teachers de motivation. There was not any attempt that had been made by WEO to enhance teachers' motivation such as inadequate budget allocation, absence of package for motivation, and retain teachers work in secondary schools are the major problems. Strengthening this finding Giertz (2016) reported that the expectations had changed over time and is now at a very low level. In terms of de-motivation the teachers experience this due to mainly budget limitations, low occupational status, a decrease in student's motivation and poor policy implementation processes.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1. Summary

The primary purpose of this study was to examine the factors affecting teacher's motivation in selected secondary schools of West Wollega Zone, Oromia Regional State. Depending on this the following research questions were designed to answered, these includes to determine the extent teachers in secondary school was intrinsically motivated, extent teachers in secondary school was extrinsically motivated, was there significant difference between the intrinsic and extrinsic motivation of teachers in secondary schools and examine the demographic variables significantly predicts intrinsic and extrinsic motivation of secondary schools of West Wollega Zone. From West Wollega Secondary schools (N= 10), school teachers (N = 186), principals (N= 10) and supervisors (N = 10) was selected. West Wollega Secondary schools, principals and supervisors were selected using purposive sampling techniques. However, school teachers simple random lottery method from selected schools.

Questionnaire was administered to school teachers while principals whereas supervisors and principals were interviewed. This data were entered into SPSS Version #20 then after frequency counts, percentages, two sample t-test and logistic regression was used to calculate quantitative data in addition to this qualitative data was analyzed using descriptive statements.

The results of socio-economic characteristics respondents shows that male 159(85%) and female 27(15%) respectively. Age of respondents 132(71%), 45(24%) and 9(5%) were from 21-30 years, 31-40 years and 41-50 years old respondents. Teachers teaching experience reveals 113(61%), 57(31) and 16(8%) were less than 10 years, 11-20 years and greater than 21 years of experience. Academic qualification of respondents reported that 169(91%) and (9%) were having first degree and second degree holders.

Intrinsic motivation subscales shows that teacher work responsibility (Mean = 3.68, SD = 0.63), teachers growth and development (Mean = 2.76, SD = 0.89), teachers advancement (Mean = 0.96, SD = 1.2), teachers recognition and achievements (Mean = 2.41, SD =

0.75) and also policy and administration. Extrinsic motivation subscale reveals that policy and administration (Mean = 1.77, SD = 0.791), status (Mean = 2.01, SD = 1.033), school working conditions (Mean = 1.9, SD = 1.2), job security (Mean = 1.8, SD = 1.14) and incentives and benefits (Mean = 1.86, SD = 1.24).

Two sample t-test reveals that schools teachers were slightly motivated in intrinsic and extrinsic motivation. More importantly, the null hypothesis was rejected that says there was no significant difference between intrinsic and extrinsic motivation.

The finding of this study reveals that teaching experience and academic qualifications of teachers determined teacher's intrinsic motivation by 49% variance. This implies that almost fifty percentage of teachers' intrinsic motivation was contributed by teaching experience and academic qualifications of teachers. In the same scenario, Teachers teaching experience and academic qualifications explained teachers' extrinsic motivation by 27% variance. This depicts that one fourth of the difference observed during extrinsic motivation exhibited was due to teachers' academic status.

5.2. Conclusions

Based on the finding of the study the following conclusions were drawn. These include:

- The study reveals that West Wollega Zone Secondary school teachers were slightly satisfied with their intrinsic motivation mainly on teachers work relationship, growth and development, teacher's advancement as well as recognition and achievements.
- The study shows that West Wollega Zone Secondary teachers were slightly satisfied with their extrinsic motivation especially on policy and administration, supervision, school work design, status, school working conditions, job security and also incentives and benefits.
- The teachers of West Wollega show difference between intrinsic and extrinsic motivation of school teachers.
- This study reveals that teacher's academic status and experience were the most important factor for both intrinsic and extrinsic motivation of school teachers.
- As the compiled result indicates, the practices of schools to promote the teachers work motivation are not as much satisfactory as expected. As the result the teachers' motivation to their work is not visible to improve the student's academic achievement and quality education in general. Limitations, in this aspect of the teacher's initiation or motivation to their work, make the teaching learning process ineffective and it enforce the teacher to live the profession. Furthermore, the findings also reveals the schools' 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 school development goal.
- The main implication of this study is that school principals and supervisors need to keep teachers happy and take care of their concern and needs. Motivated and satisfied teachers will take about how great their job is and they will perform better in there, to achieve their work and to achieve the objective of education. Additionally, if schools in collaboration with Woreda education office and other concerned bodies improve working condition.

