



**TEACHERS' WORK MOTIVATION AND JOB SATISFACTION IN
GOVERNMENT SECONDARY SCHOOLS OF HADIYA ZONE**

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**TEACHERS' WORK MOTIVATION AND JOB SATISFACTION IN
GOVERNMENT SECONDARY SCHOOLS OF HADIYA ZONE**

**A THESIS SUBMITTED TO DEPARTMENT OF EDUCATIONAL
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LETTER OF APPROVAL

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DECLARATION

The researcher hereby declares that the thesis on the title, “Teachers’ work Motivation and job satisfaction in government secondary schools of Hadiya zone”, is his original work and that all sources that have been referred to and quoted have been dully indicated and acknowledged with complete references.

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ABBREVIATIONS & ACRONYMS

CPD: Continuous Professional Development

DfID- Department for International Development

HR - Human Resource

HRM- Human Resource Management

LIDC – Low Income Developing Countries

MDGs- Millennium Development Goals

MoE- Ministry of Education

REB – Regional Education Bureau

SIP-School improvement program

SNNPRS-South Nations Nationalities People’s Regional State

SPSS- Statistical Package for Social Science

STURE- Study into Teacher Utilization in the Regions of Ethiopia

TAP - Teacher Advancement Program

TAPF – Teacher Advancement Program Foundation

UNDP- United Nations Development Program

VSO- Voluntary Service Overseas

WEdOExs-Woreda Education Office Experts

ZED – Zone Education Department

ABSTRACT

*The objective of this study was to assess the teachers' work motivation and job satisfaction in government secondary schools of Hadiya Zone. With this, an attempt was made to forward possible solutions for these problems. To conduct this study, descriptive survey method was employed. The participants of this study were 134 respondents selected by using simple random sampling techniques. Out of this, 119 were teachers, 8 schools principals, 4 cluster supervisors and 3 woreda education office experts. The data were collected by using questionnaire, interview and document analysis. Both quantitative and qualitative data analysis were employed in order to reach at results. The analysis of the quantitative data was carried out by using frequency, percent, mean, standard deviation and Pearson product correlation coefficient. A Pearson correlation analysis was conducted to examine the relationship between Extrinsic and Intrinsic motivation factors that affect the teachers' work motivation and job satisfaction in the study areas. The results revealed that there were a significant and positive relationship between Extrinsic and Intrinsic motivation factors ($r = .948^{**}$, $N = 108$) and $**$. Correlation is significant at the 0.01 level (2-tailed). The correlation was strong and positive relationship in both extrinsic and intrinsic motivation factors. The effect of extrinsic motivation factors were stronger than the effect of intrinsic motivation factors that helps to increase up the performance of teachers' work motivation and job satisfaction in government secondary schools of Hadiya Zone. The value of Extrinsic coefficient accounts 0.639 and the value of Intrinsic coefficient accounts 0.009. Furthermore, the result shown that, extrinsic factors were more important in motivating secondary school teachers. In terms of incentives and benefit, growth and development and status were the most persuasive contributor to teachers' level of motivation. In general the findings supposed to conclude, secondary schools in Hadiya Zone had not work effectively on improving the motivation and satisfaction level of teachers and thus teachers need to leave the profession. Based on the findings, it is recommended that secondary schools, Woreda education office and Zone education department should give necessary incentives and benefit for teachers through building house in rural areas by mobilizing the community, giving place to build home in urban areas and furnishing the working conditions with refreshment facilities.*

CHAPTER ONE

INTRODUCTION

This chapter deals with the main issue of the study comprised the background of the study, statement of the problem, objective of the study, significance of the study, conceptual frame work, delimitation of the study, limitation of the study, operational definition of key terms and organization of the study.

1.1. Background of the Study

Education is widely recognized as an indicator of development. One of the basic purposes of educations is to produce trained human resource which can overcome development impediments of a country. To achieve this, there would be a motivated and satisfied teachers in the sector. Motivation is central and vital component which is key contributor in job satisfaction of an employee. Motivating employees has become one of the most significant and most demanding activities for the human resource management in any organization. Teachers who have high level of job satisfaction commit their time, energy and efforts to work which may result in high productivity Scott, (2004) interesting field for many researchers to study work attitude in workers. Due to better performance shown by satisfied workers, it was the top priority of all organizations to achieve the desired goals by increasing teachers' satisfaction. Teachers are unarguably the most important group of professionals for any nation's future. Therefore, it is disturbing to find that many of today's teachers were unenthusiastic with their jobs. It is well known that many teachers lose or fail to develop self-efficacy within educational setting(Dweek,1999).

Therefore, job satisfaction and motivation were very crucial to the long-term growth of any educational system around the world. They probably rank alongside professional knowledge and skills, center competencies, educational resources and strategies as the veritable determinants of educational success and performance (VSO, 2002).

Professional knowledge, skills and center competencies occur when one feels effective in one's behavior Filak & Sheldon, (2003). Therefore, educational leaders and administrators have to pay special attention to the phenomena of both intrinsic and extrinsic motivational factors. The term motivation is a complex and difficult term to define; therefore a precise definition of this concept is elusive as the notion comprises the characteristic of individual and situation as well as the perception of that situation by the individual(Ifinedo, 2003); (Rosenfeld &Wilson, 1999).

Practices to improve performance in schools would never succeed if teachers' work motivation and job satisfaction is ignored. If employees in an organization are motivated, they will render services to the employer and customers very efficiently and effectively Shann, (2001). A typical qualities of a motivated person includes a willing to work, alignment of a person with the organization goal, commitment, an appetite to achieve, energy, drive and determination, persistence and orientation to work. This implies that motivated and satisfied school teachers were most likely to affect the students learning positively while the opposite of that may have negative impacts on students' performance.

However, in some countries Voluntary Service Overseas (VSO) has recognized that teachers' efforts are sometimes unsustainable, due to factors influencing motivation. Regarding to this the research conducted by VSO in Ethiopia on 'How much is a good teacher worth' indicates that:

“....where teachers are highly motivated; this can translate into good performance and improve the quality of education delivered to students. But many teachers who spoke positively about their profession and actively engaged with the wider issues surrounding the quality of educational provision in Ethiopia. This indicates that in the level of assumption. The issues raised by the teachers were numerous, but the most significant and most often-mentioned causes of de-motivation and low morale were inadequate salaries, low respect for and low status of teachers and poor management and leadership.” (VSO, 2008).

Therefore, many of the issues that teachers face can be influenced positively and improve the teachers motivation through improved cooperation and collaboration between all stakeholders. In addition, improvement of conditions of service for teachers

is a promising way of increasing teacher motivation and morale, making the profession more attractive, enhancing retention of teachers' and improving the quality of teaching and learning process. Although improving conditions of service always has budget implications, changes in this area may be less costly and more effective than an overall increase in teachers' salaries (Mulkeen, Chapman, DeJaeghere & Leu, 2007).

Scholars have proposed two general categories of motivation theories to explain the psychological processes underlining employee motivation: content theories and process theories Kreitner & Kinicki, (2010). Content theories of motivation focus on identifying internal factors such as instincts, needs, satisfaction and characteristics that energize employees' motivation, which encompass Maslow's hierarchy of need theory, Alderfer's ERG theory, McClelland's acquired needs theory and Herzberg's two-factor theory. On the other hand, process theories of motivation focus on explaining the process by which internal factors and cognitions influence employee motivation, under which Vroom expectancy theory, equity theory, and goal setting theory are included. Therefore, this research is targeted only on the content theory of motivation. This means teachers are the core what for the achievement of quality education. Thus, identifying and understanding teachers' internal needs and characteristics that energize their work motivation and job satisfaction is very important.

The quality of the teachers, their satisfaction and motivation are the determinant factors for the students to benefit from the education system. Teachers act as role-models, since they are the pillars of the society Jyoti & Sharma, (2009) who help the students, not only to grow, but also to be the potential leaders of the next generation, and to shoulder the responsibility of taking their nation ahead. In general speaking, these two terms are interrelated with their nature of working condition as well as employees personal feeling. As a result both terms are key factors that suppose to accelerate the effective and efficient quality of education in the process of teaching and learning as well.

1.2. Statement of the Problem

Successful organizations need motivated employees to make itself profitable and competitive in the rapidly growing world. According to Frey and Osterloh (as cited in Castren and Muhammed, 2008) many managers nowadays are not enough aware of the effect that motivation can have on their business. Therefore, it is imperative that they learn and understand the importance of the factors that determine positive motivation in the work place. Motivating workers to implement prominent performance work systems is one of the basic aims of management principles that a successful business can have. In light of this, quality of education is achieved effectively when teachers are qualified and motivated VSO, (2007). The motivation level of teachers has a significant factor in influencing the delivery of quality education. Moreover, it determines the school environment, the quantity and quality of knowledge children receive, the level of skills to enhance the development of young minds and the sense of security children feel (VSO, 2007).

In the same way, the roles and contexts of motivational methods and tools cannot be under emphasized because high motivation enhances productivity which is naturally in the interests of all educational systems Ololube,(2005).Thus, it is assumed that the current study will provide relative information and perspective describing teachers' motivation and job satisfaction of government secondary schools in Hadiya Zone.

Because many researchers have done on this topic by addressing their professional gaps, but there is no complete and progressive changes made. Due to this, my study and other concerning researchers the main focus is sustainable struggling until the problems will be alleviated.

For the last 25 years the researcher has served in Hadiya Zone as a teacher and school principal. On that period of time the researcher observed the teachers' interest to leave the profession and their poor interest to participate in different activities of the school. Thus as a school manager the researcher needs to assess the practices of improving teachers' work motivation and job satisfaction in secondary schools of study areas.

Therefore, the problems are widely asserted that low teacher motivation is reflected in deteriorating standards of professional conduct, including: serious misbehavior (in and outside

of work), lack of incentives, low morale, inadequate salaries, low respect, low status of teachers, poor management and leadership, un conducive school environment, poor supervision and professional support, inadequacy facilities /materials and lack of accommodation. Regarding to this Ethiopian Education and Training Policy gives a mandate for schools to implement various activities which improve the teachers' motivation.

As the factors described in the study area teachers would have a problem of motivation and job satisfaction that they reflected poor time keeping habit, which was expressed in coming late at school, finishing the lesson and leaving their classes early during the operating periods, majority of teachers got to their school after September 20 of the New Year and they didn't try to compensate the lost classes properly . As a result, large proportions of teachers would have been searching alternatives to leave the teaching profession. As (Bennel, 2004) described the data which indicates the number of teachers who left the teaching profession in 2002 and 2003 were 59. It revealed that the teachers who left their profession would be high. This implied the presence of factors that forced teachers to leave their profession.

Despite the above problems, there would be deteriorating standards of professional conduct, including misbehavior in and outside of work, poor preparation of teaching materials especially lesson notes, lack of continuous pupil assessment and general poor professional performance. It was such a situation that prompted the researcher to conduct a study on assessing the factors that affect work motivation and job satisfaction in government secondary school teachers of Hadiya Zone. In light of this, the researcher would try to seek answers for the following basic questions:

1. What are the factors that affect teachers' work motivation and job satisfaction in government secondary schools of Hadiya Zone?
2. Is there any significant relationship between the factors that affect teachers' work motivation and job satisfaction in the study area?
3. Are the effect of intrinsic factors stronger than that of extrinsic factors in increasing motivation and job satisfaction of teachers in secondary schools of Hadiya Zone?

1.3. Objectives of the Study

1.3.1. General Objective of the Study

This study attempt to investigate the major factors that affect teachers' work motivation and job satisfaction in government secondary schools of Hadiya Zone.

1.3.2. Specific Objectives of the Study

Specifically, this research would be conducted the following specific objectives:

1. To describe the factors that are both extrinsic and intrinsic affect teachers' work motivation and job satisfaction in government secondary schools of Hadiya Zone.
2. To investigate the correlation of the factors that are both extrinsic and intrinsic relationships affect teachers' work motivation and job satisfaction in the study area.
3. To examine whether the effect of intrinsic factors are stronger than that of extrinsic factors in increasing motivation and satisfaction of teachers in secondary schools of Hadiya Zone.

1.4. Conceptual Frame Work

Both intrinsic and extrinsic factors (independent variables) that affect teachers' work motivation and job satisfaction. The dependent variables which are influenced by independent variables that have effect on the level of job satisfaction. Thus, they were expressed in performing their responsibility properly, participate in all school activities voluntary, implement effective teaching & learning process and reduce work time wastage.

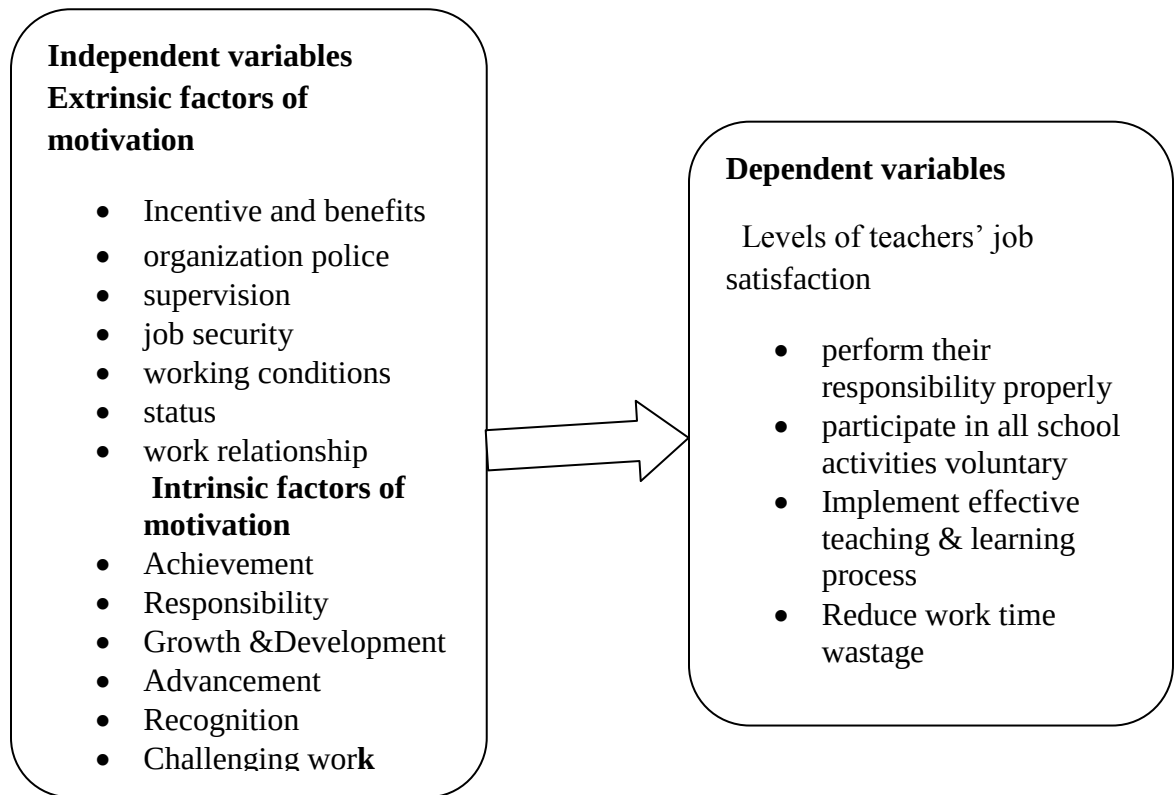


Figure 1: Cause and effect relationship between motivation factors

This figure shows that the correlation of motivation factors that affect teachers' level of motivation and their job satisfaction either in positively or negatively. A Pearson correlation analysis was conducted to examine whether the relationship between Extrinsic and Intrinsic motivation factors that affect teachers' work motivation as well as job satisfaction in government secondary school of Hadiya Zone. The results revealed that there were a significant and positive relationship between Extrinsic and Intrinsic motivation factors ($r = .948^{**}$, $N = 108$) and ** . Correlation is significant at the 0.01 level (2-tailed). See Table-1

1.5. Significance of the Study

Research, in general, is conducted to solve problems or to strengthen the current knowledge of human beings. We knew that students learning depends upon effective teaching. Hence, we need to know the factors that help in the enhancement of teachers' work motivation and job satisfaction, because teachers play a central role in the

teaching and learning process of the pupil. In school, work motivation among teachers is essential for the purpose of effective teaching-learning process. Thus, efficient teaching to some extent is the result of motivation. A teacher who is not motivated is unable to motivate his pupils to attain the learning goals (Khan, 2003).

The roles of teachers were crucial and important instrument for the transfer of knowledge and skills to students in the schools. By conducting this study, identifying the relationships between both extrinsic and intrinsic factors that affect teachers' work motivation and job satisfaction in the selected government secondary schools of Hadiya Zone. That provide information on which action or measure to be taken to promote teachers' work motivation and job satisfaction. Thus this research may:

- help to create awareness for government secondary school leaders, woreda education office and zonal education department experts take actions on the factors that affect teachers' work motivation and job satisfaction in government secondary schools.
- serve as input to enhance the teaching and learning process through improving teachers' work motivation and job satisfaction by using finding of this study.
- contribute for encouragement of teachers' within the schools by initiating schools management and department heads in schools to improve teachers' work motivation and job satisfaction by offering the clear picture of teachers' work motivation and satisfaction practices for schools.
- encourage other researchers who have an interest in the related problems that they can use this study as reference material for further studies.

