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TITLE: FACTORS AFFECTING TEACHERS MOTIVATION IN BONOSHA PRIMARY SCHOOL

A SENIOR RESEARCH FOR PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE BA DEGREE OF EDUCATIONAL PLANNING AND MANAGMENT

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APPROVAL SHEET

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We here by certify that the research is accepted partial fulfillment of the requirement for the ba degree of educational planning and managment

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Declaration

I the under signed, declare that this thesis is my original work, hasn't been presented for a degree in any other university and that all sources of materials used for this thesis have been duly acknowledged.

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List of Acronyms

ERG -..... Existence Relatedness and Growth

MOE -.....Ministry of Education

REB -.....Regional Education Bureau

SPSS -.....Statistical Package for Social Scientist

VSO -.....Voluntary Service Overseas

TLMs ……. Teaching and Learning Materials

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Abstract

Teachers' motivation is very much essential for quality of education. Therefore this study was designed to examine factors affecting motivational level of primary school teachers in Bonosha.The objectives of the study were to identify the factors that affect teachers ' motivation, investigate factors that have more effect on teachers ' motivation and to determine school principals ' effort to maximize teachers' motivation. To conduct this study descriptive survey method was employed on 6schools found in four sub town of Bonosha. Sources of the data were primary and secondary data. The primary sources of data were teachers, principals and supervisors. The secondary data were documents found in the sample schools. Samples of the study were selected using different sampling techniques. Teachers were selected using simple random sampling techniques whereas principals and supervisors were taken for the study using purposive sampling and availability sampling respectively. In order to collect data closed and open ended questionnaires were designed for teachers and supervisors while interview questions were designed for principals. Closed ended questions were analyzed by means of SPSS. The open ended and interview questions were analyzed qualitatively. The analyzed data was presented using tables and percentages. The study has found out factors affecting teacher motivation and the major factors were remuneration, accommodation, school facility and low community respect in addition the study also found out principals' effort to maximize teachers' motivation was low. The possible recommendations were increase teachers' salary so as to enable them satisfy their basic needs ,build houses for teachers full fill teaching material and work on medias to show the importance of teaching profession for the development of a given nation.

CHAPTER ONE

1 INTRODUCTION TO THE STUDY

1.1 Background of the study

Success of any organization depends on the resource it has, the ability to organize and exploit the resources to the maximum effort. Bennell and Akyeampong (2007) stated that every organization whether profit oriented or not has three types of resources these are human, financial and material resources. But the most important and the most significant is unquestionably the human resource of an organization. These are the human who convert the deficiency into efficiency and stimulate the process of organizational development. Teaching is one of the most important and noticeable profession in the world. All other professions of the society have their roots in the profession of teaching. Teachers are the pillars of educational system of any nation. They play an imperative role in building the personality of their students. Teachers are critical for the successful functioning of educational system and for improving the quality of educational institutions.

Inextricably associated with the quality of education is the issue of teacher motivation and we all realize the decisive role teachers can play in improving the quality of education. So this issue supposed to be critical and needs high emphasis so as to boost quality of education. Scholars and authors had approached the concept of motivation from different perspectives. Robbins and Coulter (2005) pointed out that employee's motivation is the "willingness to exert high level of inspiration to reach organizational goals.

Motivation is getting others to do something because they want to do it. To motivate others is one of the most important management tasks. It comprises the abilities to understand what drives people, to communicate, to involve, challenging, to encourage, setting an example, to develop and coach, to obtain feedback and to provide just reward. Motivation is about cultivating your human capital. The challenge lies not in the work itself, but in you, the person who creates and manages the work environment. Cook (1991). In like manner Kandel et al;(1995) pointed out that motivation has three primary functions: a directing function that to steers an individual's behavior towards or away from specific goals, an activating function that energizes action in pursuit of goals and an organizing function that influences the combination of behavioral components into coherent, goal-oriented behavioral sequences.

Pinder (1998) stated that work motivation is a set of energetic forces that originate both within as well as outside of an individual, to commence work-related behavior and to determine its form, direction, intensity and duration. On the other hand Cuceloglu (1997) discussed that there is a motive, or a string of motives, behind every kind of behavior in all situations. Almost everyone, in some way is motivated. The motive might be to achieve something, to accomplish a task among others.

According to Peter and Waterman (1995), researchers have identified that, the main factors of motivating people is to give the individual a sense of success. Findikci (2006) also has mentioned that an individual's motivation level depends on the material and social gains from the institution they work in. Supporting this idea Basaran (1984) indicated that it is not just the physiological needs of employees that need to be met by the organization they work for. The individual also has social and psychological need to be met by an employer.

The motivation of teachers has become an important issue given their responsibility to inculcate knowledge in the students. Mertler (1992) argues that satisfied teachers are generally more productive and can influence student achievements. Research on human behavior, in organizations on employee attitude and morale, as well as relationships between management approaches and productivity, shows that individual workers evaluate their work situation in terms of the extent to which it satisfies his or her desires or ambitions. Goodwin (1998). In educational institutions, research has shown that teachers leave or consider leaving the profession due to the work conditions (extrinsic factors) than to the nature of the work (intrinsic factors).

1.2 Statement of the problem

Motivation involves the energy and drive to learn, work effectively, and achieve potential (Martin, 2003). The motivation of a 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)

According to Kayuni & Tambulasi (2007) lack of motivation and commitment can have a negative impact on the student's learning and most importantly it put the future of children on the stake. Teacher's contribution in the human capital development and technological advancement greatly depends on their motivation and willingness for taking initiatives. There are many factors which affect the teacher's motivation which includes class room environment, rewards/incentives, workload stress and administrative policies etc.

Similarly Nadeem et al. (2011) stated that there are so many variables that affect the motivational level of teachers and these include, duties and demands on time, low pay, and students conduct issues which have a significant impact on teacher's attitudes toward their jobs. In addition, lack of support from staff at all levels has an effect on teacher performance. Low morale among academic staff is another very crucial problem should be addressed. In order to find the an appropriate solution of problems faced by teacher's and affecting their motivation, the first step is to identify those factors that have the greatest impact on motivational levels, both negative and positive.

Dinham and Scott (2000) also showed that factors that affect teachers' motivation include pay, interpersonal relations, authoritarian administration, teaching load, class size, supervision, promotion,

student interest and behavior, administrative efficiency, school facilities, community support and nature of the job. So educators should work on teacher's motivation to reduce factors that affect teacher's motivation and to bring the expected result of student's success..

Teachers are essential to the success of an education system; they are the doorkeepers of knowledge and learning and, as such, have a huge impact not only on individuals and their aspirations but also on national development, therefore teachers need to be motivated so as to enhance quality of education in the country. Hence to increase teachers' motivation and morale factors that affect their motivation level should be identified since many factors dissatisfy teachers and affect teacher's motivation to work negatively, whereas others satisfy them and may affect their motivation to work positively. In relation to teachers motivation level in Ethiopia VSO (2008) indicated that large number of teachers did not feel motivated due to different factors and they would move to other profession if options are available to them. This highlights the significance of the topic of investigation chosen. To undertake the study the following basic questions are designed.

> What are the Factors that affect teachers' motivation?
> Which factors have more effect on the level of teacher's motivation?
> To what extent are school principals working to maximize teacher's motivation?

1.3 Objective of the study

1.3.1 General objective of the study

The general objective of this study is to investigate factors affecting primary school teachers' motivation and

1.3,2 Specific objective of the study

- to identify and discuss factors that have more effect on teachers motivation ,
- to examine schools principals effort to maximize teacher's motivation level and
- to determine teachers motivation level

1.4 Significance of the study

In the discussion so far different opinions will be given regarding motivation and its importance for the attainment of organizational goals. This study is, therefore, felt to be important for the following reasons:

1. This study would provide an opportunity to determine factors affecting teachers' Motivation in selected primary school of Bonosha.
2. It helps school principals to understand their role of providing their motivational leadership to teachers so as to improve teacher enthusiasm.
3. It would help policy makers understand how policy and practice could be formulated to offer appropriate motivation and support to increase teacher's performance.
4. It also serves as a source document for those who tend to conduct research on the area of teachers' motivation.

1.5 Delimitation of the study

Teachers' motivation is essential for all level of education system so as to bring sound result in the educational system of a given nation. However, due to many factors such as finance, materials and shortage of time this study has been confined to Bonosha School focusing on 6 schools out of 36; and 20 primary school teachers, out of 40.

1.6 Limitation of the study

In the sample schools, some of the respondents will be unable to complete the questionnaire as expected. It will also difficult to find some of the school principals during the data collection time. The absence of filed documents concerning teachers' performance feedback and appreciation letter in some primary schools was also another problem encountered while collecting data. All these mentioned problems may therefore, have some effect on the result of the research.

