



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

ASSESSMENT OF THE FACTORS AFFECTING TEACHERS MOTIVATION IN THE  
DALKOCH PRIMARY SCHOOL IN GAMBELLA REGIONAL ADMINISTRATION

A thesis submitted to the department of educational planning and management and in  
partial fulfillment of the requirements for the Bachelor Degree of Art in Department of  
Educational Planning and Management

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ADVISOR APPROVAL SHEET

This is to certify that the thesis entitled "The factors affect teachers motivation in  
Dalkoch primary school of Gambella regional administration". Submitted in partial

fulfillment of the requirements for Mayian makuach lam has carried out the Bachelor degree of Art in Department of Educational Planning and Management with our guidance and supervision. Therefore, we recommend that the student has fulfilled the requirements and hence can submit the thesis to department for external examine.

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## **ABSTRACT**

*My study was aimed to assess the factor that affecting the teachers motivation in primary school of Gambella regional administration. The purpose of the study was to examine the teacher motivation role of primary school principals, to identify the major problems operating against the practice of principals. The research design is to describe employ survey approach. The main data source of this study was include principals and teachers of Dalkoch Primary school. The sampling technique of the study is simple random sampling technique for teachers to select our sample population. The questions are carefully constructed in both open and close ended questionnaires. Structure interview is use for the principals. Based on small size of the target speculation appropriate data collection instruments are select .after the data was gather i would using by questionnaire .then i will analyze and integrate data using statistical method such as percentage and tables.*

*At the end of the research i would conclude, about the administration in school, about school salary, effective and ineffective promotion in teaching profession results effective and experienced teachers would like to leave teaching profession. I would give chance about teachers and administrators raised their assumption concerning about teachers farther education, school administrators community and government at large are must be responsible. the has found out factors affecting teacher motivation and the major factors were school facility, low salary of teachers and low society attitude of teaching profession. The possible recommendation were increase teacher salary so as enable them satisfy their basic needs and fulfill teaching materials is importance of teaching profession for the development of a given nation.*

## **List of Acronyms**

<b>ERG.....</b>	<b>Existence Relatedness and Growth</b>
<b>MOE.....</b>	<b>Ministry Of Education</b>
<b>PTA.....</b>	<b>Parent Teacher Association</b>
<b>REB.....</b>	<b>Regional Education Bureau</b>
<b>VSO.....</b>	<b>Voluntary Service Overseas</b>

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## **CHAPATER ONE**

### **INTRODUCTION**

#### ***1.1 Background of the study***

Education is the basic instrument and primary factor for any nation to develop.

The driving force And technological changes that seen at global, national, regional and local levels felt in the area of education (Cynthia and shoemaker, 1998). Motivation guide peoples action and behaviors towards achievement of some goals Analogue (200). People are the primary resources for any organization. Like any other organization, school are staffed by people, mainly by teachers. However, all teachers don't perform equally. Some are enthusiastic and hard workers others are relaxing, and some others are to extent of being careless and irresponsible. Teachers motivation is one of the major causes for such differences, Lufthansa (1998).He asserts motivation is the process that arouses, energizes, directs, and sustains behavior performance. It is the process of stimulating people to action and to achieve a desired task workers more satisfied with and performed their work.

Teacher motivation has become an important issue given their responsibility to impart knowledge and skill to learners. It argued that satisfied teachers are generally more productive and can influence students achievement Meter (1992). Motivation is very important factor in terms of organization success and achievement. Dressler (2001) define motivation as the intensity of a persons desire to engage in some activity. Motivation has to do with the forces that maintain and alter the direction, quality and intensity of behaviors. The term teacher motivation is a complex and difficult term to define; therefore, motivation plays an important role in the organization because it increases the productive of teachers and can be achieved in an efficient way. The behavior of teachers can be change through Motivation in any School.

According to (Schonfelde4, 1989) Strategies that Africa countries need to embrace in order to train and modernize their teacher for rapid industrialization and national development. Teacher are arguably the most important group of professionals for our nations future. Therefore, it is disturbing that many of today s teachers are dissatisfied with their work. Ricks e t al; (1995)

Motivation plays an important role in changing an individuals attitude, perception, beliefs, feeling, behaviors, commitment, to achieve school objectives and goals. Teacher work motivation is important issues in primary school teacher who hard and achieved on desired goals. Motivation therefore, must consider the strength of the drive towards an action (Sarkar, 2000). It is clear that to improve quality of education, teachers should be motivated properly and the teacher are expected to render a very high job performance. Generally speaking, schools cannot operate smoothly and cannot achieve their goals if the teachers are not motivated. Therefore, the case of lack of teachers job motivation need careful attention and remedy. By considering this general overview on schools activates, this study therefore, will attempt to address the issue and indicate those major factors affecting teachers motivation with specific reference to Dalkoch Primary schools in Gambella Region Administration.

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

The relevant of motivation is very curtail to the long term growth of any education system around the world. Professional knowledge, skill and competence can be seen when one is taking on mastering challenging task directed at educational success and performance (flake and Sheldon, 2003). Satisfaction in this context is the ability of the teaching job to meet teachers need and improve their work or teaching performance.

Adel Abu (2005) found in Nigeria that teachers motivation is very poor and teachers are also dissatisfied with their working environment and salaries conditions. The reason behind the poor motivation of teachers is that they have low salaries as compared to other professional, no decision making authority and also not giving them opportunity of develop their career.

Motivation of teacher is, therefore, very important as it directly affects the students. In

order for teachers to maintain a high level of professional performance, they must assume personal responsibility for their own performance, growth and development (Alam, 2011)

For example, researchers have had varying result when examining whether teachers motivation lead increased levels of academic achievement. Effective teaching for educational organization can only happen if all the relevant stakeholders play their part : Government, Educational Institutions, development partners and teachers association, all have important role to play their own role and teachers motivation is a global issues in different parts of the world in developed and developing countries. Kahuna & Tambalas (2007)

According to Stark (2001) schools whether governmental or private, profit maximization or nonprofit organization, whether big or small organization cannot achieve their objectives and goals without teacher motivation and job satisfaction. Lack of high motivation of teacher fails the general and specific objective of the school. All organization facilities will go waste in the lack of motivation work force utilize these facilities effectively. Thus it is quite important and should consider about motivation of teachers.

In relation to teacher motivation level in Ethiopia VSO (2008) indicated that large number of teachers did not feel motivated due to different factors like low pay, duties and demands on time and students conduct issues which have a significant impact on teachers attitudes towards their job.(Nadeem et al.(2011).

There is low motivation of teachers in Dalkoch primary school we gate this information from annual report book of the school (2008). The intensity of the in relation to motivation explained in the above statements and other problems like shortage of facilities, lack of good working conditions and others. So that we identify the factors that affect motivation of teachers in Dalkoch Primary school of Gambella regional administration with the following research questions.

1. What are the factors that affect teachers motivation?

2. To what extent are school principals working to maximize teachers motivation?

### ***1.3 Objective of the study***

#### **1.3.1 General objective**

The general objective of this study was finding out factors affecting motivation of teachers in Dalkoch Primary school in Gambella Regional Administration.

#### **1.3.2 Specific objectives**

To examine what factors affect teachers work satisfaction.

To assess the extent of factors that affect teachers motivation.

To examine school principal effort to maximize teachers motivation in Dalkoch Primary school.

### ***1.4 Significance of the study***

We assume that this study will be helpful and important for the following points.

✓ Since, it makes an assessment of the factors of teachers motivation and helps to inform responsibility bodies about the intensity of the problem.