5.3. Recommendations

From the finding of the study the following recommendations were drawn. These were.

- It is advisable if school principals and Woreda Education Office works together on improvement of teachers work relationship, growth and development, teacher's advancement and recognition and achievements.
- It is good if the school management and Woreda Education Office facilitate school working condition, policy and administration, supervision, job security and incentives
- It is better if both school management and Woreda Education Office work on enhancement of both intrinsic and extrinsic motivation of school teachers in order to ensure the quality of education.
- It is good if Oromia Education bureau offer short and long term scholarship opportunity to West Wollega Secondary School teachers.
- It is advisable if school teachers stay in their profession for a longer life span in order to enhance their motivational level.
- School leaders were advised to react on the rule and regulation of the school on those students that make repeated mistakes, school leaders were recommended to encourage, treat equally, reward and create smooth relationship with teachers, students and school communities.
- Woreda and Zone education office as well as Regional Education Bureau were advised to allocate sufficient budget to fulfill school facilities and create conducive school climate
- Woreda Education Office recommended assigning committed and qualified school leaders, supervisors and allocating enough budgets for learning teaching activities and giving short term capacity building training for principals, supervisors, parent teachers association and teachers.
- Oromia Region Bureau of Education take appropriative measures including supply of adequate material and financial support to schools and providing needed training and administrative support for supervisors so that they would better be

able to assist teachers fill gaps in knowledge, attitudes, and skills the profession requires teachers to be in possession for discharging responsibilities.

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APPENDIX-A

Questionnaire

Jimma University

College of Educational and Behavioral Science Department of Planning and Management. This questionnaire to be completed by secondary school teachers in West Wollega Zone.

This questionnaire is prepared for the purpose of conducting a study on “factors affecting teacher’s motivation in selected secondary schools of West Wollega Zone, Oromia Regional State. To achieve the purpose your cooperation in completing this questionnaire is highly appreciated. The success of this study depends on your honest and sincere responses to the question items. The success of this study kept confidential and will not be disclosed to any third party. You are therefore kindly requested to provide the required information.

Thank you in advance for your cooperation.

1. Back ground information

Instruction: some characteristics of teachers are given below please respond either by filling in the blank space or by circling the letter of the appropriate response.

- 1. Name of the school _____
- 2. Cluster _____
- 3. Woreda _____

Part I

This questionnaire is constructed for demographic variables.

- 4. Sex male _____ Female _____
- 5. Age 5.1 below 20 years 5.2 21-30 years 5.3 30-40years
5. 4 40-50years 5.5 above 50years
- 6. Teaching experience 6.1 0-5 years 6.2 6-10 years 6-3 11-15
years 6.4. 16-20 years 6.5 21 and above

7. For how long have you taught in your current school? -----

2) Qualification: Diploma_____ Degree_____ MA _____ Others_____

If others write the qualification _____

Part II

This questionnaire is constructed for intrinsic motivation variables.

1/ How do you describe your achievement in your school? Please rate agreement from not satisfied to extremely satisfied

No	Statement (items)	Not satisfied	Slightly satisfied	satisfied	Very satisfied	Extremely satisfied
1	Teachers' work achievement					
2	Teachers feeling in observing their work result					
3	Teachers do things worthwhile					
4	Teachers are happy from accomplishment of their job					
5	Teachers do the work they do best					
6	Teachers do works that suited to their ability					

1/ Are you motivated with your work achievement? Briefly explain your answer

This questionnaire is constructed for intrinsic motivation variables.

2/ How do you describe your responsibilities in your school? Please rate from disagree very strongly to agree very strongly.

No	Teachers' responsibility to their work	Disagree very strongly (1)	Disagree (2)	Undecided (3)	Agree (4)	Agree very strongly (5)
1	I prepare plan for my work.					
2	I am pleased with my teaching responsibilities					
3	I am motivated with my responsibility to solve school problems					
4	I use my own judgment to make teaching effective					
5	I support the work of other teachers (mentee)					
6	I raise the awareness of the community					

2/ what are other responsibilities affecting motivation among teachers?

This questionnaire is constructed for intrinsic motivation variables.