1.7 Organization of the study

This study includes five chapters .Chapter one is made up of the background to the study, statement of the problem, objective of the study, significance of the study, delimitation of the study and limitation of the study. Chapter two focuses on published and unpublished literatures which are written by different authors on the area of motivation. Chapter three is about research design and methodology. Chapter four is about presentation & analysis of data. Chapter five is finally about summary, conclusion & recommendation.

1.8 Definition of terms

Motivation:-is a driving force within individuals by which they attempt to achieve some goals in order to fulfill some need or expectations. (Schermerhorn, 1997).

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 Good (1973)

Primary school:- Ranges from grade 1-8 with two cycles. First cycle (grade 1-4) and second cycle (grade 5-8). (MOE, 1994)

CHAPTER TWO

2 REVIEW OF RELATED LITERATURE

2.1 Definitions and concept of motivation

According to Vroom (1964), motivation refers to a process governing individual choices among different forms of voluntary activities. Judge (2008) posited that motivation is the process that accounts for an individual's intensity, direction and persistence of effort toward attaining a goal. This means that motivation determines how much efforts a person puts in his or her work, the direction to which those efforts are geared and a measure of how long a person can maintain effort.

Motivation is something that managers do to induce others to act in a way to produce results desired by the organization and it refers to the internal mental state of a person which relates to the imitation direction persistence intensity and formation of behavior.(Tosi , Rizzo, and Carroll1993). Similarly Tolman (1958) indicated that motivation is a management function which stimulates individuals to accomplish laid down institutional goalRobbins (1997) defines motivation as the willingness to do something and is conditioned by this action's ability to satisfy some need for the individual .A need, in our terminology, means a psychology or physiological deficiency that makes certain outcomes appear attractive. An unsatisfied need creates tension, which stimulates drives within the individual. These drives generate a search to find particular
goals that, if attained, will satisfy the need and lead to the reduction of tension .motivated employees are in a state of tension .in order to relieve this tension they engaged in activity .the greater the tension, the more activity will be needed to bring about relief. Therefore, when we see employees working hard at some activity, we can conclude they are driven by a desire to achieve some goal they value.

Jones and George (1998) define motivation as the psychological forces that determine the direction of a person's behavior in an organization. Motivation comes from intrinsic or extrinsic sources. In other words, people can be intrinsically motivated, extrinsically motivated, or both. An outcome is anything a person gets from a job or organization. Some outcomes can result in intrinsically motivated behaviors, such as autonomy, responsibility, a feeling of accomplishment and the pleasure of doing interesting or enjoyable work. Other outcomes can result in extrinsically motivated behaviors, such as pay, benefits and vacation time. Input is anything a person contributes to his or her job or organization such as time, effort, education, experience and skills, knowledge and actual work behaviors. Managers strive to motivate members of an organization to contribute inputs through their behaviors' efforts and persistence that help the organization achieve its goals.

Intrinsic and extrinsic motivations find expression in McGregor's Theory X and Theory Y of motivation. Theory X suggests that people are almost absolutely motivated by extrinsic motivators. However, Theory Y suggests that people are more intrinsically motivated to work, if the right working environment is provided. According to other researchers factors associated with achievement, recognition, challenge work responsibility, advancement, self-respect, personal growth, learning on the job and professional development are regarded as intrinsic motivator. (Herzberg et al, 1959)

On the contrary extrinsic motivation may be seen as “tangible benefits” as salary, fringe benefits and job security that are associated with the job. He sees it as all issues in the work situation associated with physical conditions, the amount of work and facilities available in the workplace for doing the work. (Latham 1998).When we discuss about motivation we need to verify the importance of intrinsic and extrinsic motivators for individuals’ job satisfaction.

2.2 The influence of motivation on performance

Motivation is a human characteristic that contributes to a person's degree of commitment (Stoke, 1999). It includes the factors that cause, channel, and sustain human behavior in a particular committed direction. Supporting this idea, John (1999, in Lashway, 2001) maintains that motivation is a key factors that have a major influence on performance. People can behave in different ways at different times, depending on the motivation or lack of it (Petri, 1991). Similarly Adeyemo (1999) goes on to say that motivation is a tool with which managers can use to improve the performance of employees.

Employee performance essentially depend on many factors like employee motivation, performance appraisals, employee satisfaction, compensation, training and development, job security, organizational structure and others, but among this employ motivation is central and highly influences the performance of employees. Thus employee motivation is one of the policies of managers to increase effectual job management amongst employees in organizations (Shadare, 2009). A motivational employee is responsive of the definite goals and objectives he/she must achieve, therefore he/she directs its effort in that direction..

2.3 Creating highly motivating work environment

Employees are motivated to complete tasks when they perceive the outcome will satisfy one or 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. These 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

2.3.1 Goal setting

The foundation of an effective motivation policy is proper goal setting. Latham and Petitta (2008) defined a goal as what an individual attempts to accomplish; it is the object or aim at certain actions. Moorhead and Griffin (1998) indicated goal as a desirable objective that uses to provide a useful framework for managing motivation and also as an effective control device. The process used to set goals must be understood and accepted if it is to be effective. Subordinates are more likely to accept and own the goals if they feel that they were part of the general process. Gillatet. al. (1994) refers to goal setting as a motivational strategy that improves the performance of learners in schools.

The basic assumption of goal-setting is that goals are immediate regulators of human actions (Locke. 1991). Evidence from a research indicates that specific goals leads to increase performance and that difficult goals, when individuals have accepted them, results in higher performance than easy goals (Bobko, 1985). Goal setting has four motivational mechanisms (Latham, 2002). The first motivational mechanism is that goals that are personally meaningful and interesting tend to focus an individual's

attention on what is important and what is relevant (Locke et al., 2008). The second one is that goals have an energizing function. Simply puts, higher goals leads to more effort than lower goals (Bryan and Locke, 1967). Third, goals affect persistence. The last motivational mechanism holds that goals affects action indirectly by leading to the arousal, discovery and use of knowledge and strategies (Wood and Locke, 1990 in Locke et al., 2002). The most important challenge that managers face is to influence workers to accept the organizational goals as if they were their own goals. In organizations such as schools, it is impossible for all educators to participate in the setting of goals. But managers must see to it that they clarify the goals thoroughly to the workers, provide rewards for people pursuing the goals and also give some feedback on workers' performance.

2.3.2 Helping subordinates achieve their objectives

After goals have been set, the manager's focus should shift to facilitating a successful outcome and monitoring how individual goals fit into a whole. An enabling role will vary considerably across individuals, organizational settings and tasks. The major issue in all services organizations is the motivation of employees whether they are skilled or unskilled or professionals. The employees' motivation, their enthusiastic and energetic behavior towards task fulfillment plays a key role in the success of an organizational goal (Cheng, 1995).

A motivated person have the awareness of specific goals must be achieved in specific ways; therefore he/she directs its effort to achieve such goals (Nelson 2001). It means that motivated person is best fit for the goals that he/she wants to achieve, as he/she is fully aware of its assumptions. Therefore if the roles of managers are assumed to successfully guide employees towards the organizational agenda of achieving its objectives, then it is very important for them to motivate their employees.(Roberts, 2005). The expectations of employees influence the appropriate degree of management involvement. There are three distinct characteristics that influence the expectations of the subordinates, namely, desire for autonomy, experience and ability.

2.3.3 Providing salient rewards

There are two main ways of motivating employees they are: financial motivation and non-financial motivation. When speaking about financial motivators, it means that the employer spends money a lot on the reward directly, or the employee receives some kind of monetary reward. On the other hand non-financial motivators are based around the idea of recognition, which is found through many surveys to be the key driver of motivation in most employees. Through research, it is shown Financial rewards are short-term motivators to employees and are forgotten about later in the employee's careers and for most people non-financial rewards or recognition serve as a better motivator than money, (Doyle, 2004)

According to Maurer (2001) rewards and recognition are essential factors in enhancing employee work motivation which is directly associated to organizational achievement. Administration of organization and institutions should build up the arrangement for giving rewards and recognition to enhance employee's motivational level (Reena, 2009). A flexible reward system helps managers to avoid the common motivational mistake of defending their preferences for certain subordinates. As a result

Managers should make sure that there are enough reward options available for subordinates and should know the levels of performance of his/her workers so as to identify exactly which rewards will be attractive to the worker so as to select salient outcomes. David et al, (1996).

2.3/4 Appropriate use of rewards and discipline

An effective motivational program is based on two related principles, they are: (i) Managers should link rewards to performance rather than seniority and Managers should be aware of the company objectives and manage their subordinates accordingly. The manager's interactions with subordinates can be important motivators, The rewarding approach consists of linking desired behaviors with outcomes the employee will value. Disciplining and rewarding are both viable and useful techniques in the effective manager's motivation. These techniques can produce quite different modifications of behavior. Discipline should be use to modify unacceptable behaviors. (David et. al, 1996).

