



ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY

SCHOOL OF GRADUATE STUDIES

FACTORS AFFECTING TEACHERS' MOTIVATION

IN CONDUCTING ACTION RESEARCH

BY

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APRIL, 2016

ADAMA, ETHIOPIA

**FACTORS AFFECTING TEACHERS’MOTIVATION
IN CONDUCTING ACTION RESEARCH**

A Thesis Submitted to School of Graduate Studies of Adama Science and
Technology University in Partial Fulfillment of the Requirements of the
Degree of Master of Arts in Industrial and Organizational Psychology

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April, 2016

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SCHOOL OF GRADUATE STUDIES

Examiner's Approval Sheet

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I, the undersigned graduate student, hereby declare that this thesis is my original work, and it has not been presented for a degree in any other universities and all sources of the materials used for this thesis have been appropriately acknowledged.

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ACKNOWLEDGMENTS

Of all, I would like to thank the Almighty God for helping and blessing me to accomplish this work. Next, I would like to thank Adama Science and Technology University in line with psychology department for establishing Industrial and Organizational psychology stream, and providing financial and academic supports. Then, the completion of this research work is a result of many people. First and foremost, I would like to express my heartfelt thanks to my advisor Dr. Gezahegn Gurmu for his critical guidance and support to achieve success with this research work. Secondly, I would like to appreciate my friend Mr. Taddese Girma for his technical and ideal support. Thirdly, I incredibly thank Mrs. Ume Worku, Mr. Muleta Legesse and my wife Tsedalu Edea for their moral, financial support, and encouragement to overcome various challenges to accomplish this work.

At last, but not least, I would like to extend my sincere thanks to East Shoa Zone Education Office, Adama Woreda Education Office; and teachers, principals and supervisors of Wonji , Hawas Melkasa, Wonji Shoa, Wonji Kasseta Birhan Secondary Schools and Wonji Preparatory School for their support and participation to provide me the data required for the study.

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ABSTRACT

The purpose of this study was to examine the factors that influenced teachers' motivation to conduct action research in four high schools and one preparatory school of Adama woreda. Survey research method was employed. Mixed method research design was employed for the study. Since the number of teachers and directors of all schools was manageable, comprehensive (Census) sampling was used. The study also targeted on totally 166 (10 principals and 156 teachers) of the schools. Questionnaire and interview were used to collect data from both teachers and directors. From the target population, 139 of them had fully responded to the questionnaire. Statistical Package for Social Sciences (SPSS) version 20 was used to analyze the data. Then, both descriptive and inferential statistics were used. In order to describe and see the distribution of the data, mean, standard deviation, frequencies and percentages were used. In order to see factors that have an influence on teachers' motivation in conducting action research, inferential statistics such as correlation and multiple regressions were employed. T-test and one-way ANOVA were used to see the statistically significant difference in the mean scores for the sex, academic and experience based groups. Content analysis was used to analyze qualitative data obtained from interview. The findings of the study indicate that promotion, recognition and work conditions were found to be the predictor variables that motivate high school teachers in conducting action research. The result of multiple regression shows that the three variables together contributed 19 % in showing the influence of the factors for motivation. Of these, promotion is the modest predictor of teachers' motivation in conducting action research. Based on the finding of the study, recommendations were forwarded. In order to improve the motivation of high school teachers in conducting action research, there should be improvements on various aspects such as promotion, recognition and work conditions of the teachers such as salary, health insurance coverage and accommodation. In addition, teacher recognition needs to be strengthened through giving teachers equal and fair opportunities for competition and verbal appreciation to teachers from supervisors, parents, directors and woreda and zone leaders.

ABBREVIATIONS AND ACRONYMS

AQ	Academic Qualification
ERG	Existence-Relatedness- Growth
EXPTC	Experience of Teaching in Current School
EXPTP	Experience in Teaching Profession
IGS	Involvement in Goal Setting
MOE	Ministry of Education (Ethiopia)
MOT	Motivation
PTA	Parent Teacher Association
REC	Recognition
SUP	Supervision
VIE	Valence-instrumentality-Expectancy
VIF	Variance Inflection Factor
WC	Work Condition

CHAPTER ONE

INTRODUCTION

This chapter started by dealing with background of the selected topic of this thesis. At the end of this discussion the statements of the problem and research questions were formulated and the main purposes of this thesis were established. Then, the significance of the study and the delimitations of this study were also discussed.

1.1. Background of the Study

Any organization cannot sustain without increased workers' motivation that is inevitable in the current scenario of hyper competition in corporate world Rasheed et al (2010). From this expression, one can realize that motivation plays a decisive role in every activity of human being in order to achieve the intended goals of the organization. As Filak (2003) suggested, motivation is crucial to long term success and performance of any educational system. According to these scholars, motivation has also a great implication in education. Porter et al (2003) also stressed that teacher's motivation is important for the self satisfaction and accomplishments, and for the reason that motivated teachers more probably work for educational reforms and progressive legislation at school education level and lastly it is the motivated teachers who assures the competition of reforms that originated at the educational policy making level. To Porter and his colleagues motivated teachers work for the advancement of educational policies and its implementation beyond their personal satisfaction and achievements.

In order to play their decisive roles of teaching, teachers should support their work of teaching by conducting action research. As Kothari (2004) stated research provides the intellectual satisfaction of knowing a few things just for the sake of knowledge and also has practical utility for the social scientist to know for the sake of being able to do something better or in a more efficient manner. In Action Research Handbook prepared by MOE, it is also stated that the threshold effect of conducting action research could be improving teachers' career & professional development (MOE, 2004).

According to Kothari (2004) the possible motives for doing research may be either one or more of the need to get a research degree along with its consequential benefits, to face the challenge in solving the unsolved problems, i.e., concern over practical problems initiates research, to get intellectual joy of doing some creative work, to be of service to society, and to get respectability.

However, this is not a complete list of factors motivating people to undertake research studies. Many more factors such as directives of government, employment conditions, interest about new things, desire to understand causal relationships, social thinking and initiation, and the like may as well motivate (or at times compel) people to perform research operations. Kothari's expression indicates that there are various factors that can motivate someone to conduct research. Similarly, Furmann (2006) suggested that although money is influential factor at every stage but at the same time it is not necessary that money alone can increase motivation of every worker. There are intangibles (For instance empowerment, recognition and feedback) that are primary motivators for workers inspiration to perform effectively.

According to Guajardo (2011), there are eight interconnected categories that influence teacher motivation such as workload and challenges, remuneration and incentives, recognition and prestige, accountability, career development, institutional environment, voice, learning materials and facilities.

As it was indicated in Handbook of Action Research published by Ministry of Education of Ethiopian (MOE, 2004) undertaking research by school teachers has long been considered as unimaginable activity at school level due to the belief that pursuing research on educational problems is the duty of university researchers and those who have adequate knowledge and skills of research. This shows that teachers of high schools and primary schools were not as much inspired in conducting action research.

Teachers are usually expected to conduct action research in the school to react to the problems that tackle the success of school goals by their own motives. Regarding this, Ololube (2004) explored that increased motivation of teachers leads to an increase in productivity that gives boost to the educational systems; hence the function of educational motivational methods cannot be underemphasized. This expression shows that means of motivating teachers should be taken

into consideration in order to make the objectives of the school successful. Especially, high school teachers are assumed as they have knowledge and skills in conducting action research to solve problems in the school in order to achieve the intended goals of the organization.

As a result, the researcher believed that there were some factors that hinder teachers' motivation in conducting action research at the schools. Briefly, the study is designed to assess the factors affecting teachers' motivation in conducting action research in the mentioned schools as there was no action research done despite frequent request from supervisors.

1.2. Statement of the Problem

Teachers in Adama Woreda schools are expected to conduct action research to facilitate teaching learning processes and to ensure quality education with their interest. Especially, high school teachers are considered as they have basic experience and, adequate knowledge and skills in conducting action research since most of them are degree graduates who had experience of senior essay or project research at university.

Without teachers no one is responsible to react with the challenges reflected in the school. As the reports of educational inspectors in 2006 of Adama Woreda indicated, teachers didn't conduct a research that was focused on the problems of the school. The report also reflected that teachers didn't have interest in conducting action research at their school. As the reports of directors and supervisors showed there were also a lot of problems that they encountered in the schools while they had been leading the school. However, they didn't give scientifically proved responses for these challenges. Taking these facts into consideration, the researcher is inspired to identify the factors that hinder teachers' motivation to conduct action research at the schools. So, the study particularly focused on answering the following questions:

- 1) To what extent teachers are motivated to conduct action research in the study areas?
- 2) What are the major factors that hinder teachers' motivation to conduct action research?
- 3) Is there statistically significant difference among teachers with different experience of teaching, academic status, and sex groups in teaching regarding action research work?

1.3. Objectives of the Study

The general objective of the study was to know the factors that affect teachers' motivation in conducting action research at the schools. The following are the specific objectives:

1. To assess level of teachers motivation in conducting action research in the selected schools.
2. To identify factors that affect teachers' motivation in conducting action research at the selected schools.
3. To identify statistically significant differences among teachers based on their different teaching experience, academic status, and sex regarding action research work.

1.4. Significance of the Study

The findings of the research will have the following Significance:

1. It helps the directors, supervisors and woreda education leaders' in understanding key factors affecting teachers' motivation in relation to conducting action research.
2. The study will also increase teachers' understanding how they can arouse their interest to solve the problems they encountered at school in a systematic way.
3. It can be a reference for others who want to conduct a research on similar areas.

1.5. Delimitation of the Study

The study focuses on three (Wonji Shoa, Wonji and Hawas Melkasa) government high schools, one (Kaset Birhan) private high school and one (Wonji) preparatory school of Adama Woreda. The variables under the study are delimited to the motivation of teachers as influenced by recognition, promotion, work condition, supervision, and involvement in goal setting, experience, academic status, and sex.

1.6. Limitation of the Study

The over generalization of the findings of the study to other woredas might not be appropriate.

1.7. Operational Definition of Important Terms

Action Research: a kind of research which will be conducted to solve particular problem of school that need immediate response

Extrinsic motivation: the participation of someone to do something due to external force

Intrinsic motivation: an individual participation to do something by his/her innate drive

Motivation: Something that initiate someone to do any activity

Teacher: Someone who is running teaching-learning process in the school

1.8. Organization of the Study

The study is made of five chapters. Chapter one is made up of the background to the study, statement of the problem, objectives of the study, significance of the study, limitation of the study and delimitation of the study. Chapter two outlines the literature review relevant to the study. Chapter three highlights on the methodology that is used for the study. It consists of research design, population and sampling, data collection instrument and data analysis. Chapter four deals with findings and discussions of the study and Chapter five comprises of summary of findings, conclusions, recommendations and suggestions.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Introduction

The purpose of this study was to investigate factors affecting teachers' motivation in conducting action research in Adama Woreda High Schools. The present chapter reviews the literature related to the study. The review covers concepts and definitions of teacher motivation, types of motivation, theories of motivation, and factors affecting teachers' motivation in conducting action research, levels of teachers' motivation in conducting action research, outcomes of teachers de-motivation, and mechanisms of fostering teachers' motivation.

2.2. Concepts and Definitions of Motivation

Different scholars defined motivation in various ways. Some definitions of motivation that have conceptual values for this study purposes are elaborated as follows. Motivation is “the attribute that moves us to do or not to do something” by Gredler, Broussard and Garrison (2004, p.106). For these scholars, motivation is a variable that energizes someone to perform something. Turner (1995, p. 413) also defined Motivation as “voluntary uses of high-level self-regulated learning strategies, such as paying attention, connection, planning, and monitoring”. This definition refers to reasons that underlie behavior that is characterized by willingness and choice. According to Campbell and Pritchard (1976), human motivation refers to the drives that cause people to behave the way they do. This implies that the concept of human motivation is a set of psychological processes causing an individual to initiate, direct, intensify, and persist in a particular behavior. Motivation involves an assemblage of closely related beliefs, perceptions, values, interests, and actions.

Overall, the above definitions emphasize that motivation is more of a combined variable that include various behavioral, affective and environmental factors that drive someone toward actions. These factors are analyzed in more systematic manners by various motivation theories.

2.3. Theoretical Approaches/Theories of Motivation

Getting Theoretical literature on teacher motivation in conducting action research is a great challenge. In order to fulfill the gap, the researcher tries to get necessary information from theories of motivation. According to Guajardo (2011), a review of relevant theories of motivation provides important insights into teacher motivation in a country where literature is a limit. To her, Teachers should have basic needs before they can be motivated to fulfill their higher-order needs of self-actualization and professional goal attainment. After more extrinsic basic needs and environmental factors are adequately met, more intrinsic factors, more powerfully motivate teacher effort, performance, and professional conduct in the long run.

Theories of motivation could be categorized into two main parts: content and process theories. Nel et al (2004) state that content theories concentrated on the needs and factors that motivate behavior while process theories are focused on the source of behaviour and the factors that affect the strength and direction of the behaviour. To see the detail of the theories, elaboration was made as follow.

2.3. 1. Content Theories

Content theories are interested in 'what is' within people that motivate them Dr. Albert et al. (2012). It is based on the thought that people have a set of needs or desires outcomes which they embark upon actions to achieve them. To him, Major content approach theories are Maslow's Hierarchy of needs, Herzberg's Two-Factor theory, Alderfer's ERG (Existence-Relatedness-Growth) theory, and McClelland's Achievement Motivation theory which are discussed as follow.