1.6. Delimitations of the Study

The research was delimited in both content wise and geographically. Regarding to content, this study focuses on teachers' work motivation and job satisfaction with particular emphases on identifying motivational variables. These include both Extrinsic and Intrinsic factors of motivation as well as level of job satisfaction. Extrinsic factors of motivation like: incentive and benefits, organization police, supervision, job security,

working conditions, status and work relationship. Intrinsic factors of motivation: achievement, responsibility, growth & development, advancement, recognition and challenging work. Levels of teachers' job satisfaction: perform their responsibility properly participate in all school activities voluntary, implement effective teaching & learning process, and reduce work time wastage. Because as Sansone & Harackiewicz, (2000), Robinson, (2004) and Ahuja & Shukla, (2007) noted both Intrinsic and Extrinsic factors will have their own influence in the motivation level of employees.

Geographically the scope of this study was delimited to 8 (72.73%) out of 11 (100%) government secondary schools of Hadiya Zone without considering primary one or secondary schools of nearby study areas that to make the study more manageable.

1.7. Limitations of the Study

Even though the research would attain its objective, there would have some inescapable limitations. For this study, the researcher encountered certain problems which are considered as a limitation of the study. Few Teachers and principals show their unwillingness and were not cooperative to provide the necessary information to obtain the required data for the study, and frequent journey to the sample schools was what the researcher faced during the study. It was difficult for the researcher to get all the questionnaires back from the teachers. Nevertheless, the researcher managed all the above constraints through continuous contact and friendly approach with all the informants like principals, teachers, officers and experts. The researcher used formal and informal communications to obtain the required data of the study.

1.8. Operational Definition of Terms

Motivation: in this study, refers to the willingness or the desire of the teacher to achieve the goals of the school or the teachers' initiation and willingness to achieve the goal of quality education in their school. Therefore, motivation is a kind of force which drive teachers to perform their own tasks that is used to achieve an intended schools' goal.

Motivated teacher can cultivate the mind of students as he design to shape at certain professional discipline.

Work Motivation: In this research work motivation is defined as the interest, commitment and involvement of teachers to the teaching learning activities as well as the improvement of students' academic achievement.

Job satisfaction: the term job satisfaction refers to the attitude and feelings teachers' have about their work. Teachers' satisfaction is not only fulfillment of their own needs but also the gratification of others concern. Teachers' job satisfaction is working in good, health, and conducive environment, seeing high achievement of students outcome, having adequacy school materials, and having a good work relationship between teachers and school principals, supervisors, department heads, students and parents of students, and teachers themselves.

Motivation factors: motivation factors represents both intrinsic and extrinsic factors (the whole independent variables) which includes achievement, responsibility, professional growth and development, recognition, policy and administration, advancement, supervision, work itself, work relationship, status, working condition, job security, incentives and benefit.

Intrinsic motivation: In this study, intrinsic motivation of teachers refers to work motivation and satisfaction that derived from within the person or from the activity itself and positively affects behavior, performance and well being teaching, responsibility, recognition, career development, achievement, and advancements.

Extrinsic motivation: the researcher in this study use extrinsic motivation of teachers to indicate the effects of externally administered rewards on their work motivation. Extrinsic motivation factors include variables like salary, school policy, supervision, work relationship, job security, working conditions and status.

Secondary school: the term secondary schools in the Ethiopia context will have four years duration, consisting of two years of general secondary school which will enable

students to identify their interest for further education, for specific training and for the world of work. The second cycle of secondary education and training will enable students to choose subjects or areas of training which will prepare them adequately for higher education and for the world of work, which will be completed at grade 12 (MoE, 1994). Thus secondary school in this research refers to first cycle secondary schools (from 9 – 10 grades levels).

1.9. Organization of the Study

The research report had five chapters. Chapter one comprising background of the study, statement of the problem, objectives of the study, conceptual frame work, significance of the study, delimitation of the study, limitation of the study, definition of operational terms and organization of the study. Chapter two discusses the key concepts that were used in the paper to place the problem in a broader perspective of literature or review of related literature. Chapter three concentrates on the research design and methodology specifically which includes research design, research method, study population, sample size and sampling techniques, data collecting instruments, data analysis and interpretations and also ethical considerations. Chapter four gave the presentation, analyses and interpretation of the research. Finally, chapter five summarized the main findings, conclusions and gives recommendations.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter presents a theoretical knowledge of the phenomenon of factors of motivation that affect teachers' work motivation and job satisfaction. The chapter organized into different sections. Each section would be strong power to release necessary information to conduct the study effectively as well as to develop smart data collection instruments. In addition, the literature incorporates various research findings on the issue employees motivation and satisfaction which may help the researcher to see various findings conducted in different areas.

2.1. The Concept of Motivation and Job satisfaction

Motivation is purely a psychological topic but it is observed and taken as a multidiscipline one, each different discipline introducing a new definition from its own point of view. It is concerned with why people choose a particular course of action in preference to others, and why they continue with a chosen action, often over a long period and in the face of difficulties and problems. Based on this concepts different scholars define motivation in numerous way. Some of which are presented as follows.

Pinder as cited in Latham and Pinder, (2005) also define work motivation as "... a set of energetic forces that originate both within as well as beyond an individual's being, to initiate work-related behavior and to determine its form, direction, intensity, and duration." Therefore, the underlying concept of motivation is some driving force within individuals by which they attempt to achieve some goal in order to fulfill some need or expectation Robinson, (2004).

In the same way Schermerhorn, Hunt, Osborn and Uhl-Bien (2011), defines motivation as "...the individual forces that account for the direction, level, and persistence of a person's effort expended at work." These writer used the word direction, level and persistence when defining motivation; direction refers to an individual's choice when presented with a number of possible alternatives, level refers to the amount of effort a

person's puts forth, and persistence refers to the length of time a person sticks with a given action. In addition Halepota as cited in Ajang, (2007) defines motivation as "a person's active participation and commitment to achieve the prescribed results." Halepota further presents that the concept of motivation is abstract because different strategies produce different results at different times and there is no single strategy that can produce guaranteed favorable results all the times.

Job satisfaction is usually linked with motivation, but the nature of this relationship is not clear. Satisfaction is not the same as motivation. Job satisfaction is more of an attitude, an internal state. It could, for example, be associated with a personal feeling of achievement, either quantitative or qualitative (Mullins, 2005)

Job satisfaction has emotional, cognitive and behavioral components Bernstein & Nash, (2008). The emotional component refers to feelings regarding the job, such as boredom, anxiety, or excitement. The cognitive component of job satisfaction refers to beliefs regarding one's job, for example, feeling that one's job is mentally demanding and challenging. Finally, the behavioral component includes people's actions in relation to their work, which may include being tardy, staying late, or pretending to be ill in order to avoid work.

2. 2. Teachers' Work Motivation and Job satisfaction

Before defining teacher motivation, it seems useful to briefly look at job satisfaction, as motivation and satisfaction are complex and pragmatic concepts, and are often applied interchangeably. Evans as cited in Tanaka, (2010) defines satisfaction as "... a state of mind determined encompassing all those feelings by the extent to which the individual perceives her/his job related needs to be being met." Furthermore, in her quantitative analysis of the five francophone countries, Michaelowa as cited in Tanaka, (2010) defines teachers job satisfaction as "... an indication of teachers well-being induced by the job" and motivation as "their willingness, drives or desire to engage in good teaching, to examine whether job satisfaction does or does not translate into motivation." Similar to job satisfaction, the concept of teacher motivation is not uniform. Hoy and Miskel as cited in Bennell and Akyeampong, (2007) define

motivation as “... a combination of factors that start and maintain work-related behaviors’ toward the achievement of personal goals.” Alternatively, Bennell and Akyeampong, (2007) emphasize motivation as a teacher’s state rather than the set of factors themselves that influence such a state.

Therefore, it is certainly true that nearly all national education strategies and reforms now focus on improving teacher competence and the working environment and the promotion of greater school autonomy, all of which can improve teacher motivation Bennell & Akyeampong, (2007). Teachers are powerful tools for improving quality of education through effective classroom practices Rashid & Dhindsa, (2010). According to Bess as cited in Rashid & Dhindsa, (2010) the primary factor that contributes to effective classroom practices of teachers’ is strong motivation. Therefore to bring about a change to an educational system, improvements to improve teacher motivation are essential. A planning for such improvements would require the planner to know the existing state of teacher motivation and factors affecting teacher motivation. When studying the existing state of teacher motivation, it was essential to examine both the intrinsic and extrinsic factors affecting them.

Accordingly, Tufail, H., Ud Din, M. N., Shereen, S., Nawaz, A. & Shahbaz, A. (2012), states a teacher who is intrinsically motivated may be observed to undertake a task for its own sake, for the satisfaction it provides or for the feeling of accomplishment and self-actualization. On the other hand, an extrinsically motivated teacher might perform the activity/duty in order to obtain some external rewards. Extrinsic motivation plays an important part in people's life. It was very important to strong in influencing a person's behavior. Therefore, the aim of the school should be to build on and enhance the intrinsic motivation for teachers to teach effectively and at the same time, to supply some extrinsic motivation along the way for school improvement to achieve quality education Tufail et al., (2012). By supporting this, Rue & Byars, (2009) asserts satisfied employees are preferred simply because they make the work situation a more pleasant environment.

According to Zhou cited in Sargent and Hannum, (2005) a successful principal believes in teachers' and works hard to foster teacher motivation and autonomy, harnessing the collective force of all of the teachers to carry out the work of the school. Such principals love, protect, support, understand, trust, and care for teachers. They give reasonable work assignments, encourage teachers to participate in management, listen to suggestions and ensure that teachers can spend most of their time and energy on instruction and research. Furthermore, a successful principal provides a well-maintained, pleasant working environment, establishes a happy atmosphere, gives teachers' opportunities for professional advancement, places great importance on making ample teaching resources available and gives teachers encouragement and feedback using both emotional and material rewards.

Towards this, the current education and training policy of Ethiopia MoE, (1994) announced that educational management will be democratic, professional, coordinated, efficient and effective and will encourage the participation of stakeholders. This article provides teachers' with accountability and responsibility to achieve millennium development goals by coordinating among all educational stakeholders without any inhibiting barriers. The effective implementation of the article promotes the motivation of teachers, this also improve quality education.

2. 3. Factors associated with Teachers' Work Motivation and Job Satisfaction

To date, only a handful of studies have been undertaken that comprehensively analyze in a robust manner the key determinants of teacher motivation in the developing country context. In developing countries, teachers' tend to value factors that are more extrinsic, such as non salary benefits, working conditions and professional status, many of which are inadequate in these countries Tanaka, (2010); while they also tend to be strong in the conviction that they can make a significant contribution to society. A survey in Mozambique suggests that the most common factor that can improve teachers' performance and happiness is salary, followed by material working conditions, training and administrative procedure VSO, in (Tanaka, 2010).

Another survey from five Francophone countries (Burkina Faso, Cameroon, Cote d'Ivoire, Madagascar and Senegal), Michaelowa as cited in Bennell & Akyeampong, (2007) finds that large class size, double-shifting, rural location, high educational attainment and active parental involvement are all negatively correlated with teacher job satisfaction in these countries. Even more surprisingly, a lower salary is not always associated with lower satisfaction. By means of a quantitative analysis of teacher satisfaction in five francophone countries, Michaelowa finds that in countries where teachers' are relatively well paid, such as Côte d'Ivoire and Senegal, they seem to be less satisfied with the situation. Conversely, taking the case of Madagascar, she argues that a very low salary might paradoxically be compatible with relatively high job satisfaction.

There is a wide range of views about teacher motivation in Africa and South Asia, most of which are country specific. However, there appear to be mounting concerns that unacceptably high proportions of teachers working in public school systems in many low income developing countries (LIDCs) are poorly motivated due to a combination of low morale and job satisfaction, poor incentives and inadequate controls and other behavioral sanctions (Bennell & Akyeampong, 2007).

According to Shann, (2001) "teachers were uniformly dissatisfied with their level of participation in decision making." This implies that denial of opportunities for teachers to participate in decision-making may make them dissatisfied with their job. A study by Moses as cited in Berhan, (2007) tended to support the view that levels of dissatisfaction relate to extrinsic factors. She concluded that tenured and well-paid employment provides satisfaction of the lower-order needs, whereas prestigious and autonomous work enables academic staff to satisfy to a greater degree higher-order needs than is possible for the general population (e.g., esteem need and the need for self actualization).

Moreover, teachers are subject to environments that are shaped by the community, local authorities and the central government. There is a tendency to blame teachers, they are not capable, effective, regular, punctual and so on, for the unimpressive performance of

pupils. There has also been little research into the ways in which these environments affect teachers. An observation made by VSO in the report ‘what makes teachers tick?’ is pertinent and convincing:

Despite the pivotal nature of teachers’ contribution to education, there is a tendency on the part of national and international policy-makers to bypass teachers in decision-making and to neglect their needs when considering new policy directions. Teachers are rarely regarded as partners within education planning and reform and are frequently treated as passive implementers of decisions, or even as technical inputs. Academic and policy debates focus on teachers’ deficiencies and seldom take into account the difficulties under which they live and work (VSO, 2002).

Therefore, various factors that dissatisfy teachers’ in developing countries, as researched by different scholars, were numerous and majority of them are specific in some situations and others are common in all areas. Some of these factors are described clearly as follow.

The low and declining status of teachers in many LIDCs clearly impacts on the overall levels of teacher motivation. Teaching is a challenging occupation, which means that teachers have to strive hard in order to meet learning goals Bennell, (2004). Occupational status depends on the ‘public valuing’ of the competence, role and overall contribution of a particular occupation to individual and societal welfare Bennell & Akyeampong, (2007). Occupations that have attained professional status share a common set of characteristics including a high level of education and training, a strong ideal of public service with an enforced professional code of conduct and high levels of respect from the public at large.

Policy implementation, such as reform and incentive provision and teacher management may influence all teachers’ equally, but teachers’ are different not only in terms of their qualifications but also with regard to their identities and personalities, which are shaped by values and beliefs, and even the places in which they live and work Tanaka, (2010). Thus, teacher management at all levels (school, woreda, region and Ministry of

education) is critically important in ensuring that teachers are adequately motivated Bennell & Mukyanuzi, (2005). Bennell & Mukyanuzi also emphasized that management effectiveness is the combined outcome of management systems and the commitment and competence of individual managers. In most of Africa, for almost all administration regarding teacher management, one notes a lack of clear rules which tend to generate conflict, power vacuum, and overlap and duplication of effort (Bennell & Akyeampong, 2007).

Therefore, the quality of leadership and supervision affects a range of factors in the school environment, including the overall organizational climate of the school Sargent and Hannum, (2005). Teacher management tends to be authoritarian, based on rigid hierarchical structures, which results in limited participation, delegation and communication by teachers with respect to major school management functions. Teachers subjected to these types of management regimes have little sense of self-determination, which seriously undermines job satisfaction and motivation.

Living and working conditions are more likely to be extrinsic and the individual may not be able to control them. Moreover, such preconditions could be the same for all teachers but the degree of comfort and/or difficulty may vary, as urban– rural disparities exist. The living conditions for most teachers are unsatisfactory and, for many, they are ‘intolerable’ Bennell & Mukyanuzi, (2005). The work and living environment for many teachers’ is poor and lack basic amenities such as pipe-borne water and electricity, staff rooms and toilets, which tends to lower self-esteem and is generally dissatisfying (Bennell, 2004).

2. 4. Ethiopian Teachers’ Motivation and Job satisfaction

Motivating teachers’ towards their profession is one of the reform ideas inherent in the Ethiopian education and training policy. Teachers’ are the center to achieve quality education. Therefore, giving higher attention for their motivation and development is the core task to succeed effective nation and national wide development. Due to this,

various researches were done by Ministry of Education and other concerned bodies to identify and improve the teachers' motivation level.

Although motivation as a construct is largely subjective and difficult to fully measure, the research conducted by MoE, (2008) assumed various possible factors that could harm secondary school teachers. The factors that were analyzed as a de-motivating variable includes lack of incentive, low regard for teachers', poor conditions of service, large class size, lack of career promotion, inadequacy of teaching facility/material, irregular payment of teachers' salaries, lack of accommodation, lack of in-service training, poor supervision and professional support, lack of pupil interest in education, negative attitudes of parents, lack of transfer, too demanding nature of teaching, poor attendance in classroom, transportation problems and school locations. From these factors the higher de-motivating variables of secondary school teachers were lack of incentives, low regard for teachers and poor conditions of service respectively while the least dissatisfying factor was school location.