✓ It may be suggested the ways and means for the concerned principals, vice principals and supervisors where by the target teachers motivation could be improved.

✓ It may be a stepping stone for those who have the interest of study in this respect.

### ***1.5 Delimitation of the study***

This research is delimited geographically to Gambella Regional Administrative of Dalkoch

Primary School on factors affecting teachers motivation.

So the focus of this study is regarding the factors that affecting teachers motivation in Dalkoch primary school in Gambella Regional Administration.

There are more than 21 schools in Gambella Region. Among these we select only one Dalkoch primary school. This is because the researchers time and other resources managed us not to include other schools in our study. The study have been delimited study.

The study have been delimited the teachers and principal and vice-principal of Dalkoch primary school of Gambella Region. Data was collected from teachers using open ended

and close ended questionnaire and the unstructured and semi structured interview were conducted to principal and vice principal of the school.

#### ***1.4 Limitation of the study***

As we know that researchers could not free from limitation. So during the time we do our research we consider about the following have been the major problem that we face and while we conduct this research.

Lack of resource like time and financial resources and we face this problem by taking some measure for instance go by leg from Newland to Dalkoch School but this consumes our time and labor.

Less willingness of some respondent but we take some measures to convince the respondent and clear presentation about the purpose of research and after that they give information.

#### ***1.8 Organization of the study***

This paper is organized in to five chapters. The first chapter introduces the backgrounds of the study, statement of problem, objective of the study, delimitation of the study, and limitation of the study.

The second chapter includes, review of literature which contains most of the concept related to study, historical development of motivation, nature of motivation, some basic theories of motivation, Maslows hierarchy of needs, motivation hygiene factors, about theory X and theory Y, Contemporary theories of motivation, factors affecting teachers motivation to work, the role of the school administration and teachers evaluation. The third chapter research design and methodology, source of data sampling and sample techniques, instrument and data collection procedures, method of data analysis and definition of the term. The fourth chapter is presentation and analysis of data. The last chapter is chapter five which comprises summary, conclusion and recommendation.

### ***1.8 Definition of the terms***

**Motivation:** - is a driving force within individuals by which they attempt to achieve some goals in order to fulfill some needs or expectations.

**Factors:** -a cause or determiner, which may be unique to one variable or common to several variables that may be used to account for the correlations among a set of variables.

**Primary school:** - is starting from grade 1-8 with two cycles. First cycle (grade 1-4) and secondary cycle (grade 5-8). (MOE, 1994)

## **CHAPTER TWO**

### **2. REVIEW OF RELATED LITERATURE**

This chapter presents review of related literature basic theories of motivation and factors that affect teachers motivation to work. The literature review is done the following themes: historical development, nature of motivation, definition and concept of motivation, theories of motivation managerial approaches to motivation, influence of motivation on performance creating highly motivating work environment, strategy to motivate the employee with a performance problem, factors affecting teachers motivation and teachers motivation practice in Ethiopia.

#### ***2.1 Definition of motivation***

The term motivation is derived from Latin verb mover (to move). The idea of movement is reflected in such common sense ideas about motivation is something that gets us going, keeps us moving and helps us complete tasks. Despite these commonly held ideas, there are many definition of motivation and much disagreement over its precise nature. These differences in the nature and operation of motivation are apparent in the various theories, young P.T. (1962)

Motivation is the process whereby goal directed activity is instigated and sustained. Motivation is the process rather than a product. As a process we do not observe motivation directly, but rather we infer it from such behaviors choice of task, effort, persistence and verbalization. (e.g. I really want to work on this). Sakkara (2000)

Motivation involves goals that provide inputs for and direction to action. Cognitive view of motivation are united in their emphasis on the importance of goals. Goals may not be well formulated and may change with experience, but the point is that individuals have something in mind that they are trying to attain or avoid. Motivation requires activity and physical, or mental. Physical activity entails effort, persistence, and other overt actions. Mental activity including such cognitive actions as planning, organizing, mentoring, making decisions solving problems and assessing progress.

Finally, motivated, activity is instigated and sustained starting toward a goal is important and often difficult because it involves making a commitment to change and taking the first step. But motivational process are critically important to sustain action Pintrich(2002).From the above definition we can understand that to sustain action motivation is a critical issue that everybody should give consideration. Therefore, teachers should be motivated to accomplish teaching learning activity in organized manner in educational institutions.

## ***2.2 Historical development***

The study of motivation can be traced back to the writing of the ancient philosopher. More than twenty-three years ago, they presented hedonism as an explanation of human motivation. The concept of hedonism says that a person seeks out comfort and pleasure and avoid discomfort and pain. Many counters later, hedonism was still a basic assumption in the prevailing economic and social philosophies of such Adam Smith, Jeremy Bentham, and John Stuart Mill. They all explained motivation in terms of people trying to maximize pain. Early psychological thought was also influenced by the idea of hedonism.

## ***2.3 The Nature of Motivation***

In the 1900s, western economic expanded investment in education and people experienced relatively full employment. In this school context, workers fear of unemployment was no longer an individual or collective motivation for work performance. If workers become dissatisfied with the effort level expected by managers.

Or another aspects of job. The problem of motivation in the working process has known a growing interest lately, both from the part of the firms researcher and form the part of the managers. The individual can have very different motives in adopting certain behaviors. For example, a manager may prefer the firms club for the purpose of imitating social contacts, while another one choose the same place for the interesting program.

### ***2. 4 Some Basic Theories of Motivation***

The effectiveness of educational institution is strongly influenced by the level of teachers, performance (and for that matter other staff too). Thus teachers should be motivated in order to contribute activity which helps to achieve educational objectives. The following most popular theories of motivation are advanced to explain what factors motivate teachers in school.

Robbins (1998) categorized the theories of motivation into the following group: the early theories and contemporary theories.

<b>Contemporary theories are</b>	<b>Early theories are</b>
<ul style="list-style-type: none"> <li>• ERG theory</li> <li>• McClellands need theory</li> <li>• Cognitive evaluation theory</li> <li>• Goal- setting theory</li> <li>• Reinforcement theory</li> <li>• Equity theory and expectancy theory</li> </ul>	<ul style="list-style-type: none"> <li>• Maslows hierarchy needs theory</li> <li>• Theory X and Y</li> <li>• The motivation- hygiene theory</li> </ul>

Bush & West-Burnham (1994) groups theories of motivation into content and process theories. The content theory assumes that all workers possess a common set of basic needs. On the other hand, a process theory assumes that how individual think about their work situation will affect their behavior. The content theory includes Maslows hierarchy of needs, MC Gregorys x and y theory and Herzbergs two factor theory.

### 2. 4. 1 The early theories

According to Robins (1998) the 1950s was a fruitful period in the development of motivation concepts and the three specific theories are formulated. They are the following; Maslows hierarchy of needs, theory X and Y, and the motivation hygiene factors theory. Those theories present the foundation from which contemporary theories have grown and the practicing managers regularly use those theories and their terminologies in expanding employee motivation.

### 2. 4. 2 Maslows Hierarchy of Needs

The most widely used theory for the study of motivation in organization is Maslow's hierarchy of need. Maslows proposed that people have a complex set of needs. These are arranged in a hierarchy of importance. Maslows frame work is based on three fundamental assumptions (szilagyi.1981)

- 1. People are being who want and whose wants (needs) influence their behavior only unsatisfied needs can influence behavior satisfied needs are not motivators.*
- 2. A person needs are arranged in an order of importance (hierarchy), from the most basic (food and shelter) to the complex (ego and achievement).*
- 3. A person advances to the next level of hierarchy (or from basic towards complex needs) when the lower needs are at least minimally satisfied.*

From this assumption, Maslows theory outlines five (5) categories: - physiological needs, security needs, affiliation needs, esteem needs, and self-actualization needs. They are arranged in hierarchical order.