3/ what is your opportunity in professional growth and development practices in your

No	Teachers professional growth and development practice	Very low	low	satisfactory	High	Very high
1	Training opportunities are given based on my need assessment					
2	The opportunity I have for experience sharing with nearby schools.					
3	The chance I have to improve my leadership skills					
4	The chances I have to participate on-job trainings					
5	The opportunity I have to get proper feedback on my work.					

school? Please indicate your agreement from very low to agree very high.

3/ Have you ever attended any in-service training? Yes ----- No ----- If your answer is yes did the training affect your motivation to teach?

_____ Briefly explain your answer _____

This questionnaire is constructed for intrinsic motivation variables.

4/ How do you describe your recognition in your school? Please rate agreement from not satisfied to extremely satisfied

No	Recognition of teachers on their job	Not satisfied	Slightly satisfied	satisfi ed	Very satis fied	Extre mely satisfi ed
1	The way I noticed for my good work is appreciative					
2	The way I get full credit for the work I do is attractive					
3	In my school I am recognized for a job well done					
4	I get enough recognition from education leaders					
5	School have strategy to reward best activities of teachers					
6	At my school the students respect me					

4/ what are other ways in which recognition systems for teachers affect their motivation?

This questionnaire is constructed for intrinsic motivation variables.

5/ How do you determine your advancement in your school? Rate your agreement from not satisfied to extremely satisfy.

No	Teachers advancement in the school	Not satisfied	Slightly satisfied	satisfied	Very satisfied	Extremely satisfied
1	Schools use different strategies to improve my classroom instructions					
2	The school employ strategies to promote me to my good achievement					
3	My career promotion are utilized in the school properly					
4	I have opportunity to become mentors					
5	I have an opportunity to become head position (unit leader, head department, etc.)					
6	I have many opportunities for professional advancement					

5/ what other ways does teachers advancement in your school affect teachers motivation? _____

This questionnaire is constructed for extrinsic motivate variables.

6/ How do you describe school policy and its administration in your school? Please indicate your agreement from very low to agree very high.

No	The school policy and its administration	Very low (1)	Low (2)	Satisfactory(3)	High (4)	Very high (5)
1	In my school there is school based rule and regulation					
2	There is proper administration of school rule and regulations					
3	The way schools inform policies and procedures for me					
4	The way the school policy put in practice					
5	The schools capacity to treat teachers equally					
6	The way principals lead the school					
7	The participation of me on various school issues					

6/ what other school policy and its administration affect teachers' motivation? Briefly explain your answer.

This questionnaire is constructed for extrinsic motivation variables.

7/ How do you describe supervision practice in your school? Please rate from disagree very strongly to agree very strongly.

No	Supervision practice in the school	Disagree very strongly (1)	Disagree (2)	Undifferentiated (3)	Agree (4)	Agree very strongly (5)
1	Supervisors know how support me					
2	Supervisors interested to help me					
3	I get continuous support from my supervisors					
4	School supervisors provide training for me on various issues					
5	The school supervisor observe my class instruction regularly					
6	I supervised in a supportive and democratic manner					
7	Supervisors initiate me to discuss on various academic issues					

7/ briefly explain other supervision practices in your school

This questionnaire is constructed for extrinsic motivate variables.

8/ what is your work design of teaching in your school? Please indicate your agreement

No	Teachers work relationship in the school	Disagree very strongly (1)	Disag ree (2)	Unde cided (3)	Agr ee (4)	Agree very strongly(5)
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from very low to agree very high.

No	Work design of teaching	Ver y low (1)	Low (2)	Satis facto ry(3)	High (4)	Very high(5)
1	I have opportunity to use my various talent and skill					
2	I have the opportunity of freedom and independence					
3	I have chances to get clear feedback to my performance					
4	I have chances to shape the mind of students					

8/ Briefly explain other work design of teaching in your school

This questionnaire is constructed for extrinsic motivation variables.

9/ How do you determine your relationship in the school? Indicate your level of agreement from disagree very strongly to agree very strongly.

1	I am motivated with my relationships with colleagues.					
2	I have strong relationship with students' parent.					
3	I have positive relationship with my school students					
4	My school principal have interest to talk with me in various academic issues					
5	I have strong relationship with school management (e.g. PTA)					
6	I have strong relationship with the community					

9/ is teachers relationship affect teachers motivation? Yes----- No----- Briefly explain your answer -----

This questionnaire is constructed for extrinsic motivate variables.