Similarly, the factors that hinder teachers motivation in the Ethiopia educational system as VSO (2007) identifies were inadequate salaries, low respect for and low status of teachers, poor accommodation, poor management and leadership and school environment. As VSO describes these issues have a significant impact on classroom performance, that is, teachers' ability to deliver good quality education as well as on levels of teacher motivation.

Moreover, MoE (2006) grouped Ethiopian teachers' dissatisfying factors into two classes; incomes and living conditions in one hand and issues related to good governance on the other. Income issues include low salaries, lack of incentives and lack of teacher residences around schools. Issues of good governance include regular payments of salaries, poor supervision and professional support, low regard and social status for the profession, lack of transference from place to place. Both problems need to be gradually rectified with governance issues given the priority. This is because it is relatively simple for the government to rectify issues related to good governance. However, salary improvements might not be easy as salaries very much drain the

education budget more than other expenditures. At the same time, it is impossible to disregard the improvement of incomes under the existing conditions of rising costs of living. Therefore, a gradual adjustment which corresponds with other sectors of government is essential.

Even if the researcher could not get similar works in the study area, the secondary school teachers' in Hadiya zone shows some unique behaviors which inhibit them from achieving their responsibility effectively. Furthermore, most teachers' were need to transfer into other sectors or to nearby regions in the current position. All these indicate the presence of some dissatisfying variables in the study area.

2. 5. Types of Motivation

In seeking to understand the motivational processes, it is perhaps necessary to distinguish two types of motivation namely: the intrinsic and the extrinsic (Robinson, 2004). Each of them will be described clearly here under.

2. 5. 1. Intrinsic Motivation

Intrinsic motivation is related to 'psychological' rewards such as the opportunity to use one's ability, a sense of challenge and achievement, receiving appreciation, positive recognition and being treated in a caring and considerate manner. The psychological rewards are those that can usually be determined by the actions and behavior of individual managers. It also refers to motivation that is driven by an interest or enjoyment in the task itself, and exists within the individual rather than relying on any external pressure Kondalkar, (2007). Intrinsic motivation is based on taking pleasure in an activity rather than working towards an external reward. It is positively valued work outcomes that the individual receives directly as a result of task performance; they do not require the participation of another person or sources Schermerhorn, et al., (2011). Regarding to this Herzberg believes that people are turned on and motivated by high content jobs that are rich in intrinsic reward. Therefore, intrinsic motivation increases the individuals' job satisfaction as well as the organization bargaining power.

2. 5. 2. Extrinsic Motivation

Extrinsic motivation is related to ‘tangible’ rewards such as salary and fringe benefits, security, promotion, contract of service, the work environment and conditions of work. Such tangible rewards are often determined at the organizational level and may be largely outside the control of individual managers. Extrinsic motivation is deals with behaviors’ that are motivated by factors external to the individual Robinson, (2004). In other way extrinsic motivations are positively valued work outcomes that are given to an individual or group by some other person or source in the work setting. They might include things like sincere praise for a job well done or symbolic tokens of accomplishment such as ‘employee-of-the-month’ awards Schermerhorn, et al., (2011). External motives indicate the presence of specific situations where internal needs arise.

Accordingly Staw as cited in Robinson, (2004) examined the evidence of intrinsic and extrinsic motivation and concluded that the administration of both intrinsic and extrinsic rewards can have important effects on a person’s task attitudes and behavior. The joint effect of intrinsic and extrinsic rewards may be quite complex, but the interaction of intrinsic and extrinsic factors may under some conditions be positive and under other conditions negative. In practice, however, extrinsic rewards are relied upon heavily to induce desired behavior and most users of rewards will positively affect an individual’s interest in a task. Besides, teachers are primarily motivated by intrinsic rewards such as self-respect, responsibility, and a sense of accomplishment. Thus, administrators can boost morale and motivate teachers to excel by means of participatory governance, in-service education, and systematic, supportive evaluation.

2. 6. Theories of Motivation

There are many competing theories that attempt to explain the nature of motivation. These theories may all be at least partially true and help to explain the behavior of certain people at certain times. These motivation theories can be divided into two broad categories; content theory and process theory of motivation. Theories of both types contribute to our understanding of motivation to work, but none offers a complete

explanation. Efere, (2005) asserts “in studying a variety of theories, our goal is to gather useful insights that can be integrated into motivational approaches that are appropriate for different situations.” Even if, the general concept of motivation has been established in developed countries and most research on teacher motivation has also been carried out there, this part begins with the major motivation theories that plays as the overall framework to this study is assessed and presented as follow.

2. 6. 1. Content (Need) Theory of Motivation

As the name implies the content theories of motivation focuses on “what” motivates a person Efere, (2005). Content theories of motivation focus primary on individual needs; that is, physiological or psychological deficiencies that we feel a compulsion to reduce or eliminate. Furthermore, the theory tries to explain work behaviors based on pathways to need satisfactions and the influence of blocked needs Schermerhorn, et al., (2011). Content theory of motivation suggests that managers should be able to understand individual needs and create work environment that respond positively to them. Some of the known content theories of motivation are Maslow’s hierarchy of need theory, Alderfer’s ERG theory, McClelland’s acquired needs theory, and Herzberg’s two-factor theory. Robbins and Coulter, (2009) describe “although more valid explanations of motivation have been developed, these early theories are important because they represent the foundation from which contemporary motivation theories were developed and because many practicing manager still use them.”

2. 6. 1. 1. Maslow’s Hierarchy of Need Theory

One major contribution in the study of motivation is the Hierarchy of needs theory by Abraham Maslow Efere, (2005). Maslow believed that if a member of staff had problems in or outside the work place, she/he would bring these problems to work, which would have an adverse effect on their performance at work. So, this meant that the best way to motivate the staff would be to identify their problems in order to help the staff to handle their problems. This could be by advice, counseling, guidance or practical help Efere, (2005).

The hierarchy of needs is based on the assumption that individuals are motivated to satisfy a number of needs and that money can directly or indirectly satisfy only some of the lower needs Rue & Byars, (2009). Thus, Maslow goes on to explain his theory by looking at the nature of human needs as the starting point. He said that human needs were in hierarchical form, which looks like a pyramid with five layers or hierarchy as follows:



Fig. 2- Maslow's hierarchy of need

Source: Rue and Byars, (2009). *Management Skills and Application*. (13th ed.). p.268

Physiological needs are basically the needs of the human body that must be satisfied in order to sustain or survival life, which include: shelter, food, water, air to breathe, clothing, rest, sleep and sex.

Safety and security needs are about a human's desire to live in safe, secure, stable, not hostile and peaceful environment. Since all employees have (to some degree) a dependent relationship with the organization, safety needs can be critically important. This would include: physical safety, health safety, and job security.

Love and affiliation needs which could be described as belongingness needs or is people's desire to be affiliated to something or person and the desire to have a sense of belonging to others. This would include: friendship, affection, social activities and family union, receiving and giving love, feelings of belonging and human contact.

Ego and self esteem needs are human needs which include: desire to achieve, properly founded self-respect, confidence, reputation, independence and freedom, prestige, recognition, respect from others, attention, appreciation and alike. These needs influence the development of various kinds of relationships based on adequacy, independence and the giving and receiving of indications of esteem and acceptance (Rue & Byars, 2009). .

Self-Actualization needs which represent the highest level of self fulfillment, that is, the need of people to reach their full potential in applying their abilities and interests to functioning in their environment. These describe the desire to develop and demonstrate one's creativity, abilities, capabilities and a desire to be a specialist in an area of knowledge. The need for self-actualization is never completely satisfied; one can always reach one step higher (Rue & Byars, 2009).

Maslow went further and explained that people would seek to satisfy the physiological (basic) needs first. That there is an automatic mechanism which exists so that once the physiological needs are satisfied, the safety and security needs automatically presents themselves to be satisfied and once the safety and security needs are satisfied, then the next layer of needs (love and affiliation) present themselves to be satisfied and so it goes up to self actualizations needs Robinson, (2004). Once a need has been satisfied, it is no longer a motivator, which means that there is a constant desire to satisfy the next layer of needs. Maslow believed that by helping staff to satisfy their needs, they would be motivated on the job. If this is so, then managers should endeavor to know and understand their staff quite well to successfully apply the provisions of this theory.

Towards this theory Schermerhorn et al., (2011) describes that the concept of a need hierarchy assumes that some needs are more important than other and must be satisfied

before the other needs can serve as motivators. Moreover, Schermerhorn et al., studies also report that needs vary according to a person's career stage, the size of the organization, and even geographic locations.

2. 6. 1 .2. Alderfer's ERG Theory

Clayton Alderfer was a psychologist whose motivational theory was derived from that of Abraham Maslow's hierarchy of needs theory Efere, (2005). Alderfer believed that Maslow's five hierarchies (layers) of needs could be condensed into three layers called Existence, Relatedness and Growth needs (ERG). He explains these needs as follow (Efere, 2005).

- a) Existence needs are concerned with sustaining human existence and survival and cover Maslow's physiological and safety needs plus fringe benefits like money.
- b) Relatedness needs are concerned with relationships to the social environment and which covers Maslow's love or belonging, affiliation and meaningful interpersonal relationships of a safety or esteem nature.
- c) Growth needs are concerned with the development and creativity of personal potentials and as the name suggests it includes Maslow's self actualization needs and the remnant of the Ego and self esteem needs.

Like Maslow, Alderfer suggests that individuals' progress through the hierarchy from existence needs to relatedness needs to growth needs as the lower-level needs become satisfied. However, Alderfer suggests these needs are more a continuum than hierarchical levels Schermerhorn et al., (2011). More than one need may be activated at the same time. Individuals may also progress down the hierarchy. There is a frustration–regression process. For example, if an individual is continually frustrated in attempting to satisfy growth needs, relatedness needs may reassume most importance. The lower-level needs become the main focus of the individual's efforts.

2. 6. 1. 3. McClelland's Acquired Needs Theory

While recognizing that people have many different needs, the work of David McClelland identified three needs: achievement, power and affiliation Schermerhorn et al., (2011). The use of the term need in this approach is different from the hierarchy of needs approach in that, under this approach, the three needs are assumed to be learned, whereas the need hierarchy assumes that needs are inherent Rue & Byars, (2009). The three needs of McClelland are discussed below.

Need for achievement (nAch) - is the desire to do something better or more efficiently, to solve problems or to master complex tasks than it has been done before Rue & Byars, (2009). McClelland's suggests that (nAch) is not hereditary but results from environmental influences, and he has investigated the possibility of training of people to develop a greater motivation to achieve Robinson, (2004). According to Efere, (2005) the people with high achievement motive are innovative, prefer moderate task difficulty, prefer personal responsibility for performance of their work, prefer unambiguous feedback on their performance and to them money is not normally a motivator as it serves only as an evidence of their performance

Someone with a high need for achievement prefers individual responsibilities, challenging goals and performance feedback. On the other hand McClelland believes that for people with a high achievement motivation, money is not an incentive but may serve as a means of giving feedback on performance Robinson, (2004). High achievers seem unlikely to remain long with an organization that does not pay them well for good performance. Money may seem to be important to high achievers, but they value it more as symbolizing successful task performance and goal achievement. But money is a direct motivator for people with low achievement motive (Robinson, 2004).

Need for power (npower) - is the desire to control others, to influence their behavior, or to be responsible for others. Someone with a high need for power seeks influence over others and likes attention and recognition. McClelland has also suggested that the effective manager should possess a high need for power. However, the effective manager also scores high on inhibition. Power is directed more towards the organization

and concern for group goals, and is exercised on behalf of other people. This is 'socialized' power. It is distinguished from 'personalized' power, which is characterized by satisfaction from exercising dominance over other people and personal aggrandizement (Robinson, 2004).

Need for affiliation (nAff) - is the desire to establish and maintain friendly and warm relations with others. Someone with a high need affiliation is drawn to interpersonal relationships and opportunities for communication.

This approach assumes that most people have developed a degree of each of these needs, but the level of intensity varies among people. For example, an individual may be high in the need for achievement, moderate in the need for power and low in the need for affiliation. This individual's motivation to work will vary greatly from that of another person who has a high need for power and low needs for achievement and affiliation. Thus, under this approach to motivation, when a need's strength has been developed, it motivates behaviors or attracts employees to situations where such behaviors can be acted out Rue & Byars, (2009). Therefore, because each need can be linked with a set of work preference, McClelland encouraged managers to learn how to identify the presence of nAch, nAff, and npower in them and in others (Efere, 2005).

2. 6. 1. 4. Herzberg Two-Factor Theory

Herzberg's (1959) two factor theory of job satisfaction and motivation has been widely used in job satisfaction circles. According to Hewstone and Stroebe, (2001) Herzberg's two- factor theory holds that satisfaction and dissatisfaction are driven by different factors. Satisfaction is influenced by motivational factors while dissatisfaction is influenced by hygiene factors. Motivating factors are those aspects of the job that make people want to perform well and provide them with satisfaction. For example, achievement, personal growth, recognition and, work itself, responsibility. The motivating factors are considered to be intrinsic to the job as individuals may have a degree of control over them. Hygiene factors include aspects of the job that are extrinsic to the individual such as remuneration, policies, supervisory practices and other working conditions. According to the two- factor theory hygiene factors are the non task

characteristics of the job that create dissatisfaction. They are also referred to as extrinsic factors because the individual does not have control over them.

Herzberg, F., Maunser, B. & Snyderman, B.(1959), pointed out that the opposite of dissatisfaction is not satisfaction but no dissatisfaction. Applying these concepts to education for example, if school improvement depends, fundamentally, on the improvement of teaching, ways to increase teacher motivation and capabilities should be the core processes upon which efforts to make schools more effective focus Naylor, (1999). In addition, highly motivated and need satisfied teachers can create a good social, psychological and physical climate in the classroom. Exemplary teachers appear able to integrate professional knowledge (subject matter and pedagogy), interpersonal knowledge (human relationships), and intrapersonal knowledge (ethics and reflective capacity) when he or she is satisfied with the job.

Herzberg's two factor theory is show in the following diagram.

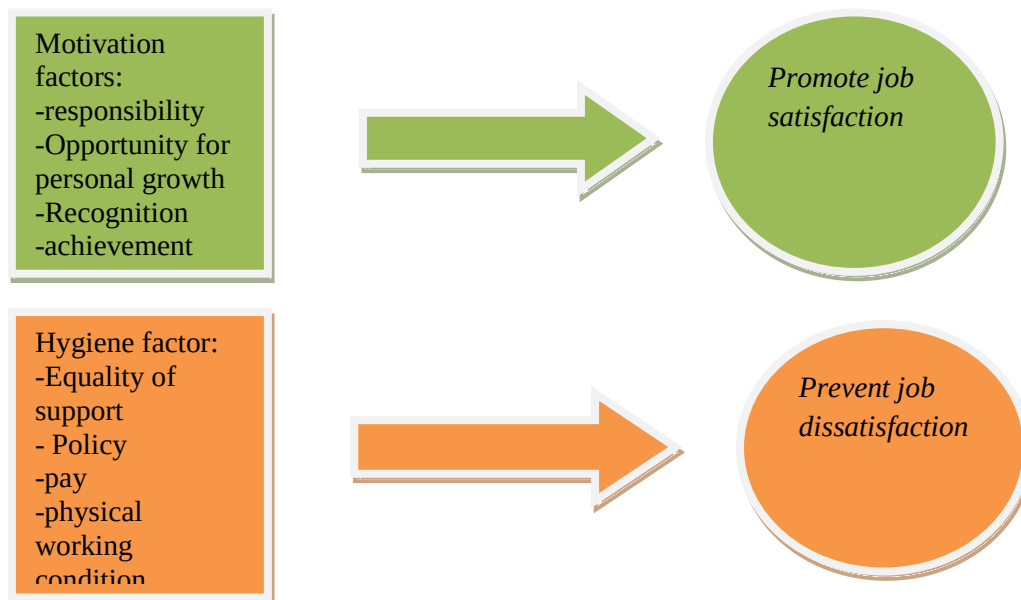


Figure 3-Herzberg's two factor theory

Source: Greenberg and Baron (1993)

Motivators or intrinsic (satisfier) factors are related to the actual performance of the work, or the content of the job. The motivators are internal job factors that urge the

employees to strive for better achievements, and lead to job satisfaction and higher motivation Balkin, DB., Cardy, RL. & Gomez-Mejia, LR. (2003). They are the factors that influence the perceptions or feelings of employees about themselves and their work, and motivate them to work harder or better. Akyeampong and Bennell (2007) state that intrinsic motivators such as responsibility, the challenging nature of a job, and achievement are motivators that comes from within a person. Herzberg's two-factor theory has been linked to that of Maslow's hierarchy of needs theory. The theory suggests that Maslow's higher-order needs are similar to Herzberg's satisfier factors, and Maslow's lower-order needs are similar to Herzberg's hygiene factors Ellsworth, R., Hawley, D. & Mau, WJ. (2008), Ellsworth,et al... (2008). According to Herzberg, et al., (1959), motivation factors are internal factors that are associated with higher-order needs, and include the opportunity to achieve in the job, recognition of accomplishment, challenging work and growth options, responsibility in the job, and the work itself-if the work is interesting Amos, TL., Pearson, NJ., Ristaw, A. & Ristaw, L. (2008), Amos, et al., (2008). The presence of intrinsic factors or motivators lead to job satisfaction, but their absence will not lead to job dissatisfaction (Perrachione, BA., Petersen, GJ. & Rosser, VJ. 2008).

