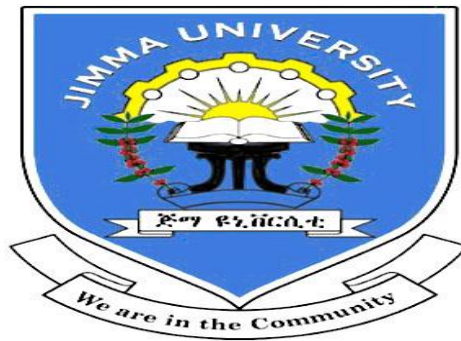


**THE RELATIONSHIP BETWEEN TEACHER'S MOTIVATION AND SCHOOL
PERFORMANCE IN SECONDARY SCHOOLS OF ILUBABOR ZONE, OROMIA
REGIONAL STATE, SOUTH WEST ETHIOPIA**



**COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT**

BY

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**A THESIS SUBMITTED TO DEPARTMENT OF EDUCATIONAL PLANNING AND
MANAGEMENT FOR PARTIAL FULFILLMENT AND REQUIREMENTS OF M.A
DEGREE IN SCHOOL LEADERSHIP.**

**FEBRUARY, 2022
JIMMA, ETHIOPIA**

**JIMMA UNIVERSITY
SCHOOL OF GRADUATE STUDIES**

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**A Thesis Submitted to the College of Education and Behavioral Sciences in
Partial Fulfillment of the Requirements for the Degree of Master of Arts in
Educational Leadership**

**FEBRUARY, 2022
JIMMA, ETHIOPIA**

Declaration

The under signed declare that this thesis entitled “ The relationship between Teacher’s motivation and school performance in secondary school of Ilubabor Zone, Oromia regional State, South West Ethiopia” is my original work and all sources that have been referred to and quoted have been dully indicated and acknowledged with complete reference.

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ABSTRACT

The objective of the study was to identify the relationship between teacher's motivation and school performance in secondary schools of Ilubabor Zone, Oromia Regional State. Descriptive survey design was employed in the study. The Samples of 96 teachers were taken using simple random sampling techniques. SPSS version 23 soft ware was used for the analysis of data collected from respondents. The findings of the study indicated that 38.5 percent and 25 percent of teachers shows agreement and disagreement respectively that their school administrators appreciate their participation in decision making. The result of the study also indicated that 34.4 percent of the respondents disagreed and 31.2 percent of teachers agree with the statement that they have long period of working without promotions. The study also found that 74 percent of the respondents show agreement that no incentives are given for more work. Similarly the study indicated that 45.8 percent of teachers reported there are negative attitudes towards their profession by other high paying government workers. The findings in this study show that 30.4 percent of the respondents agreed that there is no good job security because some students have disciplinary problems against teachers that affect their professional morale. The study confirmed that 37.5 percent of the respondents agreed that they don't want to teach students voluntarily on tutorials because they don't get incentives always and they don't care for that. Based on findings it can be concluded that teachers in secondary schools of Ilubabor Zone are not motivated and what demotivated them is that they are not paid well thus they did not manage to satisfy their basic needs. Based on the findings of the study the researcher recommended the following. The educational office and Ministry of Education are advisable to work on condition that cause staff work dissatisfaction (teaching profession, inadequate salary and other benefits, work environment, student's disciplinary problems, administrative problems) and weak performance by facilitating teacher's promotion and improving salary and other benefit.

CHAPTER: ONE

1. INTRODUCTION

1.1. Background of the Study

Motivation is the willingness of an employee to contribute high levels of effort towards his or her work, conditioned by the capacity of the effort to satisfy needs as well as his or her personal environment. A motivated employee willingly tries hard to contribute his or her best performance towards accomplishing his or her work. Motivation plays a role in achieving goals and objectives and is equally important for organizations that work in team based environments or for workers who work independent. For an organization to ensure that the employees' workplace goals and values are aligned with the organization's mission and vision, they should create and maintain high levels of motivation leading to high performance. Teachers' motivation has become an important issue given their responsibility to impart knowledge and skills to learners and encourages teachers to facilitate knowledge and skills of academic to learners (Kelvin, 2006).

Teachers 'motivation is one of the important factors in realizing educational objectives in achieving high academic performance. Low teacher motivation has led to low job performance in academics. Thus the learning environment and teachers' motivation upon knowledge development relatively need attention in our schools. Human resource as a factor of production is affected by adequacy and quality as reflected by the level of training and level of motivation (Juma, 2011).

Performance is something, a person does, which is normally affected by motivation. When teachers are motivated, their performance automatically rise towards high level. In schools teacher's performance can be seen in their interaction with students, with other teachers and with their superiors. Most teachers have reported their dissatisfaction as emanating from lack of housing, lack of improved salaries and other compensation needed to motivate and raise their performance (Shahzad, 2007).

Also Mustafa and Othman (2010) examined the perception of teachers about the effects, of motivation on the teachers job performance in teaching and learning process, they found that there is a positive relationship between motivations and working performance of teachers, for example the greater level of motivation the job performance will increase, but the absent of motivation to teachers always demonize teachers in academic performance and lead to

teacher absenteeism and poor performance, Therefore ,this study aims to analyze the role of motivation in teacher's.

Motivation is dynamic and can change a person's level of interest and involvement in a task. A motivated teacher is recognized by high level of commitment, hard work, devotion, dedication and becomes a source of inspiration through his or her exemplary character because a teacher is always expected to be a role model for students. Motivation is the desire or drive within a person to achieve some goal and also it is an internal condition based on a person's perceptions and needs. To motivate teachers is one of the most important management tasks expected from school principals. It comprises the abilities to understand what initiates people to communicate, to involve, to encourage, setting an example, to develop and coach, to obtain feedback and to provide a just reward (Muhammad et al., 2012).

There is a strong relationship between teacher motivation and job performance. According to Dessler (2005) examined job performance and motivation from a teacher's perspective motivation and job performance may be difficult to distinguish and motivation is often inferred from the output produced, the possibility of high motivation and low output or low motivation and high output is often not considered. The implications of either neglecting motivation or considering it a part of job performance for the empirically observed relationship between job performance and motivation can be significant. If effort is costly for an employee, ignoring effort can bias the estimated effect of job performance, because effort should increase job performance. As satisfaction is another very important thing in terms of motivation so employees are when satisfied with their job, organization environment, salaries, rewards, then automatically get motivated and show their best efforts towards their job performance.

Studies on motivational strategies on teachers have shown that teachers by some kind of incentives are recognized as being effective. Incentives are often given in the form of money, that is money can be seen as part of the reward system designed to reinforce behavior and therefore to motivate people to work towards the achievement of goals and those of the organization. The recognition of the goals and objectives of any establishment largely depends on how the workers perceive and react to their jobs. This attitude controls teachers output. Without motivation, teacher performance would be highly hindered. The level of motivation of workers will determine the teachers' response to the organizational rules, responsibilities and opportunities and people work primarily for money and they are motivated to do only that which provide them with the greatest rewards (Sala, 2017).

Factors involved in physical environment, community of the schools and managerial structure of the system, these may be more powerful when teachers' got job satisfaction and different types of work will become very productive when workers are satisfied in their job. The effectiveness of school is largely depended on the professional confidences and job satisfaction of the teachers. Therefore, schools administration and other concerned authorities must support the development of teachers. To achieve higher level of teachers' job satisfaction, efforts were made to get beyond attractive working conditions and to foster among teachers the fulfillment of those needs associated with the work itself, such as recognition, responsibility and achievement (Luthans, 1998).

Similarly (Meyer, 2002) confirmed that fostering commitment among teachers' is important because teachers', who are highly committed stay longer, perform better, actively involved in the work and engage in organizational citizenship behavior. Schools are social institutions with the responsibility of proving students with education that help them to grow mentally and physically; especially the role of secondary that occurs during adolescence or the teenage years of an individual. The purpose of secondary education can be to give common knowledge, to prepare for higher education.

Panda and Mohanty (2003) also stated that motivated teachers are essential for the effective functioning of education system and for improving the quality of learning process. This result can be achieved when teachers are satisfied with their job. Job satisfaction enables teachers to put their maximum effort up on their work. The maintenance of high satisfaction and morale has long been an important objective for educators. Teachers develop performance style characteristics to their ways of relating to the world, perceptually as well as cognitively. An effective teacher's development design should have an exhaustive measure of these factors so as to encourage necessary skills and attitudes amongst prospective teachers.

Attempts to improve performance in schools will never succeed if teachers' job satisfaction is ignored. If employees in an organization are motivated, they will render services to the employer and customers very efficiently and effectively. This implies that motivated and satisfied secondary school teachers are most likely to affect the students' learning positively while the opposite of that may have negative impacts on students' performance. So the objectives of this study focused on the relationships between the teacher's motivation and motivation in secondary schools of Ilubabor Zone.

1.2. Statement of the Problem

Teacher motivation is a subject that has received significant attention in mainstream educational debate in recent decades. It has become an important aspect of teacher efficacy and professionalism given the teachers' responsibility of imparting knowledge and skills to learners. On one level teacher motivation is related to a long list of variables including whether or not an enabling environment exists and whether or not teachers are equipped to conduct their responsibilities effectively. However at the basic level teacher motivation is linked to how teachers feel they are being treated and to the way they perceive their own working and living conditions (Davidson (2004).

Research on teacher motivation in Sub-Saharan Africa and Asia by Bennell and Akyeampong (2007) show that teachers' in many countries in Sub-Saharan Africa are being asked to change radically teaching practices at a time when the majority of them are increasingly demotivated. The study shows that the major problems of poor motivation includes teacher deployment, teacher turnover which results to high attrition rate, that is occupational attrition (teachers leaving the profession to take up other jobs) and teacher absenteeism. Also turnover rates were very significant, particularly in rural areas, due to limited employment and further study opportunities, poor working and living conditions, and the low quality of schooling available for teachers' own children. Where teachers and the education system are poorly managed, this will have a negative impact on teachers' morale and motivation.

Riaz (2000) pointed out that the factors that can influence teachers' work performance and motivation. Some of the factors were inadequate salary and non-salary benefits, work itself, the nature of work environment, personal relation with students and the teacher, disciplinary problems of the students, parents, community and teachers' perception to teaching, and administrative problems. There are many factors that influence the teachers' job performance such as aptitude, attitude, subject mastery, teaching methodology, personal characteristics, the classroom environment, general mental ability, personality, relations with students, preparation and planning, effectiveness in presenting subject matters, relations with other staff, self-improvement, relations with parents and community, poise, intellect, teaching techniques, interactions with students, teaching competence demonstrated, motivational skills, fairness in grading and teachers' attitude toward the students.

On the other hand, teachers develop performance style characteristics to their ways of relating to the world, perceptually as well as cognitively. A person is, therefore, likely to act in a way that maximizes the use of his aptitudes. Similarly, teacher's positive attitude towards teaching

and higher aspiration level determines his positive perception of the environments. An effective teacher development design should have an exhaustive measure of these factors so as to foster necessary skills and attitudes amongst prospective teachers (UNESCO, 2002).

The lack of motivation is perceived to be determined by different factors such as work environment and the rewards for teachers. According to Jackson (1997), lack of motivation among teachers has been manifested in teacher unwillingness to participate in school activities, poor attendance, unexpected absence, late coming, lack of additional training, uncreative and non-stimulating teaching, lack of interest in meetings, unhelpful attitudes when assistance is needed, occurrence of hold-ups because deadlines aren't kept, resistance to contributing more than what is required of them and development of arguments between colleagues.

The government of the Republic of Ethiopia is committed to the provision of quality education. It has continued to make efforts to motivate teachers by offering salary increments, sponsoring teachers for further studies among others. However, in spite of these government efforts to motivate teachers, learner performance in most of the public secondary schools has remained below the required provincial target, which seems to point to poor teacher performance due to lack of motivation. As a result a number of schools have resorted to using different motivational practices to try and influence teachers to improve their performance (MoE, 2009).