1. **Physical needs:** - those are the basic needs for sustaining human life itself-food, water, clothing, shelter, sleep, and sexual satisfaction. Maslows took the position that until those needs are satisfied to the degree necessary to maintain life, other needs will not motivate people.

2. **Security or safety needs:** -those are the needs to be free from physical danger and the fear of loss of a job, property, food, clothing or shelter.

3. **Affiliation, or acceptance, needs:** since people are social beings, they need to belong to be accepted by others.

4. **Esteem needs:**-according to Maslows once people begin to satisfy their need to belong they tend to want to be held in esteem both themselves and by others. These kinds of need produce such satisfaction as power. Prestige, status, and self-confidence.

5. **Need for self-actualization** one is capable: Maslows regards this as the highest need in his hierarchy. It is the desire to become what e of becoming- to maximizing ones **potential and to accomplish something. The theory suggests a satisfied need no longer operates as motivator of behavior.**

### **2.4.3 Motivation-hygiene, factors**

Motivation hygiene was proposed by a psychologist, Fredrick Herzberg. He believes that the individual relation to work is the basic that ones attitude toward work can determine success or failure. Herzberg investigated the question what do people want from their jobs? After the study has conducted. He concludes that the intrinsic factor such as achievement, recognition, the work itself. Responsibility and advancement seem to be related to job satisfaction where extrinsic factors such as company policy and administration, supervision, interpersonal relation and working conditions are associated with job dissatisfaction.

According to Heisenberg the factors leading to job satisfaction are separate and distinct from those that lads to job dissatisfaction. Thus, managers who seek to eliminate factors that can create job dissatisfaction may about peace but necessity motivation (Robbins 1998).

Heisenberg s theory is closed related to Maslows needs hierarchy. The hygiene factor are environmental in nature, and they are equivalent to Maslows lower level needs. These hygiene factors are preventing dissatisfaction, but they do not lead to satisfaction. In effect thy Bering motivation up to theoretical zero level and are necessary floor to prevent satisfaction and they serve as a take off point for motivation.

The hygiene factors do not motivate by themselves. Only the motivators motivate human on the job and they are equivalent to Maslow's higher level of needs. According to the Herzberg theory, an individual must have a job with a challenging content in order to be truly motivated.

Herzberg's two-factor theory cast a new light on the content of work motivation up to this point, management had generally concentrated on hygienic factors. When faced with a moral problem, the typical solution was higher pay, have an excellent benefit package and great working condition, but their employees are still not motivated. Herzberg theory offers an explanation for this dilemma by concentrating only on the hygienic factors; management is not motivating its personnel.

#### **2.4.4 The Theory X and Theory Y**

Douglas McGregor proposed two contrasting views of human beings: one basically negative, labeled theory X and the other positive. Labeled theory X views human beings negatively. Managers who hold this theory have the assumption that employees dislike responsibilities and seek formal direction whenever possible, and have little ambition. Therefore, they must be coerced, controlled, or threatened with punishment to achieve desired goals. In contrast, managers who hold theory Y assume that employees like work, are committed to the objectives, seek responsibility, and creating.

#### **2.4.5 Contemporary theories of motivation**

Robbins (1998) states that there are contemporary theories that have a reasonable degree of valid supporting documentation as representing the current state of the art in explaining employees' motivation. These are Alderfer's existence, relatedness, and growth (ERG) theory, McClelland's theory of needs, the cognitive evaluation theory, goal-setting theory, reinforcement theory, and equity and expectancy theory.

### ***2.5 Managerial approaches to motivation***

According to Steers and Porter (1987) even though large scale and complex organizations have existed for several years, no attention was not given to motivation. But in recent times

managerial consideration was given to motivation. Before the industrial revolution, the major form of motivation took the form of fear of punishment- physical, financial or social. However, as manufacturing process become more complex factors emerged which destroys many social relationships.

### **2. 5. 1 Human relation approach**

In the late 1920s effort were began to find out why the traditional model was inadequate for motivating people. The human relation approach says that it was necessary to consider the whole person on the job. The new assumption concerning the best method of motivating workers was characterized by a strong social emphasis. It was said that managers are responsible to make employees feel useful and important on the job, to provide recognition and generally to facilitate the satisfaction of workers social needs. First, management felt it had a responsibility to make employees feel important. Second, many organizations attempted to open up vertical communication channel to enable employees know about the organization as well as to have opportunity to have their opinion heard by managers.

### **2. 5. 2 The influence of motivation on performance**

Motivation is human characteristics that contribute to persons degree of commitment (Stoke, 1999). It includes the factors that cause, channel, and sustain human behavior in a particular committed direction. Supporting this idea, Johan (1999, in Lash way, 2001) maintain that motivation is a key factors that have a major influence on performance. People can behave in different ways at different ways at different times, depending on the motivation or lack of it (Petri, 1991).

Employee performance essentially depends on many factors like employee motivation, performance appraisal, employee satisfaction, compensation, training and development, job security, organizational structure and others, but among this employ motivation is critical and highly influence the performance of employees.

### **2. 5. 3 Creating highly motivating work environment**

Employees are motivated to complete tasks when they perceive the outcome will satisfy one more of their basic human needs. To ensure long-term motivation, managers must create a work environment that provides employees with the opportunity to satisfy these needs on a consistent basis. David et.al. (1987) presented six step techniques for creating a highly motivating work environment. Those are goal setting. Helping subordinates achieve their objectives, appropriate use of rewards and discipline, providing silent rewards, equitable distribution of rewards, providing timely rewards and accurate feedback.

### ***2. 5 Factors that Affect teachers motivation to work***

It is true that people participate in an organized enterprise in order to achieve some goal that they cannot attain as individuals. But this does not mean that they will necessarily work and contribute all they can unless every person's drive towards an outcome is secured. It is evident that in any profession there are factors that affect the workers interest and satisfaction either negatively or positively many studies are carried out and come up with many different factors (Kountze et.al (1980) have stated those motivators which induce an individual to perform.

According to them, motivators may include higher pay, a prestige title name on the office door, the acclaim of colleagues, and a host of other things that give people a reason to perform. Motivator, then, is something that influences an individual's behaviors. It makes a difference in what person will do.

What are discussed in the above cited study as factors which cause teachers to perform well could be summarized as opportunity for further education, teachers salary, the status of teachers and working condition of teachers. In our study we will use different treatment methods to control these factors by the following detail treatments are: -

#### **2. 5. 1 Opportunity for further education I**

It is believed that effectiveness of institution is dependent, among other things up on the performance of teachers in education.

Thus, all teachers, regardless of their previous training must be given further education and training. This is because the competence of teachers will never last forever, due to such factors as curriculum and technological changes. Douglass and mills (1948:3) have asserted that teaching in the up-to-date school of today is a vastly more complex and professional undertaking than teaching in the schools of previous generations, and it is constantly becoming more so. In other words, teachers must be well-adjusted and well-integrated emotionally and mentally with the up-to-date technology so that they possess many commendable qualities which makes them stand out in the field of education. Because of this opportunity for further education is a must in educational management (and for that matter other sector too).

More importantly, it enhanced teachers job satisfaction. The international labor organization and UNESCO (1984:18) have argued that authorities should recognize the importance of education designed to secure a systematic improvement of the quality and content of education and teaching techniques. In other words, teaching competence can be enhanced by personal and professional teacher growth. So awareness of both the need and the opportunity for continues education motivate teachers to work hard.