In the teaching profession, the intrinsic factors play a significant role in motivating individuals to join the profession Jyoti & Sharma, (2009). If we want people to be encouraged, satisfied, and motivated about their jobs, Herzberg, et al. (1959) claimed, the emphasis should be on factors associated with the nature of the work, or with outcomes directly derived from the work, such as work itself, for personal growth, recognition, responsibility and achievement. Thus, satisfaction with the intrinsic aspects of the job is long-lived and, therefore, enables teachers to sustain their motivation over a long period of time.

Herzberg uses the term hygiene for extrinsic factors that are associated with lower-order needs, and include organizational policy and administration, supervision, interpersonal relations with peers and supervisors, working conditions, status, job security, and salary Amos, et al., (2008); Bogler, (2001); Ellsworth, et al., (2008). The extrinsic job characteristics reflect outcomes generated by performing the job, and are

concerned with the context or environment in which the job has to be performed (Furnham, 2005).

With regard to teachers, a teacher who feels that his or her salary is not sufficient, but improving the salary may not necessarily lead to job satisfaction. Similarly, when teachers perceive that their working conditions (hygiene factors), are good, the reasons for job dissatisfaction are removed (Furnham, 2005).

Mitchell, (2001) contends that Herzberg's theory has made important contributions to motivation theory. They further state that Herzberg's theory extends Maslow's ideas and made them more applicable in the workplace. The theory focused its attention on the importance of job centered factors in the motivation of employees. Furthermore, Mitchell, (2001) contends that Herzberg's theory gave rise to an increasing interest in job enrichment and restructuring of work.

The extrinsic factors include aspects such as pay, promotion opportunities, co-workers, and supervision. Intrinsic factors include personality, education, intelligence and abilities, age and marital status Mullins, (1999). It is noted that extrinsic and intrinsic factors often work together to influence job satisfaction (Spector, 1997).

2. 6. 1. 4. 1. Extrinsic Factors

Extrinsic factors are determined by conditions that are beyond the control of the employee Atchison, (1999). The following factors will be discussed, namely: incentive and benefits, organizational policy & administration, salary, promotion opportunities, supervision, work relationship, working conditions, job security and status.

Incentive and benefit

Incentive is something which tends to incite to determination or action Ahuja & Shukla, (2007) while benefit is any support given for employee, like training, house, child care and others. Thus, incentives (monetary and non-monetary) are a promising option to improve organization performance and employee motivation as well. Therefore, employing various incentive and benefit systems for teachers has great impact on the

teaching learning process in general and in the teachers' level of work motivation in particular

Organizational Policy and Administration- organization policy and its administration have relation with the effectiveness of organization as well as employees performance. As Bennell & Akyeampong, (2007) noted lack of clear rules tend to generate conflict, power vacuum, and overlap and duplication of effort. Therefore, organization policy and administration is focused on the feelings about the adequacy or inadequacy of organization's management. This includes the presence of good/poor communications, have/lack of delegated authority, policies, procedures and rules.

Salary- is a form of periodic payment from an employer to an employee, which is specific in an employment contract Sharma & Bajpai, (2011). In addition incentive is something that triggers a particular course of action. When incentives is offered for meeting specific goals, the employee is likely to expend more energy and effort into the job and thereafter the incentive will be given to the employee as a reward when the goal is met Ahuja & Shukla, (2007). Incentives are useful mechanisms to induce positive attitude and motivate employees. Robbins, S.P., Odendaal, A., & Roodt, G. (2003), define pay as the amount of compensation received for a specific job. The existence of both financial reward and recognition has been found to have a significant influence on knowledge workers. According to Boggie, (2005), inequity in terms of lack of recognition and poor pay often contribute to a problem with employee retention.

Promotion Opportunities: Kreitner & Kinicki, (2001) states that the positive relationship between promotion and job satisfaction is dependent on perceived equity by employees. However, Cockcroft, (2001) points out that perceived equity of promotion is not the only factor to have a positive impact on job satisfaction. It is likely that the employee is satisfied with the company's promotion policy, but dissatisfied with the opportunities for promotion. Not all employees wish to be promoted. Therefore individual standards for promotion depend primarily on the employee's personal and career aspirations. It is also possible that individuals might perceive the promotion

policy of an organization to be unfair, but since they have no desire to be promoted, they might still be satisfied (Cockroft, 2001).

Supervision: is a way of stimulating, guiding, improving, refreshing and encouraging and overseeing certain group with the hope of seeking their cooperation in order for the supervisors to be successful in their task of supervision Ogunsaju, (1983). Supervision requires the competency or technical ability of the supervisor. This includes the supervisor's willingness to teach or delegate authority, fairness and job knowledge. Supervision in school is a vital process and it is the combination of activities which is concerned with the teaching and improvement of the teaching in the school. The supervisor's ability to provide emotional, technical support and guidance with work related tasks forms a pivotal role relating to job satisfaction Robbins et al., (2003). Supervisors with high relationship behavior strongly impact on job satisfaction (Graham & Messner, 1998).

Work Relationship- In any organization, very few things can be accomplished alone. Typically, work is done in teams or through partnering with colleagues, suppliers and customers. The employees are part of a web of relationship within, across, between and among many individuals and organizations Sargent & Hannum, (2005). These relationship must develop quickly and productively to allow for high trust and creative collaboration.

Therefore, work relationship is the relationships between the worker and his or her superiors, subordinates and peers. This includes both job related interactions and social interactions within the work environment. In order to build effective working relationship, employees must be able to engage with others in a positive and productive way. Building working relationships offer individuals a rich variety of tools and processes to prevent, manage and resolve work conflict and to build strong and lasting agreement Barnes & Conti Associates, (2009). Having friendly and supportive colleagues lead to increased job satisfaction because of the work with group serves as a source of support, comfort, advice and assistance to the individual worker. Individuals

who perceive to have better interpersonal friendships with their co-workers and immediate supervisor lead higher levels of job satisfaction (Oshagbemi, 2001).

Working Conditions: working conditions is the factors that involve the physical environment of the job: amount of work, facilities for performing work, light, tools, temperature, space, ventilation, and general appearance of the work place. If the working conditions of an institution/organization are conducive, its performance will improve dramatically Leithwood, (2006). The working conditions are conducive when administration provides their employees to safe and healthy environment. Furthermore, the availability of necessary equipments and other infrastructures are one that may reduce the effectiveness of employees as well as the organization. Therefore, organization managers put their effort in making the working conditions safe, health, adequately furnished and attractive to use the employees' knowledge, skill and creativity for the organization effective competitive advantage VSO, (2002). Working condition sensible impact on an employee's job satisfaction because the employees prefer physical surroundings that are safe, clean, and comfortable for works (Robbins, 2005).

Job security- Job security is an employee's assurance or confidence that they will keep their current job. Employees with a high level of job security have a low probability of losing their job in the near future. Certain professionals or employment opportunities inherently have better job security than others. Job security is about an individual's perception of themselves, the situation and the potentials. There are some external factors that have an influence on our job security. Our individual job security is influenced more by personal factors, like education, our experience, the skill we have developed, our performance and our capability Simon, (2011). When we have a high level of job security, we will often perform and concentrate our effort into work more effectively than an employee who is in constant fear of losing their job. Job security has significant effect on the overall performance of individuals, teams as well as organizations.

Status- as free dictionary defines status is the position of an individual in relation to another or others, especially in regard to social or professional standing. It is the signs, symbols or all that goes with holding a position within the organization.

2. 6. 1. 4. 2. Intrinsic Factors

Intrinsic factors will be discussed as follows, namely: achievement, recognition, challenging work, responsibility, advancement, growth and development.

Achievement: This includes the personal satisfaction of completing a job, solving problems, and seeing the result of one's efforts or the potential of the individual to tackle any sorts of problem related to work which means the capacity to do the work effectively.

Recognition: In the context of managing people, the reward and recognition system underlines a core feature of the employment relationship. According to Bratton and Gold, (2007) reward refers to all the financial, non-financial and psychological payments that an organization gives for its employees in exchange for the work they perform. It is given to show appreciation for the employees' efforts and positive contribution and at the same time reinforce and encourage similar future behavior. Recognition takes place only after the behavior has occurred. If the recognition system could be clear and equity in the view of the staff members, it facilitates effective achievement of personal as well as organizational goals with great interest. Towards this Ahuja & Shukla (2007) describes good motivation is dependent on proper proportioning of rewards and recognitions among persons and for the person at different time.

Challenging Work: It is the nature of the tasks to be carried out on the job. Job design is the process through which managers plan and specify job tasks and the work arrangement that allows them to be accomplished. The best job design is always one that meets organizational requirements for high performance, offers a good fit with individual skills and needs, and provides valued opportunities for job satisfaction Schermerhorn et al., (2011). In general it is the actual content of the job and its positive

or negative effect upon the employee whether the job is characterized as interesting or boring, varied or routine, creative or stultifying, excessively easy or excessively difficult, challenging or non-demanding.

Responsibility: means the responsible shouldered by the individual at work and the satisfaction derived through it in terms of decision making and supervision. This includes both the responsibility and authority in relation to the job. Responsibility refers to the employee's control over his or her own job or being given the responsibility for the work of others. Gaps between responsibility and authority are considered under the company policies and administration factor.

Advancement: The actual change in upward status within the organization as a result of performance. Increased opportunity changes with no increase in status are considered under responsibility. The Teacher Advancement Program (TAP) counters many of the traditional drawbacks that plague the teaching profession: ineffective professional development, lack of career advancement, unsupported accountability demands and low undifferentiated compensation. Teacher Advancement Program provides an integrated and comprehensive solution to these challenges through changing the structure of the teaching profession within schools while maintaining the essence of the profession. TAP is a whole school reform intended to motivate, develop and retain high quality teachers in order to increase student achievement (TAPF). Therefore, intrinsic motivation increases the individuals' job satisfaction as well as the organization bargaining power.

Growth and Development- Training is defined as the organized activity aimed at imparting information or instructions to improve the recipient's performance or to help him or her to attain a required level of knowledge or skill Saeed & Asghar, (2012). Other scholar describes training as the formal and systematic modification of behavior through learning which occurs as a result of education, development and planned experience Armstrong, (2006). In addition, staff development refers to the development of supporting, technical and professional staff in organizations, in which such staff form a large proportion of those employed (Collin, 2001).

Scholars believe that the development activities help a person to make positive contributions to the organizations. Training helps for the proper utilization of resources; that further helps employees to achieve organizational as well as personal goals. As Saeed and Asghar, (2012) pinpoints training and development improves the motivation and satisfaction level of employees, increase their skill and knowledge, and also expands the intellect on overall personality of the employee. Therefore, training is a motivational factor which enhances the knowledge of the employee towards the job. By the help of training employees become proficient in their jobs and they become able to give better results. Thus, an organization should identify employees training need and tried to run the program by collaborating with necessary stakeholders.

This study puts more emphasis on how effective these strategies in improving teachers' working and living conditions in their respective profession by providing the essential variables that refers from the review of literatures. A review of relevant literature has been made to develop a theoretical base for this study. The intentions of this review were to outline a conceptual framework of the research. The review addressed concepts, important theories, facts, models and different empirical studies on teachers' work motivation and job satisfaction.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This part of the research presents the methodological aspects of the research, which included research design, research method, study population, sample size and sampling techniques, data collecting instruments, data analysis and interpretations and also ethical considerations.

3. 1. Research design

Research design *is* the plan of action that links the philosophical assumptions to specific methods Creswell & Planoclark, (2007). The purpose of this study is to assess the major factors that affect teachers' work motivation and job satisfaction in government secondary schools of Hadiya Zoe. Hence, descriptive survey design is employed in under taking the study. Descriptive survey is preferred over other design as it enables to make identification with predictions, narration of events, and drawing of conclusions based on the information obtained from relatively large and representative samples of the target population Kothari, (2005). Moreover, Prakash (2005) described that a descriptive survey research methods is important to collect a detailed descriptions of existing phenomena with the intent of employing the data to justify current conditions and practice or to make more intelligent plans for improving social, economic, or educational conditions and process. This approach has also recommended by researcher that Descriptive survey methodology gives a better and deeper understanding of a phenomenon which helps as a fact-finding method with adequate and accurate interpretation of the findings. Moreover, it helps to gather data at particular points in terms of the intensions of describing the nature of existing condition, or identifying standards against which existing condition can be compared or determine the relationship that exist between specific event (Jose and Gonzales , 2002).

3. 2. Research method

Method is a style of conducting a research work which will be determined by the nature of the problem Singh, (2006). The method employed in this research will be both quantitative and qualitative research method. Since the research is survey it more emphasizes quantitative research approach. Using both Qualitative and Quantitative approaches can capitalize on the strengths of each approach and offset their different weaknesses and provides a better understanding of the research problems than either approach alone. Quantitative research generates statistics through the use of large-scale survey research, using methods such as questionnaires. This type of research reaches many more people, but the contact with those people is much quicker than it is in qualitative research. Qualitative research explores attitudes, behavior and experiences through such methods as interviews. It attempts to get an in-depth opinion from participants. As it is attitudes, behavior and experiences which are important, fewer people take part in the research, but the contact with these people tends to last a lot longer. So using both also provide more comprehensive answers to research questions going beyond the limitations of a single approach Creed, Freeman, Robinson& Woodley(2004), Creed, et. al., (2004). It is also assumed that this method is economical since it enables to describe the prevailing situations both quantitatively as well as qualitatively which eventually help draw valid general conclusion.

3. 3. Sources of data

The source of necessary information to conduct the study was both primary and secondary data sources. The primary data were collected from teachers, school principals, cluster supervisors and Woreda education office experts through questionnaire for teachers and unstructured interview for principals, supervisors and education office experts. The decision to use these respondents as a source of primary data is based on the expectation that they had a better experience and information on the teachers' work motivation and job satisfaction in secondary schools. To supplement results obtained from the above respondents, documents were also examined. The school rewarding strategies and in-school teacher professional growth and development

strategies were the documents which consulted to complement the data collected by the prepared data collecting instruments.

3. 4. Population

Population is the entire group of people to which a researcher intends the results of a study to apply Aron & Coups, (2008). Therefore, the target population of this study was teachers in 26 government secondary schools of Hadiya Zone; specifically, government secondary school teachers (n=861), principals (n=26), secondary school supervisors (n=11) and Woreda education office experts (n=11). A total no of 909.

3. 5. Sample Size and Sampling Techniques

The main purpose of this research is to assess the Teachers' work motivation and job satisfaction in Government secondary schools of Hadiya Zone. For the case of this study, probability sampling technique was used to obtain the representative sample units for this research. Hadiya Zone have 11 woredas. The researcher put them in to 4 clusters based on their geographic location i.e North, South, West, and East. Among them the researcher selected three clusters (North, South, and West) by using simple random sampling technique. Due to, handle study is more manageable with in time and budget. The three clusters contain nine woredas. Out of 9(100%) woredas 3(33.33%) woredas were randomly selected. The total number of government secondary schools in the three woredas would have 11. Out of 11 (100%) government secondary schools (9-10) 8 (72.73%) schools were selected by simple random sampling technique. Accordingly, Jajura, Gimbichu, Humaro, Akama, Baenara, Jawe ,Kosha and Duna were included. Then, from total of 238 (100%) teachers in the selected secondary schools, 119 (50%) teachers were randomly selected. Correspondingly, Out of 11 (100%) secondary school principals 8 (72.73%) principals, and from 7 (100%) secondary school supervisor 4 (57.14%) and from 11(100%) Woreda education office experts 3 (27.27%) were involved by using simple random sampling technique. As the researcher judges they were relevant bodies to provide appropriate information for the study due to their high intimacy with teachers in their day to day activities. The researcher believes that they would be responsible bodies to what extent teachers would be motivated and

satisfied and they would have ample data from each selected schools. The sample size for teacher respondents taken from each school was determined by using their proportionality of numbers in the schools. This was for the sampling to be representative of the population, and possible to involve respondents from all sample school in equal percentage. Generally, the total respondents of this study were 134.

Table-1. Sample school including with their respective Woreda and number of teachers:

No	Name of government secondary schools	Woreda/town administration	Teachers	
			Population	sample
1	Jajura	Soro	30	15(50%)
2	Gimbichu	Soro	24	12(50%)
3	Jawe	Lemo	28	14(50%)
4	Baenara	Soro	24	12(50%)
5	Humaro	Soro	59	29.5(50%)
6	Duna	Duna	27	13.5(50%)
7	Akama	Soro	20	10(50%)
8	Kosha	Soro	26	13(50%)
Total			238	119(50%)

Based on this, the population, samples and sampling techniques summarized as follows.