2.3.1.1. Maslow's Hierarchy of Needs

Maslow (1943) suggests that human needs can be classified into five categories and that these categories can be arranged in a hierarchy of importance. These include physiological, security, belongings, esteem and self-actualization needs. According to him a person is motivated first and foremost to satisfy physiological needs. Jean-François, Emmanuel. (2010) also elaborated these factors in detail as follows.

The physiological needs (food, water, shelter, sex, and other bodily needs) refer to salary and working conditions. In school context, this would include the need for wages, bonuses and extreme benefits, so that teachers could clothe, feed and house themselves and their families (Mullin, 2002). As long as the employees remain unsatisfied, they turn to be motivated only to fulfill them. When physiological needs are satisfied they stop to act as primary motivational factors and the individual moves “up” the hierarchy and seek to satisfy security needs. The safety needs (security, protection from harm, and stability) are related to job security, employment benefits, and safe working conditions. After this is fulfilled, the individual’s tries to get the social needs (affection, acceptance, belongingness, and friendship) include interpersonal relationship with workers, supervisors, and subordinates. The esteem needs (autonomy, self-respect, and recognition) encompass titles, promotion, status, and rank. The self-actualization needs (personal growth, achievement of one’s potential, advancement, and self-fulfillment) refer to career advancement and challenging work assignments.

2.3.1.2. Herzberg’s Two-Factor Theory

Herzberg suggested that there are factors in a job which causes satisfaction. These are called intrinsic factors (motivators) and other factor he refers to as that dissatisfies (hygiene factors). According to him if the motivational factors are met, the employee becomes motivated and hence performs higher. Herzberg noticed that when people feel good about their job, they mentioned intrinsic factors such as the work itself, responsibility, recognition, advancement, and growth. However, people who felt bad about their job, cite extrinsic factors like working conditions, company policies, supervision, and interpersonal relations. The frame work of Hezberg’s two factor theory was illustrated as follow

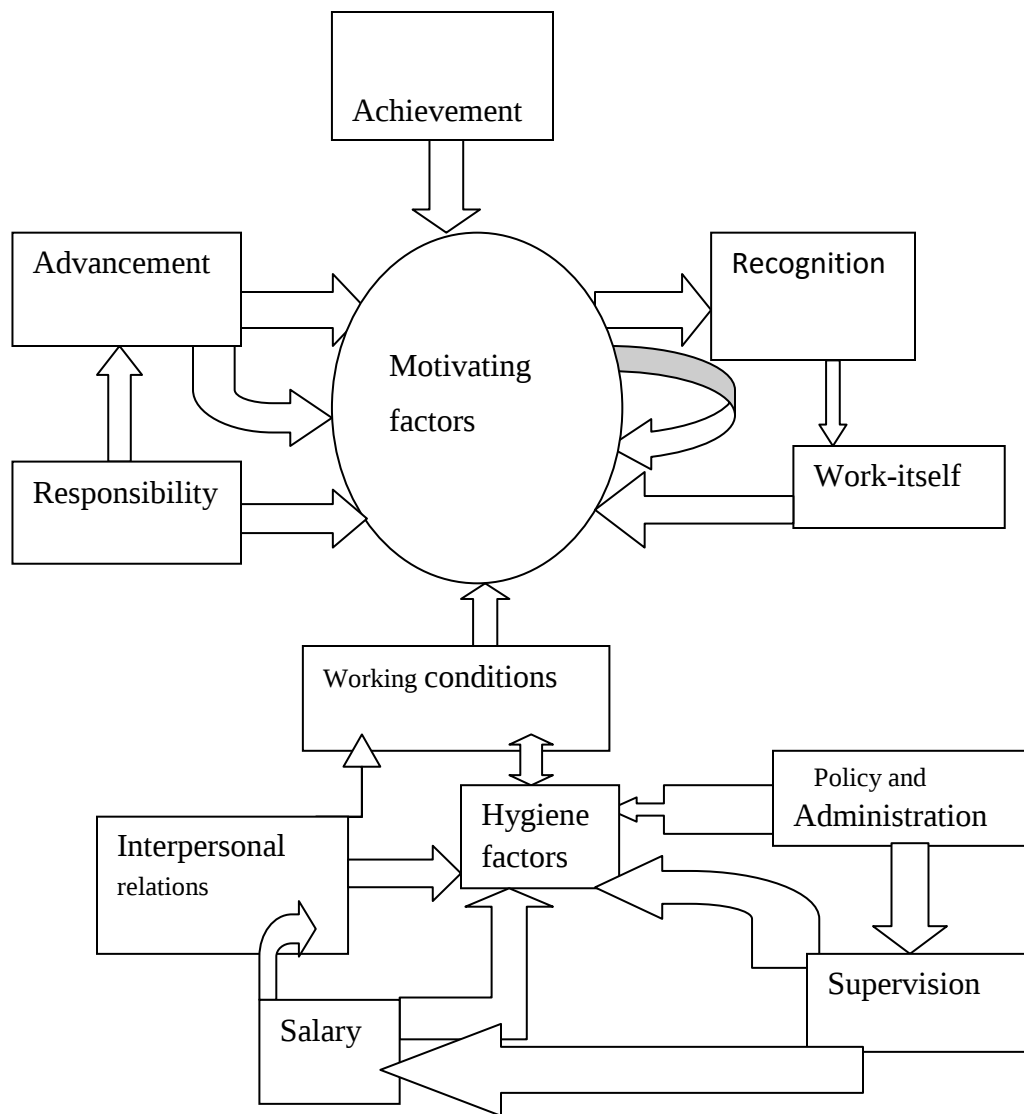


Figure-1 Herzberg Two-Factor Theory Adapted from Castillo and Cano (2004)

2.3.1.3. Alderfer's ERG (Existence-Relatedness-Growth) Theory

Alder asserts in his Existence relatedness and growth theory commonly known as the ERG theory that there are three basic human needs: Existence, relatedness and growth, which must be met by an employee to enable him, increase performance.

- **Existence needs:** Physiological and safety needs (salary, employment benefits, job security, and work conditions)

- **Relatedness needs:** Social and esteem needs (interpersonal relationships with co-workers, supervisors, subordinates, family members, friends, and other people).
- **Growth needs:** Self-actualization needs (personal development, career advancement, and fulfillment of one's potential).

This theory tried to collapse the Maslow's hierarchy of needs into three parts. As to him, every teacher should fulfill these three levels of needs to conduct action. In real world, it is impossible to attain these all at one.

2.3.1.4. McClelland's Achievement Motivation Theory

Daft (2008) defined the Acquired Needs Theory as "McClelland's theory that proposes certain types of needs (achievement, affiliation, power) which are acquired during an individual's lifetime" (p. 233). In 1958 McClelland identified human motives related to the achievement motive, the affiliation motive, the sexual motive, and the power motive. In 1961 however, McClelland focused his attention on only need for Achievement, the need for Affiliation, and the need for Power. In essence, McClelland's theory postulates that people are motivated in varying degrees by their need for achievement need for power, and need for affiliation and that these needs are acquired, or learned, during an individual's lifetime (Lussier & Achua, 2007). In other words, most people possess and will exhibit a combination of three needs. To brief, the terms are stated in detail as follows.

2.3.1.4.1. Need for Achievement

Need For Achievement is "the desire to accomplish something difficult, attain a high standard of success, master complex tasks, and surpass others" (Daft, 2008: p. 233). To him, individuals who exhibit the need for achievement seek to accomplish realistic but challenging goals. When this theory is examined it seemed Growth needs of ERG theory, self actualization of Maslow's theory. What makes it different is only not listing the issues one by one.

2.3.1.4.2. Need for Power

McClelland (1961) need for power is a "concern 'with the control of the means of influencing a person' (p. 167). In addition, Lussier and Achua (2007) defined the need for power as "the

unconscious concern for influencing others and seeking positions of authority” (p. 42). Similarly, Daft (2008) also defined the need for Power as “the desire to influence or control others, be responsible for others, and have authority over others” (p. 233). In short, individuals who exhibit the need for Power have a desire to be influential and want to make an impact. This also reflected the concepts of relatedness of ERG theory. The difference could be the desire to influence others.

2.3.1.4.3. Need for Affiliation

McClelland (1961) defined that need for affiliation is “Affiliation...establishing, maintaining, or restoring a positive affective relationship with another person. This relationship is most adequately described by the word friendship (p. 160). Further, the need for affiliation is the unconscious concern for developing, maintaining, and restoring close personal relationships (Lussier and Achua, 2007, p. 43). Daft (2008) also defined the need for affiliation as “the desire to form close personal relationships, avoid conflict, and establish warm friendships” (p. 233). To conclude, individuals who exhibit the need for affiliation are seeking interactions with other people. This theory mostly focused on the desire to form a warm relationship with others.

2.3.2. Process Theories

Process approaches deal with how and why people are motivated to achieve organizational goals. They also concentrate on the ways outcomes become desires (Luddy, 2005). The process approach theories include: Vroom's Expectancy theory, Adams equity theory, Handy's Motivation calculus and Reinforcement theory are discussed in details as follow.

2.3.2.1. Vroom's Expectancy Theory

This study takes into account Expectancy theory/“valence –instrumentality-Expectancy (VIE).

Valence refers to the perceived value that a person places on expected rewards. Vroom (1964) suggests that individuals are more likely to struggle for improvement in their work due to the reward given for them.

Instrumentality is the relationship between individual performance and the expected rewards”

Expectancy implies the individual's belief that a task will be performed at a specific level of success.

According to the expectancy theory, motivation depends on how much an individual desires a particular goal and how attainable the person thinks that goal is. Van Fleet et al. (1991) briefed that the expectancy model focuses on effort, performance, and outcomes, and looks at the way a person expects these three factors to be linked and how the person judges the outcomes or rewards. The theory assumes that the strength of motivation is governed jointly by the expectations that particular actions will produce specified outcomes or rewards and by the value placed on those outcomes. The success of motivation is dependent on two factors, namely, that the value of the outcome should be high and that the individual should be of the opinion that the task undertaken is attainable and will lead to the expected outcome (Dessler, 1988). In this regard, Vroom's theory links expectation and task accomplishment to the probability of recognition (Luthans, 2002). In support Nel et al. (2004) state that expectancy refers to an individual's belief that a certain level of effort will lead to a certain level of performance and reward.

In short, the expectancy theory argues that employee compensation is proportional to their level of performance, and therefore is a source of motivation.

2.3.2.2. Adams Equity Theory

People are motivated to seek social equity in the rewards they receive for high performance (Adams, 1965). According to him the outcome from job includes pay, recognition, promotion, social relationship and intrinsic rewards. To get these rewards various inputs needs to be employed by the employees to the job as time, experience, efforts, education and loyalty. He suggests that, people tend to view their outcomes and inputs as a ratio and then compare these ratios with others and turn to become motivated if this ratio is high. To him, individuals are motivated to do their job when they have evidence that their outcomes and inputs are fair and equitable in comparison to other people. Inversely, evidence of unfairness and inequity between outcomes and inputs may lead to de-motivation.

2.4. Types of Motivation

There is still no a clear categorization of motivation. Some researchers and psychologists tried to classify into intrinsic and extrinsic motivation. Sansone and Harackiewicz (2000) stated that intrinsic and extrinsic motivations are two different types of reasons for acting that predict valued outcomes across life stages and work contexts. Supporting this category, Deci et al (1995) explained intrinsic motivation as it predicts effort, engagement, enjoyment, and achievement, while extrinsic motivation as it predicts minimal effort, lack of enjoyment and minimal performance often with hesitancy to take risks or innovative. The researchers like (Kulwinder S. 2011, and Deci et al, 1999) also tried to elaborate intrinsic motivation by taking this category into consideration as it is the innate action that challenges people for external rewards. Cole (1996) also defined external motivation as it is an external factor that is out of the control of the individual. The other category of motivation done by Bennell (2004) is “will do” and “can do” motivation. According to this researcher, “will do” motivation is the extent to an individual has adopted the goals and objectives of the organization; while “can do” refers to the factors that influence the capacity of individuals to realize organizational goals.

These two ways of categorizing motivation have their own perspectives that affect teachers’ motivation in conducting action research. Taking the objectives of the study and the suggestions of some researchers into account, intrinsic and extrinsic motivation category is a preference for the researcher.

2.5. Factors Affecting Teachers’ Motivation to Conducting Action Research

There are various factors that affect teachers’ motivation. Sansone and Harackiewicz (2000) stated that intrinsic motivation, self-determination, and self-efficacy are critical motivational characteristics that have been demonstrated to lead to workplace success across many contexts.

According to Nohria (2008), Motivation could be measured by multidisciplinary indicators like engagement, satisfaction, commitment, and intention to quit. To Rainey (2001), work motivation is also the level of excitement, direction, and determination of effort in work settings that a

person tries to work hard and well. Furthermore, Job satisfaction, self-efficacy, and personal achievement are dynamic components of teacher motivation that both drive and are driven by teacher motivation in an upright cycle (Goajardo, 2011). Specifically, Task-specific self-efficacy predicts positive motivational and achievement outcomes across contexts, including persistence and performance. Self-efficacy is the individual's perception of ability to take on and complete tasks and accomplish goals, even in the face of challenges (Bandura, 1997).