As Bucher (1955) as said, Human beings like to feel that they are getting ahead in the World. That is, people want to get ahead, among other things, professionally in the world. This is an important consideration in developing a high degree of teachers Morale. This opportunity for further education provides for self-fulfillment in learning New Skills, Gaining New Knowledge, and Having New Experience which in turn enhances teacher Job satisfaction.

### **2. 5. 2 Teachers salaries as a hygiene factors**

Salaries is a hygiene factors which lowers the level of dissatisfaction when favorably modified. It is commonly known that motivation will not be very effective if hygiene factors are missing.

Thus under-payment may bring about individual dissatisfaction and force him or her to look for others job. According to Kountze et.al (1980:635). Those peoples who find their position rewarding but are being paid considerably less than the desire or think they deserve will probably search for another job In other words, the above idea implies that the existence of hygiene factor decrease dissatisfaction.

### **2. 5. 3 The Role of the School Administrator (Director) in Motivating Teachers**

One of the major roles of the school administrator should be to build up the Moral of teachers and make them Strive for a high level of performance the School Administrator is often considered as key person to enhance Morale of Teachers. Thus, to create a Good Human relationship and to motivate teachers to have a good performance the school administrator plays an important role. In other words, if the morale of teachers is enhanced by the school administrators, they expect them and feel that their administrator are competent, and they believe that the school administrators treat them in a professional manner. There will not be fear being evaluated. They will be close to the school administrator and discuss their problems. Their relationship will be in a friendly manner not a master- servant relationship. It is, therefore, commonly known that teachers will be willing to accept additional duties, new challenges if the administration is willing to allow them to have the necessary authority and responsibility.

Davis and Newstrom(1989:181) have confirmed that Morale Satisfied Employees are less likely to think about Quitting, Search for a New Job, or Announce their intention to quit, and thus are more likely-to stay with their employer. In other words, teachers will contribute better service have an over-all better moral, and value their organization if there is mutual tersest and confidence between teachers and school administrators.

### **2. 5. 4 Communication**

The school administrator should have the knowledge of effective communication in order to influence teachers and teachers should also have the knowledge of effective communication to carry out the activities properly since communication plays a great role

in day to day work of any organization, the success of an administrator in communication enhances the level of productivity of teachers.

When the administrator communicates with teachers, he/she express her felling, and this leads to mutual understanding and as result active participation of teachers is maintained. However, a lock of communication will prohibit understanding of one another and lead to poor performance. In communicating with the staff, the school administrator should be careful to demonstrate his/her respect for the teacher as an individual and as a professional person qualified to do the job for which he/she was hired. Therefore, when communication in a school is smooth and properly going on, the purpose of the school are likely to be understood and teachers will be motivated to work in a cooperative manner. This leads to meaningful participation of teachers.

### **2.6.5 Teachers Participation in Administration**

One technique that has been given strong support as the result of motivation theory and research is the increased awareness and use of participation. As koontz et.al (1980:648) has said, participation responds to a number of basic motivators. It tends to avoid the pain of being rejected and appeals to be accepted by others. By and large it gives people a sense accomplishment. According to Terry and Franklin (1994) the underlying assumptions of participation are that people derive satisfaction from being a part of management action, from doing as effective a job as practical and from having self-control rather than organization control in other words, most teachers more readily accept what they are involved in than something entry foreign to them. Besides, participation supplies the feeling of belonging and being wanted. Moreover, it encourages better decision-making, gates teachers to accept responsibility, promote team work and fosters Grater acceptance to change. Teachers participation in administration encourages and permits contributions to decisions, goals and plans along with suggestions on how these can be implemented. The motivational basis in their ideas and beliefs have some weight in the ultimate management action taken. As a consequence, the right kind of participation yields both motivation and knowledge valuable for school success. An efficient school administrator, therefore, one who understand the importance of teachers participation in administration in its various uses, motivates teachers to cooperative

where there share is expected. As Vrooms (1984) has expressed that employee-oriented supervisors tend to get better production, motivation and work satisfaction Generally speaking, encouraging teachers participation in administration does not mean that school administrators lose their position. Instead they are establishing a high morale and a cooperative spirit among staff members.

### **2. 5. 5 Teacher Evaluation**

As Stinnett (1968:166) has mentioned:

*Evaluation does not involve measuring a given teachers work in terms of comparisons with other teachers..... Its emphasis is up on discovering strong and weak points in the teachers performance, as a means of contributing to and improving the teachers service and continues professional growth.*

In other words, school administrators and those who are engaged in the evaluation process are expected to evaluate for the purpose of improving the teaching-learning process and securing constant growth of the individual in order to fulfill the role of the teacher rather than threatening teachers. The same person has also argued that:

*Evaluation is applied both to teaching service and to the individual teacher. As for the first teaching service evaluative factors would include such items as the method used, outcomes of the teaching conduct and attitudes of pupils, use of standardized tests. Evaluation of teachers would involve the concept of the role of the teacher, the teachers personality, amount of professional study completed, and cooperation in school and community activities (Stinnett, 1968:168-169).*

What these statements seem to mean is that evaluation is applied both to activities related to teaching and to teacher himself. It is believed that the advancement of any profession depends, among other things, upon the evaluation of workers performance. Evaluation is, thus, considered as a requisite of good supervisory practices. It is considered essential to the operation of a good school system and to a continual progress towards better programs of instruction. Therefore, evaluation is basic. However, the meaning the term evaluation, in Ethiopia context, as applied to teachers and their salary schedule seems

confusing. Because, as far as the student researcher experience is concerned there is no objective based evaluation in some school system.

Since the evaluation process involves subjective judgments of teachers performance, it has a negative effect on the teacher to quality for upper salary levels which in turn adversely affects the morale of teachers. In other words, unless a sound program of evaluation is applied to every school system, there is no coordinated plan to keep the instruction moving steadily toward perfection. And above all, since teaching efficacy cannot be measured quantitative at the present time and there are no accurate instruments for evaluating the relative worth of individual teachers, school administrators and other who are involved in it should avoid pure subjective judgments. Instead they need to evaluate them in a professional manner and on the basis of reliable information. As a result of this, the school system most likely receives maximum service when the morale of teachers is high and they work together cooperatively.

## **CHAPTER THREE**

### **METHODOLOGY**

#### ***3.1 The Research Design***

Descriptive survey design of research was employed for this study. Because it was found that, the method is convenient to describe the existing situation of teachers motivation in the primary schools.

#### ***3.2 Source of Data***

This study used primary source of data. Teachers and the principals were used as primary source of data because they have greater awareness about the factors that affect teachers motivation in their day to day activities. The data was collected using close ended and open ended questionnaire for teachers and unstructured and semi-structured interview for principals. .

### ***3.3 Population, Sample, and Sampling Technique***

There are 21 primary government schools in Gambella Regional Administration. Among these schools we selected Dalkoch primary school in available sampling technique because it is near to the researchers residences that it is easy to manage our time and financial resources wisely.

The target populations of this study were the teachers and school principals of Dalkoch primary school in Gambella regional administration. The total number of teachers in the school is male 32 female 22 total 54 teachers and 2 male principals in the school. From these we selected male 15 female 11 total 26(48 %) teachers using simple random selection technique. Simple random method is used because respondents have similar characteristics and the two (100%) principals have been selected in convenient sampling technique because their number is manageable in size.

Table 1: no of Respondents and sampling techniques.