2.3.5 Equitable distribution of rewards

Equity refers to workers' perceptions of fairness in the distribution of rewards. Evaluation of equity is based on a social comparison process in which workers individually compare what they are getting out of the work relationship with what they are putting into the work relationship. If the workers experience a feeling of inequity, they will cognitively adjust their own or fellow workers' inputs and/or outputs.
The employees who feel that they are being treated unfairly will be resentful and will want to get back at the management. Many subordinates will tolerate the manager's mistakes but not his / her lack of integrity. The manager must treat all employees fairly.

2.3.6 Providing timely rewards and accurate feedback

Rewards lose their motivating power unless they are given at the correct time. The content of the feedback and the feedback process can have a powerful impact on the target individual's willingness and ability to improve. Rewards should follow the good performance immediately; otherwise they will lose their importance. Thus giving timely reward and appropriate feedback on time for employees is very important to meet organizational goal.

2.4 The strategy to motivate the employee with a performance problem

Designing a sound strategy or plan of action to motivate employees with excellent performance or those with poor performance is very essential for any organization. The managers should first determine the cause of the employee's problem and then try to help the employee. After determining the cause of poor performance, the manager will select the course of action aimed at correcting behavior and act promptly to motivate employees with performance problems so as to avoid the chances of complicating the problem. (David et al, 1996).
According to Bernard (1995) Wages, Conditions of Service, Staff Training, Information availability and Communication are the major ones to be used as motivating strategies. Likewise Rosenbaun (1982) indicated a six action steps that may be followed; when motivating poor reformer. These are to focus on the performance problem, not the employee, to ask for the employee's help in solving the problem so

that the employee can come up with the best solution to solve his/her problem, to come to an agreement, and write down the steps to be taken by each part, to set a follow-up date and the last step is that to praise the employee at the first sign of improvement in job performance.
In schools we do have people who are chronic poor performers, like people who are alcoholics or people who are so sick that they cannot work, while they do not want to ask for medical boarding for financial reasons. This makes the manager's work of motivating employees more difficult.
No matter how automated an organization may be, high productivity depends on the level of motivation and the effectiveness of the workforce. One way managers can stimulate motivation is to give relevant information on the consequences of their actions and correct the problems (Olajide, 2000).

2.5 Motivation and Compensation

Of the many managerial issues in motivation, perhaps none receives as much as attention as the special case of compensation .and among the current trends and development, pay for performance, incentives compensation schemes, and pay for knowledge deserves a special look.
Schermerhorn (1996) pointed out that the compensation and motivation system as follows:-

2.5.1 Pay for performance

In general ,the success of any pay- for- performance system rests with its ability to link pay to performance in a clear and credible way .this means that pay is allocated in a performance -contingent and equitable manner .Formally defined merit pay is a system of awarding increase in base compensation based on some measure of individual performance .By allocating pay increases and other important rewards on merit basis, managers hope to recognize high performers for their achievements and encourages similar and even greater accomplishment in the future .Managers also hope to remained low performers of their lack of achievement and encourage them to do better in the future .

The pay for performance concept is closely tied to equity ,expectancy ,and reinforcement theories of motivation .To make the necessary link between compensation and motivation ,however, “performance” must be agreed up on ,measurable ,and well-defined -things that are often difficult to accomplish in actual practice .Thus, managing pay- for-performance can be a great challenge to managers.

2.5.2 Incentives compensation systems

An alternatives approach to motivation ties monetary incentives to important performance contribution. This may include bonus, profit sharing, and relate schemes applied to individual, groups, or both.

2.5.3 Pay for knowledge

Beyond the examples given, other creative pay schemes are being tried that link pay with knowledge. While varying in approach; they share the objective of raising the workforce motivation and encouraging high performance through special compensation.

2.6 F actors affecting teacher's motivation

One of the most important factors that move every human being to achieve his or her goal is motivation. It is a highly complex and multidimensional phenomenon that is affected by a multitude of factors. These factors work together in the school context as a result some of the factors which affect teachers motivation are: Community Factors, Good working and living conditions , Interpersonal Relationship with Superiors, Influence in Decision-Making, Teacher management, Advancement and Promotion, Student Discipline, Attractive remuneration and Leadership Style

2.6.1 Community Factors

Schools are located in communities and these communities play a significant role in the motivation of teachers. Concerning this Kleop and Tarifa(1994) stated that Community attitude to teachers can affect teacher motivation. When teachers feel society is dismissive of the profession, their commitment is weakened. Community support to teachers through parents of students in the community can boost teachers' morale. It stands to reason that where the social distance between the teacher and the student is close, teachers are incline to be motivated but when the social distance between the teacher and the students are wide it tend to dissatisfies the teacher.

2.6.2 Good working and living conditions

Teachers' working conditions may be explained as the needed atmosphere created for teachers at the work place to motivate them to greater performance. Regarding work and living condition Javaid (2009) pointed out that working and living conditions have enormous effect on teacher morale and motivation and their classroom performance. The key factors are workload which is number of pupils and working hours, general classroom conditions, management support, location, living arrangements and distance to work. Teachers are likely motivated when they have conducive working environments

such as light workload in terms of class size and number of teaching hours, good relationships amongst themselves and with students and good leadership from principals.(Bennell, 2004).

2.6.3 Interpersonal Relationship with Superiors

It is regularly recommended the attention by a supervisor for the needs or feelings of his subordinates have positive effects on their motivation to perform their jobs effectively. The more "considerate", "supportive" or "employee-oriented" a supervisor is, the greater the extent to which his subordinates will strive to do their jobs well. Thus Chandan (2010) pointed out that an employee-oriented supervisor will tend to get better productivity, motivation and work satisfaction. He states that a supervisor who obtains the highest productivity is supportive, friendly and helpful, rather than being unfriendly and endeavors to treat people in a sensitive and considerate way.

2.6.4 Influence in Decision-Making

Permitting staff to have inputs into policy design and to participate in educational decision making can be a source of intrinsic motivation. He added that, in a situation where school managers keep all major making powers, some teachers will be annoyed and feel a sense of negligence. On the other hand, where decisions making of important issues are discussed by all concerned, teacher will feel that they are part of the school management. In such situation, teachers will be supportive in applying school rules that might come from the decision taken by the school. Participation in decision making gives teachers the feeling that their inputs are respected and this satisfies the teacher needs for belonging and self-esteem. (Dessler, 2007).

2.6.5 Teacher management

It is difficult to talk about motivation without talking about people in the organization and how they are managed. This is because high productivity will be achieved, if there is proper management of the people in the organization. There are many factors that keep people motivated. Freeman and Stoner (1992) expressed that a common factor in motivation is the type of work employees do. Managers may think that if a teacher has a simple task that he will become efficient at it over time. However, it is also significant to look at the fact that doing the job that is the same day in day out can be boring. When teachers are given a job with varied tasks and ability they tend to stay more motivated.

Many people are goal oriented once a leader shows where the effort of the led should be focused. They will response to deadlines and planning. It is a good feeling to have a tangible goal to shoot at. Having the ability to achieve goals can be very motivating. In a school, there may be specific planned goals. Efforts by many teachers within the organization to achieve the same goal can create a stronger drive to be successful. School managers should make sure those goals set for their teachers are reasonable and attainable. The effects of having goals which are impossible to attain has reverse effects and can cause discouragement. When goals are accomplished, many people like to get reward or benefit. Some goals create personal satisfaction upon completion naturally such as teaching and learning. Extra rewards such as salary increase, allowances and celebrations are also good reminders that individuals are appreciative of what they are doing. Reward work as well as motivating tool that teacher will go out of their way to

make sure that they use and develop the kinds of things that are compensated. (Freeman and Stoner, 1992)

2.6.6 Advancement and Promotion

The roots of the desire of promotion would include the desire for psychological growth, the desire for higher earning and the desire for social status to those who base their self-image on what others think of them. A studies by (Smith&Warner 1993) suggests that a strong desire to move continuously upward is a strong characteristic of members of any society. Advancement refers to actual change upward in status and can be understood through promotion. Advancement is a major force in motivating teachers to boost their performance to approach their maximum potential. Advancement is realized when a teacher is promoted to an assistant head teacher or a head teacher. Promotion has a long lasting effect and therefore it is viewed as a strong element in job satisfaction. Promotion gives a sense of growth and the desire for promotion originate from the need for status, respect, security in the form of higher income, esteem and recognition in society. Supplementing this idea Smylie (1984) indicates that working conditions that guarantee opportunities for promotion, loans and scholarship make the teaching profession attractive and able to compete favorably with other professions in attracting competent people.

2.6.7 Student Discipline

Adesina (1990) defines student discipline as the readiness or ability to respect school authority, have self-control, restraint, respect for self and respect for others. Discipline therefore calls for sacrifice, perseverance, tolerance, and recognition of human dignity. Indiscipline, however, is misbehavior in any or all of the following areas; respect for school authority, obedience of rules and regulation and maintenance of established standards of behavior.