In terms of work motivation, Herzberg (1966) finds that achievement; recognition, the work itself, responsibility and advancement are more effective long-run motivators than interpersonal relations, working conditions, and pay.

According to Bandura, self-efficacy is a result of four components: physiological and emotional well-being, verbal encouragement from others, learning from one's own experience, and learning from others' experiences. These four components of self-efficacy are strongly related to Maslow's hierarchy of needs and the interplay between extrinsic versus intrinsic sources of motivation.

Vimala Ramachandran et al (2005: 22) in their study state that the absence of the high pay scales, regularity of pay, having attended an in-service training programme, existence of PTA or other community-school forums, teachers belong to the same area as the location of the school, teachers are from the same community, and non-teaching duties and responsibilities may be cited as reasons for poor motivation, their presence does not guarantee motivation.

As the scholars stated there are various factors that affect teachers' motivation in performing their intended goals. Taking the objectives of the study in to consideration, the researcher took the following factors as the main targets which have close relation with teachers' motivation. The related literatures were elaborated as follows.

2.5.1. Work Conditions and Teachers' Motivation

Work motivation is the psychological processes that influence individual behaviour with respect to the attainment of workplace goals and tasks. Nyakundi T. K. (2012) added that Work environment is those processes, systems, structures tools or conditions in the work place that

impact favorable or unfavorable individual performance. The work environment also includes policies, rules, culture, resources, working relationships, work location and internal and external environmental factors, all of which influence the ways those employees perform their job functions.

It is also unquestionable that work environment and condition could put its own pressure on once motivation to be successful in his or her work. To elaborate, increasing hours of work, larger class sizes, more subjects, and constantly changing curricula are quoted as major de-motivators in many countries. Large class sizes and heavy workloads in relation to pay also make teachers resistant to the introduction of new teaching methodologies and other innovations (Bannel, 2004). As Davidson (2007) concluded in his research that high workload, large number of students in classes and burden of non teaching activities are the problems in creating a good job design for teachers in high school. According to Guajardo (2011), teacher salaries are generally low and irregularly paid. This indicated that the incentives given to teachers are not satisfactory. She also reported that in Ethiopia, institutional problems undermining teacher motivation include frequent policy changes, lack of merit-based promotion, irrational deployment, weak relationship between teachers and directors, and lack of support from regional education bureaus.

As Bennell (2004) study, the work and living environments for many teachers are poor which tends to lower self-esteem and is generally de-motivating. Specifically, housing is a major issue for many teachers. Teachers also face unclear, constantly changing policies as well as poor management. Furthermore, teachers have few or poor learning materials and poor facilities. Ofoeqbu (2004) emphasized that a teacher needs different resources like technology (computers, projectors, multimedia and internet etc) and facilities for effective classroom management and institution's improvement.

In depth, Institution's support in providing class aids and academic resources can prove to be effectual motivators for teachers in order to have their extreme efforts. If teachers experience the classroom as a safe, healthy and happy place with supportive resources and facilities for teaching for optimal learning, he/she tends to participate more than expected in the process of management, administration and the overall improvement of the school (Alugchaab, 2011). Kazeem (1999) also has recommended that greater attention should be given to improving work-related conditions of teachers to improve the quality of education.

In all directions, work conditions put a great influence on one's motivation to run specific tasks. In short, work conditions play a decisive role in teachers' motivation to conduct action research.

2.5.2. Recognition and Teachers' Motivation

Teachers' motivation has its own tie with recognition. Recognition is one program that is positive and can produce improved teacher motivation, provide respect for the field of teaching and highlight for students and parents that they have exceptional teachers in many of the schools. It should also provide one additional way to keep quality teachers within our schools (Andrews, 2011). Wright (1985) also stated that teachers get motivation from the recognition of their achievements and accomplishments by their head, when they get appreciated for their valuable contribution or receive constructive feedback in order to correct their flows. This open feedback and appreciation not only compel teachers to perform better but also allows the organization to grow in a collective manner.

Greenberg and Liebman (1990) further mentioned that rewards fall into three groups: material, social, and activity. From the simplicity of straight salaries to the complexities of stock option programs, compensation packages are a subset of the broader class of material rewards. Social rewards, which operate on the interpersonal level, include identification with the company or recognition by peers, customers, and competitors. Activities that serve as incentives are those that are so rewarding that they provide the necessary reinforcement to sustain an executive through the more boring tasks. The risk of a decrease in salaries, sometimes accompanied by a decline in the status of the profession relative to others, is that teachers incentives to provide quality teaching might become (or remain) insufficient. According to Kreisman (2002), if an organization does not recognize the individual's need and desire to grow, then development becomes a primary reason for resignation. This indicates that entire success of an organization is based on how an organization keeps its employees motivated and in what way they evaluate the performance of employees for job compensation.

Fuhrman (2006) additionally stated that unclear job description, stressful working environment, irrelevant administrative assignment can create overburden upon teachers and lead them to demotivation. He further explains that Social respect for teachers has fallen in many countries. This implies that social perception of teachers is decline.

Ajila and Abiola (2004) more examined that intrinsic rewards are rewards within the job itself like satisfaction from completing a task successfully, appreciation from the head teacher, and autonomy, while extrinsic rewards are tangible rewards like pay, bonuses, fringe benefits, and promotions. The system that an organization uses to reward employee can play an important role in the organization's effort to gain the competitive advantage and to achieve its major objectives (Glewwe et al, (2003). Skinner (1969) also indicated that what an organization appears to reward is the behavior that will be seen as the model for success. He advised managers to state which behavior that will be rewarded and which ones will not, and to tie rewards to individual performance.

The researchers such as Kreitner, (1989); Winslow, (1990) have indicated that skinner overemphasized the importance of external outcomes such as pay and promotion, ignored the role of internal outcomes such as feelings of accomplishment and recognition and failed to consider the importance of individual needs and values. But then, leaders should strike a balance between internal and external motivators.

To brief, efficient reward system can be a good motivator but an inefficient reward system can lead to de-motivation of the employees. Reio and Callahon (2004) also argue that both intrinsic and extrinsic rewards motivated the employee and resulted in higher productivity. This worry has been expressed by the UNICEF (1999) that underlines the fact that low wages drive teachers into other activities to the detriment of teaching that identifies low salaries as the most harmful factor for the education sector in general. The thoughts of different scholars indicated that recognition has great role in motivating teachers to accomplish the tasks. They took recognition as an intrinsic motivation that arose from internal feelings. The researcher is also on the side of these scholars thoughts.

2.5.3. Promotion and Teachers' Motivation

Promotion is a move of an employee to a job within the company which has greater importance and, usually higher pay (Graham, 1986, p. 156). According to Schleger (1985), promotion is "when one person moves into a position of greater responsibility." Briefly, promotion is the act of taking greater responsibility.

Smith and Warner (1993) study also suggests that a strong desire to move continuously upward is a strong characteristic of members of any society. These scholars clarify that advancement is a major force in motivating teachers to lift their performance to approach their maximum potential. Promotion also 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 (Alugchaab , 2011).

On the other hand, as Ingersoll (2001) states, promotion procedures which are perceived to be unfair further reduce the attractiveness of the profession. An individual might view the promotion system in their firm as unfair yet still be personally satisfied because he does not possess the necessary qualifications for promotion or does not have what is required to advance his career.

2.5.4. Involvement in Goal Setting and Teachers' Motivation

Teacher's involvement in goal setting could play a major role in education. Short et al (1994) found that teacher's empowerment is a process in which teachers develop the capability to grow and to resolve their problems. They explained that decision making, professional growth, status, self-efficacy, autonomy and impact are the six dimensions of teacher empowerment. From this it is possible to realize that letting teachers participate in decision making, professional growth, and capacitate themselves can motivate them. Dessler (2007) has also observed that allowing staff to have inputs into policy formulation and to participate in educational decision making can be a source of intrinsic motivation.

Even though this fact, teachers rarely have an opportunity for input into school management and ministry policy (Hall et al, (1997). Goal setting can provide a number of these employee rewards as individual employees can negotiate desired outcomes with management. According to Robbins et al. (1998), the employee who plays an integral part in the development of these goals is more likely to perceive the outcome as being achievable and to be committed to achieving them. The overall concepts of involvement in goal setting forwarded those teachers should get the opportunities to participate in goal setting to achieve the intended goals of the organization.

2.5.5. Supervision and Teachers' Motivation

Scholars said a lot about supervision and its benefits in relation to various professions. To begin with, (Ramachandran, 2005) defined supervision as the practice of monitoring the performance of teachers involved, noting the merit and demerits and using suitable techniques to improve the flaws while still improving on the merits thereby increasing the standard of schools and achieving educational goals. Furthermore, Supervision is a process of stimulating growth and a means of helping teachers to achieve excellence in teaching. The purposes of supervision could be: checking on the availability of teaching-learning materials, advising on the appropriateness of the teaching-learning materials in use, assessing staff levels, advising on the school climate, assessing the availability and quality of advising and support services available to the teacher, promoting curriculum change and innovation, time tabling, attending to the welfare of teachers, attending to institutional problems, data collection to facilitate planning and decision making, and monitoring policy implementation (Beach and Reinhartz, 1998: 11).

Commonly, supervision and teachers' motivation due have inseparable view. The results from the implementation of learning supervision in school will help to stimulate teachers' growth and a means of helping teachers to achieve excellence in their teaching (Ahmad, et al, 2014). In its basic root, supervision and inspection are good mechanisms to upgrade teachers into required standard. Three supervisor responsibilities that are central to the process of supervision include carrying out observation, giving guidance and support, and giving feedback to the teacher (Thobega, 2003). From these explanations, it is possible to realize that supervision in school is a vital process and combination of activities that are concerned with the teaching and improvement of the teaching in the school framework.

Even though supervision is a vital factor in motivating teachers', there are gaps in its implementation. Ramachandran (2005) dedicated that the roots of the problem of lack of accountability and poor motivation among teachers and local administrators lie in the peculiar trajectory taken by the education system. Otube (2004) found that unfair administrative and supervisory practices tend to undermine teacher morale. 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 (Chandan, 2010).

2.6. Levels of Teachers' Motivation & Related Variables in Conducting Action Research

Teachers should be motivated in order to achieve the intended goals of the school. There are a lot of people who would have loved to be working as teachers, but the status of teachers in the country has fallen to the extent that a lot of intelligent people shy away from the profession. Even the little respect that teachers had in the society in the earlier years has been eroded away due to the fact that most teachers in the country live their lives one day at a time: that is majorities are poor and are mostly de-motivated (Alugchaab, 2011). It has also been found out that better qualified teachers are less motivated than less qualified teachers (Maclelland, 1991). Low level of motivation which manifests itself in the form low wages, poor working condition, low recognition and poor management practices by superior officers' impact negatively on teachers' livelihood (Alugchaab, 2011). As the researchers stated level of teachers' motivation is low due to external and internal factors de-motivate them with their profession.

2.7. Teachers' Motivation toward Conducting Action Research in Ethiopia

Teachers' motivation plays a significant role in advancing educational systems of one country. Bennell(2004) stated that work motivation is the psychological processes that influence individual behaviour with respect to the attainment of workplace goals and tasks. Recent research work on teacher motivation also provides evidence for links between teachers' motivation and their engagement, commitment and persistence in teaching and their inclination to become involved in professional development (Karabenick& Conley, 2011). In Ethiopian context, teachers' motivation had its own influence on conducting action research in order to achieve the intended goals of the school. Straub (1997) proved that conducting an action research project is a necessary component for all educators who are committed to improving not only their general teaching performance but the overall climate of the school community as well. From Straub's explanation, it is possible to realize that motivating teachers to conduct action helps the school to solve school based problems in a systematic manner.

Various researchers who conducted their research on teachers' motivation indicated that there were various factors that influenced teachers' motivation on their work. Akiba et al. (2011) in their study that examines 30 different countries with regard to teacher salary and national achievement revealed that low teacher salary often leads to teacher dissatisfaction and higher attrition rates. Fekede (2010) elaborated that lack of well-qualified, satisfied and motivated teachers contributes to having dysfunctional education, an education that cannot produce an inquiry, creative and problem-solving mind, an education that cannot equip learners with the required tools to confront the challenges of the present and future. According to Fekede's research output reflected, there were two most important factors influencing teachers' motivation such as salary and the missing link between performance and reward. Fekede also briefed that there are other factors related to the two main factors that influenced teachers' motivation as stated in figure -2 below.