Similarly, Demeke (2014) in his study found that; the teachers were de motivated with the salary pay and absence of incentives, ineffective administration and lack of proper treatment, lack of teachers' participation in school decision making so these made negative impact on teachers' job performance. On the other hand, Aweke (2015) revealed that the other reason, in addition to salary and benefits, for the low motivation of teachers was the low emphasis given by the society, student's misbehavior and the inability of the school management & administration to effectively address the teachers' demands for supportive and fair leadership.

Performance of a given school depends more on the teacher's effort and if that a given teacher is unhappy with his/her job, he/she will not put emphasis into his/her teaching. Rodgers and Chapman (1990) proved that over a sustained period of time, the loss of experienced teachers hurts the quality of instruction and drives up the costs of recruiting and training new teachers. This study aimed at finding out which factors are influencing teachers'

motivation and job performance in public secondary schools in secondary schools of Ilu Aba Bor Zone.

Motivated teachers are more likely to meet the institutional goals and objectives since they are willing to exert their effort to achieve them. In order to boost academic excellence in our secondary schools, perceptions of teachers' on selected factors that enhance their motivation hence commitment to work must be established. Studies have been carried out in Ethiopia on teachers' perceptions on the relationship between their feelings of professional competence and degree of morale.

In general, the above studies indicate that many factors were demotivating teachers and such de-motivation may affect their academic performance in a negative way. Similarly, this study shows that in selected secondary schools there were teacher de motivations which resulted in poor job performance. The findings of this study also proved the scholar's views as certain interview did with selected school heads and educational administrative office experts shows that teachers are dissatisfied with their profession due to some reasons. Such as their life standard being declining, low acceptance in the community, housing related problems, work overloads in the school, lack of proper treatment by administration, insufficient salary and lack of incentive to teachers work.

However, only little systematic study has been carried out on teacher's motivation and school performance. Such a study would be beneficial to the government and the educational system as a whole, because it would help putting mechanisms into place to help teachers perform better.

This study intended therefore, at investigating the relationship between teachers' motivation and school performance in selected secondary schools of Ilu Aba Bora Zone. The study also examined teachers' perceptions on intrinsic factors such as work itself, job performance, promotion, responsibility, decision making and opportunity for further training and how these influence their morale and reduced school performance.

1.3. Research questions

- ✓ What are the situations that lead teacher's demotivated at secondary schools in the study area?
- ✓ What is the current status of teacher performance and motivation in secondary schools in the study area?

- ✓ Is there relationship between teacher motivation and job performance in selected secondary schools in the study area?

1.4. Objectives of the Study

1.4.1. General objective

The general objective of this study was to explore the relationship between teachers' motivation and school performance in the secondary schools of Ilubabor Zone.

1.4.2. Specific Objectives

Specific Objectives of this study was:

- ✓ To discuss the situations that lead teacher's demotivated at secondary schools in the study area
- ✓ To identify the current status of teacher motivation and job performance in secondary schools in the study area
- ✓ To establish the relationship between teacher motivation and teacher job performance in selected secondary schools in the study area.

1.5. Significance of the Study

This study will provide an insight on the factors that affect the teacher's motivation and school performance in secondary schools. The result of this study is important for the teachers, school principals, supervisors and Wereda educational managements of different levels those who have direct involvement in teaching learning activities to get information on teacher's motivation and school performance in the secondary schools of Ilubabor Zone. On the basis of the information that will be gained from the result of this study they will plan to improve the teacher's motivation and school performance in the secondary schools of Ilubabor Zone.

- It may be used for policy makers, educational planners, teachers, school administrators and other concerned bodies.
- It helps to create awareness of the factors that affect teacher's job performance for those who are directly or indirectly concerned with socio economic status and school performance of teachers in the study area.
- It may help others researchers in conducting more comprehensive study on the issues related to teachers' motivation and job performance.

1.6. Delimitation of the Study

Due to time, material, and budget scarcity, it was very difficult to cover the whole secondary school in the Zone. So the study was delimited to 9 (nine) selected secondary schools of Ilubabor Zone geographically.

1.7. Limitation of the Study

The major limitations of this study was resource constraint including time, finance and access to information. Besides, to obtain information from the respondents were somehow difficult due to the busy nature of their work schedule. The distance of the schools from researcher; the process of data collection is time consuming transportations cost willingness of the participants; data availability; quality of the responses of the participants. So the researcher solved this limitation by cooperatively working with respondents during data collection and coping with the existing transportation challenges.

1.8. Organization of the Study

The overall organization of the research has five chapters. Chapter one presents the introductory parts of the study from the background, statement of the problem, the objective (main and specific), research questions, significance, and delimitation to limitation and organization of the paper. Chapter two presents a review of related literature. Chapter three is about research design and methodology. Chapter four presents results and discussion and finally chapter five deals with conclusion and recommendation.

1.9. Definitions of Key Terms

- ❖ **Teacher motivation:** is a general term that explains teacher drives, desires, needs, wishes in order to induce them to act in desirable, academically and productive manner (Juma, 2011)
- ✓ **Extrinsic motivation** is an inner drive towards attainment of externally administered rewards, including pay, material possessions, prestige and positive evolution from others.
- ✓ **Intrinsic motivation** can also be termed as inner drive to achieve a certain goal for the sake of personal satisfaction.
- ❖ **Job Performance:** Performance is something, a person does, which is normally affected by motivation and it is the act or process of carrying in a satisfactory manner. In the case of teachers, performance can be seen in punctuality, positive relationship with the students and the like (Riaz, 2000).

CHAPTER TWO

2. REVIEW LITERATURE

2.1. Conceptual Definition

2.1.1. Motivation

Motivation is the willingness of an employee to contribute high levels of effort towards his or her work, conditioned by the capacity of the effort to satisfy needs as well as his or her personal environment. A motivated employee willingly tries hard to contribute his or her best performance towards accomplishing his or her work (Ngirwa, 2006).

Teacher motivation is a subject that has received significant attention in mainstream educational debate in recent decades. It has become an important aspect of teacher efficacy and professionalism given the teachers' responsibility of imparting knowledge and skills to learners. On one level teacher motivation is related to a long list of variables including whether or not an enabling environment exists and whether or not teachers are equipped to conduct their responsibilities effectively. Davidson (2004) noted that however at the basic level teacher motivation is linked to how teachers feel they are being treated and to the way they perceive their own working and living conditions.

Potter (2005) defined motivation as a person's active participation and commitment to achieve the prescribed results. Employee motivation was seen as the inner drive or push that led to a certain human action or inaction in a given time, given specific prevailing conditions. It is a force that considers individual inner drive in the pursuit of pushing people to do something in turn.

As for teacher motivation, Sinclair (2008) defined it in terms of attraction, retention and concentration as something that determines 'what attracts individuals to teaching, how long they remain in their initial teacher education courses and subsequently the teaching profession, and the extent to which they engage with their courses and the teaching profession. Their review of literature came to a conclusion of four featured components of teacher motivation: prominent intrinsic motivation which was closely related to inherent interest of teaching; social contextual influences relating to the impact of external conditions and constraints; temporal dimension with emphasis on lifelong commitment; and demotivating factors emanating from negative influences.

2.1.2. Teachers' Performance

Teacher performance plays an important role in the school performance. It comprises what the employee does or does not do. Performance involves quality of output, quantity of output, timeliness of the output, cooperation and the presence at work (Gunged 2011).

However, performance could be measured by variety of parameters which show an employee's pattern of performance over time. Performance in the organization context is usually defined as the extent to which an organizational member contributes to achieving the goals of the organization. It involves an organization to communicate its mission and strategies to the employees, setting individual performance targets to meet the employee as well as the organization mission. The continuous review of performance management ensures organizational performance (Ying 2012).

2.2. Theoretical Perspectives on Teachers Motivation and job performance

2.2.1. Maslow's Hierarchy Theory

Maslow, (1943) hypothesized human needs in a hierarchy of importance. Physiological needs, security needs, social needs, esteem needs and self-actualization. Once each of the needs was significantly satisfied, it would lead to a driving force for the next need. People need to satisfy\ physiological needs first which act as primary motivators; individual's then move up the hierarchy to seek to satisfy safety needs, self-esteem and finally seek self-actualization. This dominates a person's behavior especially among managerial personnel. Maslow provided that for an employee to be productive, he should be satisfied with these needs otherwise the failure to meet organizational goals. However in the current situation, most people want to get jobs to make them sure of daily bread, meeting their needs as much as a better future with promotions and use of talent. Teachers would also be more motivated if given freedom and power to carry out tasks so as to give own results.

2.2.2. The Achievement Theory

The theory stated that the major part of a person's performance was driven by the intensity of the persons need for achievement, Ngirwa (2006). In the current situation, people would perform highly if they had to achieve their needs or if they wanted to get something.

2.2.3. Expectancy Theory

The theory argued that the motivational force to an individual's performance was a function of the expectancies that individuals had concerning future outcomes times the personal value they placed on those outcomes. According to the expectancy theory, the strength of a tendency to act in a certain way depended on the strength of the expectation that the action

would be followed by a particular outcome and on the attractiveness of that outcome to the actor (Ngirwa, 2006).

2.2.4. Herzberg's Two factor Theory

The theory was based on the need for fulfillment because of how best to satisfy workers. According to Herzberg, he referred to environmental factors that caused workers' dissatisfaction as the hygiene factors. The presence of these factors did not cause satisfaction thus affecting the performance of workers. Hygiene factors included pay, supervision, security, work conditions among others. They were perceived necessary but not sufficient conditions for satisfaction. The theory further identified factors that made workers work harder. These were motivational factors and they included; recognition, achievement, responsibility, growth, advancement thus high performance. In the current situation, Herzberg's theory is applicable in schools in that, they need to appoint good supervisors who have leadership skills and ability to treat teachers fairly, ensure that policies didn't frustrate teachers therefore needed to be clear, equal and fair. Teachers should be allowed reasonable amount of time to socialize thus a sense of teamwork. The environment in which people work has an effect on performance so the employees should address both motivators and hygiene factors to retain teachers.

2.2.5. Equity Theory

According to Adams, a person's job satisfaction depended on his perceived equity as determined by a call for fair balance to be struck between employees' inputs for example hard work, skills, tolerance, enthusiasm and employees' output for example salary, benefit and intangibles like recognition. According to the theory findings, a fair balance served to ensure a strong and productive relationship with the employees with the overall result being satisfaction thus motivated employees. The theory was built on the belief that employees become demotivated both in relation to their job and their employers if they felt as though their inputs were greater than the outputs. Employees therefore could be expected to respond in different ways for instance reduced effort, became disgruntled, disruptive among others (Ngirwa, 2006).

2.3. Threats to Teacher Motivation in the Developing World

Colthan (2002) and Michaeloma (2002) studies on teacher motivation in developing countries indicates widespread low or decreasing levels of motivation, resulting in lower quality of education. For example, sizeable percentages of primary school teachers are poorly motivated in Sub-Saharan Africa and South Asia. The documented causes of low teacher motivation,

what this report referred to as threats to teacher motivation can be divided into eight interconnected categories:

2.3.1. Workload and Challenges

Teachers facing heavy workloads need sufficient motivational supports in order to sustain their effort and professional conduct on the job. If teachers' workload is greater than teachers' motivational supports, teacher motivation is threatened. Expanding access to education for all, as many countries are attempting, increases the workload and challenges faced by teachers. Education for all, combined with population growth, often requires remote deployment of teachers, large class sizes, multiple teaching shifts, or multiple grade levels within a single class. Michaelowa (2002) finds that these challenges are negatively correlated with teacher job satisfaction and positively correlated to absenteeism in Africa. Furthermore, due to political influence and irrational policies, it is the least qualified teachers who are most often sent to the most challenging and neediest schools frequently those located in rural areas (Bennell & Akyeampong, 2007).