Table -2. Samples and Sampling techniques

No	Participants	Total population	Samples	Sampling techniques
1	Teachers	238	119(50%)	Simple random sampling (lottery system)
2	Principals	11	8(72.73%)	Simple random
3	Supervisors	7	4(57.14%)	Simple random
4	Woreda education office experts	11	3(27.27%)	Simple random
	Total	267(100%)	134(50%)	

3. 6. Instrument of Data Collection

For this study, questionnaires, interviews, and document analysis were used as instrument of data collection.

3. 6. 1. Questionnaires

Questionnaire with both closed and open ended items were employed to collect quantitative and qualitative data from teachers. This was because questionnaire would be convenient to conduct survey and to acquire necessary information from large number of study subject with short period of time. The questionnaires were prepared in English language, because all of the sample teachers could have the necessary skills to read and understand the concepts that would incorporate in the questionnaires.

The questionnaires were dispatched and collected through the assigned data collectors. To make the data collection procedure smart and cleared from confusions, the data collectors properly oriented about the data collection procedures by a researcher. In addition to this, nearby follow up was kept by the researcher.

The questionnaire had two parts. The first part of the questionnaire described the respondents' background information, categories included: gender, age, level of qualification, length of service and location of school. The second and the largest part contained the whole number of both closed and open-ended question items that addressed the basic questions of the study. The closed ended items were prepared by using likert scales model by which the researcher had the chance to get a greater uniformity of responses of the respondents that would help to make it easy to be processed. The value of the scale would be in between one and five. But the type of likert varied according to the type of questions. In addition to this, few open ended type of questions were used in order to give opportunity to the respondents to express their feelings, perceptions, problems and intentions related to teachers' work motivation and job satisfaction.

3. 6. 2. Interviews

Unstructured interview was employed to get the detail information from woreda education office experts, schools principals and supervisors were included in the study because, they do know in detail information about the problems. Thus, the purpose of the interview was to collect more supplementary data by providing them the opportunity to their opinion, feeling freely, and allow the researcher to use the idea that contrast with the questionnaires or to triangulate the questionnaire response.

3. 6. 3. Document Analysis

Documents like school rewarding strategies, in-school teachers professional growth and development strategies and school reports on teachers evaluation results were consulted to supplement the data obtained through questionnaire and unstructured interview.

3. 7. Independent and Dependent variables

3. 7 .1. Independent variables

Independent variables are the causes supposed to be responsible for bringing about change(s) in a phenomenon or dependent variables Kumar, (2005). Therefore, the independent variables that could be incorporated to see the changes in teachers' level of job satisfaction that were caused by both extrinsic and intrinsic factors of motivation like achievement, responsibility, professional growth and development, recognition, school policy and administration, advancement, supervision, challenging work, work relationship, status, working condition, job security, and incentives and benefit. All these variables were identified based on Herzberg two factors of motivation.

3. 7. 2. Dependent variables

According to McQueen and Knussen, (2002) dependent variable represent “the outcome of the study and they provide the quantitative material that allows us to answer the research questions”. As scholars described dependent variable was the core research questions or hypothesis to be answered at the end of the research. Therefore, teachers' level of job satisfaction was the dependent variable for this study.

3. 8. Procedure of Data Collection

To answer the research questions raised, the researcher went through series of data gathering procedures. The researcher received the authorized official cooperation letters from Adama Science and Technology University and Education Department of Hadiya Zone, for ethical clearance, the researcher was introduced his objectives and a purpose of the study for participates. Then, gathered trustworthy data from respondents through questionnaires and interviews. The researcher administered questionnaires to 119 teachers. The interviews were administered for 3 woreda education office experts, 8 principals and 4 supervisors. Finally, the researcher had collected all the data from the participants to resume the research work.

3. 9. Validity and Reliability checks

Checking the validity and reliability of data collecting instruments before providing to the actual study subject is the core to assure the quality of the data (Yalew, 1998). To ensure validity of instruments, the instruments were developed under close guidance of the advisors and also a pilot study was carried out on 20 teachers of Kankicho and Wosheba secondary schools to pre-test the instrument. The pre-test was providing an advance opportunity for the investigator to check the questionnaires and to minimize errors due to improper design elements, such as question, wording or sequence (Adams, J., Khan, H. T. A., Raeside, R. & White, D. 2007).

After the dispatched questionnaires' were returned, necessary modification on 7 items and complete removal and replacement of 4 unclear questions were done. Additionally the reliability of the instrument was measured by using Cronbach alpha test. A reliability test is performed to check the consistency and accuracy of the measurement scales. As Table-3 shows the results of Cronbach's coefficient alpha is satisfactory (between 0.71 and 0.93), indicating questions in each construct are measuring a similar concept. As suggested by Cronbach as cited by Tech-Hong & Waheed, (2011), the reliability coefficients between 0.70–0.90 are generally found to be internally consistent.

Table-3. Reliability test results with Cronbach's alpha

Factors of motivation variables	Number of items	Cronbach's alpha
Achievement	6	0.85
Responsibility	7	0.75
Growth and development	6	0.85
Recognition	7	0.81
Work challenging	6	0.79
Advancement	4	0.73
School policy and administration	9	0.88
Supervision	7	0.93
Work relationship	8	0.88
Status	5	0.81
School working condition	7	0.82
Job security	5	0.83
Incentives and benefit	4	0.71
<i>Average reliability result</i>		0.82

3. 10. Method of Data Analysis

The collected data were analyzed both quantitatively and qualitatively. The analysis of the data based on the responses that were collected through questionnaires, interviews, and document analysis. The qualitative data collected from different sources were summarized, categorized and coded to suit for analysis. The data collected from teachers through questionnaire (the quantitative one) were processed and analyzed using Statistical Package for Social Science (SPSS) version 22. Statistical tools like percentage, mean, Standard Deviation, Pearson product correlation coefficient and regression used to analyze the data. The output of the data were presented appropriately depending on the respondents' response. The end result was presented in written form and in the form of tables. This made possible owing to descriptive statistics that would be appropriately used for the understanding for the main characteristics of the research problems.

On the other hand, the data that were obtained from open items, interviews and document analysis would be analyzed qualitatively by transcribing respondent's ideas and views through narrations, descriptions and discussions. Thus, analysis of data would be easier through transcribing and coding data.

Finally data presentation, analysis, and interpretation, and conclusions and recommendations drawn were used by analyzed data out come.

3. 11. Ethical Consideration

Research ethics refers to the type of agreement that the researcher enters into with his or her research participants. Ethical considerations played a role in all research studies, and all researchers must be aware of and attend to the ethical considerations related to their studies. Therefore, there were a number of ethical considerations made during the study. Voluntary participation of respondents was encouraged. Responding to interviews and filling of questionnaires required significant time and energy and its participation could disrupt the respondents' regular activity. For this reason, the researchers explained the objectives and significance of the study to the respondents and allowed them to exercise their right to voluntary participation. To avoid any psychological harm, questions were framed in a manner that was not offensive and disturb their personality. They were assured that the information they provided would be kept confidential. To ensure this, the researchers removed information that required identification of names of respondents. Furthermore, the first page of the questionnaire displays an opening introductory letter that requesting the respondents' cooperation to provide the required information for the study.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF THE DATA

This chapter presents the analysis and interpretation of the data gathered by different instruments, mainly questionnaire, unstructured interview and Document analysis. The summary of the quantitative data has been presented by the use of tables. On the other hand, the collected data through interview and open-ended questions were analyzed qualitatively. This tools were used to triangulate the consistencies and variations of the result obtained.

As mentioned earlier, among various data collecting instruments, questionnaire and unstructured interview were used to collect the relevant information for this study. Thus, data were collected from 8 government secondary school principals, 119 teachers, 4 supervisors, and 3 woreda education office experts. In total 134 respondents participated. From these 119 questionnaires were distributed for secondary schools teachers but properly filled and returned were 108 (91%). The other 11 questionnaires were not included in the analysis, due to the problems not to be returned from respondents. In addition to this, interviews were conducted with 8 school principals, 4 supervisors and 3 woreda education office experts. All the interview respondents 15(100%) were properly participated and gave necessary information on the issue.

In general,123(91.79%) of respondents have participated as respondents to the issue raised through questionnaire and unstructured interview. Therefore, the total response rate was sufficient and safe to analyze and interpret the data. Thus, the respective quantitative data was analyzed quantitatively using percentage, mean score, standard deviation, Pearson product correlation coefficient and regression. On the other hand, the collected data through interview and open- ended questions were analyzed qualitatively. Triangulation was made to check the consistencies and variations of the result obtained. The analyzed data were compiled and organized in a way that suits interpretation of the results in addressing the research questions. In this way 20 tables were constructed in categorizing the objectives of the study in thematic groups which in details deals with the responses of participants on the extent of factors of motivation that affect teachers' work motivation and job satisfaction in government secondary schools.

Item scores for each category were arranged under five rating scales. The range of the rating scales were strongly disagree=1, Disagree =2, Undecided =3, Agree =4 and strongly agree=5. For the purpose of analysis, the above 5 rank responses of closed ended questionnaires were grouped and labeled in to three categories i.e. Agree, Undecided and Disagree. In categorizing the rating scales, the frequency and percentage results of Strongly Agree and Agree were combined in to Agree and the results of Strongly disagree and Disagree merged to Disagree'. Accordingly, the overall results of the issue investigated as well as respondents 'personal background or profiles were clearly presented below.

4. 1. Demographic Characteristics of Respondents

Understanding about the overview of the respondents characteristics was important for further analysis of their responses. Hence, attempts were made to describe the background of the respondents which directly or indirectly related to the objectives of the study. Accordingly, the general demographic characteristics of the respondents in sex, age, educational back ground, service years and location of schools were analyzed and discussed in terms of frequencies and percentage as follows.

Table-1 Demographic Characteristics of respondents

Variables	Category	Total Respondents							
		Teachers		Principals		supervisors		WEdOExs	
		N	%	N	%	N	%	N	%
Sex	Male	87	80.56	8	100	4	100	3	100
	Female	21	19.44	-	-	-	-	-	-
	Total	108	100	8	100	4	100	3	100
Age	25 & below	10	9.26	-	-	-	-	-	-
	26-30	62	57.41	-	-	1	25	1	33.33
	31-35	24	22.22	4	50	3	75	2	66.67
	36 & above	12	11.11	4	50	-	-	-	-
	Total	108	100	-	-	4	100	3	100
Educational background	Diploma	2	1.85			-	-	2	66.67
	BA/BSC/BEd degree	102	94.45	6	75	1	25	1	3.33
	MA/MSc/MED degree	4	3.7	2	25	3	75	-	-
	Total	108	100	8	100	4	100	3	100
Service years	below 1 year	4	3.7	-	-	-	-	-	-
	1-5	68	62.97	-	-	-	-	-	-
	6-10	23	21.29	3	37.5	2	50	1	33.33
	11 & above	13	12.04	5	62.50	2	50	2	66.67
	Total	108	100	8	100	4	100	3	100
Location of schools	Rural	47	43.52	5	62.5	2	50	1	33.33
	Urban	61	56.48	3	37.5	2	50	2	66.67
	Total	108	100	8	100	4	100	3	100

Source: Field survey data, 2016

As Table-1 shows the majority of respondent teachers 87 (80.56%) were males, 21 (19.44%) were females. The age of most respondents from 26-30 were 62 (57.41%), from 31-35 were 24 (22.22%), and from 36 & above 12 (11.11%) from 25 & below were 10 (9.26%). Most respondents educational back ground were 102 (94.45%) BA/BSC/BEd degree, few of them 4 (3.7%) MA/ MSc/Med degree and 2 (1.85%) diploma holders. Regarding to service year most of respondents were 1-5 service years 68(62.97%), 6-10 service years were 23 (21.29%), 11 & above were 13 (12.04%), and

below 1 year was 4 (3.7%). In addition to this, the table indicated that majority of teachers Location of schools were urban 61 (56.48%) and 47 (43.52%) rural in the study area. This implies that the researcher wants to know the background information of respondents for his research work. The main purpose of this study is to investigate what factors that affect the performance of teachers in their respective schools.

4. 2. Factors that affect teachers' work motivation

The data obtained from teachers to describe the factors that affect teachers' work motivation in government secondary schools. Therefore, to answer the the first basic questions the five likert scale were used as:

*Scales- $\leq 1.49 = \text{Very low}$, $1.5 - 2.49 = \text{Low}$, $2.5 - 3.49 = \text{Satisfactory}$,
 $3.5 - 4.49 = \text{High}$, $\geq 4.5 = \text{Very high}$*

*Scales- $\leq 1.49 = \text{Not Satisfied}$, $1.5 - 2.49 = \text{Slightly Satisfied}$, $2.5 - 3.49 = \text{Satisfied}$
 $3.5 - 4.49 = \text{Very Satisfied}$, $\geq 4.5 = \text{Extremely Satisfied}$*

*Scales- $\leq 1.49 = \text{Strongly disagree}$, $1.5 - 2.49 = \text{Disagree}$, $2.5 - 3.49 = \text{Undecided}$
 $3.5 - 4.49 = \text{Agree}$, $\geq 4.5 = \text{Strongly agree}$*

4. 2. 1. Teachers' incentive and benefits

Incentive is something which tends to incite to determination or action Ahuja & Shukla, (2007) while benefit is any support given for employee, like training, house, child care and others. Thus, incentives (monetary and non-monetary) are a promising option to improve organizational performance and employee motivation as well. Therefore, employing various incentive and benefit systems for teachers has great impact on the teaching learning process in general and in the teachers' level of work motivation in particular. For the sake of examining the teachers' level of motivation on the schools activity in delivering or arranging necessary incentives and benefit for teachers, the following questions were administered. For the purpose of analysis, the responses of

the participants were described by mean and standard deviation as shown in Table 2 below.

Table- 2 Teachers' incentive and benefits in the school

No	Items	N	Mean	SD
1	Teachers monetary incentive for their extra work	108	1.44	.765
2	Teachers paid their salary on time	108	1.34	.658
3	The school strategies to remunerate teachers	108	1.40	.683
	Overall score of respondents	108	1.39	0.70

Table-2 above indicates that the deliver or arranging of necessary incentive and benefits to teachers in secondary schools had the overall mean score of 1.39 with a standard deviation of 0.70. This means that teachers were not satisfied with the incentive and benefits available or arranged in the school. In supporting this one of the school principal argued that:

When other sector civil servants invited for extra work in their free day, they got money for the extra time they involved in their work, but teachers had been required to participate on various issues (cluster school meeting, departmental activities and other) on their break time without any refreshment incentives. This influences teacher to think as having poor profession and that implies low satisfaction of teachers on their job. This affects the motivation level of teachers and thus they tried to leave the profession.

In addition, secondary school cluster supervisor stated the following about teachers benefit:

Secondary schools in rural area serve for students who came from various near and far Kebeles. Thus, the communities near to the school were not freely participate in building or maintaining teachers house. As a result two or three teachers in rural area lived together in one house; even the house was not properly constructed. In additions water sources were not furnished near to teachers home, this influence them to go long distance as well as keeping long time to get chance to take water. Overall, the data gathered by questionnaire and interview indicates that, teachers were not satisfied with the incentive and benefits given or arranged in their schools.

4. 2. 2. School policy and its administration

School policy and procedure are important because they let the teachers to know all about the schools. Good policy is a tool which makes administration easier, and allows people to get on with the organization's core strategy more efficiently and effectively. In this regard, the result of data collected from teachers is displayed table below.

Table- 3. School policy and its administration

No	Items	N	Mean	SD
1	The presence of schools based rule and regulation	108	1.30	.584
2	The proper administration of school rule and regulation	108	1.41	.711
3	The way schools inform policies and its procedures for teachers	108	1.27	.635
4	The way school policies are put into practice	108	1.31	.662
5	The schools capacity to treat teachers equally	108	1.34	.672
6	The way principals lead the school	108	1.39	.695
7	The participation of teachers on various school issues	108	1.32	.577
8	The way the schools backs up his/her employees to top management	108	1.40	.723
9	The way the school takes care for the complaints of teachers	108	1.31	.571
	Overall score of respondents	108	1.33	0.64

Ineffective school policy and its administration influence the motivation level of teachers Ahuja & Shukla, (2007). Therefore, as Table-3 above indicates, the overall mean score of teacher responses to the school policy and its administration was 1.33 with a standard deviation of 0.64. This shows that the teachers' were not satisfied with the school policy and its administration. But relatively low practices was observed with regard to the participation of teachers on various issues that concerned them (mean value = 1.32) and the way the school put policies in practice (mean score = 1.57). These two concepts might strongly influence the motivation level of teachers. Because, the

general guiding rules in all secondary school comes from Ministry of Education. But making it situational in the process of implementation so as to make it effective: is one that expected from schools.