Items	Population	Sample size				Technique
		M.	F	M in %	F in %	
<b>Teachers</b>	54	32	22	59	41	Sample random
<b>Principals</b>	2		-	100	-	Convenient sample
<b>Total</b>	56		22		100	

### ***3.4 Instruments and Data Collection Procedures***

#### **3.4.1 Instrument of Data collection**

##### **A, Questionnaire**

In this study the data was gathered through questionnaire accordingly, two types of questionnaires which consist of open and close ended items were prepared. The questionnaires were prepared in English and administered to sample teachers. Some of the items were prepared with the experience of the researchers and some items were adapted from (Salome Admassu). Research June, 2014).

## **B, Interview**

In qualitative method, interviewing is a major source of data needed for understanding the phenomena. This is more desirable in a condition when in- depth information is needed. For our study, we tried to collect data using unstructured and semi structured interview to principals in a face to face approach and this helped us to acquire information about the practice of teachers motivation in the school. Before Interview, an arrangement and schedule was prepared in advance and the interview was conducted in English language. According to Kothari (2004), Personal interview method requires a person known as the interviewer asking question generally in a face – to-face contacts to the other person (interviewee).

### ***3. 5 Data Collection Procedures***

First we prepare of 22 closed ended and 6 open ended questionnaires and also 14 interview items was made in English based on basic questions and review related litterateurs. The questionnaire administered for teachers and interview conduct for principals in the place office of the school principals and the administered questionnaire submitted to teachers

And after 5dyes we return back to school and we collect questionnaire and the data that were collected in different data collection tools were organized, categorized, summarized, interpreted and reported.

**Ethics of the research:** During the data collection time, the researcher collected his/her data by avoiding careless error and negligence. First I get permission from Gambella Regional State and we need to collect data in Dalkoch primary school and i inform to

respondent this questionnaire is only for purpose of research not for other things we said and convincing the respondent and we get data easily.

### ***3. 6 Methods of Data Analysis***

The close ended questionnaire data collected from the teachers have been organized in tables and analyzed by percentage. The open ended questionnaire and interview results were organized and analyzed qualitatively using words narration. Cohen (2005) noted that once data from the interview have been collected, the next stage involves analyzing it using appropriate methods. Hence, the researchers have done best not miss participants idea and explanation and we tried to write what the interviewee have said and analyzed the interview results word by word by focusing especially on particular issues in line to the objectives of the study.

## **CHAPTER FOUR**

### **4. DATA PRESENTATION AND ANALYSIS**

This chapter presents and analysis data gathered from the respondents. The findings have been presented in tables. Discussions on the findings have also been provided to interpret the meaning of the findings.

**Table:-1 General Information about Respondent**

No	Items	Teachers		Principals	
		Frequency	percent	Frequency	Percent
1.	Male	34	63	2	100
	Female	22	37	-	-

	<b>Total</b>	56	100	2	100
<b>2.</b>	<b>Age in years</b>				
	20 and below	-	-	-	-
	21-25	7	13	-	-
	26-30	11	20	-	-
	31-35	26	48	-	-
	36-40	7	12	1	50
	Above 40	5	7	1	50
	<b>Total</b>	56	100	2	100
<b>3.</b>	<b>Qualification</b>				
	Certificate	15	27	-	-
	Diploma	31	56	-	-
	BA Degree	9	15	1	50
	MA in EdPM	1	2	1	50
	Others	-	-	-	-
	Total	56	100	2	100
	<b>Work experience in years</b>				
	1-3	12	22.2	-	-
	4-6	19	35.1	-	-
	7-10	16	29.6	-	-
	Above 10	9	13.1	2	100
	Total	56	100	2	

				100
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As can be seen from **Table 1** 34 (63%) Teachers are Male and 22(37%) Teachers are Female. All administrators are Male 2(100 %)

As we their age there is no teacher his/her age below 20 and the age between 21-25 are 7 (13%). The teachers who was the age between 26-30 are 11(20%). Teachers who was age between 31- 35 age are 26 (48%).The teacher who was age between 36-40 are 7(12%) and the age above 40 are 5 (7%).While the administrator age 1(50%) age between 36-40 and 1(50%) administrator age above 40 .

According to table one more of teachers 26(48%) in Dalkoch primary school are the age between31-35 and the two administrators the age between 36-40 and above.

Educational Qualification concerned 15 (27%) teachers are certificate. 31(56%) teachers are diploma, 9(15%) teachers are B.A degree and one administrators are M.A in EDPM. it is indicate that more teachers 31(56%) have a qualification of diploma and 9(15%) of them are qualified by first degree .concerning work experience of respondent 12(22.2%) of teachers have served 1-3 years. Teachers who served 4-6 years are 19(35.1). Teachers who served 7-10 are 16(29.6%).Teachers who served above 10years are 9(13.1%). while administrators service of work 10 years and above.

This shows that most of teachers and administrators have enough experience in work. Therefore, the researcher assumes that the respondents are familiar to the respective environment and in position to give adequate reply to the questions raised in the questionnaire.

## 4.2 Results and discussion

**Table 2: Teachers view of motivation with regard to their salary**

Item	Respondents
------	-------------

	Teachers	
	No of respondents	%
<b>1. Do you think that increasing the salary motivate the Teachers?</b>		
Yes	19	73
B. No	7	27
C. partly it does	-	-
<b>Total</b>	26	100
<b>2. To what extent the salary increment motivate the teachers?</b>		
Highly	14	73.6
B. Average	5	26.4
C. Low	-	-
<b>Total</b>	19	100
<b>3.As compared to other employees with similar qualifications the salary of teacher is:</b>		
High	4	15.3
B. Average	22	84.7
C. LOW	-	-
<b>Total</b>	26	100
<b>4. Does your salary is sufficient to support your basic need?</b>		
Yes	4	15.3

B. No	7	26.9
C. Partly it does	15	57.8
<b>Total</b>	26	100
<b>5. Have you ever thought the salary you earn has an impact on your motivation?</b>		
<b>Yes</b>	13	50
B. No	13	50
<b>Total</b>	26	100

In item One Table 2, 19 (73%) of teachers indicated that increase the salary motivates the teachers. And 7 (27%) of teachers indicates increasing of their salary do not motivated them by itself. The open ended result of the teachers indicated that teachers were more motivated by productivity of their student and what kinds of behavioral change is seen on their students including knowledge, Skill and attitude though their salary is not motivating them by itself.

In the second item Table 2, 14(73%) of teachers responded that the salary increment to teachers periodically made them highly motivated to work hard. But 5(26.4%) of teachers answered that the salary increment to teachers periodically on average. It never made them highly motivated to work hard.

Here large number of teachers responded that the salary increment highly motivated them and some others responded that salary increment to teachers periodically never made them motivated to work hard. Besides it is not provided with fringe benefits. One can assume that if corrective measure is not taken educational institution can be negatively affected.

In the third item Table 2, 4(15.3%) teachers answered that as compared to other employees with highly similar Qualification in order to organization, 22(84.7%) teachers who

responded that teachers salary is average. While no one teachers answered as compared to employers with similar qualification in other organization, teachers salary is low.

In item fourthTable2, 4(15.3) of teachers indicated that teachers salary is yes to satisfy their basic needs. And 15(57.8) teachers of responded their salary can partly support their basic needs and 7(26.9%) teachers of respondents are said that their basic needs are not satisfied with salary they are paid. One can suggest that if teachers basic needs are not satisfied, their attitude toward the teaching activity will likely be negative and leads to low computation and low performance of work among teachers.