2.3.2. Remuneration and Incentives (Largely Extrinsic)

The broad consensus among occupational psychologists in developed country contexts is that pay on its own does not increase motivation. However, pecuniary motives are likely to be dominant among teachers in those LDCs where pay and other material benefits are too low for individual and household survival needs to be met. Only when these basic needs have been met is it possible for higher-order needs, which are the basis of true job satisfaction, to be realized." (Bennell & Akyeampong, 2007). Teacher salaries are generally low, especially in Africa. Corresponding to Maslow's hierarchy of needs, lack of a living wage can undermine the foundation of basic need fulfillment teachers require before they can focus on improving their work. When teachers do not have enough money to live, they often resort to secondary employment activities, which can undermine their motivation to perform in their primary job and lead to increased absenteeism. One such secondary employment activity, private tutoring, can be especially harmful to students' achievement, or at least the distribution of students' achievement, when teachers cut back on teaching part of the curriculum in school in order to generate demand for their tutoring services out of school.

2.3.3. Recognition and Prestige (Largely Intrinsic):

In many developing countries teaching has historically enjoyed a large degree of prestige. Today, however, many teachers feel the respect for their profession is decreasing in the eyes of students, parents, government, and the larger society. Low salaries play a role, but so does

the assignment of administrative or menial tasks; lower standards of teaching; increasing demands on schools from communities; and the creation of large groups of unqualified or even female teachers (Bennell & Akyeampong, 2007).

On the other side, the status of volunteer or community teachers appears to motivate those types of teachers to perform more so than formal or civil-servant teachers. In addition, sometimes teachers may simply not have a good relationship with the community surrounding their school, and this can be especially true in hierarchical societies with large gaps between teachers and the students and community. Lack of prestige from low remuneration and low autonomy in planning and teaching, has been associated with private tutoring (Popa & Acedo, 2006) an activity where teachers often enjoy more professional status, self-esteem, and better pay. Many teachers feel that another way to increase societal respect for teaching is to improve the public image of their profession by making the public more aware of the actual conditions they face (Tudor-Craig 2002).

2.3.4. Accountability (Largely Extrinsic)

Teachers' accountability is generally weak where there is low remuneration. Systematic controls are inadequate, and teachers are rarely inspected and difficult to discipline. When salaries are deposited to banks, head-teachers cannot withhold them from poorly performing teachers and face lengthy and ineffective alternate means of sanctioning them. Furthermore, teacher pay and promotion is rarely linked to performance. When teachers are inspected, the process is often purely supervisory with little support or advice for how teachers can improve their performance. Bennell and Akyeampong (2007) highlighted the need for greater accountability in order to rein in unprofessional teacher behavior in schools. Duflo, Dupas, and Kremer (2007) find that increased accountability can function as a strong complement to other methods of improving teacher motivation. However, combining class size reduction with improved accountability (by hiring local teachers on short term contract or by increasing parental oversight) produced larger test score increases than reduced class size alone.

2.3.5. Career Development (Largely Intrinsic):

While teachers may dislike external controls on their teaching decisions and behavior, nearly all teachers appreciate external professional support. To improve teacher motivation, Bennell and Akyeampong (2007) highlighted the need for more attractive career structures and more opportunities for teacher professional development. In-service training in particular can increase teacher morale, especially when combined with mentoring and observation, and lead to improved students' outcomes (Ginsburg, 2009).

Teachers do appear to be confident in their own abilities, but feel they need the external support, tools, and training to allow them to excel in their work, and opportunity to progress up the career ladder. Professional development also enhances teacher motivation through an important and related channel: observed students' achievement. Teacher job satisfaction has been found to be correlated with high-performing students. (Michaelowa, 2002), and teachers in a variety of developing countries have been seen to become more motivated when witnessing their effort pay off in the form of improved students' performance. Namely, coaching teachers to set expectations for students, better manage the classroom, and apply new teaching methods can be very effective in motivating teachers (Mendez, 2011).

2.3.6. Institutional Environment (Largely Extrinsic)

Education policies are often unclear or subject to corruption or nepotism. Teachers prefer meritocratic promotion, deployment, and pay; but instead politics and patronage networks usually dominate and thus undercut teacher motivation. Teachers have a strong sense of equality, and become de-motivated when they see other teachers (frequently math, science, and language teachers) receive what they perceive to be special treatment (Ramachandran & Pal, 2005). With increased reform, teachers face constantly changing policies, which can confuse and de-motivate. In addition, constant transfers mean that teachers are often unable to teach in the same school long enough to witness the change in students' achievement resulting from their efforts.

2.3.7. Voice (Largely Intrinsic)

Teachers often operate in very hierarchical and authoritarian systems, with limited opportunities for participation and delegation of responsibilities. Teacher perspectives and needs are rarely considered in education policymaking or project design. Teachers are often seen as passive implementers or technical inputs rather than partners in reform. Teacher motivation in many countries is positively related to greater voice in decision-making. In some places, teachers find expression in unions. In Africa for example, Union membership increases job satisfaction (Michaelowa, 2002). However, unionization also carries risks. Even when teachers want to teach, they may be pressured by unions to strike, which interrupts their teaching and serves as a source of de-motivation.

2.3.8. Learning Materials and Facilities (Largely Extrinsic)

Teachers increasingly have to do more with less small number of textbooks and other learning materials are spread thin over many students, while physical infrastructure is poorly constructed or maintained. In Africa, Michaelowa (2002) finds that adequate provision of

textbooks can improve teacher job satisfaction and increase student test scores. In fact, she concludes that textbooks are the single most important determinant of whether or not a teacher desired to transfer schools, a proxy for job satisfaction. Teachers are de-motivated by the fact that the school syllabus assumes that teachers have access to learning materials when in reality such materials are scarce.

2.4. Role of Teacher Motivation on Teaching Learning Process

Motivation of teachers towards work is a crucial factor for the success of education at any level. The work of Han & Yin (2016) support this as teachers motivation is related to a number of variables in education like student motivation, educational reform, teaching practice and teachers' psychological fulfillment and well-being.

Similarly, Wambugu et al (2018) stated that established that teachers' appreciation through rewards and incentives for good performance enhances work commitment, increases engagement with students consequently leading to improved academic performance. This support teacher' motivation is the most important to learning process .on the other hand motivation is important not only teaching learning process but also for organization effectiveness. It is indicated on the study of Paul in 2017 as employee motivation has a strong influence on the effectiveness of an organization. This means that motivated employees perform work better than de motivated ones. Organizational effectiveness is a broad term but this study follows the concept as locating targets and attaining them proficiently in spirited and energetic surroundings (Constant, 2001).

Generally, motivation is important to both an individual and the organization. For an individual, motivation is an essential factor that encourages a person to achieve his/her personal goals. Within an organization, motivation is said to be a factor that leads to employee satisfaction. Also, motivation inspires a person to widen his/her knowledge, to explore his/her full capabilities and potential. There for, the more motivated the teacher are, the more contribution they bring, thus the more profitable and successful is the education. This implies that high teacher motivation leads to positive educational outcomes. On the other hand, low teacher motivation leads to negative educational outcomes (Guajardo, 2011)

2.5. Teacher Job satisfaction and Performance

As Cummins (2018) job satisfaction is the ability of job (i.e. teaching job) to meet the person's needs as well as improve their work performance. Bogler (2001) defines job satisfaction as using teachers' perceptions of occupational prestige, self-esteem, autonomy at work and professional self development. Satisfaction is one of the factors of the overall

efficiency of work performed, being configured as a result of the relation between what individuals actually get from work (in terms of salary, status, appreciation, etc.) and their work results. Job satisfaction has been an issue of concern for many researchers in the past, mainly because of its connection with important organizational phenomena, such as turnover, absenteeism and organizational effectiveness (Van Scooter, 2000).

Bota (,2013) state that Job satisfaction, understood as a way of reporting the individual to his work situation, is determined by several factors, some of individual order age, education, skills, work experience, other organizational arrangements organizational climate, working conditions, policy and organizational management, and not least personality factors. Negative and unfavorable attitudes towards the job indicate job dissatisfaction. In addition bad interpersonal relationships with coworkers are another reason of job dissatisfaction. Poor or unsupportive relationships and conflicts with colleagues and/ or supervisors lead to negative psychological intensions resulting in job dissatisfaction (Armstrong, 2006).

Job satisfaction shows a positive and significant link between workplace environment, the mental and physical well-being of employees. As a result, dissatisfied employees may reduce their levels of performance and efficiency and may sabotage the work or leave the job. So teachers who feel better about their jobs are likely to contribute to resources practices, such as intention to stay, organizational commitment and interest and if they feel dissatisfaction they lead to negative psychological intensions resulting in job. This idea is supported by the study of Brookfield (1998) as; individuals with high levels of job satisfaction would have healthier physical and psychological records that very likely result in higher productivity and effectiveness in their job performance and will staying longer in organization.

2.5.1. Teachers Motivation and its effect on Teachers Performance

According to Hoy and Mislal (1987), employee motivation is a complex force, drive, need, tension state that starts and maintains voluntary activity directed towards the achievement of personal goals. Therefore, motivation is what starts and energizes human behavior, how those forces are directed and sustained as well as the outcomes they bring about (performance).It therefore follows that there is a relationship between motivation and performance which is paramount in any organizations existence. It is possible that an employee may display low motivation from the organizations perspective yet enjoy every aspect of the job. This state represents high job satisfaction. This part presented the theories that related to motivation as well as performance of teachers which in the researcher's point of view contribute to the performance of teachers. Teacher's motivation is however a complex and difficult term, so, a

precise definition of this concept is exclusive as the notion comprises the characteristics of individuals and situation as well as the perception by the individual.

2.6. Factors that affect teachers' job performance

2.6.1. Teachers' Motivation

Motivation of teachers helps to retain teachers at their work places and it includes “materials and psychological needs” as pay on its own increase motivation among teachers. Many writers are in the motivation of teachers help to performance-based pay will increase teacher motivation by adequately rewarding productivity gains. This perspective links the attitude of teachers to student outcomes, by arguing that once the motivation and skill of the teacher determine salaries, teacher quality will be improved. Tomlinson (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. Learning is a process of interaction between teachers and students as they both participate in the learning process, but with more weight given to teachers to show the way. Learning achievements can mainly be determined in classroom by motivated teachers who plan for teaching, put into practice what they have learned (Adea, 2006).

2.6.2. Job satisfaction

Spear et al. (2000) confirmed the main factor found to contribute to job satisfaction of teachers is working with children whereas job dissatisfaction was primarily attributed to work overload, poor motivation, and perceptions of how teachers are viewed by society and these sources of dissatisfaction were called hygiene factors, because they form the outer environment of work and keep things from getting to disturbing. The hygiene factors included:-company policy and administration, supervision, relationship with supervisors, work conditions, salary and relationship with peers, personal life, and relationship with subordinates, status and security. Manipulating those factors can make educators only respond on the range from dissatisfied to neutral. Only through the manipulation of motivators can improvement on a range from neutral to satisfaction be achieved.

2.6.3. Lack of interest in teaching Profession

People who are satisfied with their job are more committed to their organization than those who are less satisfied (Shukla, 2009) and he demonstrated a high positive relation between professional commitment and job satisfaction. Factors like location of institute, educational

qualification and years of teaching experience of teacher educators have impact on their attitude towards teaching profession as well as level of job satisfaction.

2.6.4. Inadequate Salary and other Benefits

Teacher salary scale has an intimate connection with teacher retention patterns. When salary levels drops in relation to the level which pertain for similar qualified personnel, this gives rise to teacher dissatisfaction and less performance which, if unresolved can cause long duration difficulties and lack of motivation (Coolahan, 2003). He argued that, from a variety of perspectives the establishment of appropriate salary provision for teacher will have short-term and long-term effects on teachers' retention pattern. Problems in work places occur due to wrong perception of employees or their lack of understanding about how organization link performance and pay system.

2.6.5. Student Disciplinary Problems

Some teachers are more dissatisfied with student's disciplinary problems which enforce them to quit their job. Students' disciplinary problems can be manifested through disruptive behavior and rowdy (Dunham, 1981). He pointed out that student characteristic and disciplinary problems include students who refuse to cooperate and do little or no work in class and who is openly aggressive toward other children and teacher. Each person may have a different definition of how to correctly discipline a child. In any case it should be handled because it is one of the major sources of teachers' dissatisfaction and weak performance.