10/ what is your status in the community in your school? Please indicate your agreement from very low to agree very high.

No	Teachers' status in the community	Ver y low	Low	satis facto ry s	High	very high
1	The social position I have in the community that goes with the job.					
2	My chance to participate in various social issues					
3	My chance to be important in the eye of others					
4	My chance to have a definite place n the community					

10/ briefly explain the social position of teachers in your school?

This questionnaire is constructed for extrinsic motivation variables.

11/ How do you feel your school working conditions? Indicate your agreement from disagree very strongly to agree very strongly

No	School working conditions	Disagree very strongly (1)	Disagree (2)	Undecided(3)	Agree (4)	Agree very strongly (5)
1	I am motivated by school working conditions					
2	The school surroundings is attractive to my work					
3	The school environment supports my work					
4	I have furnished staff room to work together					
5	Adequate teaching equipment and facilities are available in the school					
6	My workload is fairly distributed					
7	I have refreshment materials in the school (DSTV, Tennis...)					

11/ is school working conditions under which you work affect teachers motivation? Yes -
----- No -----

Briefly explain your answer

This questionnaire is constructed for extrinsic motivation variables.

12/ How do you determine your job security in your school? Rate your agreement from not satisfied to extremely satisfy.

No	Teachers job security in the school	Not satisfied	Slightly satisfied	satisfied	Very satisfied	Extremely satisfied
1	My job security in the school					
2	My opportunity for a secure future					
3	The school management involve for my welfare					
4	The school management solve my problem and threat me					

12/ briefly explain your job security in your school

This questionnaire is constructed for extrinsic motivation variables.

13/ how do you determine your incentives and benefit in the school? Rate from disagree very strongly to agree very strongly.

No	Teachers incentives and benefit in the school	Disagree very strongly (1)	Disagree (2)	Undecided(3)	Agree (4)	Agree very strongly (5)
1	I have monetary incentives for my extra work					
2	I am happy with the types of allowances given					
3	I earn well in comparison to other professional jobs					
4	My salary improves my commitment					
5	My salary enhances my status					
6	I have enough instructional materials available					
7	I get enough support with student disciplinary problems					
8	The school administration fairly evaluates my work					
9	I am satisfied with my workload within my department					

13/ in what other ways do teachers' incentives and benefits affect teachers motivation? Briefly explain your answer

9/ what would you recommend to be done by the following categories of people in improving teachers' motivation?

School management

—

Teachers'

Educational Beau roes

APPENDIX-B

JIMMA UNIVERSITY

College of educational and Behavioral science department of planning and management

Interview schedules for principals

Dear respondent,

Thank you for your willingness to participate in this research study. The purpose of this interview is to collect relevant data regarding the study entitled teachers motivation practice in West Wollega Zone. Your participation in this research involves responding to different questions which approximately lasts 20 to 30 minutes stay with the interview. Your participation is strictly voluntary and your genuine response has prominent value for the success of the study I hope you will be able to take time and compressively so you are kindly requested to give your genuine response to the questions

Date _____

School _____

Gender _____

Age _____

Occupation _____ Years of experience _____

Highest academic achievement _____

1/ for how long have you served as a school principal? ----- As a teacher _____

2/ To what extents teachers responsible to their work in your school?

3/ To what extent teachers motivated by school working conditions?

4/ Are you motivated with your work as a teacher yes ----- No ----- Briefly explain your answer

5/ in what way does teachers motivation affected?

6/ how does the factor you explain affect teachers' motivation?

7/ what would you recommend to be done by the following category of people in improving teachers' motivation?

School management

Teachers'

Educational Beau roe's

APPENDIX-C

JIMMA UNIVERSITY

College of educational and Behavioral science department of planning and management

Interview schedules for supervisors

Dear respondent,

Thank you for your willingness to participate in this research study. The purpose of this interview is to collect relevant data regarding the study entitled teachers motivation practice in West Wollega Zone. Your participation in this research involves responding to different questions which approximately lasts 20 to 30 minutes stay with the interview. Your participation is strictly voluntary and your genuine response has prominent value for the success of the study I hope you will be able to take time and compressively so you are kindly requested to give your genuine response to the questions.