2.6.8 Attractive remuneration

Reasonable salaries and benefits for teachers are very significant in attracting and holding high-quality teachers. Levels and criteria for awarding salary increases determine who goes into teaching, who stays in teaching and for how long. (Dolton &Marcenaro-Gutierrez, 2011). The positive impact of teaching on student learning may be affected, without motivated and qualified teachers,

2.6.9 Leadership Style

School leadership and management style is also main factors, which can either motivate or lower teacher morale and commitment. Ingersoll (2001) identified that teachers feel highly motivated when they are consulted about decisions regarding their work.When school managers (principals and head teachers) are high handed and autocratic in their dealings with teachers the more teachers demotivation will be.

2.7 Teachers motivation in Ethiopia

Many teachers acknowledged positive reasons for entering education; they felt their role as important and enjoyed teaching and seeing children develop. There is also an extremely strong attitude about the

positive aspects of teaching: passing on knowledge, simply for the enjoyment of teaching students and also for the opportunities it gave individuals for self-development. According to VSO report many teachers enjoyed being a 'role model' both for children and society

However, much of the research done highlights the fact that, for the majority of teachers, the teaching profession was not their first choice of career. This has huge consequences for the quality of educational provision in the classroom in Ethiopia. This is compounded by the fact that, currently students are directed into specific areas of study by the education system; there is no choice except for the top scorers about what one will study or where. This current situation triggers to rise a question of what is it like to be a teacher in Ethiopia? According to the VSO report teaching profession is undervalued, in terms of status and finance. Many teachers assumed that there is little respect for their role in society. As a result large numbers of teachers did not feel motivated and would move to another profession if this option were available to them. This shows that the motivation level of Ethiopian teachers is under question.

2.8 Factors affecting teachers' motivation in Ethiopia

According to VSO (2008) report the factors affecting teachers' motivation in Ethiopia are: School environment, Allocation, transfer and career structure, Terms and conditions, Status, value, Managerial support etc. Each of these factors are discussed here under

2.8.1 School environment

Teaching and learning materials (TLMs), class size and facilities: inadequate supply of TLMs and limited display materials; frequent revisions to curriculum and use of many languages - slow textbook development; allocated funds don't reach schools; large class sizes; restricted space and few physical resources: classrooms, labs, toilets, few and under-resourced libraries; poor provision of water and sanitation etc.

2.8.2 Allocation, transfer and career structure

Allocation to rural schools isolates young teachers as deployment procedures mean that young, newly qualified teachers are placed in less desirable areas such as rural and newly trained young women teachers are at risk in areas away from home; few experienced trained staff in rural schools ;directors have no regulator system to know who is sent to them; problems to transfer from one school to another; ad hoc progression up the career ladder and system of promotions.

2.8.3 Terms and conditions

Inadequate salaries, limited access to adequate accommodation, absence of uniform incentives, and limited access to training and workshops are factors that are affecting teachers' motivation.

2.8.4 Status and value

Poor societal view and treatment of teachers; lack of respect from students; negative sight of teaching from family, friends, and community are also mentioned by teachers as factors that affect their

motivation level.

2.8.5 Management and support

Weak relationship between teachers and directors; authoritarian system and top-down approaches from local bodies that look after education in small regional areas); Regional Education Bureau (REB) are too distant and they offer minimal support.

CHAPTER THREE

3 RESEARCH DESIGN AND METHODOLOGY

In this chapter issues related to research design, sources of data, the sample and sampling techniques, instruments, data collection procedures and data analysis techniques will be discussed.

3.1 Research design

In order to conduct this study descriptive survey method of study will employed. This method will be selected in order to explore the current teachers' motivation level and factors affecting teachers' motivation. In addition, this method helps to obtain data from large number of participants.

3.2 Sources of data

In order to gather data both primary and secondary data sources will be included. The primary data sources are teachers, supervisors and school principals of the sample schools. The secondary data source of the study contains recorded documents found in the schools.

3.3 The sample and sampling techniques

In Shashogo, there are 36 government primary schools, out of these, 6 of them were selected using simple random sampling technique. This is because random sampling enables to give equal opportunity for samples to be selected in comparison to other sampling techniques. This sampling technique will be also employed to choose samples from schools and respondents too.

From 36 government primary schools in Shashogo Town schools, 6 schools were chosen as a sample of the total schools. The number of teachers in the sample schools is 40. Out of two hundred twenty; forty teachers representing 20 will take for the study. On the other hand, school principals were selected intentionally in order to acquire relevant information about the study. The other components were supervisors. These respondents were taken based on availability sampling technique.

3.4 Instruments of data collection

In this study the data collection mechanism includes questionnaire, interview, and document analysis. With regard to the questionnaire, two set of questionnaire organized based on related literature review. The two sets of questionnaire were, one for teachers and the second one for supervisors. In designing the teacher's questionnaire the researcher added some open ended questions in order to look for further information. On the other hand for supervisor's open ended questions were prepared. In addition to this structure interview was designed for sample school principals to obtain related and relevant data for the study.

3.5 Procedures of data collection

To test the reliability of the questionnaire pilot test will be conducted in two primary schools found in

Shashogo town which were not included in the sample for the study. The questionnaire was tested on seven randomly selected teachers from each schools and necessary modification will made to increase the quality of the tool. Then the final questionnaire will made ready for distribution. The distribution and collection of the questionnaires will be done with the cooperation of school principals. To guarantee a high percentage response, the researcher has given enough amount of time for respondents to complete the questionnaire.

The structured interview designed for the schools principals will be conducted by the researcher herself. The researcher has explained the purpose of the study before conducting the interview in order to create awareness in advance. Due to the interviewees preference the interview will be conducted in Hadiyigna. Throughout the interview the interviewer recorded the points discussed by the interviewee.

3.6 Methods of data Analysis

The gathered data will analyze using both qualitative and quantitative approach (mixed approach). This is because to have chance of censoriously investigate the selected schools current situation in relation to teachers motivation and forward the possible recommendations based on the findings. In order to analyze the collected data, the questionnaires were checked to know whether each question was answered or not then the data will tally and categorized. Following that the arranged data were analyzed using simple distribution table and percentage with the help of a computer Software known as Statistical Package for Social Scientist (SPSS). The results of the data were presented in the form of tables via SPSS.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

This chapter focuses on presentation of data and data analysis. The findings have been presented in tables. Discussions on the findings have also been provided to interpret the meaning of the findings.

Table 1. Respondents' characteristics

Item		Frequency	Percent
Sex of respondents	Male	46	57.5
	Female	34	42.5
	Total	80	100.0
Age of respondents	20 – 25	20	25
	26-30	25	31.25
	31-35	18	22.5
	36-40	10	12.5
	above 41	7	8.75
	Total	80	100.0
	Diploma	62	77.5
	BA/BSc	18	22.5
	Total	80	100.0
Experience	1 – 3	22	27.5
	4- 6	20	25
	7 -10	18	22.5
	11-13	3	3.75
	14 & above	17	21.25
	Total	80	100.0

Table 1 sample shows respondents by sex, age, level of education and their experience. Out of the sample of 80, 57.5 percent of the respondents are male whereas 42.5 percent are females. This shows that male teachers are greater than female in the primary level of education.

Respondents by sex, age, level of educational and their experience

As shown in item 2 of Table 2, 25 percent of the respondents fall within 20-25 year group, 31.25 per cent is in the age group of 26-30 years, 22.5 per cent of the respondents fall within the age group of 3135 years, 12.5 per cent of the population belongs to the age group of 36-40 years and 8.75 percent of the population fall in 41 and above years of age. This displays that majority of respondents in the study are Young. This has its own advantages towards the teaching and learning process because Younger's are more energetic and able to execute their duties effectively than older teachers. To the contrary it also has a disadvantage since younger teachers think that they can get job in other profession and might leave the teaching.

Item 3 and 4 on table 1 shows respondents educational qualification and their experience. From the study 18.75 percent of the respondents are at certificate level, 58.75 percent hold diploma, 27.5 percent hold Bachelor's degree. Even though respondents have replied that there is a chance to get opportunity for more education the result of the study shows that over 58.75 percent of respondents in the study area are diploma holders. This indicates that low concentration of graduate teachers in the primary school could be a result of teachers own interest to pursue their education for a better career .This is because most teachers think that teaching profession is not well respected by the society. As a result they are not motivated enough to go further in teaching profession and ready to leave the teaching profession if they got the opportunity.

Concerning their experience 27.5 percent of the respondents have 1-3 years of experience, 25 percent of the respondents have 4-6years, 22.5 percent of respondents have 7-10, 3.75 percent of them have 11-13 and the rest 21.25 percent have 14 years and above experience of teaching. This finding illustrate well experienced teachers are lower than those who have few years of experience .This is because experienced teachers leave their profession seeking other jobs for a better salary and social status, and this situation have created many problems for the teaching and learning process.