2.6.6. Administrative Problems

Muluken et al. (1999) secondary school administrators should continuously upgrade and prepare themselves in order to meet the changing demands of their jobs. They further noted that organized and systematic training in educational leadership and effective and transparent management that goes further than the infrequent workshop presently offered in most systems is urgently needed for principals. Manna and Tesfaye (2000) has indicated in their study that satisfaction of employees with effective administration and support and supervision are major predictors of job satisfaction and there by career decision of teachers. They further found that 66.5 and 35.2 percent of teachers involved in their study were unhappy in their relationship with the school administration and colleagues respectively.

2.7. Teacher's commitment

Teacher's commitment is defined as a view of an organization's member's psychology towards his/her attachment to the organization that he/she is working for. Commitment plays

a pivotal role in determining whether an employee will stay with the organization for a longer period of time and work passionately towards achieving the organization's goal.

If an organizational commitment is determined it helps predict teacher's satisfaction, teacher's engagement, distribution of leadership, job performance, job insecurity, and similar such attributes. An employee's level of commitment towards his/her work is important to know from a management's point of view to be able to know their dedication to the tasks assigned to them on a daily basis (Gibbs, 2000).

2.7.1. Theory of employees commitment in a certain organization

A distinguished theory in organizational commitment is the Three Component Model (TCM). According to this theory, there are three distinct components of organizational commitment:

Affective commitment: This is the emotional attachment an employee has towards the organization. This part of TCM says that an employee has a high level of active commitment, then the chances of an employee staying with the organization for long are high. Active commitment also means, an employee is not only happy but also engaged in the organizational activities like, participation in discussions and meetings, giving valuable inputs or suggestions that will help the organization, proactive work ethics, etc.

Continuance commitment: This is the level of commitment where an employee would think that leaving an organization would be costly. When an employee has a continuance in commitment level, they want to stay in the organization for a longer period of time because they feel they must stay because they have already invested enough energy and feel attached to the organization attachment that is both mental and emotional. For example, a person over a period of time tends to develop an attachment to his/her workplace and this may be one of the reasons why an employee wouldn't want to quit because they are emotionally invested.

Normative commitment: This is the level of commitment where an employee feels obligated to stay in the organization, where they feel, staying in the organization is the right thing to do (Gibbs, 2000).

2.8. Importance of teachers Motivation

Teacher's motivation is an important concept in every institution especially in school. If teachers are motivated their productivity in education process will be in higher processes by influencing directly in teacher's job effectively with pupils and collaboration with other schools and colleagues. Motivation includes itself three psychological processes: being energetic, direction and intensity. Teachers to be motivated must have completed main needs, which influence in education process evolution such as completion of physical conditions

during winter and summer ,security of materials for knowledge's using contemporary methods ,insurance in job position ,collaborative relations ,understanding with colleagues, increasing of wage from society ,feedback that receive from pupils etc. If teacher's needs are not taken in consideration and work will be in lower levels. Motivation in work through natural way encourages teachers and gives teaching.

Kelly (1974) another scholar sees motivation with forces that take and alternate direction, quality and intensity of behavior. Regarding to these definitions some topics are arranged with what begins and gives energy human behavior so those forces are oriented and what gives to a job, how it is viewed in job's performance of people. There is a relation between motivation and satisfaction which is very important in the performance that teacher's show in their job and why not they reduce Burnout 'effect to teachers. A teacher that has as an aim, a desire happiness to explain and to organize the lesson influences in classroom atmosphere and these grows the feeling of belief and adaptability of pupils. When a teachers feels motivated, adds to him/her the desire to give strategy, which causes to him/her the desire to learn and to give inform more the new generation. Different studies have shown that motivation influences directly in academic development of pupils.

2.9. Measures of Shaping Teacher Motivation

School Reform: Since the goal of current school reform efforts is to improve student achievement, these efforts are well-aligned with the primary motivator of teachers - the power to help children learn. Hyde (2003) writes that teachers' attitudes are crucial to the success of in-depth curricular innovation. Moreover, the beneficial effort of teachers' attitudes on education reform is reciprocal. Freiberg (2004) showed that when principals effectively used shared governance strategies and participatory management, teachers feel energized and motivated and their sense of ownership and empowerment increases. Well-implemented school improvement plans can increase collegiality and give teachers the satisfaction to committing themselves to school improvement goals. Some practitioners believe that such rewards may be more effective in motivating teachers and improving teaching practices than individual, extrinsic rewards.

However, Frase and Sorenson (2002) caution that not every teacher will respond positively to educational reform approaches. Autonomy for one may be isolation for another; one teacher may welcome feedback, another may see it as infringement on his or her professionalism; and while one may welcome collaboration, another may see it as stressful imposition. Opportunities for participatory management must be differentiated for each teacher.

Professional Development: The interrelation of teacher motivation and school reform efforts has also been addressed through the issue of staff development. Traditionally, staff development has meant encouraging teachers to enhance pedagogical skills and knowledge of subject matter through advanced academic study at the graduate level; providing funding for conferences and workshops; and developing other training opportunities, including in-service programs. However, many leading school reformers have called for new forms of professional development. Lieberman (1999) argues for a "radical rethinking" of professional development that encourages teachers' growth. She believes that teachers must have opportunities to try out new practices by taking new roles and creating a culture of inquiry.

Monahan (1999) describes a new concept, Comprehensive Professional Development (CPD) that focuses on strategies for facilitating teacher growth through professional dialogue with colleagues, collaborative curriculum development, peer supervision, peer coaching, and action research leading to school-wide change. Unfortunately, he reports, principals and teachers still regard CPD like activities for continuing professional development to be less important than traditional methods. Monahan suggests embedding strategies like collaborative curriculum design, peer supervision/review, and portfolio analysis within the tenure review process, and providing incentives such as increased preparation time for peer collaboration and resources for action research.

Induction and Support of New Teachers: New teachers enter the profession for intrinsic rewards, but the negative effect of extrinsic conditions may overwhelm them. They face new and difficult challenges: classroom management and discipline, adjustment to the physical demands of teaching, managing instructional tasks, and sacrificing leisure time. Without proper support and aid, a new teacher's problems can grow worse. Key ideas for supporting new teachers include: Relocation and acclimation assistance can help the new teacher with locating housing, can share information about the community, and can introduce the recruit to other new teachers. Mentor/buddy teachers break the isolation, show the new teacher the ropes and help them reflect on a day's experience and redirect efforts for next day. In addition, these experienced teachers can transmit instructional, planning, and/or management skills the novices lack skills that can help new teachers grow professionally as they adjust to the realities of teaching. In addition, the mentor teachers themselves gain the satisfaction of sharing their knowledge and experience and helping their new colleagues grow professionally.

Teacher Evaluation: Recognition and feedback have been cited as important motivators for teachers, so it would seem that evaluation is an obvious vehicle for using these incentives to direct the teachers on the path towards professional growth and improvement. However, the most common practices in evaluation are limited in their capacity to improve teaching, and chiefly serve as monitors of minimal competency for retention.

Peterson (2005) calls for a new direction in teacher evaluation that will bring better results more allied to the goals of comprehensive professional development and the goals of education reform: First, emphasize the function of teacher evaluation to seek out, document, and acknowledge the good teaching that already exists. Second place the teacher at the center of the evaluation activity. Ask the teacher to consider his or her duties, responsibilities, contributions and outcomes, and direct the evaluation from that point. Third use multiple and variable sources, such as student and parent surveys, peer review of materials, logs of professional activity, and pupil test-score data. Fourth use the results of a teacher evaluation to encourage personal professional dossiers, publicize aggregated results, and support teacher promotion systems.

2.10. Conceptual Framework

Motivational variables affect performance because if teachers are less paid, not promoted, over supervised intimidates them and cannot teach to their best thinking they lose nothing and show their dissatisfaction in pupils' academic performance. The relationship between employees and the total working environment affect job performance. A leader has to provide support or show consideration for employees concerning, otherwise a negative leader-employee interactions can result in lower pleasure with work, reduced productivity and motivation or absenteeism. The wage payment plays an important role in their current as well as in possible future employment. The lower the salary is in his existent organization, the more an employer will aim to change his/ her organization. The availability is mainly about the number of opportunities outside the organization. The attractiveness refers to the pay levels of such opportunities. The training dimension is relevant for the turnover process and is related to pay and job market components. Many employees increase their productivity by adding new skills to their knowledge and perfecting old ones while on the job.

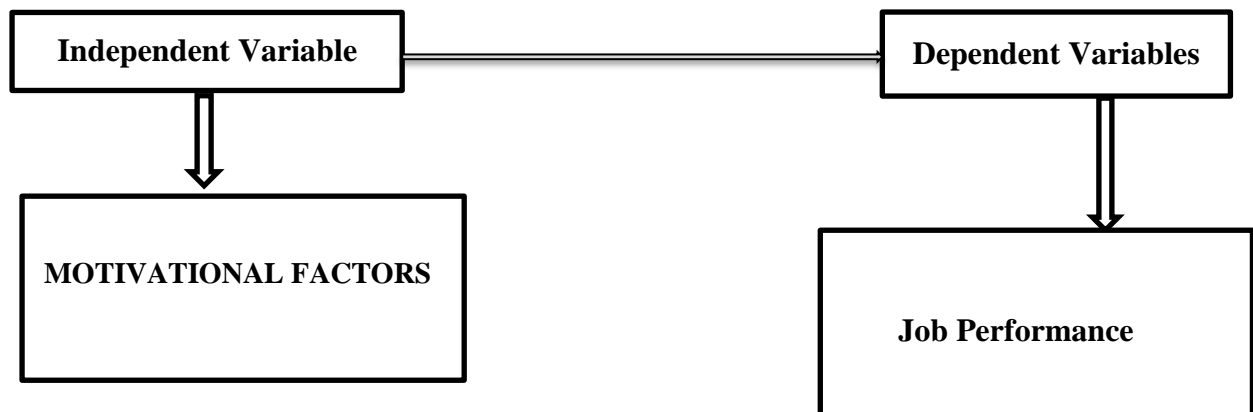


Fig. 2.1. Conceptual Frame Work on intention of teacher motivation and performance
(Source: own Computation, 2021)

CHAPTER THREE

3. RESEARCH METHODOLOGY

3.1. Research Design

This study was basically used a descriptive statistics because they were designed to obtain pertinent and precise information concerning the status of phenomena and whenever possible to draw valid general conclusions from the facts discovered. It was the most appropriate when the purpose of the study was to provide a detailed description of a phenomenon. In this descriptive survey research design which uses more of quantitative approach was used. Both correlation and Regression analysis was used as a significant technique to identify the impact of teacher motivation on school performance from a contemporary perspective.

3.2. Sources of Data

In the study, both primary and secondary source information have been utilized. Primary data were collected from teachers, Head of school and Wereda education officers. In addition to primary data, secondary data were used. For example references were used as literature review, journals, and annual reports and were used in the study with information from varied sources and `deepen understanding of the issue under the study.

3.3. Study Population, Sample and sampling technique

Random sampling was employed to select sample population for this study. More specifically random sampling technique was used to select sample Weredas of the Zone to avoid any biases in sample selection. There are 14 Weredas and 41 secondary schools. The study was conducted in Secondary schools of Ilu Aba Bor Zone which is found to the South Western part of Oromia regional state.

Among these 14 Wereda's and 41 secondary schools, four Wereda's and nine of secondary schools were selected as population through lottery method of simple random sampling technique to provide independent and equal chance of being selected for the schools. The researcher believed that the sample size of nine secondary schools were representatives.