Date _____

School

Gender _____

Age _____

Occupation _____

Years of experience _____

Highest academic achievement _____

1/ for how long have you served as a cluster supervisor? _____ as a teacher _____

2/ Are you motivated with your work as a teacher yes ----- No -----

Briefly explain your answer

3/ in what way does teachers motivation affected?

4/ how does the factor you explain affect teachers' motivation?

5/ what would you recommend to be done by the following category of people in improving teachers' motivation?

School management

Teacher's

Educational Beau roe's

APPENDIX-D

JIMMA UNIVERSITY

College of educational and Behavioral science department of planning and management

Interview schedules for teachers development coordinator official.

Dear respondent,

Thank you for your willingness to participate in this research study. The purpose of this interview is to collect relevant data regarding the study entitled teachers motivation practice in West Wollega Zone. Your participation in this research involves responding to different questions which approximately lasts 20 to 30 minutes stay with the interview. Your participation is strictly voluntary and your genuine response has prominent value for the success of the study. I hope you will be able to take time and compressively so you are kindly requested to give your genuine response to the questions.

Date _____

School _____

Gender _____

Age _____

Occupation _____ Years of experience _____

Highest academic achievement _____

1/ for how long have you served as teachers development coordinator? ----- as a teacher _____

2/ to what extent teachers have opportunity for professional growth and development?

3/ to what extent teachers recognized on their job?

4/ how teachers' advancement program can be done in the school?

5/ Interview regarding teachers incentives and benefit in the school

5.1 To what extent teacher's monetary incentives paid for their extra work?

5.2 What are school strategies to remunerate teachers?

6/ Are you motivated with your work as a teacher yes ----- No ----- Briefly explain your answer

7/ in what other way does teachers motivation affected?

8/ How does the factor you explain affect teachers' motivation?

9/ what would you recommend to be done by the following category of people in improving teachers' motivation?

School management

Teacher's

Educational Beau roe's

APPENDIX-E

Two sample Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Intrinsic motivation	1.52	1269	.780	.022
	Extrinsic motivation	1.35	1269	.876	.025

Two sample Samples Correlations

		N	Correlation	Sig.
Pair 1	Intrinsic motivation and Extrinsic motivation	1269	-.266	.000

Effect of Demographic variables on intrinsic motivation of teachers

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.700 ^a	.490	.484	.374

a. Predictors: (Constant), Academic qualification, Teaching experience

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	24.574	2	12.287	87.898	.000 ^b
	Residual	25.581	183	.140		
	Total	50.156	185			

a. Dependent Variable: Intrinsic motivation
b. Predictors: (Constant), Academic qualification, Teaching experience

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.877	.231		8.127	.000
	Teaching experience	.734	.060	.917	12.159	.000
	Academic qualification	-.678	.136	-.376	-4.988	.000

a. Dependent Variable: Intrinsic motivation

Effect of Demographic variables on extrinsic motivation of teachers

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.523 ^a	.273	.265	.513
a. Predictors: (Constant), Academic qualification, Teaching experience				

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	18.126	2	9.063	34.392	.000 ^b
	Residual	48.224	183	.264		
	Total	66.349	185			
a. Dependent Variable: Extrinsic motivation						
b. Predictors: (Constant), Academic qualification, Teaching experience						

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.894	.317		5.974	.000
	Teaching experience	.630	.083	.685	7.606	.000
	Academic qualification	-.583	.187	-.281	-3.120	.002
a. Dependent Variable: Extrinsic motivation						

APPENDIX-F

Pilot study results

Reliability Statistics	
Cronbach's Alpha	N of Items
.923	12

Reliability Statistics	
Cronbach's Alpha	N of Items
.703	2

Reliability Statistics	
Cronbach's Alpha	N of Items
.75	2

Reliability Statistics	
Cronbach's Alpha	N of Items
.71	2

Reliability Statistics	
Cronbach's Alpha	N of Items
.72	2

Reliability Statistics

Cronbach's Alpha	N of Items
.89	2

Reliability Statistics

Cronbach's Alpha	N of Items
.77	2

Reliability Statistics

Cronbach's Alpha	N of Items
.78	2

Reliability Statistics

Cronbach's Alpha	N of Items
.75	2

Reliability Statistics

Cronbach's Alpha	N of Items
.71	2

Reliability Statistics

Cronbach's Alpha	N of Items
.72	2

Reliability Statistics

Cronbach's Alpha	N of Items
.81	2