Table 2. Number of trained teachers vs untrained ones

Item		Frequency	Percent
Were you trained as a teacher?	Yes	60	75
	No	20	25
	Total	80	100.0
If you are trained as a teacher was it by choice or by chance	chance	50	62.25
	choice	30	37.5
	Total	80	100.0

Table 2 shows that the number of trained and untrained teachers. The researcher found out that 75 of the respondents are trained as a teacher whereas,25 percent of the respondents are untrained. This shows that the number of trained teachers is greater than untrained ones. In relation to this the school supervisors also have replied that most of the teachers who work in the government primary school are trained teachers. Since majority of the teachers are trained and took teaching methodology and pedagogical courses it enables them to conduct the teaching learning task without any major difficulties.

However results indicates that 62.5 percent of the respondents are trained as a teacher by chance, and the rest of them which is 37.5 percent of the respondents are trained as a teacher by their choice .This expresses that the number of respondents who are trained as a teacher by chance is greater than those who are trained by choice. Since the majority of the teachers join teaching profession by chance, this condition affects teacher's motivation level. Concerning this idea VSO (2008) report states that for the majority of teachers, the teaching profession was not their first choice of career. This has massive

Table 3. Teachers feeling about teaching

Item		Frequency	Percent
Do you enjoy teaching?	Yes	45	53.75
	No	35	46.25
	Total	80	100.0

implications for the quality of educational provision in the classroom in Ethiopia.

Responding the question do you enjoy teaching, 53.75 percent of respondents replied that, they do not enjoy teaching and the rest of respondent of them which is about 43.25 percent answered that they do enjoy teaching. This implies majority of the respondents do not enjoy teaching and this circumstance

might affect teacher's motivation to work hard. Regarding this school supervisors have also mentioned that younger teachers have no interest for teaching as compared to older teachers. This could be younger teachers are attracted to other professions and they also might have higher expectation for alternative employment.

Table 4. The number of periods and students

Item		Frequency	Percent
No of periods you are teaching weekly?	10 &< w	9	11.25
	11-15	20	25
	16 - 20	40	50
	21- 25	7	8.75
	26-30	4	5
	Total	80	100.0
No of students in a class	25 - 35	10	12.5
	36 - 45	25	31.25
	46 - 55	22	27.5
	56 - 65	14	17.5
	66 &>	9	11.25
	Total	80	100.0

Table 4 represents the number of periods per week and the number of students in the class room. 25 percent of respondents replied that the number of period per week is 11-15 , 50 percent reported 16.20 ,8.75 percent 21-25,5 percent 26-30periods and 11.25 percent 10 and below. It shows that majority of the respondents have 16-20 periods per week which is considered as reasonable in the context of Ethiopia. This situation can make teachers workload low, consequently increases their effectiveness.

In relation to this the school principals and supervisors have also mentioned that the government school teachers have reasonable number of periods as compared to private school teachers. In addition teachers were also asked to express their level of agreement concerning number of periods per week.

Table 4 item 2 shows the number of students in the class. 12.5 percent of the respondents reported that the number of students in each class is about 25-35, 31.25 percent 36-45, 27.5 percent 46-55 , 17.5 percent 56-65, 11.25 percent 66 and above. Majority of the respondents replied that the number of students in the class falls within 36-45 which is reasonable number in the context of Ethiopia. In addition to this teachers were asked to express their level of agreement regarding the number of students in class. Therefore since the class size is reasonable and manageable it can be concluded that this situation can affect teachers' motivation positively.

Table 5, Teachers success at work and opportunity to develop work experience

Item		Frequency	Percent
Do you think that you are successful at your work?	Yes	43	53.75
	No	37	46.25
	Total	80	100.0
Is the opportunity to develop work experience in teaching profession	Yes	48	60
	No	32	40
	Total	80	100.0

Table 5 item 1 represents teacher's replay concerning their success at work. 53.75 percent of the respondents replied that they are successful at their work whereas, 46.25 percent of the respondents reacted that they are unsuccessful. The results shows more than 50 percent of the respondents are successful. This implies that teachers have good attitude towards their job. This has its own importance for teacher's job satisfaction and motivation. Concerning this Frederick Herzberg (1959) stated that individual's relation to his/her work is the basic one and that his/her attitude towards this work can determine his/hers success or failure.

Table 5 item 2 shows that the opportunity to develop work experience in teaching profession is encouraging or not. Hence 60 percent of the respondents answered that the opportunity to develop the work experience in teaching profession is encouraging and the remaining 40 replied, there is no opportunity that encourages developing work experience in teaching profession. It displays that the number of respondents who have reported the opportunity to develop work experience in teaching profession is encouraging. This circumstance force teachers to stay in the profession rather than seeking other job.

Table 6. Reasonable house and school facility

Item		Frequenc	Percent
Do you have reasonably comfortable house?	Yes	20	25
	No	60	75
	Total	80	100.0
Do you think the school has good facility?	Yes	25	31.25
	No	55	68.75
	Total	80	100.0

indicated above in table 6 item 1, 75 percent of the respondents mentioned that they do not have house. This shows that the numbers of respondents who have house are much lesser than those who haven't. In addition to these teachers in the open ended question has expressed that housing is one of the factor that affect their motivation next to their salary. With regard to this school principals and supervisors also reported that most of the teachers do not have house and they are forced to live in their students' kitchen .This, therefore, leads teachers to lose their dignity in the society and also has negative effect on teachers' motivation. Concerning this Javaid (2009) pointed out that working and living conditions have a great impact on teachers moral and motivation and thus their classroom performance.

Table 6 item 2 shows response regarding school facility. 68.75 percent of the respondents expressed that there is no good school facility in their respective schools whereas, 31.25 percent replied there is good facility. From the result it can be concluded that most of primary schools lack school facility. Poor provision of TLMs would affect teachers' motivation negatively .This is because teachers would struggle or exert extra energy to put ideas in the minds of people due to the absence of TLMs. In addition shortage of TLMs also restrict teachers potential to go further . Regarding this VSO (2008) states that one of the factor that affects teacher motivation is school environment: teaching and learning materials (TLMs), class size and facilities: inadequate supply of TLMs, access to TLMs and few physical resources: classrooms, labs, toilets, few and under-resourced libraries; poor provision of water and sanitation etc.

Table 7. Getting prize and appreciation from principals and friendly relationship

Item		Frequency	Percent
Getting prize and appreciation from principal for your performance	Very	6	7.5
	High	13	16.25
	Medium	23	28.75
	Low	30	37.5
	Very low	8	10
	Total	80	100.0
Having friendly relationship with Principal	Very	12	15
	High	21	26.25
	Medium	33	41.25
	Low	9	11.25
	Very low	5	6.25
	Total	80	100.0

Table 7 item 1 displays getting appreciation and prize from principal for performance, 37.5 percent of

the respondents replied that getting appreciation and prize for their performance is low. On the other hand10, percent reported very low. Contrary to these idea school principals during the interview reported that they sometimes give prize and appreciation for teachers. Regarding this the researcher has also gone through different documents and found out that some schools give appreciation letter for best performers. Appreciation can be one of motivation mechanism if schools adopted such kind of culture.

Table 7 item 2 represents teacher principal relationship. 41.25 percent of the respondents said that there is medium relationship with their principal, 26.25percent respond high while, 15 percent reported very high. In the same manner most of the school principals have mentioned that they have good relationship with teachers .The school supervisors also expressed that teachers have good relationships with the school principal ,department heads and their colleagues. The result of weighted mean 3.55 also shows that there is good relationship between teachers and supervisors. Therefore, this situation helps to have open communication, sharing of ideas and honest exchange of thoughts between teachers and school Principals. **Table 8. Supervision and supervisors support**

Item		Frequency	Percent
How supportive is your supervisor	Very High	5	6.25
	High	9	11.25
	Medium	36	45
	Low	19	23.75
	Very low	11	13.25
	Total	80	100.0
Working without close supervision	Very High	10	12.5
	High	24	30
	Medium	29	36.25
	Low	11	13.75
	Very low	6	7.5
	Total	80	100.0

Table 8 item 1 shows how supportive supervisors are, 45 percent of the respondents replied that supervisor's support is medium, 23.75 percent low, whereas, 13.25 very low. More than 40 percent of the respondents expressed that supervisors support is low .Therefore when it compared with the result of weighted mean 2.58 it could be conclude that, there is a gap between the current supervisors support and the expected support that supervisors should give. If supervisors are highly supportive than indicated in the finding of the study it will foster productivity of teachers and students. Most of the time supportive supervisors are more productive than those who are not. As regards to this Chandan (2010) states that the more "considerate", "supportive" or "employee-oriented" a supervisor is, the greater the extent to which his subordinates will strive to do their jobs well. An employee-oriented supervisor will tend to get better productivity, motivation and work satisfaction. A supervisor who obtains the highest productivity is supportive, friendly and helpful, rather than being hostile and endeavors to treat people in a sensitive and considerate way.