These selected Wereda's and secondary schools were Bure Wereda (Bure Nicos Bohm, Bondawo and Sibbo secondary schools), Halu Wereda (Uka secondary school), Ale Wereda (Gore and Honga secondary schools), and Mettu Wereda (Abdi Boru, Yadano Hachalu, and Mettu Secondary schools) respectively. Of these selected schools, all the teachers (**412**), School principals (**9**), Wereda education office Expertise (**4**) and the secondary school supervisors (**4**) all together, a total of sample population of **113** were participated.

To determine sample size of population for teacher respondents, a representative sample size was selected, based on the work of Kothari, 1990 because using Kothari formula lowers the sample size which helps to save the researcher's time.

$$n = \frac{Z^2 pqN}{e^2 (N-1) + Z^2 pq}$$

Where n = Sample size

Z= is vales of standard variant at 95 % confidence interval (Z= 1.96)

N = is the total number of teachers (**412**)

P = is proportion of sampled population (0.03)

e = 0.03 (since the estimate should be $\leq 5\%$ of the True vales)

q = 1- p

$$n = \frac{Z^2 pqN}{e^2 (N-1) + Z^2 pq}$$

$$n = \frac{Z^2 pqN}{e^2 (N-1) + Z^2 pq}$$

$$n = \frac{1.96^2 \times 0.03(1-0.03) \times 412}{(0.03)^2 (412-1) + 1.96^2 \times 0.03(1-0.03)}$$

$$= \frac{46.03}{0.46816}$$

$$= \underline{\underline{96}}$$

Table 3.1: List of sample secondary schools population and Sample size

No	Wereda	Secondary schools	Total Population	Sample size
			Teachers	Teachers
1.	Bure	Bure	36	8
		Sibbo	34	7
		Bondawo	12	3
2.	Halu	Uka	43	10
3.	Ale	Gore	92	19
		Honga	23	6
4	Mettu	Abdi Boru	77	18
		Yadanno Hacalu	50	12
		Mettu Sec.School	45	13
Total			412	96
Sampling Techniques				Random Sampling

Source: Each Wereda Education Office: 2014 E.C

3.4. Data collecting Instrument

3.4.1. Questionnaire

A questionnaire that consists of three sections, prepared by the researcher, was used to collect data from the teaching staffs on the job. The first part of the questionnaire deals with the demographic characteristics of the participants. On the other hand, the remaining part enquires about the main issues that address the research questions. Both closed-ended and open ended questions were prepared and administered to respondents. All closed ended sections were prepared making use of a Likert scale which consisted of rates like strongly agree, agree, somewhat agree, disagree, and strongly disagree.

3.4.2. Interview

A semi-structured interview instrument was prepared to collect data from heads of schools and educational officers. This method has been chosen with the intent of collect as much information as possible from these data sources by probing in the middle of the interview. Though the interview items prepared for each of these respondents were different in quantity and specific focus, the contents of the interview items were derived from the thematic

essence of the three research questions framed for study from the very beginning. In doing so, the specific responsibility and locus of control of each one of these categories were taken into account to maintain relevance and to complement one another.

3.5. Method of Data Analysis

The data collected were analyzed both quantitatively and qualitatively. The analysis of the data was based on the response that collected through questionnaires, interviews, and document analysis. The data collected from different sources were summarized, categorized and coded and inserted into SPSS Version 23 to suite for analysis. Both correlation and Regression inferential statistics were used for analysis. The obtained quantitative data was analyzed by using percentage, mean and frequency distribution, standard deviation, mean. The output of the data was presented appropriately depending on the respondents" response. The end result present in written form and in the form of table. This was made possible owing to descriptive statistics that would be appropriately used for the understanding the main characteristics of the research problems. Percentage would be computed to analyze the background information of the respondents. On the other hand the data that would be obtained from interviews and document analysis was analyzed qualitatively.

3.6. Ethical Consideration

The purposes of the study were explained to the participants and the researcher has asked their permission to answer questions in the interview guide. The researcher also informed participants that the information they provided were used only for the study purpose. Besides, to maintain the confidence of the respondents", the researcher promised them that their response was kept confidentially. Moreover, no other unethical method was used to collect data for the study without the consent of the data sources.

CHAPTER FOUR

4. DATA PRESENTATION AND ANALYSIS

This chapter presents and discusses the results of the analysis of the data obtained from the field. The study was primarily conducted to identify factors influencing teachers' motivation and school performance. An analysis and presentation of the data collected from selected participants via interviews and questionnaires are made in this chapter. The study was mainly aimed at investigating factors affect teacher motivation. In order to achieve this purpose, 96 questionnaires were distributed to teachers in 13 sampled schools. The return rate of the questionnaire was 96 (100%) this is considered to be valid. All 96 questionnaires were properly filled and returned.

4.1. Background Characteristics of the Respondents

This section presents findings on the characteristics of respondents such as sex, age, respondents' education level and the length of service. These characteristics were important in explaining respondents' opinions with regards to teachers' motivation.

Table 4.1: Background Characteristics of the Respondents

Gender	Frequency	Percentage
Male	66	68.8
Female	30	31.3
Total	96	100
Your educational Qualification		
Diploma	-	-
Degree	82	85.4
MA Degree	14	14.6
Total	96	100
Service years		
< 5 years	10	10.4
6-10 years	13	13.5
11-15 years	31	32.3
16-20	33	34.4
>20 years	9	9.4
Total	96	100

Source: Field Survey, 2021

On table 4.1 above respondents were first asked to indicate their gender. It is said that

68.8% of the teachers were male while 31.3% were female. From the findings of the study, it can be said that there are many male teachers in selected secondary schools in Ilubabor Zone.

The findings of this study shows that teacher respondents were asked to indicate their highest academic qualifications. Most respondents, (85.4%) of the respondents had Bachelors Degree in education. The study also found that (15.6 %) had Diploma in education. From the findings of the study, it can be said that teachers in public secondary schools in Ilubabor Zone were qualified. This shows that the numbers of teachers upgrading their education from Degree to MA degree were increasing from time to time, which might reduce their economic challenges and motivate them to teaching profession. Table 4.1 also shows that the majority (72%) of teachers were between 16 and 20 years of experience. The next majority (32%) were between 11-15 years. Recruitment of teachers became demand driven as teachers were only recruited to fill vacancies in schools where teaching posts existed. Krueger, (2005) observed that lack of administrative support leads the newly employed feeling demoralized and thus leave the profession.

Teacher experience and educational qualification is important for teacher's performance in secondary school. If teachers are asked what might be done to encourage them to work harder and to improve the quality of their work, as long experience the teachers accommodate knowledge, skills and aptitudes on teaching learning process through your life. Teachers differ in terms of the knowledge, skills, aptitudes, attitudes, and values they bring to their classrooms. They also differ in their teaching experience (Anderson, 2001). The education of a teacher is based firmly on a foundation of general education including mastery of subject matter and insight in the interrelationships and professional preparation. General education contributes to growth as a person, specialization provides scholarly knowledge of the subjects to be taught and integrated with professional education leading to new understandings and skills for professional performance Nayak and Rao (2002). Competent teachers apply broad, deep, and integrated sets of knowledge and skills as they plan for, implement, and revise instruction.

Table 4.2: Teacher responses on factors of motivation and demotivation in secondary school

No	Items	Description	Response		SD
			f	%	
1.	Are you satisfied with your current pay as a teacher?	Yes	16	16.7	0.375
		No	80	83.3	
2.	Have you ever attended any in-service training organized for teachers?	Yes	18	18.8	0.392
		No	78	81.3	
3.	Did the training affect your motivation to teach	Yes	26	27	0.42
		No	70	72	

Source: Field Survey, 2021

On table 4.2, teachers were asked to indicate whether they were satisfied with their current pay as a teacher. The study found that 83.3 % of the respondents indicated that they were not satisfied with their current pay while 16.7 % indicated that they were satisfied with their current pay as teachers. This indicates that the reward to teachers is not effective. Carragher et al (2006) advocates that there should be an effective reward system to retain the high performers in the organization and reward should be related to their productivity. In order to maximize the performance of the employees organization must make such policies and procedures and formulate such reward system under those policies and procedures which increase employee satisfaction and motivation.

Respondents were asked to indicate whether they had attended the in-service training organized for teachers. About 81.3 % of the respondents indicated that they had not attended in-service training organized for teachers while 18.7 % indicated that they had attended such trainings. From the findings of the study, it can be said that most of the teachers in public secondary schools in Ilubabor Zone hadn't got/ attended/ trainings organized for teachers. The findings on Table 4.2 show that 72 % were of the view that the trainings affected their motivation while 27 % indicated that the trainings did affect their motivation. From the findings of the study, it can be said that teacher training did not affect their motivation. The findings are in contradiction with the findings of a study done by Burke (1995) who found that employees that participated in the most number of training programs and rated the trainings they attended as most relevant, viewed the organization as being more supportive, looked at the company more favourably, and had less of intent to quit.

Table 4.3. Teacher responses on extent of motivation in secondary school

	Items	Description	Freq	%	SD
1	How do you rate the motivation of teachers in your school?	Good and encouraging	34	35.4	0.757
		Medium	40	41.7	
		Bad and demotivated	22	22.9	
2	What are factors contributing to low morale of teacher in school	Low payment	40	41.7	1.156
		Poor working environment	25	26.0	
		Poor living condition	12	12.5	
		Lack of government support	19	19.8	

Source: Field Survey, 2021

On the above table 4.3: respondents were asked about “how do you rate the performance of teachers in your school”. So most teachers (41.7%) said that it was medium, while 35.5 %, and 22.9 % of respondents said that (good and encouraging) and (Bad and discouraging) respectively. Similarly teachers were also asked that what factors are contributing to low morale of teacher in school. For this item 41.7% replied that low payment. While the remaining 19.8 % and 12.5 % of respondents said lack of government support and poor working environment. The findings shows that in secondary school teachers in Ilubabor Zone, inadequate pay is the highest in their minds and some of my respondents feel nervous when talking about their salary. The salary paid to teachers is not large enough to support their family. This issue is found to be the most de-motivating factor.

Riaz (2000) pointed out that the factors that can influence teachers’ work performance and motivation. Some of the factors were inadequate salary and non-salary benefits, work itself, the nature of work environment, personal relation with students and the teacher, disciplinary problems of the students, parents, community and teachers’ perception to teaching, and administrative problems. Thus, some of the variables that reduce teachers’ motivation and that cause impact on teacher’s performance were described as follow. These are inadequate salary: which deals with insufficient monthly payment; other benefits that deals with the concerns with the lack of job promotion ,job rotation ; job satisfaction which is related to the teachers’ negative attitude towards their role; nature of work environment which indicates the presence of bad personal relationship with the colleagues and others with in the school and out; personal relation with students: this is also another factor that shows the absence of student centered approach in the class room; student disciplinary problems which shows the development of bad inclination like disturbing, lack of attention etc.