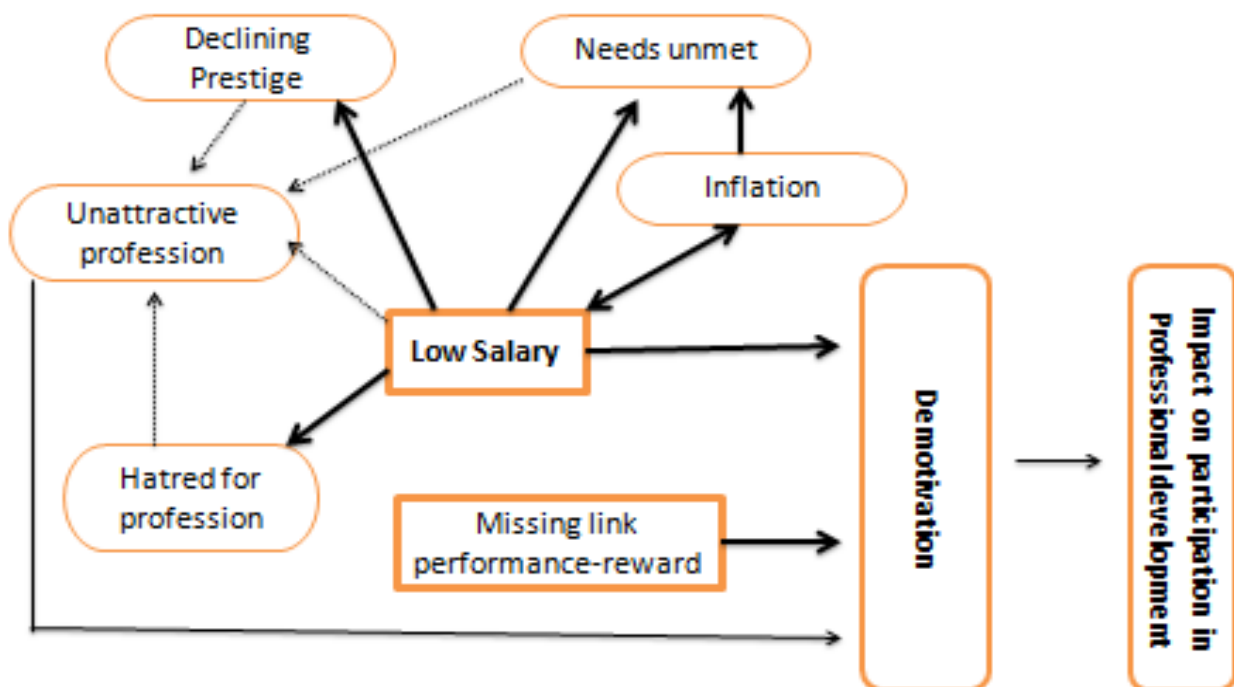


Figure-2, Factors affecting teachers' motivation in Ethiopia by Feleke Tuli (2010)

Supporting Fekede's finding Shah et al. (2012) argued that reward and recognition along with many other factors can have an effect on the job satisfaction and motivation of teachers to conduct action research. Guajardo (2011) also stated that there are nearly all of the causes and symptoms of low teacher motivation in Ethiopia. As her research frame work indicated teachers' motivation was affected by workload, remuneration and incentives, recognition and prestige, accountability, career development, school environment and learning materials and facilities. Even though the researchers explained the factors that affecting teachers' motivation in various ways, they were almost dealing with similar concepts.

As the researchers assessed teachers' motivation to conduct action research seemed low since they were de-motivated due to various internal and external factors.

2.8. Mechanisms of Fostering Teachers' Motivation

Schein (1996) classified individuals in a work place based on certain assumptions and what motivate them namely: Rational-economic man _man is motivated primarily by economic need, social man-man is essentially a social animal and gains his identity through relationships, self-actualizing man-man is self-motivated and self-controlled and complex man-man is variable and has many motives which can change from time to time.

As Guajardo(2011) also listed, the successful strategies that could improve teachers' motivation are: providing support to teachers, reducing non-school duties of teachers ,promoting social enterprise initiatives and microfinance solidarity groups in schools, providing teachers with microfinance products such as health insurance, housing credit, or small income-generating credit ,recognizing and rewarding specific behaviors such as leadership and teamwork, treating teachers as equal partners and professionals, and promote a professional environment in the school through codes of conduct, etc, training supervisors to fulfill a supportive role as well as an inspecting role, incorporating life skills and extracurricular activities into teacher training, incorporating leadership, management, evaluation and other skills into teacher training to promote career development among teachers, coaching teachers through on-site training, facilitating action research among teachers to identify challenges and solutions, providing headmasters with high-quality training in school management and leadership, advocating for transparent, fair deployment and promotion of teachers, facilitating quality circles among

teachers, ensuring community participation in education and encouraging active participation and involvement of teachers and headmasters in decision-making with clearly defined roles and responsibilities.

Locke (1976) also finds that goals that are specific, challenging, formed through employee participation and reinforced by feedback are those that most motivate employees.

To overcome the problem of teachers' De-motivation, identifying the means how react with challenges is going half distance of the solution for the challenges. The mechanisms the researchers forwarded to solve problem of teachers' motivation could be preferable.

2.9. Out Comes of Teachers De-motivation

According to Jackson (1997), lack of motivation among teachers has been manifested in teacher unwillingness to participate in school activities, poor attendance, unexpected absence, late coming, lack of additional training, uncreative and non-stimulating teaching, lack of interest in meetings, unhelpful attitudes when assistance is needed, occurrence of hold-ups because deadlines aren't kept, resistance to contributing more than what is required of them and development of arguments between colleagues. Specifically, low teacher motivation leads to negative educational outcomes. In the same study, Bennell and Akyeampong find that low motivation results in absenteeism, underutilization of class time, professional misconduct, reliance on traditional teaching practices, poor preparation, and secondary income-generating activities that distract from teaching duties. Similarly, a Volunteer Service Overseas study of teacher motivation in Zambia, Papua New Guinea, and Malawi found that low motivation results in high attrition rates, constant turnover, lack of confidence, varying levels of professional commitment, and a feeling of helplessness to either improve student outcomes or teachers' own situations (VSO,2002; 6).

As the scholars, de-motivation of teachers in conducting action research let the teachers dislike their profession and lastly resigned their work. So, any organization should take of teachers' motivation to achieve the intended goals of the organization.

2.10. Summary of the Literature Review

The chapter introduced the concepts and definitions of motivation. It also highlighted different theories of motivation that had conceptual relation with motivation and factors that influence it. Furthermore, the concepts of teachers' motivation in Ethiopian context were revised in this chapter.

Motivation was defined in various ways by various psychologists and researchers based on various theories. The Researcher intended to define motivation as a combined variable that includes various behavioral, affective and environmental factors that drive someone toward actions.

The factors that influence teachers' motivation could be less payment, Lack of verbal appreciation from leaders, lack of fair and equity of promotion system, unsuitable working conditions, improper social relationships, and lack of appropriate supports from leaders. Scholars categorized these factors into internal (intrinsic) and external (extrinsic) factors even if some of them grouped motivation as will and can do motivation. To sum up, low level of teachers 'motivation was due to intrinsic and extrinsic factors even though extrinsic factors dominated the case.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Introduction

This chapter describes the research design, study population, sampling design and procedure, data collection instruments, data collection procedures and data analysis. It explains various scientific methods used in achieving the study objectives.

3.2. Research Design

This study used survey research method since it enables the researcher to assess the factors affecting teacher motivation in conducting action research in five high schools of Adama Woreda. Mixed method research approach was used since the overall strength of the study progressed by this approach is greater than the other approaches. It also helps to fill the gaps of the other approaches. The sequential explanatory mixed method was used since it is featured by the collection and analysis of quantitative data followed by the collection and analysis of qualitative data. Thus, the researcher believed that the design is appropriate for the study as it allowed for the investigation of how different factors affect teacher motivation in the area of study.

3.3. The Target Population

The target population for the study was all 5(five) high schools teachers and principals in Adama Woreda.

No.	Name of School	Population			Sample		
		Teacher	Principal	Total	Teacher	Principal	Total
1	Wonji Secondary	52	3	55	52	3	55
2	Wonji Shoa	38	2	40	36	2	40
3	Wonji Preparatory	19	2	21	19	2	21
4	Wonji Kaseta Birhan	9	1	10	9	1	10
5	Hawas Melkasa	38	2	40	37	2	39
	Total	156	10	166	156	10	166

3.4. Sampling Technique and Sample size

All high schools teachers and principals in the woreda were study participants. Comprehensive (census) sampling technique was used to sample both teachers and principals. The main advantage of Comprehensive (census) sampling technique was considered appropriate for the study as the number of the participants is manageable. All 166 teachers and principals were targeted by the study.

3.5. Instruments of Data Collection

The researcher ensured that the instruments chosen are suitable and appropriate by considering the literacy level of the targeted respondents and their availability. Questionnaire and Semi-structured interview schedules were used for data collection.

3.5.1. Questionnaire

The researcher used questionnaire to collect data from 156 teachers and 10 principals in the woreda. The questionnaire was divided into two sections where section A contained data on the

background information of the respondents with five items. Section B contained questionnaire of 30 items on independent variables such as recognition=5 items, Supervision=6 items, Promotion= 3 items, Work condition= 4 items, involvement in goal setting=5 items, and dependent variable motivation =5 items. The variables were adapted from Oduro and Kwarteng (2000) who conducted research on the motivation based on the objectives of the study. Five point Likert scale format of (5=Strongly Agree, 4= Agree, 3= Neutral, 2= Disagree and 1= Strongly Disagree) items was used in questions which were testing on the degree of the respondents' agreement with particular variables of the study.

3.5.2. Semi-structured Interview

Semi-structured interview was used to collect data from some principal(s) and teacher(s) about the factors affecting teachers' motivation to conduct action research. One-to-one interviews were made with teachers and principals. Interviews ranged between 30 to 45 minutes and focused on a series of questions that asks the participants for their views on the following themes: (1) general perception about their experience in the teaching and leading the school; (2) factors affecting teachers' motivation to conduct action research; (3) mechanisms of fostering teachers' motivation to conduct action research; and (4) the inputs of teachers' action research work in leading the schools. The researcher modified those questionnaire items into interview items so that it would be possible to elicit in-depth evidence about factors affecting teachers' motivation to conduct action research both from principals and teachers. The interview items were organized as they matched the concepts of the variables under the study in relation with teachers' motivation to conduct action research.

3.6. Piloting of Research Instruments

The instruments of the study were tested on **30** voluntary teachers from Wonji Shoa and Hawas Melkasa Secondary Schools by using lottery system. The piloting was to ensure clarity of the final instruments for the actual data collection.

3.6.1. Reliability

To test on the reliability of the instruments, the researcher used Cronbach Alpha Coefficients. The researcher therefore considered a correlation coefficient between **0.7_0.9** to be reliable.

Reliability Statistics

No.	Variables	No. of Items	Cronbach's Alpha
1	Recognition	5	.751
2	Supervision	6	.792
3	Work Condition	5	.730
4	Promotion	3	.700
5	Involvement in Goal Setting	6	.721
	Total	30	.744

3.7. Data Collection Procedure

The researcher obtained a letter from the psychology department of Adama Science and Technology University which allowed him to go to the field. He made appointments with principals of the sampled schools to notify and request for permission to carry out the study in their schools and arrange for the dates for data collection. The researcher distributed the questionnaire to the respondents who were given ample time to respond to the questions. This was to ensure achievement of a good return ratio and help respondents to get a chance to seek clarification on items which proved difficult.

3.8. Data Analysis Technique

First, the raw data was fed to SPSS version 20 carefully. Coding was done to translate question responses into specific categories. Then, the data was edited and cleaned to eliminate errors during data entry. After data cleaning was effectively completed, data analysis was conducted using the SPSS. Both descriptive statistics (percentage, mean, frequency and standard deviation, correlation) and inferential statistics (Multiple Regression) were calculated. In order to see the distribution of the data, descriptive statistics was calculated. Correlation was calculated to identify the strength and direction of relationship between dependent variable (motivation) and each independent variable. The alpha levels of .05 and .01 were selected for test of significance for correlations. In addition, to know the effect of independent variables such as recognition, supervision, work condition, promotion, and involvement in goal setting on motivation, multiple

regressions were calculated. Friedman mean rank test was also calculated to identify which independent variables had better negative influence on teachers' motivation to conduct action research. One-Way ANOVA was calculated to see whether there is a statistically significant difference of teachers' motivation among the groups based on academic qualification and teaching experiences. Then, based on the output of SPSS, the result was presented in the form of tables and charts. Data interpretation was done based on the calculated results.

Finally, qualitative data collected by means of interview was analyzed using descriptive paragraphs in separate section. First, thematic area of the qualitative data was identified and grouped. Then, the main ideas from each interview were summarized and described under each thematic group.

3.8.1. Model Specification

Multiple Linear regression models were used to examine the factors contributing to teachers' motivation in conducting action research. The specific variable and work condition, recognition, involvement in goal setting, promotion, supervision, educational level, age and years of experience being the independent variables, is as follows:

$$Y = a + b_1x_1 + b_2x_2 + \dots b_n .x_n + e$$

Where Y is column vector of motivation; b is the set of unknown coefficients; X is the set of independent variables; and ϵ is the error term (normally distributed with a mean of Zero and constant value). Thus, the multiple linear regression models will be as follows:

$$Y = a + b_1 (REC) + b_2 (SUP) + b_3(WC) + b_4 (PRM) + b_5 (IGS) + b_6 (AQ) + b_7 (AGE) + b_8 (EXPTP) + b_9 EXPTC + e$$

Where Y = Motivation, WC = Work Condition, REC = Recognition, IGS = Involvement in goal setting, PRM = Promotion, SUP = Supervision, AQ = Academic Qualification, AGE=Age (years) at Last Birthday, EXPTP= Experience in teaching profession EXPTC= Experience of teaching in current school and e = error term.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1. Results and Discussion

The purpose of this research was to investigate the factors affecting teachers' motivation to conduct action research in high schools of Adama woreda. The results obtained in the study are presented and discussed in this chapter. Of all 166 participants (both teachers and principals), 129 teachers and 10 principals totally 139 (83.73%) of them responded to the questionnaire.