In the 5<sup>th</sup> itemTable2, 13(50%) of teachers responded that the salary that they have been paid has an impact on their motivation. And 13(50%) of teachers answered that the salary they have been paid has no impact on their motivation. Here one can assume that if teachers are not well paid they are negatively affected and its results in poor performance of teachers.

**Table 3: Response of teachers on the status of administrators in their executive role**

Item	Respondent	
	Teachers	
	No=26	100%
<b>1.The extent of motivation of teachers when they interact with administrators to solve instructional problem is:</b>		
<b>Very High</b>	-	-
<b>High</b>	26	100
<b>Average</b>	-	-
<b>Low</b>	-	-
<b>Very Low</b>	-	-
<b>Total</b>	26	100
<b>2.Do your school administrators are open to criticism</b>		

<b>Yes</b>	23	88.4
<b>No</b>	3	11.6
<b>Total</b>	26	100
<b>3. If your answer is yes for question 2 in what extent your administrators criticize</b>		
<b>Highly</b>	17	65.3
<b>Average</b>	6	23
<b>Low</b>	3	11.7
<b>Total</b>	26	100
<b>4. Do your school administrators allow teachers to participate in decision making</b>		
<b>Agree</b>	20	75
<b>Strongly agree</b>	6	25
<b>Undecided</b>	-	-
<b>Disagree</b>	-	-
<b>Strongly disagree</b>	-	-
<b>Total</b>	26	100
<b>5. Do your school administrators are cooperative</b>		
<b>Yes</b>	26	100
<b>No</b>	-	-
<b>Total</b>	26	100
<b>6. Your head appreciates your participation in decision making</b>		
<b>Agree</b>	18	69.2
<b>Strongly agree</b>	8	30.8
<b>Undecided</b>	-	-

Disagree	-	-
Strongly disagree	-	-
Total	26	100

In item one Table 3, there is no one Teachers Responded that is very high, and also all responded teachers 26(100%) replied high. Were as no responded average, there is no respondents others. Here one can assume that majority of teachers responded that administrators relations with teachers is high. So that it needs corrective measure.I

in item two Table 3, 23(88.4) of teachers responded that their school administrators are open to criticism. But 3(11.6%) of teachers answered that their school administrators are not open to criticism. Here one can suggest that if school administrators are not open to criticism, teachers are also not open to criticism. This leads to poor teaching activity of teachers in school.

In item three table3, 17(65.3%) of teachers responded that their school administrators are highly open to criticism. 6(23%) of teachers responded that their school administrators on average and other 3(11.7%) of teacher responded that is low.

In item four Table 3, 20(75%) of teachers replied that their school administrator allow teachers to participate in decision making. Whereas 6(25%) of teachers responded that their school administrators are not allow teachers to participate in decision making. Here one can suggest that if teachers are not participate in decision making they neglect themselves from different activities in school and teaching learning is not takes place well.

In item five Table 3, - all of 26(100%) teachers responded that their school administrators are cooperative. Whereas no one of teachers responded that negatively. And here one can assume that if school administrators are not cooperative teachers are affected in their work to motivate.

In item six table 3, 8(30.8) of teachers responded strongly agree that their head is appreciate their participation in decision making. 18(69.2) of teachers are responded agree that school administrators or their head is appreciate their decision making.

Here one can assume that if the head cannot appreciate their participation in decision making the teachers become de-motivated. And the teaching activity is not take place appropriately.

**Table 4 Teachers View Reading Their Working Environment**

	Respondent	
	Teachers	
	No=26	100%
<b>1.Is there a good working condition in your school</b>		
Yes	22	84.6
No	4	15.4
<b>Total</b>	26	100
<b>2 if your answer is No for question number 1, what is the reason behind</b>		
Lack of clear administrators	-	-
Lack of good administrators treatment	-	-
Lack of good administrators cooperation	-	-
<b>All</b>	4	15.4
<b>Total</b>	4	15.4
<b>3. Does working environment have an impact on your motivation</b>		
Yes	16	61.5
No	10	38.5
<b>Total</b>	26	100

In item oneTable4, 22(84.6) of teachers responded that there is good working condition in their school, while others 4(15.4) of teachers responded that there is no good working condition in their school.

Here one can assume if there is no good working condition in their school, teaching activity is not takes place appropriately.

In item twoTable4, 4(15.4) of teachers responded that the reason that indicate the absence of good working condition are lack of clear administrators and lack of good administrators cooperation. Here one of teachers responded that there was no good administrators treatment. Also, there is no responded other that all the above mentioned reason item 2table 4 are the reason for the absence of good working condition in their school.

Here one can assume that school administrators should have must be make favorable working condition for student learning activities.

In item threeTable4, 16(61.5%) of teachers responded that the working environment have impact on their motivation. Whereas 10(38.5) of teachers answered that the working environment have no impact on their motivation.

Here someone can suggest that if there should be conductive environment for teaching important to motivate the teachers in teaching and learning activities.

**Table: 5 Respondent of teachers and school administrators regarding society s attitude toward teaching profession**

Item	Respondent			
	Teachers		Principle	
	No=26	100	No =2	100
1.society positive attitude towards teaching profession				
High	-	-	-	
Average	5	19.2	1	50
Low	21	80.8	1	50
Total	26	100	2	100
2. If the attitude of the society to teaching profession is low, does it				

de-motivated you in your performance /work				
Yes	17	65.3	2	100
No	9	34.7	-	-
Total	26	100	2	100
3. Do you feel that you are giving importance in the society?				
Agree	16	61.5	-	-
Strongly agree	5	19.2	2	100
Undecided	-	-	-	-
Disagree	5	19.3	-	-
Strongly disagree	-	-	-	-
Total	26	100	2	100
4. Did you select teaching profession on your own Choice				
Agree	9	34.6	1	50
Strongly agree	9	34.6	1	50
Undecided	-	-	-	-
Disagree	8	30.8	-	-
Strongly disagree	-	-	-	-
Total	26	100	2	100

According to first item of Table 5, Here no one of teachers responded high attitude and 5(19.2%) of teachers attitude toward teaching profession are average, and 21(80.8%) of teachers attitude of teaching profession are responded to the low. 1(50%) of

Administrators responded that the society attitude toward teaching profession is average and 1(50%) of administrators responded that the society attitude towards teaching profession is low. When we examine the finding, the low states of teachers has a negative effect on educational problem.

Item two table 5, 17(65.3%) of teachers responded that the society attitude towards teaching profession can be low is de-motivated them and affect their work performance. 9(34.7%) of teacher responded that they were not de-motivated. Because they select this profession by them self and here one can respond that teaching profession is the mother of all other profession.

Item three table 5, 16(61.5%) of teachers agree that the giving important to society. 5(19.2%) of teachers strongly agree. 5(19.2%) of teachers disagree and 2(100%) of administrators strongly agree.

Item four table 5, 9(34.6%) of teachers responded agree that teaching profession is their choice. 9(34.6%) of teachers responded strongly agree on that teaching profession is their choice. 8(30.8%) of teachers responded disagree that teaching profession is not their choice and 1(50%) of administrators agree and 1(50%) of administrators strongly agree about teaching profession is their choice.