Table 4.4 Teacher responses on motivation regarding to School Administration

No	Items	Response								Mean	SD
		SA		A		DA		SD			
		f	%	f	%	f	%	f	%		
1	Is there any reward given for academic staff for those showing good performance	19	19.8	22	22.9	32	33.3	23	24.0	2.61	1.60
2	My school administrators appreciate my participation in decision making	22	22.9	37	38.5	24	25.0	13	13.5	2.29	0.97
3	The administration is best in communicating with teachers smoothly?	25	26.0	30	31.3	22	22.9	19	19.8	2.36	1.77
4	There are tight rules and regulations in our school which demotivates teachers	18	18.8	31	32.3	26	27.1	21	21.9	2.52	1.36
5	I feel satisfied with the responsibilities my school head has given to me	17	17.7	26	27.1	29	30.2	24	25.0	2.63	1.49
6	School leaders“ concern of his/her own authority not to be diminished	20	20.8	30	31.3	27	28.1	19	19.8	2.47	1.36
7	I have freedom to express my opinion	19	19.8	31	32.3	24	25.0	22	22.9	2.51	1.06
8	School management support teachers to develop sense of ownership	13	13.5	36	37.5	23	24.0	24	25.0	2.60	1.10
9	Discouraging teachers while asking about salary increment and incentives	21	21.9	36	37.5	23	24.0	16	16.7	2.35	1.05
10	I am satisfied with training given by Wereda education Bureau and other concerned bodies	20	20.8	23	24.0	25	26.0	28	29.2	2.64	1.12
11	The school management bodies always are fault finders and have no care for school performance	18	18.8	34	35.4	20	20.8	24	25.0	2.52	1.07
12	Political attitudes are indirectly forcefully downloaded on us that always demotivate us in school functioning	24	25.0	33	34.4	19	19.8	20	20.8	2.36	1.08
Grand Mean										2.48	

Sources: Field Survey, 2021

If $WM \leq 2.5$ low motivation, if $WM >2.5$ to < 3 medium motivation & at $WM \geq 3$ High motivation

The above table 4.4 above shows that 33 % of teachers disagree with reward given for academic staff for those showing good performance. While 24 % of teachers strongly disagree with the concept. The study shows that 38.5 % and 25 % percent of teachers agree and disagree respectively that their school administrators appreciate their participation in decision making. Therefore, if teachers were allowed to take part in decision making they would be more motivated and committed to their work. Job satisfaction, social status, security of job and participation in decision making were perceived as important factors that influenced morale and commitment of teachers in their work. Bedassi (1990) observed that teachers felt motivated when they are involved in decision making and they easily accept responsibility. The study indicates that most teachers were happy in their relationship with the school administration and colleagues. About 31.3 % of teachers agree and also reported that the administration is best in communicating with teachers smoothly. About 32.3 % and 27.1 % respondents agree and disagree in that there are tight rules and regulations in their school which demotivates teachers respectively. The weighted mean value of the above items ranges in between low to medium. On the above table items number 1,4,5,7,8,10 and 11 have a mean value of (2.61, 2.52, 2.63, 2.51, 2.6, 2.64, and 2.52) respectively, which is in between 2.5 to 3. So the result shows there is low motivation from school administration. Whereas item number 2, ,3 , 6 , 9 and 12 have a mean value of 2.29, 3.36 , 2.47 , 2.35 , and 2.36 respectively. This value ranges less than 2.5, which shows there is low motivation from school administration.

This factor was used to assess the extent to which teachers were satisfied or dissatisfied with the management and administration of their job. Based on the findings, 30.2 % of respondents replied that they were dissatisfied while 27.1% of respondents were satisfied with management and administration. Those dissatisfied referred to autocratic style of leadership used by school heads and other higher education authorities and also lack of involvement of teachers in decision making. The literature for instance Forsyth (2000) shows that the kind of management styles employed in an organization may certainly affect the ease with which employees may be motivated or demotivated in organization.

The table 4.4 also shows that 31.3 % and 28.1 % of respondents said that they were agree and disagree that school leaders“ concern of his/her own authority not to be diminished. Again 32.3 % of respondents agree and 25 % of teachers disagree that they have freedom to express my opinion. About 37.5 % of teachers agree that school management support teachers to

develop sense of ownership. Similarly 37.5 % teachers agree and 24 % disagree weather the authorities encouraging teachers while asking about salary increment and incentives. About 29 % of teachers strongly disagree they are satisfied with training given by Wereda education Bureau and other concerned bodies.

Another hand table 4.4 indicates that 35.4 % of teachers agree and 25 % strongly disagree that the school management bodies always are fault finders and have no care for school performance. While 34.4 % agree and 20 % of respondents disagree that political attitudes are indirectly forcefully downloaded on us that always demotivate us in school functioning.

Muluken et al. as cited in Tesfaye (1999) secondary school administrators should continuously upgrade and prepare themselves in order to meet the changing demands of their jobs. They further noted that organized and systematic training in educational leadership and effective and transparent management that goes further than the infrequent workshop presently offered in most systems is urgently needed for principals. In connection with administrative problems, he stated that defective regulations or the failure to adhere to regulations is still another area of discontent for teachers. In this regard Manna and Tesfaye (2000) has indicated in their study that satisfaction of employees with effective administration and support and supervision are major predictors of job satisfaction and there by career decision of teachers.

Table 4.5. Teacher’s Salary, work loads, incentives, working environment and recognition

No	Items	Response								Mean	SD
		SA		A		DA		SD			
		f	%	f	%	f	%	f	%		
1.	I have long period of working without promotions	26	27.1	30	31.3	33	34.4	7	7.3	2.22	0.931
2.	No incentives are given for more work	35	36.5	36	37.5	20	20.8	5	5.2	1.95	0.887
3.	There is poor working conditions and facilities	17	17.7	28	29.2	24	25.0	27	28	2.64	1.077
4.	Lack of recognition by management even if job was well done, rather acceptance was given for reluctant teachers	23	24.0	28	29.2	22	22.9	23	24.0	2.47	1.105
5.	There is negative attitudes towards my profession by other high paying government workers	22	22.9	44	45.8	6	6.3	24	25.0	2.33	1.092
6.	Lack of training and continuous professional development	28	29.2	24	25.0	33	34.4	11	11.5	2.28	1.013

7.	Poor management and administration of teachers	33	34.4	34	35.4	22	22.9	7	7.3	2.03	0.934
8.	Lack of good interpersonal relations	25	26.0	29	30.2	29	30.2	13	13.5	2.31	1.009
9.	Poor policies on secondary education	22	22.9	30	31.3	21	21.9	23	24.0	2.47	1.095
10.	The work itself	23	24.0	42	43.8	15	15.6	16	16.7	2.25	1.005
11.	My salary is sufficient to meet the financial needs of my families	14	14.6	15	15.6	34	35.4	33	34.4	2.90	1.041
12.	I receive less salary as compared to the work I do	41	42.7	27	28.1	22	22.9	6	6.3	1.93	0.954
13.	I am satisfied with teaching profession	19	19.8	30	31.3	28	29.2	19	19.8	2.49	1.026
14.	I prepare my lesson plans and schemes of work without supervision	25	26.0	35	36.5	26	27.1	10	10.4	2.22	0.954
15.	I would be very happy to spend the rest of my career life in teaching profession	24	25.0	30	31.3	9	9.4	33	34.4	2.53	1.205
Grand Mean										2.33	

Source: Field Survey, 2021

If $WM \leq 2.5$ low motivation, $2.5 < WM < 3.5$ moderate motivation & at $WM > 3$ high motivation involvement.

The findings on Table 4.5 show that 34.4 % of the respondents disagreed and 31.2 % of teachers agree with the statement that they have long period of working without promotions.

The interview was conducted with heads of each selected secondary schools of Ilubabor Zone. Most of the school heads said that teachers facing heavy workloads need sufficient motivational supports in order to sustain their effort and professional conduct on the job. If teachers' workload is greater than teachers' motivational supports, teacher motivation is threatened. They said that the government should open access to education for all, as many countries are attempting, increases the workload and challenges faced by teachers. Besides resorting to secondary employment, teachers who earn poverty wages are often unable to eat properly before coming to school. For all items except for item number 3, have a mean value of less than 2.5 which shows there is low motivation regarding to salary, work loads, incentives, working environment and recognition. But for item number three it has a mean value of 2.64 indicating there is medium motivation.

The study also found that 37.5% and 36.5 % of the respondents agree and strongly agreed that no incentives are given for more work. It was further found that 29.2 % of the

respondents agreed and 28 % of teachers strongly disagreed with the statement that there are poor working conditions and facilities. About 29 % of respondents and 24 % of teachers reported that there was lack of recognition by management even if job was well done; rather acceptance was given for reluctant teachers. In support to these findings, Andrew (2004) found that commitment of employees is based on rewards and recognition. From the findings of the study, it can be concluded that reward systems affect teacher motivation.

Furthermore, it is difficult to motivate qualified teachers to work in the neediest schools without sufficient material incentives. Low pay also alters the profile of those who are most motivated to become teachers, as the opportunity cost of joining the poorly-paid teaching force is lowest for the unskilled, inexperienced. Teachers' accountability in their school is generally weak. Systematic controls are inadequate, and teachers are rarely inspected and difficult to discipline. Because criteria for advancement are primarily based on qualifications and years of service, both good and bad teachers are promoted together, further undermining motivation. Teachers often see their work in the classroom as a stepping stone, and desire to move on either to school administration or another profession entirely.

The findings of this study was supported by the study conducted by Ayalew (1991), (cited in Darge, 2002), identified that low and inequitable salary and inequitable chance of career advancement as critical matters in teachers' job dissatisfaction. In addition to salary, fringe benefits like housing, free health care service and opportunities for further training or education plays major role in teachers' retention as it creates belongingness and commitment in the minds of teachers (Darge, 2002). On the contrary, there is evidence that teachers' satisfaction was poorly related to salary and other benefits (Nces, 1997, cited in Motuma, 2006). Money does not augment the intrinsic nature of work. Indeed, in the most extreme cases it will not affect the employee's motivation at all (as with voluntary work, where the driving forces it related with commitment or Vocation.

Table 4.5 shows that 45.8 % of teachers reported there is negative attitudes towards their profession by other high paying government workers. While 34.4 % of the respondents disagreed with the statement there was lack of training and continuous professional development. The study also found that 35.4 % and 34.4 of the respondents agreed and strongly agreed with the statement poor management and administration of teachers. The study further found that 30.2 and 30.2 each teachers agreed and disagreed the respondents strongly agreed that there was lack of good interpersonal relations. The study finally found that 31.3 % of teachers agreed that there were poor policies on secondary education. About

35.4 and 34.4 % of teachers disagreed and strongly disagreed that their salary was sufficient to meet the financial needs of my families.

Interview questions were provided for educational officers of the district. They said that there is a high quit intention, revealing that the current status of the teaching profession is on crisis. One of the reasons why teachers are leaving the profession is salary and lack of recognition in the society. And the other says "the only thing that demotivate teachers is the low amount of salary this forced them to leave the profession". The others also reported that there are few opportunities for them to have additional income. All officers said that there is no additional income they earn.

Similarly 42.7 % of respondents strongly agreed that they receive less salary as compared to the work they do. Most respondents said that they did not satisfy with teaching profession. Based on an analysis of teacher training policies in 25 countries, the OECD (2005) report cogently entitled *Teachers Matter* comes to the conclusion that teacher quality is the most important factor in an education system, and the second most important factor (only preceded by family background) among the variety of influences affecting student achievement. Table 4.4 above also shows that 36.5 % of teachers agreed that they prepare their lesson plans and schemes of work without supervision.

Finally most teachers (34.4%) reported that they would not be very happy to spend the rest of their career life in teaching profession. The interrelation of teacher motivation and school reform efforts has also been addressed through the issue of staff development. Traditionally, staff development has meant encouraging teachers to enhance pedagogical skills and knowledge of subject matter through advanced academic study at the graduate level; providing funding for conferences and workshops; and developing other training opportunities, including in-service programs. However, many leading school reformers have called for new forms of professional development. Lieberman (1999) argues for a "radical rethinking" of professional development that encourages teachers' growth. She believes that teachers must have opportunities to try out new practices by taking new roles and creating a culture of inquiry.

The result of the finding clearly shows that majority of them doesn't have any source of additional income other than their regular income (their salary). Some others officials said that the issue of a lack of good governance school is also the challenges. Teachers have no access to training and workshops and that there was little transparency about how these

choices were made and others report that the school has limitations in communicating policies and procedures of selection to different training and workshops. This is also another de-motivating factor for teachers, because how teachers are managed and supported is of fundamental importance to teacher motivation. Most officials also said that there is poor administration in the school system. The school administration not focused on and accountable for what matters to the primary stakeholders, their focus is simply to meet the political needs of the ruling party and also they are appointed to do so by the top down process.

Chandrasekhar (2011) examined that the workplace environment impacts on teachers' morale, productivity and job performance both positively and negatively. If the work place environment is not liked by the teachers' so they get de-motivated and their performance also affected. Poorly designed work timings, unsuitable authorities or duties, lack of appreciation, and lack of personal decision making opportunity. People working in such environment are not satisfied they feel stress on themselves and it impacts on employee's job performance. Performance of teachers in all education system, the performance of teachers is one of the handfuls of factors determining school effectiveness and learning outcomes. Mohanty (2000) explains that teacher performance as the most crucial input in the field of education. Teachers are perhaps the most critical component of any system of education.