Table 8 item 2 shows teachers ability to work without close supervision, 36.25 percent of the respondents replied medium whereas,30 percent of the respondents reported high. While,12.5 percent said very high. This shows that most of the teachers have the ability and willingness to perform their task and shoulder responsibilities.

Table 9.Chance to be creative, the opportunity to get promotion and possibility of advancement in teaching profession.

Item		Frequency	Percent
The chance your job gives you to be creative	Very	8	10
	High	27	33.75
	Medium	20	25
	Low	15	18.75
	Very low	10	12.5
	Total	80	100.0
The opportunity to get Promotion	Very	9	11.25
	High	10	12.5
	Medium	27	33.75
	Low	19	23.75
	Very low	15	18.75
	Total	80	100.0
Your job provides you with the possibility of advancement	Very High	7	8.75
	High	11	13.5
	Medium	18	22.5
	Low	28	35
	Very low	16	20
	Total	80	100.0

As shown in table 9 item 1, 33.75 percent of the respondents reported that the chance to be creative in teaching profession is high whereas, 10 percent replied very high while, 20 percent replied medium. This indicates majority of the respondents believed that teaching gives chance to be creative.

Table 9 item 2 show the opportunity to get promotion. In relation to this33.75 percent of the respondents replied that opportunity to get promotion is medium whereas, 23.75percent reported low while, 18.75

percent of them said very low. More than 50 percent of the respondents mentioned that the opportunity to get promotion is low. These do not permit teachers to upgrade themselves and have better social status and secure their income. This condition would be difficult to retain experienced teachers and make teaching profession more attractive. Concerning this Smylie (1984) indicates that working conditions that guarantee opportunities for promotion, loans and scholarship make the teaching profession attractive and able to compete favorably with other professions in attracting competent people. Table 9 item 3 indicates the possibility of advancement in teaching profession. 28 percent of the respondents mentioned that the possibility of advancement is low, whereas, 16 percent replied very low, while 8.75 percent very high .This shows high number of respondents reported that possibility of advancement is low. This situation has its own effect on the level of teacher's motivation. Regarding the importance of advancement Smith &Warner (1993) stated that advancement is a major force in motivating teachers to lift their performance to approach their maximum potential. As indicated in table

Table 10.Community respect for teachers and teacher's communication with Parents.

Item		Frequency	Percent
The respect you get in the Community	Very	7	8.75
	High	8	10
	Medium	9	11.25
	Low	22	27.5
	Very low	34	42.5
	Total	80	100.0
Your communication with parents	Very	11	13.75
	High	20	25
	Medium	27	33.75
	Low	15	20
	Very low	7	8.75
	Total	80	100.0

10 item 1, 27.5 percent of the respondents replied community respect for teachers is low whereas,42.5 percent respondents reported very low while,8.75 percent of them replied that community respect is very high. According to the respondent's percentage, 20 percent of the respondents expressed that community respect is low. In addition to this most of the teachers have explained in the open ended question the respect they got from the community as one of the basic factor which highly affects their motivation level. In relation to this the school principals also expressed community respect for teachers is very low and for this reason many experienced teachers leave the teaching profession seeking better social status. Based on the analysis and school principals' response it can be said that community respect for teachers is low. Therefore this low community respect affects the teachers' motivation level negatively and have

great impact on the educational system as well. Concerning teachers respect in the community VSO (2008) pointed out that the major factor for low morale and job satisfaction of teachers in Ethiopia is little respect and the reduced status of teachers. Three decades ago teaching was considered as the most respected profession. There were sayings praising teachers. At a wedding it would be sung ‘‘she is lucky, she is marrying a teacher.’’ But now a day teaching is one of the professions which have low respect in the community. Table 10 item 2 represent teachers’ communication with parents.33.75 percent of the respondents reported there is medium communication with parents whereas, 25 percent of the respondents mentioned high communication between teachers and parent, while 13.75 percent reported very high. Similarly, the supervisors have expressed that there is good communication between teachers and parents. Since parents are part and parcel of the job their communication with teachers is very essential to smoothen the teaching learning process very well .Here, we all need to know that good

Table 11.The Chance to participate in decision making, the amount of salary, the amount of salary increment.

Item		Frequency	Percent
The chance to participate in decision making	Very High	10	12.5
	High	11	13.75
	Medium	21	26.25
	Low	20	25
	Very low	18	22.5
	Total	80	100.0
The amount of your salary as compared to other person working in other organization	Very High	5	6.25
	High	8	10
	Medium	12	15
	Low	14	17.5
	Very low	41	51.25
	Total	80	100.0
The amount of salary increment as compared to your expectation	Very High	6	7.5
	High	7	8.75
	Medium	12	15
	Low	17	21.25
	Very low	38	47.5
	Total	80	100.0

communication with parents does not mean teachers get respect from the community.

Table 11 items 1 shows chance to participate in decision making, 26.25 percent of the respondents replied that the chance to participate in decision making is medium , 25 percent reported high,22.5

percent very low, whereas, 12.5 percent respond very high. This displays more than 40 percent of the respondents expressed that the chance to participate in decision making is low. Contrary to this the school principals and supervisors mentioned that most of the time teachers participate in decision

making of school activities. Participating teachers in decision making is good to enhance teachers' motivation and goal attainment. In relation to this point Dessler (2007) states that when decisions mak ing of important issues are discussed by all concerned, teacher will feel that they are part of the school management. In such situation, teachers will be supportive in enforcing school rules that might emanate from the decision taken by the school. Participation in decision making gives teachers the feeling that their contributions are valued and this fulfills the teacher needs for belonging and self-esteem. Similarly, Ingersoll (2001) found out that teachers feel highly motivated when they are consulted about decisions regarding their work.

As indicated in table 11 item 2, 51.75 percent of the respondents reported that the amount of salary as compared to other person working in other organization having the same qualification and years of service is very low, whereas, 17.5 percent replied low while 6.25 percent responds very high. This shows that majority of the respondents reported that salary increment as compared to other person working in other organization having same qualification and experience is very low. In addition to this in the open ended question teachers expressed that their salary is very poor in comparison to other profession. In relation to this the school principals and supervisors have also mentioned that teachers' salary is very poor .For these reason teachers are not interested and motivated to teach as expected. Due to this poor salary teachers cannot cover their physiological needs thus they are forced to engage in extra jobs so as to cover their expenses, as a result they do not have enough time to prepare themselves and teach as expected. This has its own effect on students' result which in turn leads teachers to be demotivated. For instance, teachers who are tired, hungry and extremely worried about meeting their livelihood needs are doubtful to become strongly motivated by their job which is failing to fulfill their needs. With regard to this VSO (2008) pointed out that low pay in comparison with other professional groups is clearly a major cause of teacher dissatisfaction.

Table 11 item 3 shows 47.5 percent of the respondents expressed that the amount of salary increment as compared to their expectation is very low, whereas,21.25 percent replied low, while 7.5 percent reported very high. Most of the respondent replied that salary increment is very low as compared to their expectation. This shows that there is a big gap between government salary increment and teachers' expectation.

Table 12.Fairness of administrative practice, convenience of present working condition for teachers and school principals effort to maximize teachers motivation.

Item		Frequency	Percent
Fairness of administrative practices	Very High	7	8.75
	High	14	17.5
	Medium	30	37.5
	Low	19	23.75
	Very low	10	12.5
	Total	80	100.0
The convenience of your present working condition	Very High	9	11.25
	High	13	16.25
	Medium	31	38.75
	Low	11	13.75
	Very low	16	20
	Total	80	100.0
The school principals effort to maximize teacher's motivation	Very High	7	8.75
	High	10	12.5
	Medium	20	25
	Low	30	37.5
	Very low	13	16.25
	Total	80	100.0

Table 12 item 1 indicates level of administrative fairness. 37.5 percent of the respondents replied that fairness of administrative practice is medium, whereas, 17.5 percent of the respondents reported high, like wise 12.5 percent reported very low. According to the respondent's percentage majority of them explained that fairness of administration practice is medium

Table 12 item 2 represents convenience of working condition for teachers. 38.75 percent of the respondents replied that convenience of present working condition is medium, whereas,16.25 percent and 11.25 percent reported high and very high respectively. More than 30 percent of the respondents reported that their present working condition is medium

In table 12 item 3, 37.5 percent of the respondents replied that school principals' effort to maximize teachers' motivation is low, whereas, 16.25 percent of the respondents reported very low, while 8.75 percent replied very high. This shows majority of the respondents replied principal effort to maximize teacher motivation is low. Therefore principals are expected to work on teacher motivation, since motivation is one of the managerial task and a key element for the attainment of organizational goal. Concerning this Tosi, John R.Rizzo, StephenJ.Carroll (1993) states that the term motivation has at least two connotations in the field of organizational behavior. Motivation viewed as a management strategy. In this way motivation is seen as a management activity something that managers do induce others to act in a way to produce results desired by the organization.