4.1.1. Demographic Characteristics of Teachers

The demographic characteristics of teachers could have its own inputs in conducting action research. These can be used to identify teachers who are with great motive to conduct the research at school level. The reasons might be those teachers who were qualified had more awareness than those less qualified teachers. As a result, the following figures reflect the demographic characteristics of the respondents.

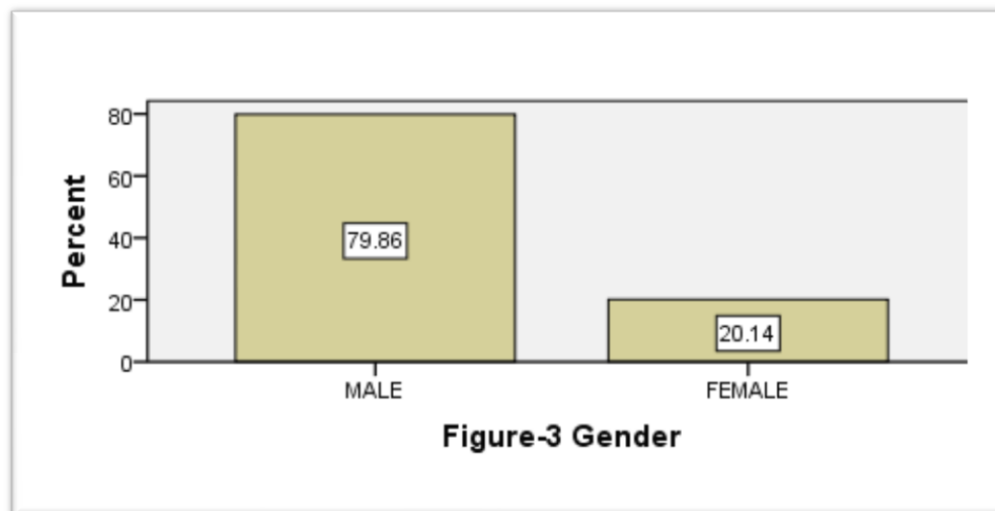


Figure-3 illustrates the gender distribution of the respondents. A large number of respondents were male respondents that comprised of 79.9 % (n=111) compared to 20.1 % (n=28) female

respondents. The high response rate with regards to the male respondents is attributed to the fact that there were few female teachers at the high schools.

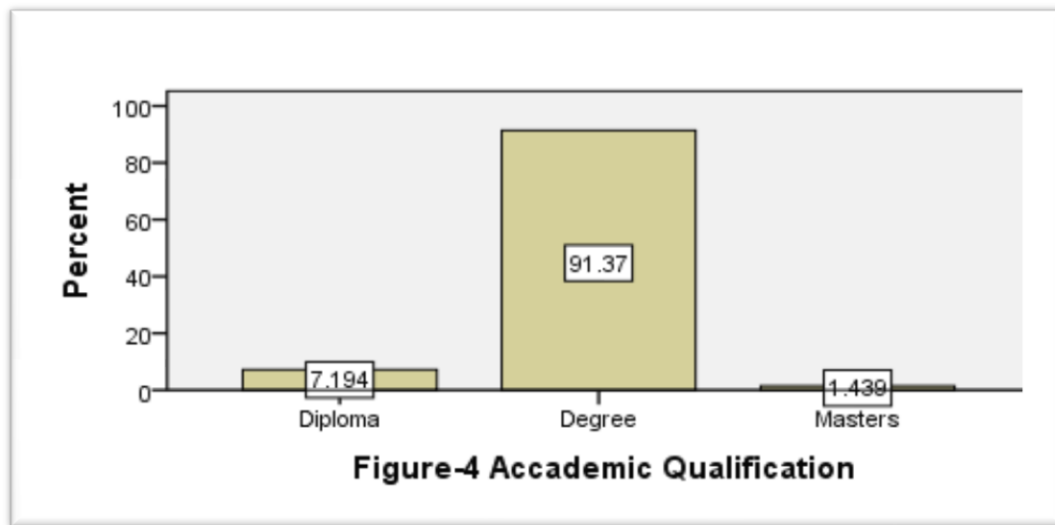


Figure-4 presents the academic qualification of the respondents. The graph depicts that the majority of the respondents 91.37 % (n=126) have first Degree, while 7.19 % (n=11) possess Diploma. The remaining 1.34% (n=2) respondents possess second degree. It can, therefore, be concluded that most teachers of these schools are qualified to teach at high school level.

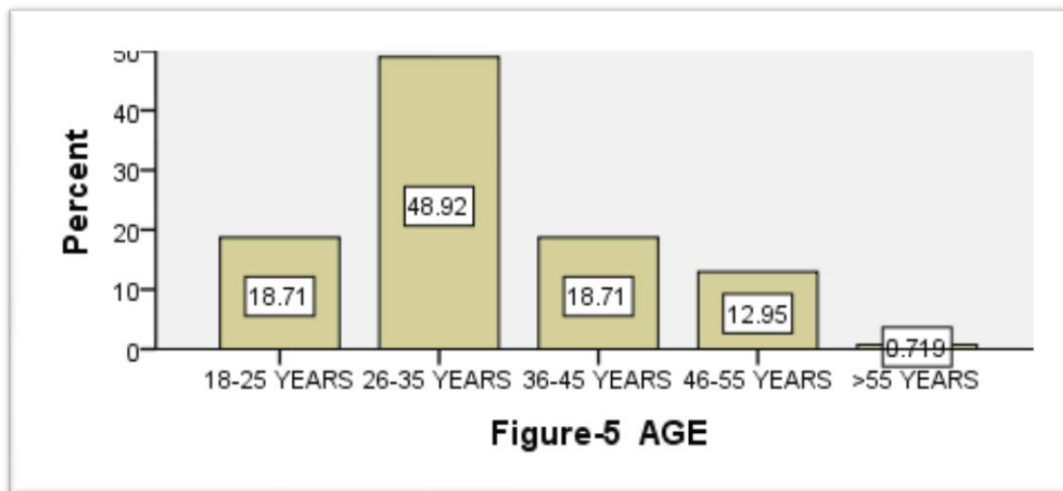
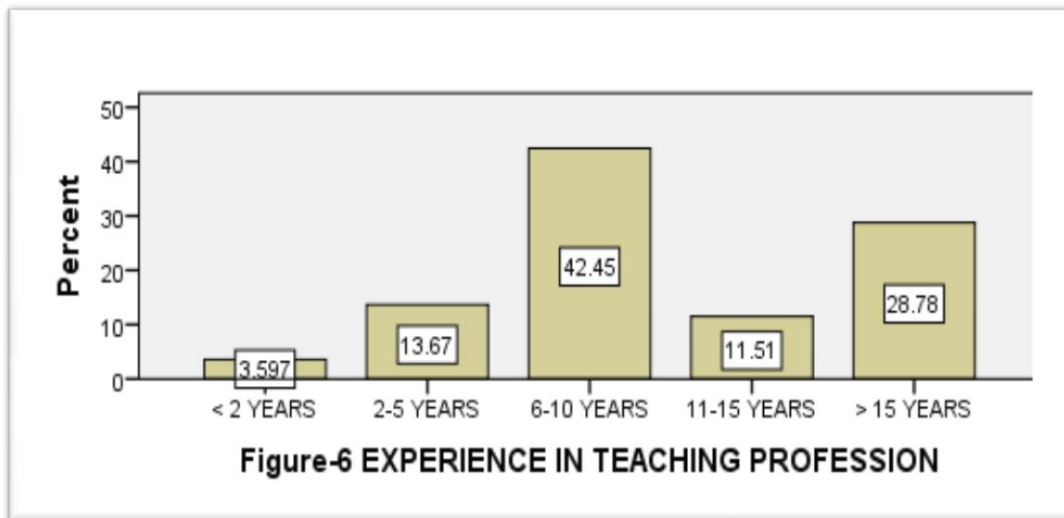


Figure-5 is the graphic presentation of the age distribution of the respondents. The majority of the respondents 48.92 % (n=68) fall in the category of 26-35 years. 18.71% (26) and 26 (18.71%) fall 18-25 years and 36-45 years respectively. From the remaining respondents 12.95 % (n=18) categorized under 46-55 years. From the ensuing results it can be concluded that the majority of the teachers were between 26-35 years old in the sampled schools.



The above Figure-6 reflects the experience of the respondents in teaching profession. It is observed that many respondents 42.45 % (n=59) have the experience 6-10 years in teaching. Further more, 28.78% (n=40) respondents have exercised teaching for more than 15years. The remaining 17.23% (n=24) of the respondents have 0-5 years experience in the proffession. The results of this table shows that most of the teachers 82.73% (n=115) of the sampled schools have sufficient experience of teaching.

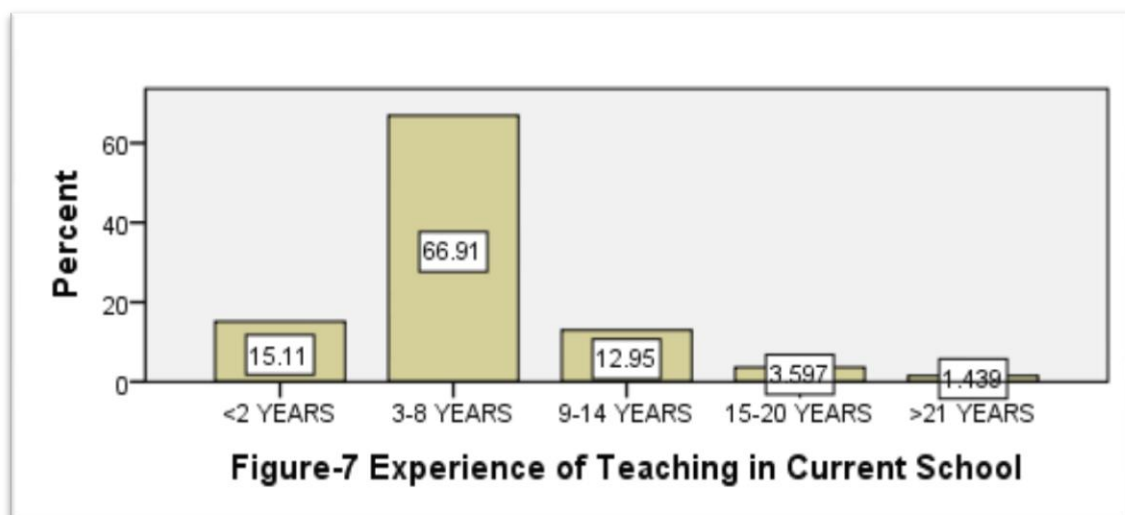


Figure-7 reflects the experience of teaching of the respondents in current school only. The results of the data shows that most teachers of the sampled schools have 3 and above years experience in teaching currently.

4.1.2. Analysis of Descriptive statistics of Motivation and Related Variables

Table-1: Level of Teachers' Motivation and Recognition

Item	5	4	3	2	1	Total	Average	Result
1	2x5 =10	6x4 =24	64x3 =192	53x2 =106	14x1 =14	346/695	2.49 =49.8%	No recognition from administration
2	-	3x4 =12	29x3 =87	69x2 =138	38x1 =38	275/695	1.98 =39.6%	No encouragement from society
3	1x5 =5	-	57x3 =171	68x2 =136	13x1 =13	325/695	2.34 =46.76%	No recognition from colleagues
4	-	-	29x3 =87	86x2 =172	24x1 =24	283/695	2.04 =40.72%	No professional growth
5	-	3x4 =12	19x3 =57	72x2 =144	45x1 =45	258/695	1.86 =37.12%	No incentives
Total	3x5 =15	48	594	696	134	1487	2.14=42.84%	No recognition 57.16%

Table-1 shows that 57.16 (n=74) of the respondents stated there was no recognition from administrative bodies, colleagues, and society. Similarly, 59.28% (82) of the respondents argued that there was no chance for professional growth. Furthermore, 62.88 % (87) of the respondents believed that there was no incentives for their conducting action research.

From this result, one can say that a lot of teachers were not in a good mood with administrative and community encouragement, professional growth and incentives given to them for their action research work. Briefly, the recognition/encouragement given to teachers for their action research work is too weak. To sum up, a lot of teachers were not motivated to conduct action research because of lack of appropriate incentives, training for professional development, and oral appreciation from community and administrative bodies. Winslow (1990) argued efficient

reward system can be a good motivator but an inefficient reward system can lead to de-motivation of the employees.