Regarding to this issue, one of the woreda education office expert interview expounded that:

The attitude, skills and knowledge gaps of principals, and school management and their poorly implementation of policy and administration in the school is reduced teachers' work motivation and job satisfaction.

This shows that the principals, and school management attitude, skill and knowledge gaps in implementation of school policy and their administration influence teachers' work motivation.

Teachers' response with regard to their school policy and the way it administered was rated less satisfactory. The weakness of school administration in participating teachers in various issues and the attractiveness of the policy on its practice had an ignorable impact on the motivation level of teachers. But the current education and training policy of Ethiopia MoE, (1994) announced that educational management will be democratic, professional, coordinated, efficient and effective and will encourage the participation of stakeholders. Thus the limitations on these aspects affect the effective and efficient teaching-learning activities in the school; which affected the students' academic achievement as well as it facilitate the teachers' turnover.

4. 2. 3. Teachers' supervision

Successful supervision for teachers will lead to a greater sense of self-confidence in their ability to both understand and complete the responsibilities of their job; and it helps the teachers to gain the necessary motivation, autonomy and self-awareness to successfully move to achieve the expected goal of the school. Thus, supervision requires a greater level of skill and flexibility to help teachers negotiate the difficult challenges of their work. To examine the teachers' feeling on the practices of supervision in improving their work motivation the following questions were distributed to them. The compiled results were put in the table below.

Table- 4. Teachers’ supervision practices in the school

No	Items	N	Mean	SD
1	Supervisors are technically ‘know-how’ to support teachers	108	1.61	.639
2	Supervisors are interested to help teachers effort	108	1.59	.670
3	Teachers exactly contact with supervisors when they need advice	108	1.58	.598
4	School supervisors provide training on various issues	108	1.63	.705
5	School supervisors observe classroom instructions regularly	108	1.56	.616
6	Teachers are supervised in a supportive and democratic manner	108	1.61	.667
7	Supervisors initiate the teacher to discuss on various academic issues	108	1.59	.642
	Overall score of respondent	108	1.59	0.64

The overall mean value 1.59 with a standard deviation of 0.64` shows the teachers disagreement to the practice of supervision in their school. The response in Table-4 vividly indicates the presence of insignificant or low supervisory support to teachers in both internal and external supervisors. Specifically, the mean value 1.61, 1.63 and 1.56 for item 1, 4 and 5 respectively, indicates the incidence of insufficient practices in those issues. This impedes teachers from doing more tasks as well as reduces their level of work motivation.

This indicates insufficient supervision practice in the school reduced teachers effectiveness of performance. Thus influences teachers’ work motivation and level job satisfaction on the job. Therefore, effective supervision of teachers’ was important for successfully implementation of school goal and objectives. Most of the times the activities of supervisors were more focused on inspection rather than supporting teachers to be effective in the teaching learning activities.

The interview conducted with Woreda education office experts also support the above finding through:

Due to burden of work in Woreda education office, supervisors go to school by having checklist once a semester. The observation is also focused on inspection

rather than support, because there is a lack of time to discuss freely on various issues which are observed in each school. He also said, even if internal supervisors have a schedule to observe classroom instruction once per month, the actual practice is once a semester to fill the efficiency of teachers.

Similarly school principals adds the following point regarding to school internal supervisors:

Internal supervisors are selected in the school based on the experience of teachers and they are not free from classroom instruction. In addition they did not get sufficient support from Woreda, Zone and REB. As a result they give low attention to their supervisory responsibility. They only see classroom instruction to fill teachers' efficiency at the end of the semester but not actively engaged in supporting teachers on their ongoing process.

As scholars describe inspection was more focused on control and evaluating employees performance, but to make teachers effective more support were necessary. As Ogunsanya. M. (1983) in National Open University of Nigeria describes inspection activities focused on school administration and finding out what was not done right by teachers. On the other hand, supervision was land of or assistance to a profession colleague, the teacher in the process of teaching. Thus, teachers needed to get support rather than evaluating their performance. Therefore, the above limitations among supervisors might contribute to decrease the teachers' level of work motivation as well as the effectiveness of the teaching-learning process in secondary schools of Hadiya Zone.

4. 2. 4. Teachers' job security

Employees needed to be secure from various factors that might arise related to the work they performed, teachers too. Thus to assess the teachers motivation on their job security, the following questions were administered to teachers. The table below presents using mean and standard deviation as shown in table 5.

Table- 5. Teachers' job security in the school

No	Items	N	Mean	SD
1	Teachers job security in the school	108	1.32	.687
2	Teachers opportunity for a secure future	1108	1.34	.658
3	Teachers opportunity for steady employment	108	1.25	.514
4	School management involvement for teachers welfare	108	1.31	.665
5	The work to solve problems that threaten teachers	108	1.24	.527
	Overall score of respondents	108	1.29	0.60

The overall assessment of teachers' response from table-5 above indicates the mean score of 1.29 with a standard deviation of 0.60. This result shows that teachers were not satisfied with their job security in the school. Relatively the school practice was low in solving problems that threaten teachers work as indicated by a mean score of 1.24 with a standard deviation of 0.52. In supporting this Mondy and Noe, (2005) employees were protected from injuries caused by work related accidents and health as keeping employees free from any physical or emotional illnesses. Thus the teachers' safety in their work might not strongly influence the motivation level of teachers but further activities should be run to solve problems which threaten teachers in the school.

4. 2. 5. School working conditions

Conditions in the school, such as leadership, decision making, school climate, communication, resources and local reputation of the school have potential either to enhance or diminish teachers' job motivation depending on their nature Leithwood, (2006). If the working conditions of an institution/organization are conducive, its performance will improve dramatically. Thus to assess the teachers motivation on their school working conditions, the following questions were administered to teachers. The following Table contains the summary of the participants' response for each item.

Table- 6. School working conditions

No	Items	N	Mean	SD
1	The school has clean and comfortable working area	108	1.56	.616
2	The physical surroundings where I work is attractive	108	1.55	.675
3	The school environment supports the teachers work	108	1.56	.616
4	The school managements create a furnished staff room for teachers to work together	108	1.56	.601
5	The teaching equipment and facilities in the school are adequately provided	108	1.57	.644
6	The teachers workload in my school is fairly distributed	108	1.62	.680
7	The school has refreshment materials for teachers (DSTV, Tennis, ...)	108	1.56	.646
	Overall score of respondents	108	1.56	0.63

The Table above indicates that the working conditions of teachers in their respective schools were disagreed. The result reflects the teachers' disagreement on the conduciveness of the school environment and working conditions overall mean score of 1.56 with a standard deviation of 0.63. Thus, it had the weight to reduce the motivation level of teachers to their work.

As the data gathered by interview reveal, the school environment was poor to motivate teachers, because some government secondary schools lack necessary school facilities and equipments. Thus poor working conditions in the school block the teachers' access to do various works that support the teaching learning process. According to Zhou cited in Sargent and Hannum, (2005) a successful principal provides a well-maintained and pleasant working environment, establishes a happy atmosphere and places great importance on furnishing ample teaching resources to improve the teachers effort as well as work motivation. But limitations on these aspects make the teacher dissatisfied. Therefore, this problem has an effect on lowering the teachers' level of work

motivation, and this affect the students' academic achievement as well as schools goal achievement.

4. 2. 6. Teachers' professional status

The status of teachers and teaching requires attention; at least, to the social standing and relative importance of people who are teachers. To examine the teachers' social status and their level of motivation in Hadiya Zone the following items were dispatched. The compiled result of the teachers' response presents hereunder.

Table- 7. Teachers' status in the school community

No	Items	N	Mean	SD
1	The social position in the community that goes with the job	108	1.61	.708
2	The teachers chance to participate in various social issues	108	1.56	.645
3	The teachers chance to be important in the eye of others	108	1.60	.683
4	The teachers chance to have a definite place in the community	108	1.56	.646
	Overall score of respondents	108	1.58	0.67

Table-7 above indicates that the responses of teachers about their status were low. The result shows that the overall mean score of 1.58 with a standard deviation of 0.67 This idea implies, teachers were low satisfactory professional status in their schools. But from interview results, teachers have also low professional status in the view of the community than the status of other sector workers. This hinders the teachers from using their full effort to improve the students' academic achievement as well as the communities. By supporting this idea one of woreda education office expert said:

Before some years ago the communities give great attention for teachers' welfare and status in working areas. But currently the status of teachers and their works is lowered in the view of the school community. As a result the school communities were not charitable to participate in the issues of teaching and teachers as well. Thus, it makes the teacher de-motivated in performing their responsibility effectively.

Though teachers' responded to low satisfactory for their status, the compiled result indicates their low status in the school community. This hampers teachers from disseminating effective teaching learning process. Furthermore, it might lower their level of motivation. Therefore, collaboration effort should be added to improve the teachers' status among the community they served.

4. 2. 7. Work relationship

Relationship in school incorporates the formal or informal interactions between an educational institution, experts and the surrounding community. Through collaborative peer relationships, teachers learn new strategies for teaching mixed-ability students, receive emotional support and reduce their workload by not having to reinvent solutions already developed by their colleagues Leithwood, (2006). Therefore, to assess, the teachers' work relationship and their level of motivation on the job the following questions were distributed to teachers. The result presents in the table below

Table- 8. Teachers' work relationship in the school

No	Items	N	Mean	SD
1	Teachers relationship with other teachers in the school	108	1.31	.692
2	Teachers relationship with the school students	108	1.46	.662
3	Principals interest to talk with teachers on various academic issues	108	1.33	.596
4	Teachers relationship with school management group (e.g PTA)	108	1.35	.646
5	Teachers opportunity to know each other well	108	1.44	.660
6	Teachers work relationship with supervisors	108	1.50	.704
7	Teachers chance to work with a wide range of pupils	108	1.32	.639
	Overall score of respondents	108	1.38	0.65

As can be witnessed from Table-8, the respondents', responses regarding to their work relationship with other teachers, school management and the school communities were

not satisfied. This is evident in the overall mean score of 1.38 with a standard deviation of 0.65. This shows that teachers have low satisfactory work relationship with the school principals and supervisors. The interview conducted with one of Woreda education office expert also support the above finding:

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

Therefore, the overall data indicate that the teachers' work relationship in the school was less satisfactory. Thus, the teachers work relationship might not influence their level of motivation in their respective schools. But teachers work relationship with supervisors need to be improved for the effectiveness of teaching learning process in secondary schools of Hadiya Zone. Towards this Barnes & Conti Associates, (2009) pinpoints building working relationships offer individuals a rich variety of tools and processes to prevent, manage and resolve work conflict and to build strong and lasting agreement.

4. 2. 8. Teachers' work achievement

To obtain data on the teachers' motivation with their work achievement in the school, a list of questions were administered. Table-9 below presents the mean and standard deviation of the teachers response.

Table- 9. Teachers' work achievement

No	Items	N	Mean	SD
1	Being able to see the result of the work I do	108	1.35	.674
2	Being able to take pride in a job	108	1.29	.670
3	Being able to do something worthwhile	108	1.38	.680
4	The feeling of accomplishment I get from the job	108	1.34	.686
5	The chance to do the kind of work that I do best	108	1.35	.701
6	The chance to do work that is well suited to my ability	108	1.38	.707
	Overall score of respondents	108	1.34	0.68

The overall mean score of 1.34 with a standard deviation of 0.68. This result indicates, the teachers' motivation towards their achievement was not satisfied. The view of interview also shows, sometimes teachers were angered due to the low achievement of students in their respective subjects and when they lack access to use their skills and knowledge in practice. These might reduce their level of motivation; because to be initiated and motivated, teachers should see students' good achievement. Therefore, even if poor achievements of students and low school facility block teachers from doing more. Towards this, Smith (n.d) pinpoints a work force that is poorly motivated may exhibit lower productivity, poorer quality, more numerous grievances, and increased turnover when compared with a highly motivated work force.

4. 2. 9. Teachers' work responsibility

Responsibility refers to the employee's control over his or her own job or being given the responsibility for the work of others. To measure the teachers' feeling on having responsibility to their work in the schools the following questions were administered to teachers. The result presents hereunder in Table-10.

Table- 10. Teachers’ responsibility to their work

No	Items	N	Mean	SD
1	The school provide the chance to be responsible for planning my work	108	1.64	.633
2	Teachers have the chance to make decisions on their work	108	1.64	.703
3	Teachers are responsible for the work of students	108	1.61	.639
4	Teachers have freedom to use their own judgment for effective work	108	1.64	.676
5	Teachers receive responsibility in relation to their job	108	1.58	.613
6	Teachers are responsible to support the work of others (mentee)	108	1.69	.719
7	Teachers are responsible to raise the awareness of the community	108	1.65	.631
	Overall score of respondent	108	1.63	0.65

As Table 10 reveals, majority of the respondents were disagreed on the items of responsibility in their job. The overall mean score of 1.63 with a standard deviation of 0.65 indicates disagreement on the teachers work responsibility performance. The interview of one woreda education office expert also indicates that:

Most of teachers expect command from the school principal, department heads or other concerned staff members to do their work but, few teachers’ were perform their task without expectation of their boss.

The data indicate the low initiation of teachers’ in performing their task without external pressure. Therefore, it is safe to conclude that, they did not implement responsibility effectively due to expecting ordering from others. This shows the presence of low implementation of professional responsibility of teachers on the job among government secondary school teachers of the study area; which reduces their involvement in various school issues as well as their efforts in improving the students’ academic achievement.

4. 2. 10. Teachers’ professional growth and development

Training and development constitute an ongoing process in any organization. The focus of training and development is to enable employees to perform their current and future

role effectively Collin, (2001). Scholars believe that the staff development activities help a person to make positive contributions to the organizations. Therefore to assess the practice of growth and development in secondary schools, the following questions were dispatched to teachers. The table below presents the mean and standard deviation of the questions response.

Table- 11. Teachers’ professional growth and development practices

No	Items	N	Mean	SD
1	The school undergo survey for teacher training need assessment	108	1.38	.693
2	Teachers have the chance to do many different things on the job	108	1.37	.635
3	The school prepare experience sharing opportunities with nearby schools	108	1.35	.660
4	The school works to improve the teachers leadership skill in work	108	1.45	.702
5	The school gives in-service training for teachers on various issue	108	1.47	.662
6	Teachers have various opportunity to capacitate them professionally	108	1.39	.639
	Overall score of respondent	108	1.40	0.66

Table-11 result indicates that the overall mean score of 1.40 with a standard deviation of 0.66. As the overall mean score of teachers’ responses indicate, teachers were not satisfied on with extent to which the schools effort in satisfying the professional growth and development. Regarding to this idea the cluster supervisor and Woreda education office experts interview indicates that:

Trainings on various issues were given rarely due to a number of limitations (budget and necessary personnel) in both Woreda and secondary school level.

According to their response, principals, supervisors and Woreda education office experts were also in similar or below secondary school teachers in their qualification. Thus teachers were not interested to be free to participate with issues organized by Woreda experts. By supporting this one school principal informed that:

The availability of necessary human resources in Woreda education office was not sufficient. It forced the office to assign one individual in two or more responsibilities. Thus, the experts have burden of office works and flight to different areas to participate in various trainings given by REB or other organization. These workload impedes the expert from disseminating of new skills or concepts gained from the training as well as the delivery of continual support to school level personnel.

In addition, data from document consultation shows, even if most of teachers as well as schools have training and development plan in the form of CPD, its schedulable implementation was not effective. Simply teachers and schools prepared their plan for the matter of planning, but not facilitate and monitor its implementation.

Thus, it can be argued that training plays pivotal role in rising the motivation level of teachers to their work as well as the academic benefit of students. Towards this, Saeed & Asghar, (2012) pinpoints training and development improves the motivation and satisfaction level of employees, increase their skill and knowledge, and also expands the intellect on overall personality of the employee. Therefore, training was a motivational factor which enhances the knowledge of the employee towards the job. By the help of training employees become proficient in their jobs and they become able to give better results.

4. 2. 11. Teachers' advancement program

The teacher advancement counters many of the traditional drawbacks that plague the teaching profession: ineffective professional development, lack of career advancement, unsupported accountability demands and low undifferentiated compensation. Teacher advancement program provides an integrated and comprehensive solution to these challenges through changing the structure of the teaching profession within schools while maintaining the essence of the profession (TAPF, n.d). Therefore, to assess the practices accomplished in secondary schools of Hadiya zone questionnaire which focused on teachers' advancement programs were distributed. The result presents in the table below.

Table- 12. Teachers' advancement program in the school

No	Items	N	Mean	SD
1	School strategies to improve teachers classroom instruction	108	1.37	.664
2	The way teachers are promoted to their good achievement	108	1.28	.561
3	Teachers career promotions in the school	108	1.31	.603
4	Teachers opportunity to become mentors	108	1.30	.645
	Overall score of respondent	108	1.31	0.61

Table-12 the overall mean score of 1.31 with a standard deviation of 0.61. This result shows that most response of teachers' advancement program in secondary schools were not satisfied with the advancement opportunities obtained under their schools. Overall, the teachers' advancement practices in secondary school need additional effort to make teachers more motivated and effective to their work. By supporting this TAPF pinpoints teachers advancement focuses on a whole school reform to motivate, develop and retain high quality teachers in order to increase student achievement (TAPF, n.d).