Table 13.Teachers opinion regarding teaching encourages to be creative and innovative, the work of teachers is lovely and the chance to get opportunity for more education.

Item		Frequency	Percent
Teaching encourages me to be creative and innovative	Strongly Agree	17	21.25
	Agree	31	38.75
	Undecided	8	10
	Disagree	13	16.25
	Strongly	11	13.75
	Total	80	100.0
The work of teacher is very lovely	Strongly Agree	27	33.75
	Agree	20	25
	Undecided	7	8.75
	Disagree	16	20
	Strongly	10	12.5
	Total	80	100.0
Chance to get opportunity for more Education	Strongly Agree	9	11.25
	Agree	35	43.75
	Undecided	10	12.5
	Disagree	14	17.5
	Strongly	12	15
	Total	80	100.0

Table 13 item 1 shows teachers level of agreement regarding teaching encourages to be creative and innovative. About 38.75 percent of the respondents showed their agreement that teaching encourages to be creative and innovative, whereas, 21.25 percent of the respondents reported strongly agree while, 10.9 percent of the respondents reported that they disagree to the opinion. It shows that most of the respondents agreed teaching encourages to be creative and innovative.If an individual is creative and innovative he/she will not be bored thus this has a positive effect on his/her motivation level. So it can be concluded that creativity directly relates with motivation.

As shown in table 13 item 2, 33.75 percent of the respondents strongly agreed that the work of teachers is lovely, 25 percent of the respondents reported agree while, 20 percent of the respondents disagreed that the work of teachers is lovely . The result shows majority of the respondents have agreed that the work of teacher is lovely.

Table 13 item 3 shows respondents level of agreement regarding the chance to get opportunity for more education. 43.75 percent of the respondent agreed that that there is a chance to get opportunity for more education, 11.25 percent strongly agreed while, 17.5 percent and 15 percent of the respondents reported disagree and strongly disagree respectively. Even though there is a chance for more education most of the teachers are diploma holders. This shows most of the teachers do not need to get further education in

Table 14.Teaching periods during the school week and number of students in a Class.

Item		Frequency	Percent
I have reasonable number of periods per Week	Strongly	9	11.25
	Agree	40	50
	Undecided	12	15
	Disagree	11	13.75
	Strongly Disagree	8	10
	Total	80	100.0
I have reasonable number of students	Strongly	11	13.75
	Agree	26	32.5
	Undecided	16	20
	Disagree	21	26.25
	Strongly Di	6	7.5
	Total	80	100.0

teaching.

As presented in the table 14 item 1, 50 percent of the respondents agreed that they have reasonable number of periods during the school week, whereas 10 percent of the respondents strongly agreed ,13.75 percent of the respondents reported disagree .This shows majority of the respondents have agreed that the number of periods during the school week is reasonable . In relation to this supervisors and school principals have also explained that teachers have reasonable number of periods per week. Reasonable number of teaching period has its own advantage for teachers to perform different activities which are helpful for the teaching and learning activities. Concerning this Bennell (2004) states that teachers will be motivated to accomplish their task if the number of teaching hour is reasonable.

Table 14 item 2 shows, 32.5 percent of the respondents agreed that the number of students are reasonable in a class, 13.75 percent of the respondents replied strongly agree whereas, 20 percent of the respondents replied undecided while 26.25 percent and 7.5 percent of the respondents expressed their disagreement .The result shows most of the respondents have agreed that the number of students are reasonable. When the number of students is reasonable and manageable teachers will have enough time to work on each and every student which enables students to succeed in their education. As a result this circumstance has its own advantage on teachers' motivation to work hard.

Table 15. Students discipline, students respect for teachers and students success

Item		Frequency	Percent
The students discipline is good in my school	Strongly Agree	12	15
	Agree	28	35
	Undecided	18	22.5
	Disagree	14	17.5
	Strongly Disagree	8	10
	Total	80	100.0
My students respect me a lot	Strongly Agree	16	20
	Agree	23	28.75
	Undecided	8	10
	Disagree	27	33.75
	Strongly Disagree	6	7.5
	Total	80	100.0
My students success gives me more strength to work harder than before	Strongly Agree	11	13.75
	Agree	20	25
	Undecided	7	8.75
	Disagree	25	31.25
	Strongly Disagree	17	21,25
	Total	80	100.0

As shown in the above table 15 item 1, 35 percent of the respondents disagreed that the students discipline in their school is good, 10 percent of the respondents strongly disagreed, whereas 15 percent and 17.5 percent of the respondents expressed their agreement towards students discipline. This shows that majority of the respondents disagreed to students' discipline is not good. In relation to this Agezo (2010) pointed out the impact of students indiscipline on teachers' motivation and expressed students indiscipline affects teachers' enthusiasms, love and passion for their profession, thus moving them to get attracted to other professions.

Table 15, item 2 displays respondents' level of agreement regarding the respect they got from students. 33.75percent of the respondents disagree to the opinion, 7.5 respond strongly disagree, whereas, 10 percent undecided, while 28.75 and 20 percent report their agreement .

Table 15 item 3 shows teacher's strength from seeing their student's success. 25 percent of the respondents agreed that students success give them strength to work harder than before, 31.25 and 21.25 percent of the respondents replied disagree and strongly disagree respectively. Whereas, 13,75 percent respond strongly agree. It displays 50 percent of the respondents disagree to the opinion that student success give them strength to work hard. In relation to this the supervisors have also replied that teachers

personal satisfaction from seeing their student success is very low .This is because most of the students do not give due attention for their education which leads them to work below their teachers expectation.

Table 16. Schools provide incentives, rewards and accurate feedback

Item		Frequency	Percent
The school provides incentives for Performers	Strongly Agree	5	6.25
	Agree	20	25
	Undecided	8	10
	Dis agree	30	37.5
	Strongly dis	17	21.25
	Total	80	100.0
The school gives timely rewards and Feedback	Strongly Agree	10	12.5
	Agree	13	16.25
	Undecided	14	17.5
	Disagree	25	31.25
	Strongly	18	22.5
	Total	80	100.0

As a result teachers would be demotivated from seeing their students' success.

As indicated in table 16 item 1, 37.5 percent respondents reported that, disagree about the school provides incentives for best performers whereas, 21.25percent respondents were strongly disagree while,10 percent respondents reported that, undecided to the opinion . According to the respondents percentage more than 50 percent of the respondents reported their dis agreement. Incentive is instrumental in promoting motivational level of teachers.

Table 16 item 2 shows respondents' opinion concerning the reward system in the school. Thus 31.25 percent of the respondents replied disagreed that the school gives timely rewards and accurate feedback whereas, 12.5 percent of the respondents were strongly agree about timely rewards and accurate feedback while,17.5 percent replied undecided to the opinion. This shows most of the respondents reported disagree. Even if most respondents mentioned that they do not get accurate feedback and rewards on time, the school principals have explained that they give timely rewards and feedback for teachers. Rewards and accurate feedback would have strong effect on teachers' motivation if it is given on time after some task has accomplished. In relation to this David et.al. (1987) indicated that rewards and feedback should be given after performing a given task otherwise it will not achieve its purpose. Rewards lose their motivating potential unless they are dispersed at the correct time. The content of the feedback and motivation guiding the feedback process can have a powerful impact on the target individual's willingness and ability to improve.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

This chapter is the last chapter of this thesis. It includes summary of findings, conclusions and recommendations given by the researcher.

SUMMARY

The purpose of this study was to identify factors affecting teachers' motivation in primary schools of bonosha. To this end, basic questions addressed what are the Factors that affect teachers' motivation, which factors have more effect on the level of teacher's motivation and to what extent school principals are working to maximize teacher's motivation were raised

This study employed descriptive survey method and it was conducted on 6 government primary schools which were selected randomly. The subjects of the study were primary school teachers, principals and supervisors which are primary sources of the study. Teachers were selected by using simple random sampling technique whereas school principals and supervisors were selected using purposive and availability sampling respectively. In addition the researcher has gone through document analysis to source out further information.

Information was obtained from these sample respondents through questionnaires, interview and document analysis. The data obtained were analyzed both quantitative and qualitatively using frequency and percentages with the help of SPSS. The findings of the study has shown that factors affecting teachers motivation were remuneration, opportunity to get promotion and advancement, inadequate school facility, community respect, accommodation, students discipline ,lack of timely rewards, and absence of appreciation from principals .Among the above factors accommodation ,remuneration, community respect and school facility were the major factors that have more effect on more teachers motivation. In addition to this the study was also revealed that principals' effort to maximize teachers' motivation is low.