**Table 6 Response of teachers and administrators with regard to evaluation**

Item	Respondent			
	Teachers		Administrators	
	No =26	100%	No =2	100%
<b>1. Academic staff should be rewarded on showing good performance.</b>				
<b>Agree</b>	18	69.2	-	-
<b>Strongly agree</b>	8	30.8	2	100
<b>Undecided</b>	-	-	-	-

<b>Disagree</b>	-	-	-	-
<b>Strongly disagree</b>	-	-	-	-
<b>Total</b>	26	100	2	100
<b>2. Are you satisfied with your present performance</b>				
<b>Agree</b>	20	79	2	100
<b>Strongly agree</b>	-	-	-	-
<b>Undecided</b>	6	21	-	-
<b>Disagree</b>	-	-	-	-
<b>Strongly disagree</b>	-	-	-	-
<b>Total</b>	26	100	2	100
<b>3. Does school administrators award (material, certificate....) the best teachers</b>				
<b>Yes</b>	21	80.7	2	100
<b>No</b>	5	19.3	-	-
<b>Total</b>	26	100	2	100
<b>4. Does evaluation of teachers performance have an effect on teachers motivation</b>				
<b>Yes</b>	17	65.3	2	100
<b>No</b>	9	34.7	-	-
<b>No change</b>	-	-	-	-
<b>Total</b>	26	100	-	-
<b>5. what is the attitude of teachers towards the evaluation criteria</b>				
<b>High</b>	11	42.3	1	50

<b>Average</b>	15	57.7	1	50
<b>Low</b>	-	-	-	-
<b>Total</b>	26	100	2	100

in item one Table 6, 18(69.2%) of teachers agree that academic staff should be rewarded on showing good performance. 8(30.8%) of teachers strongly agree on that staff should be rewarded on showing good performance and 2(100%) administrators strongly agree on that idea.

In item two Table 6, 20(79%) of teachers agree on that they were satisfied by their present performance. 6(21%) of teachers responded that they were no give response about their present performance is satisfied them. And 2(100%) of administrators responded that they were highly satisfied by their present performance.

In item 3 Table 6, 21(80.7%) of teachers responded that the best teacher award in material and certificate. 5(19.3%) of teachers responded that no and 2(100%) of administrators responded that the best teacher award (material and certificate)

Here one can assume that rewarded by certificate better than rewarded by material because it increases intrinsic motivation of the teachers.

In Item 4 Table 6, -17(65.3%) of teachers responded that evaluation effect on their motivation. 9(34.7%) of teachers responded that evaluation negatively affect their motivation and 2(100%) of administrators replied that evaluation positively affects their motivation.

Here one assume that evaluation is the key important things to motivate them. It helps to know their strength and weakness and highly motivated them.

In item 5 Table 6, 11(42.3%) of teachers responded that the attitude of teacher toward evaluation criteria is high. Whereas 15(57.7%) of teachers and 2(100%) of administrators responded that the attitude of teachers toward evaluation criteria is average and no others was responded low.

Based on the above information, the attitude of teachers towards evaluation criteria is assumed to be average by majority of teachers and administrators. One must can consider that if the evaluation system is serve for the achievement of educational institution goals and of its members, the criteria of performance evaluation must be reliable in-discriminating among individual according to their performance.

**Table 7: Response of school administrators concerning teachers Motivation in school administration**

Item	Respondent	
	Administrators	
	No=2	100%
<b>1. Do you think the motivations improve teacher' s level of satisfaction</b>		
Yes	2	100
No	-	-
<b>Total</b>	2	100
<b>2. Is there any motivational mechanism for the teacher' s in your school</b>		
Yes	2	100
No	-	-
<b>Total</b>	2	100
<b>3. If your answer is yes to question number 2, what are the mechanisms</b>		
Encouraging in promotion	1	50

<b>Increase in salary</b>	1	50
<b>Improving working condition</b>	-	-
<b>Participating teachers in decision making</b>	-	-
<b>Establishing objectives criteria of evaluation</b>	-	-
<b>All</b>	-	-
<b>Total</b>	2	100
<b>4. Is there any plan for future to prepare different motivational mechanisms</b>		
<b>Yes</b>	2	100
<b>No</b>	-	-
<b>Not sure</b>	-	-
<b>Total</b>	2	100

In item one Table 7, 2(100%) of administrators responded that the motivation of teachers improve level of their satisfaction.

In item two Table 7, 2(100%) of administrators answered that there is motivational mechanisms in their school. Like rewarding competent teachers, professional training and development and the like.

In item three Table 7, 1(50%) administrators responded that the mechanisms they applied in their school to motivate teachers by encouraging teachers promotion and also 1(50%) administrators was to motivate teachers by encouraging teachers increase in salary.

Based on the above information, majority of administrators replied that there should be different motivational mechanisms in school. Here one can suggest that if one of the above different motivational mechanisms are missing teachers are not motivated in their work. This leads to poor performance of teachers in work.

Last item of table 7, 2(100%) of administrators responded that is different plan future of motivational mechanisms in their school. Here one can suggest that if there is no plan to

motivate teachers in their work according to their performance, it affect teachers negatively in teaching and learning activity.

**Table 8: Response of school administrators concerning teachers participation in school administration**

Item	Respondent	
	Administrators	
	No=2	100%
<b>1. Teachers willingness to participate in education decision making</b>		
High	2	100
Average	-	-
Low	-	-
<b>Total</b>	2	100
<b>2. Teachers tendency to carry out responsibility in school</b>		
High	1	50
Average	1	50
Low	-	-
<b>Total</b>	2	100
<b>3. Is there favorable conditions to discuss about the instructional process and their personal problems</b>		
Yes	2	100
No	-	-
<b>Total</b>	2	100
<b>4. Does the selection of the best teachers of the year motivate teachers</b>		
Yes	2	100
No	-	-
<b>Total</b>	2	100

Item one of Table 8, 2(100%) of administrators answered the willingness of teachers to solve problems in their regular work is high.

In second item Table 8, 1(50%) of administrators responded that teachers tendency to carry out their responsibility is high and also 1(50%) of administrators responded to tendency to carry out their responsibility is average.

From the information it is possible to assume that teachers are willing to carry out their responsibility that is informed by school administrators. Among the other things, delegating responsibility is helps to build levels of motivation that can result in a good job performance.

In the third item Table 8, 2(100%) of administrators responded that YES there is favorable working condition for teachers to discuss about instructional process and their personal problems. This indicates that if there is no favorable working condition for teachers to discuss about instructional process and their personal problems, they are psychologically affected and de-motivated. So that the school administrators should established conducive environment in the school for teachers and motivate them to work hard.

In the fourth item Table 8, 2(100%) of administrators responded yes selection of the best teacher of the year highly motivate the teachers.

At the end teachers and administrators responded that their assumption for teachers further education all responsible bodies have accountability. Such as Government, Ministry of Education, School Administration, Community, Non-Government organization and teachers themselves. Here one can suggest that all stake holders are responsible for teachers further education.

Generally speaking, if the above factors were given due attention, teachers would experience job satisfaction associated with a sense of achievement and increase teachers value to the profession. In relation to this David. (1987) indicate that teachers job satisfaction and increase teachers value to profession should be given to be performing otherwise it will not achieve its purpose.

## CHAPTER FIVE

# **SUMMARY, CONCLUSION AND RECOMANDATIONS**

This chapter includes summary of findings, conclusions and recommendations given by the researchers.

## *1. 1 Summary*

The main propose of this study was to investigate factor that affect the motivation of teachers in Dalkoch Primary School in Gambella Regional Administration. In this study the relevant literature was reviewed from different source. To accomplish the objective of the study, the student researcher has employed descriptive survey method in order to gather information from teachers and school administrators. Data for investigation was obtained through two sets of questionnaire designed for this proposes. In attempt to study the problem, the following basic question was raised.