4. 2. 12. Teachers' recognition on their job

Recognizing the good performance of individuals has strong effect on their future productivity as well as organizations effectiveness. The way recognition is given and its type promote the workers internal (intrinsic) satisfaction. Therefore to examine the recognition activities in secondary schools, items which have five likert scales were distributed to teachers. The result presents in the table below.

Table- 13. Teachers’ recognition on their job

No	Items	N	Mean	SD
1	The way I am noticed when I do a good job	108	1.37	.650
2	The way I get full credit for the work I do	108	1.31	.574
3	The prestige I get for the work I do	108	1.32	.639
4	The way the school management tell me when I do my job well	108	1.34	.658
5	The praise I get for doing a good job	108	1.41	.612
6	The strategy the school used to reward best activities of teachers	108	1.45	.715
	Overall score of respondent	108	1.37	0.64

Table-13 above indicates that the overall mean score of 1.37 with a standard deviation of 0.64. This implies that respondents were not satisfied with the activities which were undergoing to recognize teachers’ achievement in the school. Furthermore, the teachers’ response for an open ended item indicates that the rewarding activities in the school was not focused on the actual achievement of teachers, instead they simply delivering it through relationships and minor issues that far from their work achievement. This confirms that the rewarding system in secondary schools and Woreda education office were not in a good position. In addition, majority of schools had not documented activities regarding the practice of recognition. By supporting this idea one of Woreda education office expert said:

The practices in recognizing the good performance of teachers, principals and also supervisors in each levels (school and Woreda education office) is poor due to various obstacles (like budget, awareness and skill problems among principals and supervisors). But here after we already incorporated it in our plan and tried to make formal as well as the habit of the schools and Woreda education office.

To conclude, the practice of recognition for the good performance or achievement of teachers in secondary school was low; it might hinder their level of work motivation. Besides, it impedes them from using their full efforts in realizing the expected school goals as well as quality education. Towards this Ahuja & Shukla, (2007) describes

good motivation is dependent on proper proportioning of rewards and recognitions among persons and for the person at different time.

4. 2. 13. Teachers' Challenging on their work

To obtain the teachers' challenging on their work in the school, a list of questions were administered. Table-14 below presents the mean and standard deviation of teachers response.

Table- 14. Teachers' response towards in challenging on their work

No	Items	N	Mean	SD
1	I am satisfied by being a teacher.	108	1.55	.632
2	I enjoy in my work.	108	1.66	.699
3	Teaching provides me with opportunity to use all my skills and knowledge.	108	1.60	.640
4	I am prefers to continue with teaching profession.	108	1.63	.605
5	Teaching profession is challenging job for me.	108	1.64	.703
6	I am interested to provide enough tutorial for different level student.	108	1.63	.635
7	There is fair distribution of work load in teaching.	108	1.64	.633
	Overall score of respondents	108	1.62	0.64

The overall mean score of respondents 1.62 with a standard deviation of 0.64. This results indicate, the teachers' challenging towards their work was disagreed. The majority of teachers' were not prefer to continued with teaching profession and work load distribution in the school were not fairly distributed. Regarding to this items, one of the cluster supervisor interview indicates that:

Some teachers were satisfied with opportunity to use their skill and knowledge in the job and some teachers not satisfied due to lack of equipment and necessary material

to use their skill and knowledge in practice in the school. Most of fresh teachers were not interested to continue with teaching profession but, most of experienced teachers prefer to continue with teaching professions.

In addition to this idea, data from document shows, large number of teachers were left teaching profession. Most teachers' were not interested to provide properly tutorial for different level students at government secondary school of Hadiya Zone. Therefore, lack of interest of teachers to continue with teaching profession and lack of sufficient equipment and necessary material hinder them from discharging their responsibilities of work. Low satisfaction of teachers' might show lower productivity, poor quality of work, numerous grievances, and increased turnover of teachers when compared with a highly satisfied work force.

4. 3. Levels of teachers' job satisfaction

4. 3. 1. Teachers' perform their responsibility properly

To obtain teachers' level of satisfaction on their job they perform their responsibility properly in the school, a list of questions were administered. Table-15 below presents the mean and standard deviation of teachers response.

Table - 15. Teachers' perform their responsibility properly

No	Items	N	Mean	SD
1	I am comfortable with appropriate execution of professional responsibility.	108	1.93	.817
2	I am satisfied with autonomy I have in making decisions about my daily tasks.	108	1.79	.887
3	I am voluntary to raise the awareness of the community.	108	1.75	.908
4	Freedom to use your judgment in the work.	108	1.77	.953
5	I feel comfortable with my present level of responsibility in my job.	108	1.85	.841
6	I am satisfied with my perceived level of professional autonomy.	108	1.76	.830
	Overall score of respondents	108	1.80	0.87

As Table-15 above reveals, majority of the respondents had positive feeling on the schools practice in giving responsibility for the teachers' work. The overall mean score of 1.80 with a standard deviation of 0.87 indicates the teachers' disagreement on the issue raised. Therefore, teachers were responsible for their work with appropriate execution of free will autonomy. Teachers', as professionals need to have responsibility to their own works to be effective and good performer. It was safe to conclude that although teachers' indicate their agreement regarding to their responsibility, they did not implement it effectively due to expecting injections from others.

4. 3. 2. Teachers' participate in all school activities voluntary

To examine the levels of satisfaction for the items related to voluntary participation in all schools activities the conditions in the school, such as leadership, decision making, school climate, communication, resources and local reputation of the school have potential decisive factories either to enhance or reduce teachers' participation in school activities. Thus to assess the teachers' level of satisfaction for the items related to

voluntary participation in all school activities, the following questions were administered. The table contains the summary of the teachers' response for each item.

Table- 16. Teachers' participate in all school activities voluntary

No	Items	N	Mean	SD
1	The way principals lead the school is encouraged me.	108	1.80	.955
2	I am satisfied with involvement of decisions in the school.	108	1.81	.898
3	The way the school deals with complaints.	108	1.76	.916
4	all teachers equally in the school increased my participation	108	1.89	.879
5	Fairness promotion opportunities in school enhanced my participation	108	1.81	.912
	Overall score of respondents	108	1.81	0.91

The overall mean score of 1.81 with a standard deviation of 0.91. This results indicate that, the teachers' level of satisfaction towards their voluntary participation in school activities was disagreed. By supporting this idea, one of school principal interview also indicates that:

Most teachers were not satisfied with opportunity to use their skill and knowledge in the job due to lack of equipment and necessary material to use their skill and knowledge in practicing in the school.

4. 3. 3. Teachers' implement effective teaching & learning process

To examine the teachers' implement effective teaching & learning process and their level of job satisfaction in Hadiya Zone, the following items were dispatched. The compiled result of the teachers' response presents hereunder.

Table- 17. Teachers' implement effective teaching & learning process

No	Items	N	Mean	SD
1	My teaching profession is important to my self-image.	108	1.90	.927
2	I believe that my school image is my image.	108	1.80	.862
3	I am proud to be in my teaching profession.	108	1.93	.924
4	My profession is a great deal of personal meaning for me.	108	1.80	.840
5	I feel emotionally attached to my teaching.	108	1.87	.887
	Overall score of respondents	108	1.86	0.88

Table-17 above indicates, the overall mean score of 1.86 with standard deviation of 0.88. This result implies that, teachers' response on the practice of implementation of effective teaching and learning process was disagreed. The result reflects on un conducive of the school environment and working conditions were made the teachers' disagreement on their respective work. Thus, it has the heaviness to decrease the job satisfaction level of teachers' to their job.

4. 3. 4. Teachers' reduce their work time wastage

For the sake of examining the teachers' level of satisfaction on the schools activities in delivering or arranging necessary facilities and work moral of teachers, the following questions were administered to teachers. The compiled result presents in Table-19 below.

Table- 18. Teachers' reduce work time wastages

No	Items	N	Mean	SD
1	I encourage my staff member to complete the task timely with full dedication and accuracy to increases productivity of school.	108	1.92	.918
2	I do not mix my feeling, emotions and personal problems in my profession work time.	108	1.90	.917
3	I am always punctually in teaching learning process.	108	1.94	.955
	Overall score of respondents	108	1.92	0.93

The overall mean score of 1.92 and a standard deviation of 0.93.As Table-18 above indicates, the participants response on the teachers' level of job satisfaction in reducing their work time wastage was disagreed. This result shows, the teachers' had negative feeling on the schools practice in reducing work time wastage.

4. 4. Correlation between extrinsic and intrinsic motivation factors

The Pearson product moment correlation coefficient was a statistic that indicates the degree to which two variables were related to one another. The sign of correlation coefficient (+ or -) indicates the direction of the relationship between -1 and +1. Variables may be positively or negatively correlated. A positive correlation indicates a direct and positive relationship between two variables. A negative correlation, on the other hand, indicates an inverse, negative relationship between two variables Leary, (2004). Measuring the strength and the direction of a linear relationship that occurred between variables is, therefore, important for further statistical significance. To this end the Pearson's product moment correlation coefficient is computed for the purpose of determining the relationships between various dimensions of motivation variables and level of teachers' motivation.

Therefore, to answer the third basic research questions Pearson correlation is calculated. The result of correlation analysis indicates the degree of relation that occurred between

extrinsic and intrinsic motivation factors that affect teachers' work motivation and job satisfaction . The compiled result of correlation presents in Table-19 hereunder.

Table- 19. Correlation between Extrinsic and Intrinsic motivation factors

Variables relationship		Extrinsic moti. factors	Intrinsic moti. factors
Extrinsic moti. factors	Pearson Correlation	1	.948**
	Sig. (2-tailed)		.000
	N	108	108
Intrinsic moti. factors	Pearson Correlation	.948**	1
	Sig. (2-tailed)	.000	
	N	108	108

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

A Pearson correlation analysis was conducted to examine whether the relationship between Extrinsic and Intrinsic motivation factors that affect teachers' work motivation as well as job satisfaction in government secondary school of Hadiya Zone. The results revealed that there were a significant and positive relationship between Extrinsic and Intrinsic motivation factors ($r = .948^{**}$, $N = 108$) and **. Correlation is significant at the 0.01 level (2-tailed). The result in Table above indicates, the correlation values between extrinsic intrinsic motivation factors that affect teachers' work motivation and job satisfaction. This specifies the presence of direct relationship between independent variables.

The view of interview indicates that the relationship of Extrinsic and Intrinsic motivation factors which were directly affected teachers' work motivation and job satisfaction. Low motivated teachers were also low satisfied in their job. The current work motivation of teachers' on the job was low due to, low incentives and benefits, poor educational supervision, poor school policy and its administration, low status of teachers, low professional growth and development, lack of good work relation between teachers' and principals were major cause for low work motivation and job

satisfaction of teachers. These low work motivation and job satisfaction practice on the job is negatively influence on the school goals and objectives. Therefore, the Extrinsic and Intrinsic motivation factors have positive and significant influence on teachers' work motivation and job satisfaction in the study area. As Scott, (2004) stated that, employees who have high level of job satisfaction commit their time, energy and efforts to work which result in high productivity. The study results show that most of teachers' were not motivated and satisfied in their job.

4. 5. Comparing the effect of intrinsic and extrinsic motivation factors

To compare the effect of intrinsic and extrinsic factors on teachers work motivation, the regression analysis is taking place. The result of the analysis is used to answer the fourth basic research questions. Therefore, the results were shown in the Table-20 below.

Table- 20. The effect of extrinsic and intrinsic factors on teachers' work motivation and job satisfaction

<i>Variables</i>	<i>Regression coefficient</i>	<i>SE</i>	<i>T</i>	<i>β^2</i>	<i>R^2</i>	<i>F value</i>	<i>P-value</i>
Extrinsic factors	0.639	0.04	15.48	.989	.957	1164.79	<0.000
Intrinsic factors	0.009	0.05	0.183	0.456			

Table -20 indicates that the value of Extrinsic coefficient of 0.639 and the value of Intrinsic coefficient of 0.009. This indicates, the effect of Extrinsic factors were much more influential than Intrinsic factors in practicing of teachers' work motivation and job satisfaction. As the result confirms, the value of extrinsic factors have had more impact on teachers' work motivation as well as job satisfaction than that of intrinsic factors. To conclude, this idea of extrinsic motivation factors were stronger than the intrinsic

motivation factors that helps to increase up the performance of teachers' work motivation and job satisfaction in government secondary schools of Hadiya Zone.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

This parts of the study deals with the summary of the major findings, conclusion drawn on the bases of the findings and recommendations which were assumed to be useful to enhance the teachers' work motivation and job satisfaction in Government secondary schools of Hadiya Zone.

5. 1. Summary of the Findings.

The main purpose of this study was to investigate the factors of motivation that affect teachers' work motivation and job satisfactions in Government secondary schools of Hadiya Zone. In order to achieve this purpose, the study attempted to answer the following basic questions.

- What are the factors that affect teachers' work motivation and job satisfaction in government secondary schools of Hadiya Zone?
- Is there any significant relationship between the factors that affect teachers' work motivation and job satisfaction in the study area?
- Are the effect of intrinsic factors stronger than that of extrinsic factors in increasing work motivation and job satisfaction of teachers in secondary schools of Hadiya Zone?

To answer these research questions, descriptive survey method was employed. To this effect, the study was conducted in 8 randomly selected Government secondary Schools of Hadiya Zone. A total of 119 teachers were selected through random sampling technique, namely lottery method, to participate in the study. Furthermore, 8 principals, 4 supervisors and 3 Woreda education office experts were selected through purposive sampling for they have direct relation in supporting and monitoring activities of teachers. To gather necessary information on the issue 119 questionnaires were distributed to teachers and only 108 were properly filled and returned. In addition, unstructured interview was conducted with 8 schools principals, 4 cluster supervisors

and 3 Woreda education office experts to extract in-depth information regarding to teachers' work motivation and job satisfaction.

The data were analyzed and interpreted using statistical tools frequency, percentage, mean, standard deviation, Pearson product correlation coefficient and regression. The data gathered through open ended items of the questionnaire and unstructured interview were analyzed qualitatively using narrations to support the result obtained from quantitative analysis.

On the basis of data analysis being made, the major findings of the study were summarized as follows:

- The respondents characteristics showed that gender of respondents were dominated by males. Out of 108 respondent teachers 87 (80.56%) were males and 21 (19.44%) were females. The ages of most teachers' from 26-30 were 62 (57.41%). Most respondent teachers' their education background were 102 (94.45%), BA degree holders in secondary schools of Hadiya Zone. Regarding to service years most respondents were from 1-5, 68(62.97%). Majority of teachers' location of the schools were 61(56.48%) urban and 47(43.52%) Rural.
- The utilization of various incentive and benefits systems in the school may attract highly qualified teachers and motivated them to be effective in their jobs. But the finding showed that the schools effort in delivering necessary incentives and benefit for teachers were in low level. As a result indicates that mean value of 1.39 with a standard deviation of 0.70, teachers were not satisfied with the schools involvement in delivering various incentive and benefits.
- The schools involvement in having clear guidelines and administration was not satisfied. The teachers' response on their school policy and the way it is administered rated very low satisfactory. Its weakness is participating teachers in various issues and the attractiveness of the guidelines on its practice has great impact on the motivation level of teachers.
- Supervision is the core to improve the teaching learning process as well as the teachers' capacity to solve problems. But the response of respondents showed that

majority of teachers disagreed that most of the time supervisors come to school to evaluate or inspect the performance of teachers.

- The school environment and working conditions were one that facilitates effective teaching learning process as well as teachers' motivation. Thus, the environment and working conditions of secondary schools were not attractive and initiative for the work of teachers.
- Good relationship between the schools and communities was one that improves the students' achievement and teachers' motivation as well. As finding indicated that the strategies of this relations was relatively deprived and lessened their relationships between teachers and school community (supervisors, principals, department heads and like).
- As the teachers response indicates their responsibility for the teaching-learning processes were not in good position. This confirms the interview of school principal and supervisors indicated that, majority of teachers expect command from the school principal, department heads or other concerned staff members to do their work.
- Teachers' in-service growth and development support was important for the improvement of the teaching learning process as well as the students' academic achievement. But the presence of low professional growth and development practices for teachers in both Woreda education office and schools level made dissatisfaction on their job.
- The recognition and rewarding activities given for teachers in secondary schools of Hadiya Zone were insignificant which influence the motivation level of teachers.
- As finding indicated that the relationship between Extrinsic and Intrinsic motivation factors which affect the teachers' work motivation as well as job satisfaction in government secondary school of Hadiya Zone. The results revealed that there were a significant and positive relationship between Extrinsic and Intrinsic motivation factors.
- The findings revealed that extrinsic motivation factors were stronger than the intrinsic motivation factors that helps to increase up the performance of teachers' work motivation and job satisfaction. This indicates, the effect of Extrinsic factors

were much more influential than Intrinsic factors in practicing of teachers' work motivation and job satisfaction.