Conclusions

Previous studies on motivation have mentioned that motivation comes from intrinsic or extrinsic sources. In other words, people can be intrinsically motivated, extrinsically motivated, or both. However, this study found out that teachers were less motivated due to inadequate remuneration, opportunity to get promotion and advancement, shortage of school facility, low community respect, accommodation, students discipline, lack of timely rewards, and absence of appreciation from principals. From the mentioned factors the major ones were inadequate remuneration, accommodation, school facility, and low community respect.

Among the four factors remuneration was the dominant one. The majority of them (teachers) felt their basic salary was not sufficient to meet their basic needs. For this reason most of the teachers are not

interested and motivated in their job .If they are not interested in the work themselves, they can never motivate the class to learn. Therefore, increasing teachers' salary will minimize their worries and maximize their effort on the job.

Accommodation was the central one raised by the teachers as factor that affects their motivation next to remuneration. Most of the teachers do not have house to live in. But accommodation is also another basic need that should be full filled first in order to talk about motivation. Because it is difficult to believe that teachers who are not able to satisfy their basic need would be motivated by internal factors.

Low community respect was also reported as an influencing factor. Since teachers feel that they earn low salary in comparison to their equals in qualification and experience working in other organizations, most of them, believed that the social value given to them is very low. This arises from the low respect of the community to teachers and the attitude they have to the profession. Thus this situation directly affects teachers' motivation negatively.

School facility was also mentioned as a demotivating factor. In most schools teaching materials are not sufficient. Teachers expect enough teaching learning resources materials especially for practical subjects to enable them deliver the lesson more clearly. Since schools have in sufficient teaching materials teachers are facing challenges to deliver their work. Hence this situation is demotivating them.

Recommendations

Base on the findings and conclusions of the study, the following recommendations are given:

- Government and schools should work out incentive packages to increase teacher's motivation to teach in primary schools. Special attention should be put at increasing teacher's salaries because the majority of them (teachers) complained about the inadequacy of their salary to meet their needs.
- Accommodation needs to be provided to the teachers to enable them, lead their life. Regarding this government should design a strategy to build houses for teachers by mobilizing the community. The local community's contribution in this case may be in the form of provision of free labor or financial contributions towards the construction process. This will increase their motivation and eventually their performance.
- Schools should conduct regular discussions with teachers and parents to find solutions for problems concerning student's discipline and make students responsible citizen.
- School principals should conduct teacher performance appraisal, forward timely feedback to improve the teaching learning process and give the expected appreciation or prize for best performers.
- Government should work on media programs to promote teachers' profession, status, rights and roles through publishing positive stories and articles, conduct panel discussions on teachers' issues and advance the profession so that teachers can get respect from the community.
- School principals should recognize the importance of teachers' motivation for sound teaching and learning process and strive to maximize their level of motivation. Woreda Education office in collaboration with bonosha school. Administration Education Bureau should work on teachers' career promotion and advancement to enhance teachers' motivation level.

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WOLKITE UNIVERSITY SCHOOL OF GRADUATE STUDIES DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Questionnaire to be completed by primary school teachers

The purpose of this Questionnaire is to find out factors that affect teacher's motivation in Bonosha primary schools. The information obtained has great value to identify the factors and recommend plausible solutions so you are highly requested to address each question honestly. You are assured that answers to questions will be treated with the greatest confidentiality.

Thank you in advance for completing the questionnaire.

part I. General information

Please put "√" on the space provided concerning your personal information.

(1) Sex

Female ☐ male ☐

(2) Age

20 - 25 ☐ 26 – 30 ☐ 31 - 35 ☐

36 – 40 ☐ 41and above

(3) Education Qualification

Diploma ☐ Certificate ☐ BA/BSc ☐ MA/MSc Other ☐

(4) Marital status

Married ☐ single ☐ widowed ☐ Divorced ☐

(5) Experience

1-3 ☐ 4- 6 ☐ 7 -10 ☐ 11 – 13 ☐ 14 and above ☐

Part III Factors related with the working conditions

Read each statement and answer by putting a tick mark 'V" in the column that corresponds to your response.

Very High (5) High (4) Medium (3) Low (2) Very low (1)

No	Factors	Level of implementation				
		Very High	2	Normal	£o	Very low
1	**Getting praise and appreciation from your principal for your Performance**					
2	**Working without close supervision**					
3	**Having friendly relationship with your principal.**					
4	**The chance your job gives you to be creative**					
5	**The respect you get in the community**					
6	**The chance to participate in decision making**					
7	**The opportunity to get promotion**					
8	**The amount of your salary as compared to other person working in other organization having same qualification and years of service**					
9	**The amount of salary increment as compared to your expectation**					
10	**Fairness of administrative practices**					
11	**The convenience of my present working condition**					
12	**How supportive is your supervisor**					
13	**The school principals effort to maximize teacher's motivation**					

14	**Your communication with parents**					
15	**Your job provides you with the possibility of advancement**					

Part IV Factors related with the work itself

Read each statement and answer by writing "•/" in the column that corresponds to your response ***Strongly Agree (5) Agree (4) undecided (3) Disagree (2) strongly Disagree (1)***

No	**Factors**	Level of agreement				
		Strongly Agree	Agree	undecided	Disagree	Strongly Disagree
1	Teaching encourages me to be creative and innovative					
2	The work of teacher is very lovely					
3	Chance to get opportunity for more education					
4	The student discipline is good in my school.					
5	I have reasonable number of periods per -week					
6	My students respect me a lot					
7	I teach reasonable number of students					
8	My students success gives me more strength to work harder than before.					
10	The school gives timely reward and accurate feedback					

Part V

Open Ended Questions on Motivation

1. List at least four factors that motivate you at your work place.

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.....

.....

2. List at least four factors that negatively affect your motivation as a teacher.

……

……

……..

3. What four things do you think if added to your working environment would motivate you to do your work?

……

……

……..

4. in your school, do teachers leave their profession for other jobs? If yes what are the main reasons?

……

……

……..

Appendix B

WOLKITE UNIVERSITY SCHOOL OF GRADUATE STUDIES DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Questionnaire to be completed by the primary school Supervisors

This questionnaire is presented to gather relevant information regarding factors that affect primary school teacher motivation. Your openness and willingness is very much essential in order to collect the relevant data related to teacher's motivation. You are assured that answers to questions will be treated with the greatest confidentiality.

Thank you in advance for your cooperation

Part I General Information

(1) Sex Female ☐ male ☐

(2) Age 20 - 25 ☐ 26 – 30 ☐ 31 – 35 ☐ 36 – 40 ☐ 41-45 ☐ 46&above ☐

(3) Education Qualification

Diploma ☐ Certificate ☐ BA/BSc ☐ MA/MSc Other ☐

(4) The length of your services (total numbers of years)

5-10 ☐ 11-15 ☐ 16-20 ☐ 21-25 ☐ 26 & above ☐

(5) The length of your services in your present position

5-10 ☐ 11-15 ☐ 16-20 ☐ 21 and above ☐

Part II

Please read this question carefully and try to reflect your opinion

1. How do you see teacher's personal satisfaction from seeing their students' success? .....

.....

.....

2. How do you evaluate teachers readiness to shoulder responsibilities (Working without close supervision) .....

.....

.....

3. How do you see teacher's communication with parents? .....

.....

.....

4. How is teacher's interest and respect for their profession? .....

.....

.....

Are they teaching the subjects they are qualified to teach? .....

.....

.....

do you see teachers' relationship with Principals, Supervisors Department Heads and their colleagues??

.....

.....

.....

.....

.....

7. Do they have reasonable number of periods per week? .....

.....

.....

.....**8. Do teachers accept your comments and implement accordingly?** .....

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.....**9.Can you list out factors that affect teacher's Motivation?** .....

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. . . . . .

. . . . . .**10. Which factors highly affect teacher's motivation?** . . . . . .

. . . . . .

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. . . . . .

11. What should be done to motivate teacher to work hard? .....

.....

.....

12. To what extent is the school administrator working to maximize teacher's motivation ? . . . . . .

. . . . . .

. . . . . .

13. What do you say about teacher's participation in decision making? . . . . . .

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Appendix C

WOLKITE UNIVERSITY SCHOOL OF GRADUATE STUDIES DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

The purpose of this interview question is to gather important information for the research .Your genuine response for each interview question item is essential for the accomplishment of the research.

What are the factors that motivate teachers to work hard?
What are the factors that demotivate teachers to work hard?
Which factors highly affect teacher's motivation
How is your relationship with teachers?
What should be done to encourage teachers to work hard?
Do teachers have enough non-teaching periods during the school week?
Do you give praise and recognition for their performance?
Do parents give expected respect for teachers?
Do you think their salary attractive enough?
Do teachers have a chance to participate in decision making?
How do you see supervisors relationship with teachers?
To what extent are you working to boost teacher's motivation level?
Do you give timely reward and accurate feedback for teachers?
What strategy do you apply to motivate teachers with a performance problem?