Spear et al. (2000) highlights that the wide range of factors that influence teacher job satisfaction and motivation in the United Kingdom. The main factor found to contribute to job satisfaction of teachers is working with children whereas job dissatisfaction was primarily attributed to work overload, poor motivation, and perceptions of how teachers are viewed by society and these sources of dissatisfaction were called hygiene factors ,because they form the outer environment of work and keep things from getting to disturbing. The hygiene factors included:-company policy and administration, supervision, relationship with supervisors, work conditions, salary and relationship with peers, personal life, and relationship with subordinates, status and security. Manipulating those factors can make educators only respond on the range from dissatisfied to neutral. Only through the manipulation of motivators can improvement on a range from neutral to satisfaction be achieved.

Different studies further confirmed that increasing teacher salaries may seem apparent in reacting to attrition problems. However, Macdonald, as cited in Muluken et al., 2007stated that improved working condition and environment play their own role by improving school

buildings and teachers' accommodation, increasing teacher responsibility for educational decisions, reducing class sizes increasing parental community support, promoting collegial relationships among teachers and administrators, providing teacher support and recognition, and providing teacher counseling and medical care. Girmay (2011) is pointed out those teachers who were stressed due to the various aspects of the school environment reported less satisfaction and commitment in their job. e is the incidence of stress at work (Mullins, as cited in Girmay, 2011).

Table 4.6: Factors influencing Job Performance

No	Items	Response								Mean	SD
		SA		A		DA		SD			
		f	%	f	%	f	%	f	%		
1.	There is no good job security because some students have disciplinary problems against teachers that affect my professional morale	21	21.9	29	30.2	25	26.0	21	21.9	2.48	1.066
2.	I don't want to teach students voluntarily on tutorials because I don't get incentives always and I don't care for that	33	34.4	36	37.5	21	21.9	6	6.3	2.00	0.906
3.	I regularly attend staff meetings	21	21.9	29	30.2	24	25.0	22	22.9	2.49	1.076
4.	The school leaders are dictators and we have less recognition which resulted in poor school performance	20	20.8	21	21.9	25	26.0	30	31.3	2.68	1.129
5.	I always come to school very lately and no one control teacher's activities	27	28.1	36	37.5	13	13.5	20	20.8	2.27	1.090
6.	I submit schemes of work report at the beginning of each school term	22	22.9	29	30.2	28	29.2	17	17.7	2.42	1.033
7.	Always I come to class with lesson plans	35	36.5	29	30.2	22	22.9	10	10.4	2.07	1.008
8.	I regularly mark exercises of pupils and give them feedback	18	18.8	35	36.5	31	32.3	12	12.5	2.39	0.933
9.	At school I actively participate in co-curricula activities	24	25.0	30	31.3	25	26.0	17	17.7	2.36	1.048
10.	I am actively involved in managing pupils' discipline at school	23	24.0	37	38.5	11	11.5	25	26.0	2.40	1.119
Grand Mean										2.34	

Source: Field Survey, 2021

If $WM \leq 2.5$ low involvement, $2.5 < WM < 3.5$ moderate involvement & at $WM > 3$ high involvement in school activities.

The findings on Table 4.6 show that 30.4 % of the respondents agreed that there is no good job security because some students have disciplinary problems against teachers that affect their professional morale. The study also found that 37.5 % of the respondents agreed that they don't want to teach students voluntarily on tutorials because they don't get incentives always and they

don't care for that. About 30 % of teachers agreed that they attend meetings while others don't attend. Table 4.6 above also indicated that all items except item number 4 have a mean value of less than 2.5 which shows that there is low involvement in school activities. But on item number 3 the mean value is 2.68, which indicate there is medium involvement in school activities.

No trials were made by Ministry of education to improve teacher's incentives, horizontal growth, allowances, transportation cost etc. Higher officials always say that teachers are many and we can't strictly improve the lives of teachers. If possible they want to block teachers not to learn other field of education other than teaching professions. This forceful walk can't solve the problem, but structural shift in an education is the most important solution. Attention was some what given for female teachers while competing, there is affirmative action made by the government. Work load is another challenge of teachers especially in primary school of Ilubabor zone. Teacher's carry up 35 credit hours per weeks, in addition to poor interest the amount of credit hours will kill the profession again.

The finding of this study was also similar with study conducted by (Macky and Johnson 2000) which summarize that performance plays an important role in the school performance. It comprises what the employee does or does not do. Performance involves quality of output, quantity of output, timeliness of the output, cooperation and the presence at work. Employee performance can be defined as the record of outcomes achieved for each job function during a specified period of time.

Studies also confirmed that performance in the organization context is usually defined as the extent to which an organizational member contributes to achieving the goals of the organization. It involves an organization to communicate its mission and strategies to the employees, setting individual performance targets to meet the employee as well as the organization mission. The continuous review of performance management ensures organizational performance (Ying, 2012).

Most teachers (31.3 %) strongly disagree that their school leaders were dictators and they have less recognition which resulted in poor school performance. It was found that 37.5 % of the respondents agreed that they always come to school very lately and no one control teacher's activities. About 30.2 % and 29.2 % of respondents agreed and disagreed respectively that they submit schemes of work report at the beginning of each school term. Most respondents (30.2%) came to class room with lesson plan, and 36.5 % of teachers agreed that they regularly mark exercises of pupils and give them feedback. On other hand 31.3 % of teachers agreed that they actively participate in co-curricula activities. Finally 38.5 % of teachers agreed that they actively involved in managing pupils' discipline at school.

However, teachers develop performance style characteristics to their ways of relating to the world, perceptually as well as cognitively. A person is, therefore, likely to act in a way that maximizes the use of his aptitudes. Similarly, teacher's positive attitude towards teaching and higher aspiration level determines his positive perception of the environments. An effective teacher development design should have an exhaustive measure of these factors so as to foster necessary skills and attitudes amongst prospective teachers. The exclusive weight age to knowledge alone should be dispensed with in favour of more activity oriented programs which have direct bearing on actual classroom situation (UNESCO, 2002).

Motivation of teachers helps to retain teachers at their work places and it includes "materials and psychological needs" as pay on its own increase motivation among teachers. Many writers are in the motivation of teachers help to Performance-based pay will increase teacher motivation by adequately rewarding productivity gains. This perspective links the attitude of teachers to student outcomes, by arguing that once the motivation and skill of the teacher determine salaries, teacher quality will be improved. Within the literature, Tomlinson (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 (Tomlinson, and Odden 2000). Learning is a process of interaction between teachers and students as they both participate in the learning process, but with more weight given to teachers to show the way. Learning achievements can mainly be determined in classroom by motivated teachers who plan for teaching, put into practice what they have learned (Adea, 2006).

Davidson (2005) focused on role of teachers in providing good quality education in public secondary schools through motivation where it suggested some initiatives to increase the teacher's level of motivation that will improve the education system. The organizational culture affects the performance of the employees positively or negatively. As in organization different employees from different culture and background and with different languages so there thinking level is also different. When organizations do not make a proper culture in organization so definitely employees will feel stress because of bad communication in between employees and their superiors and their performance towards their job will not meet the set standards. His study found that the bad working and living conditions have an adverse effect on the teacher's performance. It is essential to consider the terms and conditions of service for the purpose of motivating and retaining teachers (Kadzamira, 2006).

UNESCO (2006) also confirmed that there are many factors that influence the teachers' job

performance such as aptitude, attitude, subject mastery, teaching methodology, personal characteristics, the classroom environment, general mental ability, personality, relations with students, preparation and planning, effectiveness in presenting subject matters, relations with other staff, self-improvement, relations with parents and community, poise, intellect, teaching techniques, interactions with students, teaching competence demonstrated, motivational skills, fairness in grading and teachers' attitude toward the students etc.

Table 4.7: Pearson Correlation analysis

Correlations

		FMD	MSA	TSWIR	JP
FMD	Pearson Correlation	1	.445**	.275**	.208*
	Sig. (2-tailed)		.000	.007	.042
	N	96	96	96	96
MSA	Pearson Correlation	.445**	1	.385**	.352**
	Sig. (2-tailed)	.000		.000	.000
	N	96	96	96	96
TSWIR	Pearson Correlation	.275**	.385**	1	.733**
	Sig. (2-tailed)	.007	.000		.000
	N	96	96	96	96
JP	Pearson Correlation	.208*	.352**	.733**	1
	Sig. (2-tailed)	.042	.000	.000	
	N	96	96	96	96

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

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

FMD = Factors of Motivation and demotivation, MSA= Motivation regarding to school administration, TSWIR = Teachers salary, working load, incentives and recognition and JP = Job performance

Correlation analysis studies the joint variation of two or more variables for determining the strength and direction of the relationship among the variables (Kothari 2004). Accordingly, in order to identify whether the dependent variable & independent variables have a joint variation. The study sought to establish the relationship between independent variables (teacher's motivational factors) and dependent variables (job performance) and Pearson's correlation coefficient was computed. Pearson correlation results range between 1 (perfectly linear positive correlation) to -1 (perfectly linear negative correlation). When the correlation value is zero, no relationship exists between the variables under study.

Table 4.8 above shows that the correlation analysis on the relationship between teacher's motivation and teachers job performance. To sum up there is strong correlation between Teachers salary, working load, incentives and recognition and job performance at the calculated value of 0.733. The calculated value on the relationship between teacher's motivation and job

performance is 0.352 which is low correlation, which was significant at 0.05. This indicates that there is a strong relationship between teacher’s motivational factors and job performance.

Table 4.8: Regression Analysis Result, ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1090.342	3	363.447	36.448	.000 ^b
	Residual	917.398	92	9.972		
Total		2007.740	95			

- a. Dependent Variable: SP
- b. Predictors: (Constant): MD, MSA, TWR

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.690	2.202		1.222	.225
	SD	-.085	.155	-.044	-.548	.585
	MSA	.046	.041	.093	1.136	.259
	TSWIWER	.581	.063	.710	9.207	.000

MD = Factors of Motivation and Demotivation

MSA= Motivation Regarding school administrations

TSWIWER= Teacher’s Salary, work loads, incentives, working environment and recognition

- a. Dependent Variable: School performance (SP)
- b. Independent Variables (Predictors: (Constant): Teacher’s Salary, work loads, incentives, working environment and recognition, Motivation Regarding school administrations, Factors of satisfaction and dissatisfaction.

The inferential statistics using regression analysis was applied. The regression analysis is a set statistical process for estimating the impact of one variable on the other variable. The most common form of regression analysis is linear regression, in which one finds the line that most closely fits the data according to specific mathematical criterion. So it is used for two conceptually distinct purposes.

The result of the study shows that teacher’s salary, work loads, incentives, working environment and recognition affect school performance than other variables because it’s Beta coefficient is greater (0.710) than the Beta coefficient of motivation regarding school administrations (0.093) and factors of satisfaction and dissatisfaction (-.044), which indicates that predictors variables have a greater impact on dependent variables. So teacher’s salary, work loads, incentives, working environment and recognition have greater impact on school performance.

CHAPTER FIVE

5. SUMMARY, CONCLUSION AND RECOMMENDATION

5.1. Summary

The study was aimed at teacher's motivation and school performance in secondary schools of Ilubabor Zone, Oromia Regional State, South West Ethiopia, identifying factors of motivation that can lead to teacher's job satisfaction and dissatisfaction in secondary schools and suggestions for improving teacher's job satisfaction and performance. A review of literature on factors influencing teachers' motivation and job performance has been presented in chapter two with the following aspects considered.