1. What are the factors that affect teachers motivation in the study area?
2. What are the major strategies/ mechanisms used to motivate teachers in the study area?
3. To what extent lack of motivation of teachers affect their work satisfaction in the study area?

From the analysis made the following findings were obtained:

The interview is conducted by unstructured and semi-structured to principals and vice principals of the school. The sample selection method in this study is among 54 teachers 26 teachers randomly selected and two of principals by covenant sampling technique.

Most teachers answer that the salary they have been paid is low to satisfy their basic needs. And teachers gave low credit the salary increment periodically. Moreover, as it is indicated that teacher salary is low compared to other employees working in other organizations with similar qualification. In general most teachers responded that the salary they have been paid play an important role in motivating them to work hard

The study indicated that the administrators hardly establish relationship with staff members to solve instructional problems and their personal problems. Additionally the school administrators were open to criticism, they were allowing teachers to participate in educational decision making and they were cooperative. To sum, most teachers

responded that administrator cooperativeness has an impact on their motivation to work hard.

Majority of teachers replied that the working environment has an impact on their motivation. Regarding of this, it is indicated that there was no good working condition in their school. This is because of lack of instructional media, shortage of school facility like water, toilet house sport field and less administrator treatment.

The majority of teachers and administrators believe that in the opinion of the society, teaching is rated with low status. Teachers and administrators believe that this is because of low salary paid for teachers.

The study indicated that majority of teachers and administrators responded that evaluation of teacher performance has an impact on their motivation. Majority of them answer that they did not believe to be evaluated by parents and the community. They also replied that sometimes school administrators did not award materials and certificate for best teachers. Majority of them replied that the selection of the best teacher of the year motivate teacher to work hard and the attitude of teachers toward evaluation is average.

All of administrators responded that motivation of teachers in their school improve teacher level of satisfaction. As they responded that different motivational mechanisms have been established in their school Majority of administrators responded that teachers willingness to solve problem in their regular work, to participate in educational decision making and to carry out their responsibility was average. Moreover, the study indicated that there was no favorable condition to discuss with teachers about the instructional process and their personal problem.

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All of administrators responded that motivation of teachers in their school improve teacher level of satisfaction. As they responded, they believe different motivational mechanisms should be established in their school. But as it is indicated in the study they implement these mechanisms rarely.

Majority of administrators responded that teachers willingness to solve problem in their regular work, to participate in educational decision making and to carry out their responsibility was average. Moreover, the study indicated that there was no favorable condition to discuss with teachers about the instructional process and their personal problem.

Majority of teachers and administrators responded that for teachers further education all stake holders are responsible.

## ***1.2 CONCLUSION***

This study was mainly concerned in getting answers to the basic questions stated in chapter one and the summary of the finding in the chapter three. Therefore, based on the basic questions and the summary of the finding the following conclusion are drawn.

Motivational factors of the teachers performance are many. Among those factors morale, achievement and money constitute some of them. Teachers salary is poor and salary increment is not satisfactory in relation to other professionals of the same qualification and experience Administrators hardly establishes relationship with staff members to solve instructional problems. The administrators were open to criticism and allow teachers to participate in decision making process. Their contribution in such activates is recognized. If not Lack of recognition affects teachers job satisfaction. The school has no more good working condition. This has an impact on teachers motivation. The attitude of the society towards teaching profession is low. This opinion makes teachers to become dissatisfaction on their job. But some of the teacher can like the teaching profession because teacher is the mother of all profession the said. Maladministration in the school, low salary, and lack of promotion in teaching profession result effective and experienced teachers would like to leave teaching profession. Lack of objective evaluation of teachers performance at their work, absence of awarding materials and certificate for best teachers, and lack of selection best teachers of the year fairly affect teachers motivation, this indicate us the directly or indirectly affect teaching learning process. The motivational mechanism implemented in their school was very rare. In the school there is no more favorable working condition of discuss about instructional and their personal problems. Most of teachers and administrators raised their assumption concerning about teachers further education, school administrators community and government at large are responsible.

### **5.3 Recommendation**

Based on the summary and the conclusion the student researcher attempts to provide the following recommendations.

Teachers are motivated if they understand the salary they obtained as equal as their teaching effort, as equivalent their basic needs. Therefore, the starting salary increment should be made enough to cope up with increasing cost of living. This action must taken by (MOE).

In order to establish good relationship with staff members; to become open to criticism, allow teachers to participate in decision making process and to solve instructional problems and their personal problems administrators should have to gain adequate educational leadership. The concerned body, the woreda education office should assign the right person in the position.

If working condition is not good in the school, teachers are not well motivated in their profession. Therefore, the school administrators, PTA's, the communities at large with staff members should have to make school working condition favorable.

To alter the attitude of societies that teaching is one of the crucial professions for the development of society and teachers are must qualified persons in their job. So that the mass media with incorporation with ministry of education are expected to play a great role to inform the society about teachers and their contribution to society building.

Unfair evaluation on the part of school administrators de-motivated teachers. The basis for being unfair come from lack of knowledge about evaluation criteria and principles of human behavior. Hence, school administrators who are involved in apprising teachers performance must have ahead skill and knowledge of evaluation of work performance of human behaviors.

In computation of better position the concerning educational official and school administrators should take a careful investigation of the candidate qualification. And the officials and school administrators should also collect, organize, and make easily accessible information concerning each teacher to avoid favoritism.

Majority of teachers and administrators responded that for teachers further education all stake holders MOE, REB, woreda education office are responsible.

Teachers in order to improve the quality of education and their livelihood they have to upgrade educationally. Therefore, the ministry of education should board its effort and enables the great majority of the teaching forces improve their education.

9. In order to establish good relationship with staff members; to become open to criticism, allow teachers to participate in decision making process and to solve instructional problems and their personal problems administrators should have to gain adequate educational leadership. If working condition is not good in the school, teachers are not well motivated in their profession. Therefore, the school administrators, PTA's, the communities at large with staff members should have to make school working condition favorable.

10. To alter the attitude of societies that teaching is one of the crucial profession for the development of society and teachers are qualified persons in this job. So that the mass media with incorporation with ministry of education are expected to play a great role to inform the society about teachers and their contribution to society building.

11. Unfair evaluation the part of school administrators would likely to in demotivating teachers. The basis for being unfair could come from lack of knowledge about evaluation criteria and principals of human behavior. Hence, school administrators who are involved in appraising teacher performance must have ahead skill and knowledge of evaluation of work performance of human behaviors.

12. In computation of better position the concerning educational official and school administrators should take a careful investigation of the candidate qualification. And the officials and school administrators should also collect, organize, and make easily accessible information concerning each teacher to avoid favoritism.

13. Teachers in order to improve the quality of education and their livelihood they have to upgrade educationally. Therefore, the ministry of education should board its effort and enables the great majority of the teaching forces improve their education.

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## **APPENDICES**

### **Appendix-A.**

**Questionnaire to be filled by teachers**

**WOLKITE UNIVERSITY**

**FACULTY OF EDUCATION**

**DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT**

#### **To the Research Participants**

**This questionnaire is collected and organized from the various literature cited in chapter two**

The purpose of the questionnaire is to gather data on factors affecting teachers motivation in Dalkoch primary school in Gambella town in north Gambella administrative zone. It is conducted with the aim of obtaining data to a senior essay as partial fulfillment for Bachelor Degree in Educational planning and management in education. To attain its objective, you are kindly requested to give reliable information. The researchers assure you that your responses will be confidential and only be used for the purpose of this study. Moreover, when filling this questionnaire, please note that you dont need to write your name.

Thank you in advice!!