Table-2 Level of Teachers' Motivation and Supervision

Item	5	4	3	2	1	Total	Average	Result
6	1x5 =5		69x3 =207	32x2 =64	6x1 =6	406/695	2.92 =58.4%	No good relation with directors/sup
7	-	16x4 =64	69x3 =207	47x2 =94	7x1 =7	372/695	2.68 =53.6%	No satisfaction with directors
8	1x5 =5	10x4 =40	68x3 =204	44x2 =88	16x1 =16	348/695	2.50 =50%	No treated as a colleague by supervisor
9	-	16x4 =64	56x3 =168	54x2 =108	13x1 =13	353/695	2.54 =50.80%	No participation in action research work
10	-	11x4 =44	58x3 =174	60x2 =120	10x1 =10	348/695	2.50 =50.07%	No fair encouragement from sup
11	-	12x4 =48	39x3 =117	72x2 =144	16x1 =16	325/695	2.34 =46.76%	No feedback from supervisor
Total	2x5 =10	384	1077	618	68	2089	2.59 =51.77%	No supervision 48.23%

As it can be seen in Table-2, 41.6% (n=58) of the respondents had no good relationship with directors, supervisors and department heads in case of action research work. Half of the respondents also believed that their supervisors did not treat them as colleague, partner or friend so that they could not get support to conduct action research in their school. Moreover, 49.2% (n=68) of the respondents did not participate in action research work due to lack of initiation from supervisors. Furthermore, 53.24% of the respondents reflected that they did not get scheduled evaluation feedback from their supervisors. Generally, 48.23% (67) of the respondents were not satisfied with their relationship with supervisors, treatment they received from

supervisors, opportunities created for them by supervisors and scheduled evaluation feedbacks given to them in conducting action research.

From this, it is possible to conclude that many teachers were not satisfied with the supervisory support given to them in relation to action research work. This means teachers were not motivated due to lack of good relation with school leaders, good model, fair encouragement, and feedback for action research work. Supporting this, Adams (1966) stated that individuals are motivated to do their job when they have evidence that their outcomes and inputs are fair and equitable in comparison to other people. Inversely, evidence of unfairness and inequity between outcomes and inputs may lead to de-motivation. This expression clarified that improper supervisory supports given to teachers led them be de-motivated in conducting action research to solve their school based problems.

Table-3: Level of Teachers' Motivation in Relation to Work Condition

Item	5	4	3	2	1	Total	Average	Result
12	-	4X4 =16	67X3 =201	52X2 =104	16X1 =16	337/695	2.42 =48.49%	No personal research work information
13		7X4 =28	52X3 =156	64X2 =128	16X1 =16	328/695	2.36 =47.19%	No friendly atmosphere
14	1x5 =5	6X4 =24	65X3 =195	49X2 =98	18X1 =18	340/695	2.45 =48.92%	No discussion on research problems
15	1X5 =5	5X4 =20	59X3 =177	50X2 =100	24X1 =24	326/695	2.35 =46.91%	No applicable guidelines
16	-	7X4 =28	27X3 =81	65X2 =130	40X1 =40	279/695	2.01 =40.14%	No facilities in the school
Total	2x5 =10	116	810	560	114	1610	2.32 =46.33%	No suitable work conditions 53.67%

Table-3 presented the teachers' opinion toward work conditions and their impact in conducting action research. Accordingly, 51.51% (n=72) of the respondents agreed that their personal action research work information was not clearly recognized in their schools. They also stated that there was no a friendly atmosphere in their schools that encourages their action research work. Furthermore, 53.09 % (74) of the respondents clarified that there were no clear and applicable guidelines to conduct action research work in their schools to solve practical educational problems. Moreover, 59.86% (n=83) of the respondents agreed that there were no enough facilities such as working room, stationary and reference books to conduct action research in their schools. Altogether, the table also presents that 53.67% (n=75) of the respondents agreed that there were no suitable work conditions to conduct action research in their schools.

From the result, it is possible to understand that the many of the teachers were not happy with the guide lines, facilities, information and a friendly atmosphere provided for them to conduct action research. On behave of this, Bennell (2004) proved the work and living environments for many teachers are poor which tends to lower self-esteem and is generally de-motivating. From his expression, it is possible to deduce that many teachers were not motivated to conduct action research in their schools due to negative work condition variables.

Table-4: Level of Teachers' Motivation Due to Promotion

Item	5	4	3	2	1	Total	Average	Result
17	-	1x4 =4	32x3 =96	73x2 =146	33x1 =33	279/695	2.01 =40.14%	No opportunity for career advancement
18	-		18x3 =54	86x2 =172	35x1 =35	261/695	1.88 =37.55%	No action research as input
19	-		36x3 =108	89x2 =178	14x1 =14	300/695	2.16 =43.17%	No fairness and equity of promotion
Total	-	1x4 =4	86x3 =258	248x2 =496	82x1 =82	840	1.21 24.28%	No promotion 75.72%

Table-4 presented the teachers perceptions of promotion due to their action research work. Accordingly, 59.86% (n=83.21) of the respondents stated that there were no opportunities of career advancement for conducting action research in their schools. In addition, 62.45 % (n=87) of the respondents agreed that promotion did not consider action research work as an input. Furthermore, 56.83(n=79) of the respondents believed that there was no fair and equity of promotion that included action research work in education. Totally, 75.72 %(n=105) of the respondents stated that there was no appropriate promotion that let the teachers to conduct action research work in their schools.

From the result, it is possible generalize that teachers were not motivated to conduct action research since the promotion given to them did not take their action research work as an input. Supporting this, Ingersoll (2001) stated that promotion procedures which are perceived to be unfair further reduce the attractiveness of the profession. According to Ingersoll, improper implementation of promotion led the teachers to lack confidence on their profession. Furthermore, Bennell and Akyeamong found that low motivation resulted in absenteeism, underutilization of class time, professional misconduct, reliance on traditional teaching practices, poor preparation, and secondary income-generating activities that distract from teaching duties.

Table_5: Level of Teachers' Motivation and Involvement in Goal Setting

Item	5	4	3	2	1	Total	Average	Result
20	1x5 =5	27x4 =108	55x3 =165	38x2 =76	19x1 =19	373/695	2.68 =53.67%	No enough resources and equipments
21	-	25x4 =100	67x3 =201	37x2 =74	9x1 =9	384/695	2.76 =55.25%	No achievable, specific goals
22	-	20x4 =80	78x3 =234	34x2 =68	4x1 =4	386/695	2.78 =55.54%	No opportunity to set personal goal
23	-	19x4 =76	65x3 =195	48x2 =96	7x1 =7	374/695	2.69 =53.81%	No feedback on personal achievement
24	-	22x4 =88	66x3 =198	41x2 =82	10x1 =10	378/695	2.72 =54.39%	No participation in setting goals
25	-	13x4 =52	64x3 =192	47x2 =94	15x1 =15	353/695	2.54 =50.79%	No feedback for organizational research goals
Total	1x5 =5	504	1185	490	64	2248	2.69 =53.8%	No involvement in goal setting 46.2%

Table-5 shows that 46.33 % (n= 64) of the respondents agreed that there were no achievable goals of conducting action research by using available resources and equipments in their schools. The table also reflected that 44.75 % (n= 62) of the respondents believed that there were no measurable, achievable and specific school goals for action research work. In addition, 45.61% of the respondents stated that they had no opportunities to participate in setting goals for their schools. Moreover, 49.21% of the respondents suggested that they did not receive feedback on achievable research goals of their schools. Overall, 46.2% (n=64) of the respondents agreed that there were no opportunities of involvement in goal setting especially on the sufficiency of resources, equipment and opportunities to take part in goal setting for neither in all school goals

setting nor action research goals setting. This means the teachers were not invited to participate in school work plan.

The result expressed that many of the teachers had no participation in setting personal or organizational research work goals. Supporting this, Hall et al (1997) stated teachers rarely have an opportunity for input into school management and ministry policy. As it was stated in the expectancy theory, motivation depends on how much an individual desires a particular goal and how attainable the person thinks that goal is. From this one can realize that if the teachers didn't get opportunities to set goals, there was less motivation to implement it.

Table-6: Level of Teachers' Motivation

Item	5	4	3	2	1	Total	Average	Result
26	-	-	26x3 =78	91x2 =182	22x1 =22	282/695	2.03 =40.58%	No opportunity to improve competence
27	-	5x4 =20	58x3 =174	57x2 =114	19x1 =19	327/695	2.35 =47%	No opportunity to conduct action research
28	-	-	18x3 =54	98x2 =196	23x1 =23	273/695	1.96 =39.28%	No appropriate recognition for research work
29	-	-	4x3 =12	75x2 =150	60x1 =60	222/695	1.59 =31.94%	No necessary tools for carry out effective research
30	-	-	29x3 =87	104x2 =208	6x1 =6	301/695	2.17 =43.31%	No enough allowances for action research work
Total	-	20	405	850	130	1405	2.02 =40.43%	No motivation to conduct action research 59.57%

Table-6 shows that 59.42 % (n=83) of the respondents believed that they had no opportunities of training to improve their research action work competences. From the participants 53 % (n=74) of them also stated that there were no opportunities to participate in conducting action for school based problems. Furthermore, 60.72 % (n=84) of the respondents agreed that there were no appropriate recognition for doing action research in their schools. 68.06% of the respondents approved that they had no necessary tools to effectively carry out action research in the schools. 56.69 % (n=79) of the respondents stated that they did not get enough payment and other allowances for conducting action research.

The results indicated that 59.57% (n=83) of the teachers were not in a good mood with the opportunity of training to update their competence of research work, the opportunity to conduct action research, recognition and payment they receive for their action research work in their schools. This reflected that most teachers of the schools were de-motivated because they did not get training opportunities to conduct action research.

To sum up, teachers were de-motivated due to lack of opportunities of training to develop their capacity of conducting action research. They were also de-moralized with recognition and payment they received due to conducting action research in their schools.

4.1.3. ANOVA and T-Test Results of Teachers' Opinion about Predictors and motivation with Demography

In order to test sex difference in their scores on the measures of the independent variables, t-test was conducted.

Table-7 T-Test Result of Teachers' Opinion about Predictors Based on Sex

Variable	Sex	N	Mean	SD	MD	t	df	F	Sig (2-tailed)
Recognition	Male	111	10.73	1.684	.158	.455	137	.381	.650
	Female	28	10.57	1.476					
Supervision	Male	111	15.89	3.201	-.469	-.722	137	2.333	.471
	Female	28	15.89	2.485					
Work Condition	Male	111	11.61	1.859	.148	.377	137	.618	.706
	Female	28	11.46	1.856					
Promotion	Male	111	5.98	1.044	-.304	- 1.402	137	.138	.163
	Female	28	6.29	.937					
Involvement in Goal Setting	Male	111	16.23	3.310	-.489	-.693	137	1.118	.489
	Female	28	16.71	3.441					

Table-7 presents that the mean score of the male respondents on the recognition provided to them is 10.73 while their SD is 1.684 and the mean score and SD of female respondents were 10.57 and 1.476, respectively with P-value (Sig) of 0.65 which is greater than 0.05. The result indicates that there is no statistically significant difference in recognition between the male and female respondents.

The table also indicates that the mean score for male respondents on the supervision variables provided was 15.89 while their standard deviation was 3.201. In the same way, the mean score and SD for female were 15.89 and 2.485 respectively. The P-value is 0.47 indicating that there is no statistically significant difference between male and female respondents in their opinion on the supervision provided to the teachers.

The table also shows that the mean score and SD for work conditions for male teachers on their opinion of the teachers' work conditions were 11.61 and 1.859 while for females it was 11.46 and 1.856 respectively with P-value of 0.706 explaining that there is no statistically significant difference in their opinion about the work condition.

The table also presents the magnitude of the teachers' opinion about their promotion. Accordingly, the mean score and SD for the male teachers are 5.98 and 1.044 respectively. The mean score and SD of female teachers' score on the items promotion was 6.29 and .937, respectively, with the P-value (Sig) of 1.63 which indicates that there is no statistically significant difference in their opinion about promotion provided to them based on sex.

Eventually, the table displays that the teachers have some opinions about their involvement in goal setting. Accordingly, the mean score and SD for male respondents were 16.23 and 3.310 respectively. In the same way, the mean score and SD for female respondents is 16.71 and 3.441 respectively. The P-value for this is 0.489. This indicated that there is no statistically significant difference in opinion between male and female respondents on their involvement in goal setting.

Table-8: Differences of Teachers' Motivation Based on Academic Qualification

Analysis of variance and T-test were conducted to examine if there is statistically significant difference between teachers' motivation as the result of their academic level.

AQ	N	M	SD	F-Value	P-Value
Diploma	10	9.10	1.197	4.140	0.018
Degree	127	10.20	1.202		
Master	2	9.50	.707		
Total		10.11	1.226		

Level of Significance (≤ 0.05)

The results from Table-8 indicated teachers' motivation based on their academic qualification. According to this finding, the academic qualification of teachers showed variance in teachers' motivation to conduct action research. The F-Value 4.140 and p-value 0.018 reflected that there is a statistically significant difference in academic qualification case among teachers to conduct action research.