5. 2. Conclusion

The findings presented in previous section regarding to the data investigated were enforced the researcher to draw the following general conclusions.

As the compiled result indicates, the practices of the schools to promote the teachers' work motivation were not as much satisfactory as expected. As a result the teachers' motivation to their work was not visible to improve the students' academic achievement and quality of education in general. Limitations, in this aspect of the teachers initiation or motivation to their work, make the teaching learning process ineffective and it enforce the teacher to leave the profession. Furthermore, the findings also reveal the school's weakness in practicing on various aspects that have direct relation with the teachers' work motivation and job satisfaction as well as the achievement of regional, Zonal, Woreda and schools development goal.

As the finding indicates secondary school teachers in Hadiya Zone have greater emphasis on extrinsic factors than intrinsic, namely incentive and benefit, professional growth and development, status, supervision and school policy and its administration in improving their work motivation, job satisfaction and its objective achievement. This suggest that secondary schools preparing a reward scheme may need to consider the five motivational factors of incentive and benefit, professional growth and development, status, supervision and school policy and administration over other motivational factors, because, these five factors can play strong role in improving the work motivation, satisfaction and performance of teachers' in secondary schools. As a result showed, the value of Extrinsic coefficient of 0.639 and the value of Intrinsic coefficient of 0.009. This indicates, the value of extrinsic factors have had more impact on teachers' work motivation as well as job satisfaction than that of intrinsic factors.

5.3. Recommendations

It was found that motivated teachers perceive that they would fulfill their responsibilities by exerting maximally. The result of the study indicates that teachers were not motivated and satisfied as expected in the practices exercised in their respective schools. To direct the teaching learning process in a better way the school practices on teachers' motivation should be improved. Springing on this idea the following recommendations are forwarded to all concerned academic staffs (school principals, cluster supervisors, Woreda education offices and others) in Hadiya Zone.

- It was found that school principals and cluster supervisors are not actively involved in employing various motivation mechanisms to improve teachers' level of motivation. Therefore, it is recommended that Zone and Woreda education offices should arrange a special training program for school principals and cluster supervisors thus why there is knowledge gap. The training program should focus on concept of motivation and mechanisms to improve motivation of teachers (like recognition, training, incentive, continuous support). This helps the principal and cluster supervisors to understand and use various motivation techniques in supporting the work of teachers as well as to use their efforts for students' better achievement.
- It was found that the teachers' recognition practice in secondary schools is poor and which affects the teachers' motivation to their work. Therefore, it is recommended that to enhance the teacher motivation and performance it is vital that the recognition strategies and their implementation in the school must be revisited and all concerned bodies (schools principals, supervisors, WEO, ZED and REB) should follow up their proper administration. This should be done by arranging weekly/monthly or semester program to notice the good performing teachers for the school community, by giving paper recognition, monetary incentives and other that initiate teachers to their work.
- It is recommended that the school, Woreda education and council offices should support teachers through building house in rural areas by mobilizing the community, giving place to build home in urban areas and furnishing the working conditions with refreshment facilities (cafeteria, DSTV, tennis, and others). This

serve as a benefit for teachers and it save them from losing much money in their working area.

- It is recommended that schools, Woreda and Zone education department should arrange training programs on active teaching methodology, CPD, SIP and special training based on the result of classroom observations through collaborating with non-governmental or governmental organizations. In addition school principals and cluster supervisors should arrange teacher experience sharing opportunities inside a school and with neighboring secondary schools. All this makes the teachers to be effective as well as motivated in the school work.
- It is advisable that secondary schools work more for the improvement of extrinsic motivation factors. This is done by preparing strategies that solve the problems identified in the findings. In addition schools and Woreda education office in collaboration with communication office work together to improve the status of teachers by using various mechanisms like by preparing drama, distributing printed papers, workshops, teachers' day, and alike.
- The main implication of this study is that school principals and supervisors need to keep teachers happy and take care of their concerns and needs. Motivated and satisfied teachers would talk about how great their job was and they would perform better in their work to achieve the objective of education. As Shann, (2001) states, practices to improve performance in schools would never succeed if teachers' work motivation and job satisfaction is ignored. Additionally, if schools in collaboration with Woreda education office and other concerned bodies improve working conditions that incorporate the five most important motivation factors, teachers turnover would be lower, which in turn, would reduce the considerable costs and time that education office incur in assigning and socializing new teachers and to end the students' academic achievement would be improved.

Recommendation for further study

Future study may be carried out wider scope. Therefore, the following are suggested for future studies:

- Differences in motivation and job satisfaction that was found for different groups (e.g. on grounds of gender, years of experience and qualifications) need further investigation.
- The motivation level of employees in private and public institution might be found in different level. Thus, comparative studies may be held for private and public education institutes.

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APPENDIX- A

Adama Science and Technology University

School of Educational Science and Technology Teachers Education

Department of Educational Planning and Management

Questionnaire to be filled by secondary school teachers.

I am MA student of Adama Science and Technology University. I am conducting a study on the topic: Teachers' Work Motivation and Job Satisfaction in Government Secondary Schools. Thus, the main purpose of this questionnaire is only to collect relevant information for this research work. You are, therefore, kindly requested to fill the questionnaire based on the necessary information related to the study. The success of this study directly depends upon your honest and genuine response to each question. Each data you supply will be used only for the purpose of academic issue and also treated with utmost confidentiality.

THANK YOU!

Instructions: -No need of writing your name.

- Ask the data collector; if you need extra support before providing your answer in not clear
- Your answer should represent you direct feelings.
- Be sure to keep the statement in mind when deciding how you feel about aspect of your work motivation and job satisfaction.
- Be frank. Give a true current picture of your feeling about your work motivation and job satisfaction

Part I: - Personal information by marking √ once

1. School name_____
2. Sex: Male ☐ Female ☐
3. Age: a) 25 and below ☐ b) 26-30 ☐ c) 31-35 ☐ d) 36-40 ☐
4. Educational background a) Diploma ☐ b) BA/BSC/BEd degree ☐
c) MA/MSc/MED degree ☐
5. Service years: a) below 1 year ☐ b) 1-5 ☐ c) 6-10 years ☐ d) 11 & above ☐
6. Location of school: Rural ☐ Urban ☐

Part II: Questionnaire for teachers:

A. Work motivation questionnaires

Please, respond to all items given below by putting a tick (✓) in the appropriate space using the following scales: 1= strongly disagree, 2 = disagree, 3 = Undecided, 4 = agree and 5 = strongly agree.

1. The following questions focused on teachers' incentive and benefits, thus try to select the option that represent your feelings.

1=Not satisfied, 2= Slightly satisfied, 3= Satisfied, 4= Very satisfied, 5= Extremely satisfied

No	Items	1	2	3	4	5
1	Teachers monetary incentive for their extra work					
2	Teachers paid their salary on time					
3	The school strategies to remunerate teachers					

4. Please rate your level of work motivation in current job?

Very high

High

Satisfactory

Low

Very low

5. Please rate your level job satisfaction in your current work?

Very high

High

Satisfactory

Low

Very low

2. The following items are focused on school policy and management practice on teachers' work motivation and job satisfaction. Therefore, indicate your positions by selecting answers that fit with your side.

1= Very low, 2=Low, 3= Satisfactory, 4= High, 5= Very high

No	Items					
6	The presence of schools based rule and regulation					
7	The proper administration of school rule and regulation					
8	The way schools inform policies and its procedures for teachers					
9	The way school policies are put into practice					
10	The schools capacity to treat teachers equally					
11	The way principals lead the school					
12	The participation of teachers on various school issues					
13	The way the schools backs up his/her employees to top management					
14	The way the school takes care for the complaints of teachers					

3. Question that focused on supervision (technical) are listed below. Please, indicate your position by selecting the options that represents your feeling.

1= strongly disagree, 2 = disagree, 3 = Undecided, 4 = agree and 5 = strongly agree

No	Items	1	2	3	4	5
15	Supervisors are technically 'know-how' to support teachers					
16	Supervisors are interested to help teachers effort					
17	Teachers exactly contact with supervisors when they need advice					
18	School supervisors provide training on various issues					
19	School supervisors observe classroom instructions regularly					
20	Teachers are supervised in a supportive and democratic manner					
21	Supervisors initiate the teacher to discuss on various academic issues					

22. To what extent do supervisors visit focus on inspecting teachers (are they doing their job?) or on supporting teachers (giving advice on how they can do their job better)?

Mostly inspection

Mix of inspection and support

Mostly support

4. Items related to job security are listed below. Please select the option that represents your feeling in the school.

1=Not satisfied, 2= Slightly satisfied, 3= Satisfied, 4= Very satisfied, 5= Extremely satisfied

No	Items	1	2	3	4	5
23	Teachers job security in the school					
24	Teachers opportunity for a secure future					
25	Teachers opportunity for steady employment					
26	School management involvement for teachers welfare					
27	The work to solve problems that threaten teachers					

5. Items that focused on school working conditions are listed below; please show your position from the given alternatives.

1= Strongly disagree, 2= Disagree, 3= undecided, 4= agree, 5= strongly agree

No	Items	1	2	3	4	5
28	The school has clean and comfortable working area					
29	The physical surroundings where I work is attractive					
30	The school environment supports the teachers work					
31	The school create a furnished staff room for teachers to work together					
32	The teaching equipment and facilities in the school are adequately provided					
33	The teachers workload in my school is fairly distributed					
34	The school has refreshment materials for teachers (DSTV, Tennis, ...)					

5.1. What do you say about your working condition? (Facility, attractiveness, etc.)

6. Items on social status of teachers are listed below. Please indicate your feelings from the given alternatives.

1= Very low, 2=Low, 3= Satisfactory, 4= High, 5= Very high

No	Items	1	2	3	4	5
35	The social position in the community that goes with the job					
36	The teachers chance to participate in various social issues					
37	The teachers chance to be important in the eye of others					
38	The teachers chance to have a definite place in the community					

7. Questions related to work relationship with stakeholders are listed below; please indicate your position by selecting alternatives that directly fit with you.

1= Very low, 2=Low, 3= Satisfactory, 4= High, 5= Very high

No	Items	1	2	3	4	5
39	Teachers relationship with other teachers in the school					
40	Teachers relationship with the school students					
41	Principals interest to talk with teachers on various academic issues					
42	Teachers relationship with school management group (e.g PTA)					
43	Teachers opportunity to know each other well					
44	Teachers work relationship with supervisors					
45	Teachers chance to work with a wide range of peoples					

8. Items related to achievement are listed below. Please show your feelings by selecting the options that represent your feelings.

1=Not satisfied, 2= Slightly satisfied, 3= Satisfied, 4= Very satisfied, 5= Extremely satisfied

No	Items	1	2	3	4	5
46	Being able to see the result of the work I do					
47	Being able to take pride in a job					
48	Being able to do something worthwhile					
49	The feeling of accomplishment I get from the job					
50	The chance to do the kind of work that I do best					
51	The chance to do work that is well suited to my ability					

9. Questions related to teachers' responsibility in your school are listed below. I kindly request you to indicate your feeling for each .

1= Strongly disagree, 2= Disagree, 3= undecided, 4= agree, 5= strongly agree

No	Items	1	2	3	4	5
52	The school provide the chance to be responsible for planning my work					
53	Teachers have the chance to make decisions on their work					
54	Teachers are responsible for the work of students					
55	Teachers have freedom to use their own judgment for effective work					
56	Teachers receive responsibility in relation to their job					
57	Teachers are responsible to support the work of others (mentee)					
58	Teachers are responsible to raise the awareness of the community					

10. Indicate your feelings by selecting the appropriate option for the items related to teachers' professional growth and development opportunities in the school.

1= Strongly disagree, 2= Disagree, 3= undecided, 4= agree, 5= strongly agree

No	Items	1	2	3	4	5
59	The school undergo survey for teacher training need assessment					
60	Teachers have the chance to do many different things on the job					
61	The school prepare experience sharing opportunities with nearby schools					
62	The school works to improve the teachers leadership skill in work					
63	The school gives in- service training for teachers on various issue					
64	Teachers have various opportunity to capacitate them professionally					

65. How do you evaluate the teachers' professional development and growth strategies available in your school?

Very well Not decide Very poor
Well Poor

11. Questions related to teachers' advancement opportunities are listed below. Please select the option that directly represents your position.

1=Not satisfied, 2= Slightly satisfied, 3= Satisfied, 4= Very satisfied, 5= Extremely satisfied

No	Items	1	2	3	4	5
66	School strategies to improve teachers classroom instruction					
67	The way teachers are promoted to their good achievement					
68	Teachers career promotions in the school					
69	Teachers opportunity to become mentors					

12. Items related to teachers recognition and reward in the school are listed below. Please, indicate your idea to each item properly.

1=Not satisfied, 2= Slightly satisfied, 3= Satisfied, 4= Very satisfied, 5= Extremely satisfied

No	Items	1	2	3	4	5
70	The way I am noticed when I do a good job					
71	The way I get full credit for the work I do					
72	The prestige I get for the work I do					
73	The way the school management tell me when I do my job well					
74	The praise I get for doing a good job					
75	The strategy the school used to reward best activities of teachers					
76	The way being selected as "Teacher of the Year" in the school					

12.1 Does the recognition given by the school is a fair assessment of your work as a teacher?

Yes ☐ No ☐

If 'No' on what aspect it focused on?

13. Rate your level of work motivation and level of satisfaction for work related items.

1= Strongly disagree, 2= Disagree, 3= undecided, 4= agree, 5= strongly agree

No	Items	1	2	3	4	5
77	I am satisfied by being a teacher.					
78	I enjoy in my work.					
79	Teaching provides me with opportunity to use all my skills and knowledge.					
80	I am prefers to continue with teaching profession.					
81	Teaching profession is challenging job for me.					
82	I am interested to provide enough tutorial for different level student.					
83	There is fair distribution of work load in teaching.					

85. Please rate your level of work motivation and level of teachers' satisfaction on the current job. Very high ☐ High ☐ Medium ☐ Low ☐ Very low ☐

B: Job satisfaction questionnaires

1. Rate your level of satisfaction for the items related to perform their responsibility properly
1= strongly disagree, 2 = disagree, 3 = Undecided, 4 = agree and 5 = strongly agree.

No	Items		2	3	4	5
1	I am comfortable with appropriate execution of professional responsibility.					
2	I am satisfied with autonomy I have in making decisions about my daily tasks.					
3	I am voluntary to raise the awareness of the community.					
4	Freedom to use your judgment in the work.					
5	I feel comfortable with my present level of responsibility in my job.					
6	I am satisfied with my perceived level of professional autonomy.					

2. Rate your level of satisfaction for the items related to participate in all school activities voluntary
1= strongly disagree, 2 = disagree, 3 = Undecided, 4 = agree and 5 = strongly agree

No	Items	1	2	3	4	5
7	The way principals lead the school is satisfied me.					
8	I am satisfied with involvement of decisions in the school.					
9	The way the school deals with complaints.					
10	all teachers equally in the school increased my participation					
11	Fairness promotion opportunities in school enhanced my participation					

3. Rate your level of satisfaction for the items related to implement effective teaching & learning process-

1= strongly disagree, 2 = disagree, 3 = Undecided, 4 = agree and 5 = strongly agree

No	Items		2	3	4	5
12	My teaching profession is important to my self-image.					
13	I believe that my school image is my image.					
14	I am proud to be in my teaching profession.					
15	My profession is a great deal of personal meaning for me.					
16	I feel emotionally attached to my teaching.					

4. Rate your level of satisfaction for the items related to reduce work time wastage

1= strongly disagree, 2 = disagree, 3 = Undecided, 4 = agree and 5 = strongly agree

No	Items	1	2	3	4	5
17	I encourage my staff member to complete the task timely with full dedication and accuracy to increases productivity of school.					
18	I do not mix my feeling, emotions and personal problems in my profession work time.					
19	I am always punctually in teaching learning process.					

APPENDIX- B

Adama Science and Technology University

School of Educational Science and Technology Teachers Education

Department of Educational Planning and Management

Part III: Unstructured interview for school principals, supervisors and woreda education office experts.

The main objective of this interview guideline is to collect extensive information about secondary school teachers work motivation and job satisfaction. Thus, your genuine participation to give necessary data has great importance for effectiveness of the research.

Sex _____ Age _____

Current position _____ Service year _____

1. What factors that affect teachers' work motivation and job satisfaction in government secondary schools of Hadiya zone?
2. How do you feel about relation between intrinsic and extrinsic factors of motivation that affect teachers' work motivation and job satisfaction in their job?
3. How do you feel about achievement of teachers' in their work?
4. How teachers' see current professional development or personal advancement in government secondary school?
5. How teachers' job satisfaction? (perform their responsibility properly, participate in all school activities voluntary, Implement effective teaching & learning process, Reduce work time wastage?

APPENDIX- C