- ❖ Salaries of teacher are found to be the most de-motivating factors. There is a mismatch between the salary and living cost, and that teachers were unable to cover all their basic needs up to the end of every month. Salary and benefits are extrinsic factors associated with the environment. This study showed that the absence of satisfactory salary and benefits were the main factors found to de-motivate teachers.
- ❖ Therefore, teachers were dissatisfied with the extrinsic aspects of their work. They also showed dissatisfaction with the absence of good governance. The school administration was found to be weak in effectively addressing the teachers' demands for supportive and fair leadership. The teachers expressed dissatisfaction with the administrative support practices prevailing in the schools, which relates to the fairness, transparency and student disciplinary problems.
- ❖ Teachers' respondents found the intrinsic tasks associated with teaching a satisfying aspect of their work. The teachers' greatest satisfaction was related to rewards of teaching; such as the opportunity to use their skills at school, their view that their teaching developed the human beings and their contribution to the development of their country.
- ❖ The findings of this study have the potential to add value to educators as well as those who are interested in furthering the research in a more detailed way. The detailed findings from this study might provide current information to policy makers and practitioners on which areas to target to improve the teachers' satisfaction, and thus their motivation.
- ❖ The results obtained from the hypotheses showed that workers place great value on their motivation and work performance.
- ❖ Hence, when this motivation is not achieved and encouraged by the school, teachers tends to express their displeasure through poor performance and non-commitment to their job. It is therefore imperative for the school to consider the needs and feelings of its work force

and not just overlook them in order to safe guard school harmony, because a happy worker they say is a productive worker. Having stressed the importance of motivation on the performance of teachers, this study equally established the influence of reward, training and development, work environment in relation to teachers' motivation.

5.2. Conclusion

Based on findings it can be concluded that teachers in secondary schools of Ilubabor Zone are less motivated, what demotivated them is that they are not paid well thus they did not manage to satisfy their basic needs which is the most motivation factor and also they claimed that no got fringe benefits in their schools which demoralized them. The findings indicates that 34.4 % of the respondents disagreed and 31.2 % of teachers agree with the statement that they have long period of working without promotions. The study also found that 37.5% and 36.5 % of the respondents agree and strongly agreed that no incentives are given for more work. About 29 % of respondents and 24 % of teachers reported that there was lack of recognition by management even if job was well done; rather acceptance was given for reluctant teachers. The study mentioned that 45.8 % of teachers reported there are negative attitudes towards their profession by other high paying government workers. The study found that 35.4 % and 34.4 of the respondents agreed and strongly agreed with the statement poor management and administration of teachers. Similarly 42.7 % of respondents strongly agreed that they receive less salary as compared to the work they do. Most respondents said that they did not satisfy with teaching profession. In addition most teachers (34.4%) reported that they would not be very happy to spend the rest of their career life in teaching profession. The study confirmed that 37.5 % of the respondents agreed that they don't want to teach students voluntarily on tutorials because they don't get incentives always and they don't care for that. Finally most teachers (31.3 %) strongly disagree that their school leaders were dictators and they have less recognition which resulted in poor school performance. The inferential statistics using regression analysis was applied. The regression analysis is a set statistical process for estimating the impact of one variable on the other variable. The most common form of regression analysis is linear regression, in which one finds the line that most closely fits the data according to specific mathematical criterion. So it is used for two conceptually distinct purposes The result of the study shows the Unstandardized Coefficients B coefficient is less than Beta coefficient ($0.599 < 0.733$) which indicates that predictors variables have a greater impact on dependent variables. So teacher's salary, work loads, incentives, working environment and recognition have greater impact on school performance.

5.3. Recommendations

- ❖ . Generally, the following points were found important from the data obtained:
- ✓ Since teachers were highly dissatisfied with their salaries, the government of Ethiopia and education leaders needs to understand the issue and work for its improvement. This will improve motivation of teachers' and effectiveness, and in the end it might contribute for the overall quality in the education system.
- ✓ Teachers association needs to work hard to create commitment of teachers to the profession by dealing with stakeholders and government to raise teacher salaries.
- ✓ There is a need to provide housing and free health facilities for teachers to meet their basic needs in such a way that they feel they are favored for being in the profession.
- ✓ The school principals, need to take time with teachers to listen to their thoughts, aspirations and complaints and take a positive measure.
- ✓ Provide merit-based scholarships so teachers can upgrade their credentials and make the selection fair and clear.
- ✓ \Create a well-furnished staff room for teachers to hold staff meetings, work together, and socialize.
- ✓ This study provides information about the factors that de-motivate teachers in Addis Ababa second cycle primary schools.
- ✓ This study focused on second cycle primary school teachers. Similar studies could be done with first cycle primary school teachers and secondary school teachers in Ethiopia.
- ✓ The educational office and Ministry of Education are advisable to work on condition that cause staff work dissatisfaction (teaching profession, inadequate salary and other benefits, work environment, student's disciplinary problems, administrative problems) and weak performance by facilitating teacher's promotion by improving salary and other benefits.
- ✓ Working environment and condition of the employees should be adequately enhanced by management. Incentives such as medical cares, housing allowances, etc., should be adequately provided to bring about high intrinsic motivation.
- ✓ The growth and advancement of the employees on the job through training and development should be efficiently implemented and indiscriminately carried out by the management to avoid dissatisfaction.
- ✓ Employment of staff must be based on merit by government in order to give room for best hands to work in the school.
- ✓ Management must encourage equity between effort put into the job and promotion to

encourage hard work.

- ✓ The educational office and other concerned body should work on the system that able to upgrade teachers' interest to their profession and teachers benefits and fringe benefits
- ✓ The school management and other concerned body should work on creating better working environment
- ✓ Management need to involve employees in setting clear, challenging yet attainable goals and objectives, and give them the authority to accomplish those goals.
- ✓ Provide the training and resources employees need to do the work and, recognize employees for good performance, both formally and informally.

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APPENDICES

Appendix A

JIMMA UNIVERSITY COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

❖ **These questionnaires are to be completed by Teachers**

Dear respondents:

This questionnaire is prepared for a purpose of conducting a study on teacher's motivation and performance in secondary schools of Ilu Aba Bor zone, Oromia regional state, south west Ethiopia. To achieve the purpose, your cooperation in completing these questionnaires is highly appreciated. The success of this study will be depends on your honest and sincere responses to the question items. The data collected from individual respondents will be kept confidential. You are, therefore, kindly requested to provide the required information.

Thank you in advance for the information you provided!

I. Section A: Personal Information

❖ **Instruction:** Some characteristics of school principals/ vice principals are given below. Please respond either by filling in the blank space or by circling the letter of the appropriate response.

I. Socio Economic Status of respondents

1. Sex:
A. Male B) Female
2. Your educational Qualification:
A. Diploma B) BA Degree C) MA Degree D) Any other, please specify _____
3. Your service years as school teacher _____

II. Factors for Satisfaction and Dissatisfaction with Motivation

1. Are you satisfied with your current pay as a teacher?
A. Yes B. No
2. Have you ever attended any in-service training organized for teachers?
A. Yes B. No
3. If your answer is 'Yes' did the training affect your motivation to teach? Explain _____
4. How do you rate the performance of teachers in your school?
A. Good and encouraging
B. Medium

C. Bad and discouraging

5. What are factors contributing to low morale of teacher in school

A. Low payment

B. Poor working environment

C. Poor living condition

D. Lack of government support \

E. Others (please specify)_____

III. Motivation regarding to School Administration

No	Items	Description			
		Agree	Strongly agree	Disagree	Strongly Disagree
1	Is there any reward given for academic staff for those showing good performance				
2	My school administrators appreciate my participation in decision making				
3	The administration is best in communicating with teachers smoothly?				
4	There are tight rules and regulations in our school which demotivates teachers				
5	I feel satisfied with the responsibilities my school head has given to me.				
6	School leaders' concern of his/her own authority not to be diminished				
7	I have freedom to express my opinion				
8	School management support teachers to develop sense of ownership				
9	Discouraging teachers while asking about salary increment and incentives				
10	I am satisfied with training given by Woreda education Bureau and other concerned bodies				
11	The school management bodies always are fault finders and have no care for school performance				
12	Political attitudes are indirectly forcefully downloaded on us that always demotivate us in school functioning				

IV. Teacher's loads, working environment and recognition

- ❖ According to your opinions and teaching experiences, how would you rate degree of your satisfaction or dissatisfaction with the following motivational factors? Put a tick which best fits you (by ticking) the extent to which you agree them, using the following scale: (Strongly Agree (5), Agree (4), Not Sure (3) Disagrees (2) and strongly Disagrees (1))



S/ N	Items	Description				
		1	2	3	4	5
1.	I have long period of working without promotions					
2.	No incentives are given for more work					
3.	There is poor working conditions facilities					
4.	Lack of recognition by management even if job was well done, rather acceptance was given for reluctant teachers					
5.	There is negative attitudes towards my profession by other high paying government workers					
6.	Lack of training and continuous professional development					
7.	Poor management and administration of teachers					
8.	Lack of good interpersonal relations					
9.	Poor policies on secondary education					
10.	The work itself					
11.	My salary is sufficient to meet the financial needs of my families					
12.	I receive less salary as compared to the work I do					
13.	I am satisfied with teaching profession					
14.	I prepare my lesson plans and schemes of work without supervision					
15.	I would be very happy to spend the rest of my career life in teaching profession					

V. Factors influencing Job Satisfaction and School Performance

- ❖ For each of the following statements about factors influencing job satisfaction and performance. Put a tick which best fits you (by ticking) the extent to which you agree them, using the following scale: (Strongly Agree (5), Agree (4), Not Sure (3) Disagrees (2) and strongly Disagrees (1))

S/N	Statements	Description				
		1	2	3	4	5
1	There is no good job security because some students have disciplinary problems against teachers that affect my professional morale					
2	I don't want to teach students voluntarily on tutorials because I don't get incentives always and I don't care for that					
3	I regularly attend staff meetings					
4	The school leaders are dictators and we have less recognition which resulted in poor school performance					
5	I always come to school very lately and no one control teacher's activities					
6	I submit schemes of work at the beginning of each school term					
7	Always I come to class with lesson plans					
8	I regularly mark exercises of pupils and give them feedback					
9	At school I actively participate in co-curricula activities					
10	I am actively involved in managing pupils' discipline at school					
11	There is no good interpersonal relationship and Poor school performance					
12	I am actively involved in managing pupils' discipline at school					

Thanks for your cooperation

Appendix B
Interview questions
Interview Guide for Head of Secondary schools of Ilu Aba Bora
Administrative Zone, Oromia Regional State

This Interview question is prepared for the purpose of conducting a study on **teacher's motivation and school performance in secondary schools of Ilu Aba Bor zone, Oromia regional state, South West Ethiopia**. To achieve the purpose, your cooperation in responding this Interview questions is highly appreciated. The data you provide will be kept confidential and will not be disclosed to any third party. You are, therefore, kindly requested to provide the required information.

- 1 How would you describe current levels of job satisfaction and morale among your teachers in the school?
- 2 Are teachers in your school been motivated in different aspects by the government?
- 3 Are there any significance differences between male and female teachers in your schools as far as teacher's motivation is concerned?
- 4 Are teachers in your school overloaded in teaching?
- 5 What are standard periods to be taught per week by teachers?

Appendix C

Interview questions

The Interview question is to be responded by Educational Officers of Districts of Ilu Aba Bora Zone, Oromia Regional State

This Interview question is prepared for the purpose of conducting a study on **teacher's motivation and school performance in secondary schools of Ilu Aba Bor zone, Oromia regional state, south west Ethiopia**. To achieve the purpose, your cooperation in responding this Interview questions is highly appreciated. The data you provide will be kept confidential and will not be disclosed to any third party. You are, therefore, kindly requested to provide the required information.

1. How would you describe current levels of job satisfaction and morale for your teachers in public secondary school?
2. Are teachers been overloaded in teaching in your district?
3. What are the impacts of teacher's motivation towards job satisfaction in academic settings?
4. What further actions are needed to improve teachers' motivation by Ministry of Education?
5. Are teachers been motivated in different aspects by the government in your district?
6. Are there any significance differences between male and female teachers in your district as far as teacher's motivation is concerned?