Table-9 Post hoc-Test Results of Teachers' motivation to Conduct Action Research Based on Academic Qualification

Group	Academic Qualification	N	M	SD	t	P-Value
Diploma	Degree	127	10.20	1.202	-2.789	.018
	Master	2	9.50	.707	-.638	.579
Degree	Diploma	10	9.10	1.197	-2.789	.018
	Master	2	9.50	.707	1.363	.389
Master	Diploma	10	9.10	1.197	-.638	.579
	Degree	127	10.20	1.202	1.363	.389
Total		139	10.11	1.226		

Level of Significance ($\leq$ 0.05)

Table-9 indicated that there was statistically significant difference of motivation to conduct action research between diploma and degree holder teachers. The p-value of diploma and degree teachers is 0.018. The result of the table proved that there is statistically significant difference between diploma and degree holder teachers as diploma holder teachers were less motivated in conducting action research. In the contrary, the p-value of degree and master holder teachers is .389 which stated that there is no statistically significant difference between degree and master teachers' motivation to conduct action research. In a similar manner, the p-value of diploma and master teachers is .579 which clarified that there is no statistically significant difference between them.

Table-10: Differences of Teachers' Motivation Based on Experience

	Work Experience	N	Mean	SD	F	P-value
Motivation	< 2years	5	10.00	1.581	1.884	.117
	2_5 years	19	9.63	1.012		
	6_10 years	59	10.02	1.266		
	11_15 years	16	10.06	1.219		
	>15 years	40	11.65	1.226		

Level of Significance ($\leq$ 0.05)

Table-10 indicated that there was no statistically significant difference of teachers' motivation due to their experience to conduct action research. The F-value 1.884 and the P-value .117 displayed that there was no statistically significant difference of teachers' motivation due their experiences of teaching to conduct action research.

Table-11: Differences of Teachers' Motivation Based on Age to Conduct Action Research

Age	N	M	SD	F-Value	P-Value
18-25 years	26	9.58	1.206	1.940	.107
26-35 years	68	10.12	1.113		
36-45years	26	10.42	1.554		
46-55years	18	10.39	.979		
>55years	1	10.02			
Total	139	10.11	1.226		

Table-11 displayed the statistically significance differences of teachers' motivation due to age impacts. The F-value 1.940 and P-value .107 proved that there was no statistically significant difference of teachers 'motivation due to age groups to conduct action research.

4.1.4. Level of Teachers Motivation in Conducting Action Research

Table-12: Descriptive Statistics on Magnitude of Scores on Opinion Rating about Variables Affecting Motivation

Variable	N	Mean	Mean Rank	Std. Deviation	Minimum	Maximum
Recognition	139	10.70	2.44(2 nd)	1.640	6	13
Supervision	139	15.52	4.24 (4 th)	3.068	6	20
Work Condition	139	11.58	2.80 (3 rd)	1.853	5	16
Promotion	139	6.04	1.01 (1 st)	1.028	4	8
Involvement In Goal Setting	139	16.32	4.50(5 th)	3.330	8	19

Table-12 shows the comparison of the factors that affect the teachers' motivation based on their mean rank. The variable that has the least mean and mean rank scores in comparison to other variables can have greater contribution to the issue. The mean rank for the variables was calculated by using Friedman test. To begin with, the mean score and SD of Promotion was 6.04 and 1.03, respectively. Its mean rank was 1.01. This reflected that promotion is the first factor that highly influenced teachers' motivation in conducting action research. The mean score of recognition variable was 10.70, while its SD was 1.64. On the other hand, the mean rank of this factor was 2.44. This indicates that recognition is the second contributing factor that affects teachers' motivation in conducting action research. Moreover, the work condition has the mean score and SD of 11.58 and 1.853, respectively. The mean rank of this factor was 2.80 which indicates that work condition is the third important factor that affects teachers' motivation in conducting action research. On the other hand, the mean score and SD for supervision is 15.52 and 4.24, and their mean rank is 4.24. Therefore this factor is the fourth most important factor that affects teachers' motivation in conducting action research.

Eventually, it is stated that the mean score and SD of the involvement in goal setting are 16.32 and 3.330 and, while its mean rank is 4.50. This indicates that involvement in goal setting is the least factor that affects teachers' motivation in conducting action research.

4.1.5. The Correlation of Motivation with the Independent Variables

Table-13: The Correlation of Motivation and Independent Variables												
		SEX	AQ	AGE	EXTP	EXTCS	REC	SUP	WC	PRM	IGS	MOT
Sex	r	1										
AQ	r	.038	1									
Age	r	-.074	.265**	1								
EXTP	r	-.039	.149	.670**	1							
EXTCS	r	-.015	.159	.357**	.298**	1						
REC	r	-.039	-.027	-.109	-.010	.000	1					
SUP	r	.062	.042	.025	-.010	-.012	.435**	1				
WC	r	-.032	.050	.030	.102	.044	.354**	.376**	1			
PRM	r	.119	-.016	.115	.140	.042	.365**	.372**	.211*	1		
IGS	r	.059	-.056	.031	.040	-.015	.513**	.636**	.298**	.421**	1	
MOT	r	.029	.181	.200*	.209*	.077	.200*	.060	.243**	.295**	-.138	1
**. Correlation is significant at the 0.01 level (2-tailed).												
*. Correlation is significant at the 0.05 level (2-tailed).												

Table-13 presents the correlation among motivation, supervision, work condition, promotion, involvement in goal setting and recognition. The correlation between motivation and work condition, motivation and promotion, motivation and recognition is .243, .295, and .200 respectively, which show positive correlation and significant relationships between motivation and the stated variables at 0.05 level of significance and at 0.01 level of significance alpha levels. The significant positive relationships imply that effort at improving teachers' motivation in conducting action research must take work condition, promotion and recognition into consideration among the teachers. On the contrary, motivation has no as valuable significance with supervision and since its correlation is .060. The correlation of motivation and Involvement in goal setting is -.138 which shows there is no correlation between them. The negative sign shows that the motivation increases when involvement of teachers in goal setting decreases or vice versa.

4.1.6. Predictors of Motivation of High School Teachers in Conducting Action Research

Table -14 showed the multiple regressions of motivation and related variables. Promotion, Recognition and work conditions were the predictors of motivation of high school teachers in the study area. These three variables (promotion, recognition and work condition) together contributed 18.6 % explanation to motivation of the teachers in the study area. Promotion was the overall predictor variable contributing 8.7% explanation in the variations in motivation of the teachers to conduct action research. Work condition contributed 5.9% of the explanation in influencing motivation of high school teachers in holding action research in Adama woreda. Recognition also contributed 4% of the explanation in the variations in motivation of high school teachers in progressing action research.

Table-14: Multiple Regressions of Motivation and Related Variables

Model	Variable	Un standardized Coefficient		Standardized Coefficient	t	p
		B	S.E	Beta		
1	Constant	6.722	.722		8.709	.000
	Recognition	.169	.067	.226	2.508	.013
	Supervision	.031	.040	.078	.786	.433
	Work Condition	.141	.054	.213	2.604	.010
	Promotion	.426	.099	.357	4.284	.000
	Involvement in Goal setting	-.191	.038	-.518	-5.009	.000

N=139, R=.528, R²=.279, Adjusted R²=.252, F=10.283

Regression analysis was conducted to extent what recognition, supervision, work condition, promotion and involvement in goal setting explain the variance of teachers' motivation to conduct action research. The results of the multiple regression analysis reverting independent variables against motivation are presented in Table-14. The coefficient of multiple correlation between the independent variables and motivation, as indicated by multiple R in Table 14, is .528, R² =.279, while adjusted R²=.252. Therefore, 25.2% of the variance in motivation can be accounted for by these independent variables.

Furthermore, the F statistic of 10.283 is statistically significant at the 95% level, ($p \leq 0.05$). Based on this, it might be concluded that the independent variables significantly 25.2% of the variance in motivation. However, 74.8% of the variance in motivation might be explained by demographic variables and other factors which were not considered in this study. Further, the variation in motivation was not affected by the supervision ($p < 0.05$).

Table 14 also indicated that when the other variables are controlled, three of the independent variables such as promotion, recognition and work condition were significant. Predictors of motivation such as promotion, recognition, and work condition with a Beta-value .357, .226, and .213 were the modest predictor of motivation, respectively at $p \leq .05$ level.

The analysis demonstrated that the modest significant variable of motivation was the promotion, indicating that teachers were in need of fair and equitable promotion in their school for their action research work. Recognition was the second significant factor, and followed by work condition.

Motivation = 5.250 + .357 PRM + .226 REC+ .213 WC, **Motivation** = 5.250 if $b_1 = b_2 = b_3 = 0$. This indicated that Promotion of teachers in the study area was important than recognition and work condition if respondent teachers were to be motivated.

4.2. Results and Discussion: Qualitative Data Focus

The preceding section has presented the data and its analysis for the quantitative part of the study. This section then used the identified factors i.e., factors affecting teachers' motivation in conducting action research. The objective of this second part of the study was to better understand the magnitude of the identified factors. To address this objective and to strengthen the answer of research questions 1 and 2, interview responses collected from three principals and two teachers of the sampled schools are discussed qualitatively.

As it was noted in the first part, five factors have been taken by the researcher to identify their influence on teachers' motivation in conducting action research namely recognition, promotion, work condition, supervision and involvement in goal setting .For further understanding, the results and analysis of findings for the second part of the study, thematically presented here under based on the five categories of headings.

4.2.1. Recognition Factor

Results from the first phase showed that teachers' motivation in conducting action research was affected by promotion, recognition and work condition. Supporting this Furman (2006) stated that although money was the influential factor at stage but at the time it is not necessary that money alone can increase motivation of every worker there are intangibles for instance empowerment, recognition and feedback) that are primary motivators for workers inspiration to perform effectively. As the analysis of the quantitative data indicated, the three factors are predictors of teachers' motivation in conducting action research.

Although the principles of the school system allow teachers recognition for their research work, there are gaps in implementing the principles. As both the interviewed teachers noted, the leaders of the schools didn't budget for teachers' recognition. Even the verbal recognition is for word of mouth than practical. As all interviewed principals indicated there was no tangible recognition given for teacher particularly for their research work due to lack of budget, awareness about action research work and attention. Both interviewed teachers approved that they came to know that they could use recognition as a motivator for research work at the time of the interview. According to Kreisman (2002), one organization should recognize its employees to motivate for entire success of an organization.

As two of the interviewed teachers commented:

Unless the educational leaders totally supported and committed by providing the necessary time, financial and other resources, implementing the action research work could be unthinkable. In brief, implementing recognition for research work needs more attention and the system restructuring in the education sector starting from top to bottom. From the ideas of the interviewed teachers, it is possible to state that the existing system has less concern regarding recognition for action research work. The respondents view supports Fuhrman's (2006) idea that unclear job description, stressful working environment, irrelevant administrative assignment can create overburden upon teachers and lead them to de-motivation. Furman further explains the need for recognition saying that social respect for teachers has fallen in many countries. This implies that social perception of teachers has declined. According to Kreisman (2002), if an organization does not recognize the individual's need and desire to grow, then lack of recognition becomes a primary reason for resignation. The results of quantitative and qualitative data stressed that there is a gap in recognizing teachers for their action research work in the school. If there is no sufficient recognition for teachers' action research work, they are not ready to run action research work to solve school based problems effectively. Winslow (1990) states that efficient reward system can be a good motivator but an inefficient reward system can lead to de-motivation of the employees.

The interview data reflected that there was no appropriate recognition for teachers due to conducting action research in their schools.

4.2.2. Promotion Factor

The interviewed principals believed that there was promotion of teachers for their overall works including action research work. According to the principals, research work of teachers is taken as single criteria for teachers' advancement. The interviewed teachers suggested that there is promotion in academic qualification and salary increment for all teachers as per the principles of teachers' status based on years of teaching experience. However, starting from the time of their teaching profession, they haven't seen any promotion in relation with research work. Even teachers transfer didn't take research work as main criteria. The thoughts of the principals and teachers seemed the same regarding promotion in relation to research work in particular. Ingersoll (2001) states, Promotion procedures which are perceived to be unfair further reduce the attractiveness of the profession. This indicated that teachers were not attracted to conduct action research if there is no promotion regarding running action research. This finding contradicts Schleger's (1985) finding which states promotion as the act of taking greater responsibility. Generally, the findings show that promotion affects teachers' motivation in conducting action research. Some researchers take promotion as the root of teachers' motivation in order to conduct action research. Alugchaab R. (2011) elaborated that 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.

4.2.3. Work condition Factor

Work environment and condition could put its own pressure on teachers' motivation to be successful in his or her work. Teachers' motivation in conducting action research is highly influenced by work environment and condition in the sampled schools. The interviewed principals argued that most teachers of their schools didn't conduct action research due to work loads and more complicated challenges like living environment, facilities of the school situations and their personal views. Alugchaab R. (2011) suggests in his research work on factors that influence the motivation of basic school teachers that if teachers experience the classroom as a safe, healthy and happy place with supportive resources and facilities for teaching for optimal learning, he/she tends to participate more than expected in the process of management, administration and the overall improvement of the school. The interviewed teachers boldly stated

that there was no good field to conduct action research in the school. They briefed as they didn't get even a sheet of paper as per the time they want for research work. From their thought any one can realize that teachers in these schools did not participate in solving school problems in scientific manner. Guajardo J (2011) in her study on teachers motivation reported that in Ethiopia, institutional problems undermining teacher motivation include frequent policy changes, lack of merit-based promotion, irrational deployment, weak relationship between teachers and directors, and lack of support from Regional Education Bureaus.

In this regard, all interviewed teachers and principals commented that although MOE tried to solve school problems from time to time, but still there are work environment challenges in conducting action research in the school. There were no materials and technologies that help to conduct action research in the schools. Ofоеqbu (2004) emphasized that a teacher needs different resources like technology (computers, projectors, multimedia and internet etc) and facilities for effective classroom management and institution's improvement.

Generally, the respondents argued that work conditions of the schools had de-motivated the teachers to hold action research at school levels.

4.2.4. Supervision Factor

School supervision is a decisive process in the achievement of school goals and objectives. Beach and Reinhartz (1998: 11) explained the purposes of supervision as checking on the availability of teaching-learning materials, advising on the appropriateness of the teaching-learning materials in use, assessing staff levels, advising on the school climate, assessing the availability and quality of advising and support services available to the teacher, promoting curriculum change and innovation, time tabling, attending to the welfare of teachers, attending to institutional problems, data collection to facilitate planning and decision making, and monitoring policy implementation. The interviewed principals believe that there is sufficient supervision support from the concerned bodies in all school works. According to the thought of these principals the supervisor of the school was assigned by school system and progress the supervision work regularly.

Regarding research work, the interviewed principals proved that there is no particular attention given by the supervision held in their schools. The interviewed teachers stated that the support

they obtained through supervision is too low regarding research work. According to these teachers the supervision held in their school is to inspect rather than supporting them in improving their work. Thobega M. (2003) stressed that three supervisor responsibilities that are central to the process of supervision include carrying out observation, giving guidance and support, and giving feedback to the teacher. Thobega's expressions indicate that supervision should follow its own procedures to be effective. From thoughts of the principals and teachers of the sampled schools it is possible to realize that supervision held in the schools have some gaps in case of implementation. According to Otube (2004) view unfair administrative and supervisory practices tend to undermine teacher morale.

4.2.5. Involvement in Goal Setting Factor

Short et al (1994) stated that teacher's empowerment is a process in which teachers develop the capability to grow and to resolve their problems. They explained that decision making, professional growth, status, self-efficacy, autonomy and impact are the six dimensions of teacher empowerment. The interviewed principals stated that teachers have a chance of participation in goal settings of their school especially, in strategic and annual plans, in decision making particularly students and teachers discipline cases and sometimes in book preparation and evaluation. The interviewed teachers expressed that their participation in school extra curricula activities is insignificant since they didn't get sufficient chance. As the teachers stated they are invited to participate in the name of book preparation after the book is published and distributed for schools. From this it is possible to realize that teachers were not satisfied with their participation in school activities. To Adams (1965), individuals are motivated to do their job when they have evidence that their outcomes and inputs are fair and equitable in comparison to other people. This indicates that if the outcomes and inputs of doing action research are mismatched, there are fewer motives for teachers in progressing action research.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Summary

This paper examines the factors that affect high school teachers' motivation in conducting action research in Adama Woreda. The first research question emphasizes the factors that de-motivate teachers not to hold action research at school. The results obtained reveal that only three factors such as promotion, recognition and work condition are found to be significant in the context of Adama woreda high school teachers. As adjusted R^2 illustrated recognition, supervision, work condition, promotion and involvement in goal setting all together explained 25.2% of the variance in motivation.

The findings also demonstrated that promotion is the factor with the modest significance level on teachers' motivation in conducting action research. As both the quantitative qualitative data indicated promotion of teachers didn't take action research as an input that de-motivates them to conduct action research.

In line with the findings of the study, promotion, recognition and work condition seem to be important factors in motivating teachers to conduct action research. The qualitative data results also supported these findings. Of the factors that influenced motivation, promotion dominated the motivation of teachers in terms of conducting action research at high school level. This observation supported the idea of Alugchaab, (2011) that advancement is a major force in motivating teachers to lift their performance to approach their maximum potential. 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.

The second research question examined which factors mainly hindered teachers' motivation to conduct action research at high school level.

The findings of the study reflected that the Beta-value of promotion (.357), recognition (.226) and work condition (.213) are identified as the main factors that influence teachers' motivation to conduct action research, at $p \leq .05$ level. Promotion was the modest predictor of motivation.

Furthermore, the question tried to examine the level of teachers' motivation in conducting action research in their schools. The findings of the study showed that 59.57% (n=83) of the teachers were not in a good mood with the opportunity of training to update their competence of research work, the opportunity to conduct action research, recognition and payment they receive for their action research work in their schools.

From this, it is possible to generalize that both intrinsic and extrinsic motivation factors hinder teachers' motivation to conduct action research. In comparison, extrinsic motivation factors like promotion opportunities affect teachers' motivation than intrinsic motivation factors like recognition. This implied that most teachers of the schools were de-motivated to conduct action research.

The third research question examined whether there is statistically significant difference among teachers of differences in teaching experience, educational status and sex with their motivation to conduct action research. As the results indicated, there was statistically significant difference among teachers who had diploma and degree with their profession to conduct action research in the school. The diploma teachers were more de-motivated than degree holder teachers to conduct action research. On the other hand, there was no statistically significant difference in teachers' motivation due to their various teaching experiences, age and sex categories to conduct action research.

From over all concepts of the study, there are various factors those influence teachers to hold action research at school. Of all, applying inappropriate promotion, recognition systems and work conditions let teachers not to conduct action research at schools. To sum up, a lot of teachers at the schools are not as much attractive to conduct action research.

5.2. Conclusions

- Most high school teachers and principals in the woreda were males 79.9% (n=111) who were qualified with first degree.
- Majority of the teachers had a considerable teaching experience of 6 and above years.

- Promotion, recognition, and Work condition in the sample schools were low as result teachers were de-motivated to conduct action research.
- There were positive and significant relationship between motivation and promotion ($r=.295$), motivation and recognition ($r=0.200$), motivation and work conditions ($r=0.243$), and even at 0.05 alpha coefficients but recognition at 0.01 alpha level.
- Promotion (9%), Recognition (6%) and work conditions (4%) were found to be the predictor variables of motivation of high school teachers to conduct action research in the study area.
- Among the factors studied promotion, work condition and recognition are the important motivating factors that influence high school teachers in conducting action research in Adama woreda.
- Only diploma teachers were less motivated than degree holder teachers in their motivation to conduct action research in their schools.
- There were no statistically significant differences in teachers' motivation with their teaching experience, sex and age groups to conduct action research.

5.3. Recommendations

Based on the conclusions reached, recommendations are given as follows.

1. Adama Woreda Education office in collaboration with the East Shoa Zone Education Office should address the issues of promotion such as creating opportunity for career advancement, using action research as input, and ensuring fairness and equity of promotion to improve teachers' motivation to conduct action research.
2. Careful consideration should be given to verbal recognition for good performance from supervisors and principals when necessary.
3. Teachers should also be given fair chance of competing for their performance of valuable action research work at the schools.

4. Various aspects of work condition of the teachers such as salary, health facilities, and accommodation and transport facilities need to be improved at the study area by woreda education office, community, government and the concerned bodies.
5. Finally, future research of this nature may assist educational leaders and stake holders on the status of teachers' motivation to conduct action research in more schools in others woredas.

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APPENDIX-A

Adama Science and Technology University
School of Graduate Studies
Research Questionnaire for Teachers and Principals

Dear Madam/Sir,

RE: REQUEST FOR DATA

I am a post graduate student pursuing a Master of Arts in Industrial & Organizational Psychology at Adama Science and Technology University. I am required to submit as part of my thesis, a project on” **Factors Affecting Teachers’ Motivation in conducting Action Research: The Case of Adama Woreda High school Teachers**”. To achieve this, you have been selected to participate in the study. I kindly request you to fill in the attached questionnaire to generate data required for this study. This information will be used purely for academic purposes and will be handled in confidential and will not be used for publicity. Your name will not be mentioned in the report.

Your assistance and cooperation will be highly appreciated.

Thank you in advance.

A. Please put an “x” in the box that relates to your background information

1. Gender: Male ☐ Female ☐

2. What is your highest academic qualification?

TTI ☐ Diploma ☐ Degree ☐ Masters Degree ☐ Any other (specify) _____

3. Age Range 18-25 Years ☐ 26-35 Years ☐ 36-45 Years ☐

46-55 Years ☐ above 55 Years ☐

4. How long have you been in the teaching profession?

Less than two years ☐ 2-5 yrs ☐ 6-10 yrs ☐ 11-15 yrs ☐ over 15 years ☐

5. For how long have you taught in your current school? Less than 2yrs ☐ 3-8yrs ☐
 9-14 yrs ☐ 15-20 yrs ☐ above 21 yrs ☐

B. Think of your present work. What is it like most of the time? How well do the statements below describe your work? Please indicate your level of agreement using the scale provided for each case in the right hand side of the table by **encircling** the numbers provided corresponding to each rating scale.

No	Statements Describing Your Present Work (Variables and Items)	Strongly agree	Agree	Nuetral	Disagree	Strongly disagree
A	Recognition Variables					
1	There is Administrative encouragement/recognition in my school to do action research	5	4	3	2	1
2	There is Community encouragement/recognition in my school to conduct action research	5	4	3	2	1
3	I received recognition from my colleagues for my action research work	5	4	3	2	1
4	There is a chance of Professional growth (training, certification) in my school for conducting action research	5	4	3	2	1
5	The incentives I receive is appropriate for the research work I do	5	4	3	2	1
B	Supervision Variables					
6	I have good relations with my supervisors/directors/department heads to do action research in my school	5	4	3	2	1
7	I am satisfied with my supervisors/directors/department heads in my workplace as they are positive role models in conducting Action	5	4	3	2	1
8	I am treated as a colleague, partner and friend by my supervisors so that I can get support to do action	5	4	3	2	1

9	My supervisors promote me to participate in conducting action research for solving school based educational problems	5	4	3	2	1
10	My supervisors fairly encourage me to improve my research based solution to teaching problems.	5	4	3	2	1
11	I receive scheduled evaluation feedback from my supervisors on my research based student services	5	4	3	2	1
C	Work Condition Variables					
12	Information concerning my research work are provided in full & accurate details as soon as	5	4	3	2	1
13	A friendly atmosphere at my workplace encourages action research work	5	4	3	2	1
14	My personal research problems are dealt with in a sympathetic and positive manner at my work place	5	4	3	2	1
15	There is a clear and applicable principles/guidelines/for me to conduct Action research in my school to solve practical educational	5	4	3	2	1

16	There are facilities such as enough working room, pleasant sitting arrangement, stationary, good air conditioning, reference books in my school to	5	4	3	2	1
D	Promotion Variables.					
17	There is an opportunity for career advancement (sadarkaa guddina ogummaa) in my school for conducting Action research	5	4	3	2	1
18	Promotion takes into account educational research work in my school.	5	4	3	2	1
19	Promotion is based on principle of fairness and equity that includes action research work in education	5	4	3	2	1

E	Involvement In Goal Setting Variables					
20	Goals set to conduct action research are achievable given the resources and equipment available to me at	5	4	3	2	1
21	Goals the school set for research are measurable, achievable and specific	5	4	3	2	1
22	I have the opportunity to take part in setting my personal research performance goals	5	4	3	2	1
23	I receive feedback on the extend of achievement of personal research goals set for me	5	4	3	2	1
24	I have the opportunity to take part in setting research goals for my organization as inclusive of school goals	5	4	3	2	1
25	I receive feedback on the extent to which research goals set for my organization are achieved	5	4	3	2	1
F	Motivation Variables					
26	I have opportunity to improve my competences of conducting action research through training	5	4	3	2	1
27	I have opportunity to participate in conducting action research on my school problems	5	4	3	2	1
28	I receive appropriate recognition from my organization for conducting Action research in my	5	4	3	2	1
29	I have necessary tools to effectively carry out action research in my school	5	4	3	2	1
30	I am paid enough and other allowances when I conducted action research in my school	5	4	3	2	1

APPENDIX-B

Adama Science Technology and University

School of Education Post Graduate Studies

Department of Psychology

Semi-structured Interview Questions for Teachers and Principals

Interviewee X _____

Position _____

1. Can you describe your own teaching experience, if any?
2. Can you describe your past experience and current responsibilities as they relate to managing, training, or other working with teachers?
3. What types of issues or factors affecting teachers' motivation, if any, do you notice with respect to teacher motivation in conducting Action research?
4. What do you see as the causes of these issues or challenges?
5. (Optional) for my framework on teacher motivation in conducting Action research, I have outlined seven broad dynamics that impact teachers 'motivation in conducting action research. Which of these dimensions are more or less relevant?
 - a) Teachers are taking on larger workloads and more complicated challenges
 - b) Teacher salaries are generally low and irregularly paid
 - c) Social respect for teachers has fallen
 - d) Teachers are subject to accountability with little support
 - e) Teachers rarely have participation in issues of school management and ministry policies
 - f) Teachers have few or poor materials to conduct Action research
7. What strategies do you employ as most effective for addressing low teacher motivation or maintaining high teacher motivation in conducting action research?
7. To what extent do you seek teacher research works as input for your work?
8. Some of the following innovative suggestions for improving teacher motivation in conducting action research include:

- a) Community recognition activities (appreciation celebration, etc.)
- b) Teacher networking/mentoring (space, time, and positions to do it)
- c) Greater autonomy or creativity
- d) Incorporating into training how to deal with challenges in the school through Research
- e) Mechanisms for teacher feedback/input for their research work

9. How would you say about the relevance, feasibility, and effectiveness of these suggested strategies?