

**PRACTICES AND CHALLENGES OF TEACHERS' JOB MOTIVATION
IN SELECTED SECONDARY SCHOOLS OF EAST ARSI ZONE,
OROMIA REGIONAL STATE**

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**Practices and Challenges of Teachers' Job Motivation in Selected
Secondary Schools of East Arsi Zone, Oromia Regional State**

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DEDICATION

I would like to dedicate this thesis to my wife Amsale Ashagire, my Sons Abel Genene, Fenet Genene and Matios Genene who sacrificed their time in facilitating situation to me.

STATEMENT OF THE AUTHOR

By my signature below, I declare and affirm that this thesis is my own work. I have followed all ethical and technical principles of scholarship in preparation, data collection, data analysis and compilation of this Thesis. Any scholarly matter that is included in the Thesis has been given recognition through citation.

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BIOGRAPHICAL SKETCH OF THE AUTHOUR

The Author was born on August 20, 1978 in Arsi Zone of Oromia Regional State, Sire Woreda, Koloba Bale Kebele from his father Ato Bekele Tufa and his mother W/o Rufe Wadajo. He attended his primary school at Koloba Bale Primary School. He attended his secondary school at Sire Secondary School. In 1998 he joined Bale Robe Teachers Training Institution and he got his diploma in Chemistry in 1998 from St. Mary University College and Bachelor degree from Dilla University in Chemistry in 2010. He was employed by Minstrey of Education and assigned as primary school teacher in Arsi Zone in Aseko Woreda, Erecha Primary School since 1999-2006. From 2007-2010 he was assigned as the principal of Jiso Primary School (1-8). In 2011-2013, he was appointed as primary school supervisor of Irecha Cluster Reasource Center, in 2014-2015 he was appointed as principals of Karra Fayisa Secondary School and from 2016 till he was appointed as principals of Aseko Secondary School. In 2015 he joined the school of graduate studies at Haramaya University for his MA degree in school leadership. The author is married and has two sons.

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ABBREVIATIONS AND ACRONYMS

AU	Addis Ababa University
CPD	Continuous Professional Development
CRC	Cluster Resource Center
CSA	Central of Statistical Agency
CTE	College of Teachers Education
ETP	Education and Training Policy
ESDP	Education Sector Development Program
HU	Haramaya University
IFESH	International Foundation for Education and Self- Help
MoE	Ministry of Education
PTA	Parent Teacher Association
RBA	Result Based Aide
SIP	School Improvement Program
SPSS	Statistical Package for Social Sciences
TLMs	Teaching and Learning Materials
REB	Regional Education Bureau
VSO	Voluntary Service Overseas
UNESCO	United Nations, Educational, Scientific and Cultural Organization
WEO	Woreda Education Office

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Practices and Challenges of Teachers' Job Motivation in Selected Secondary Schools of East Arsi Zone, Oromia Regional State

Genene Bekele

ABSTRACT

The purpose of the study was to assess the practices and challenges of teachers' job motivation in secondary schools of Eastern Arsi Zone. The study was conducted in 10 secondary schools with their respective Woredas. To undertake this study, descriptive research design was employed. The data gathering instruments were questionnaire, interview and document review. The results revealed that inadequate salary, unqualified school leadership, low community respect, poor communication, absence of clinical supervision, poor reward and incentives were the major factor that affect teachers' job motivation. In addition to this, supervisor were unable to give professional support, poor teacher – student relation, low chance for training, unfavorable work condition, less delegation of duties, low opportunity of promotion and advancement were obstacles for the teachers' job motivation. The absence of sufficient facilities such as, lack of tea room, furniture, recreation areas, bathroom, water, shortage of teaching materials like laboratory rooms and chemicals, internet access and library were also constraints for teachers' job motivation. In general the findings proposed to conclude that salary, community respect, school facility; school leadership and communication approach had significance effect on teachers' job motivation in secondary school of East Arsi Zone. Finally, the Woreda Education Office, Ministry of Education, Regional Education Bureau and other responsible bodies should work hard to improve teachers' salary, community respect, school facility, school leadership and communication approach to improve teachers' job motivation in secondary school of East Arsi Zone.

1. INTRODUCTION

This chapter deals with the background of the study, statement of the problem, objectives of the study, significance of the study, scope of the study, limitation of the study and definition terms used in the study.

1.1. Background of the Study

Motivation is the internal and external intensity of a person's desire to engage in some activity (Dessler, 2001). It is a basic meaning for the cause and explanation of a behavior. The effects that provide motivations are related to needs which have not been met (Covey, 2004). Motivation is mainly shaped by the culture, social justice and structure in which the individual is in, as well as the emotional and spiritual makeup of the person. The motivation of human beings is closely related to all the objects that the person establishes relations with it (Bingol, 2006). In addition, personal traits, physical conditions, previous experiences, environmental conditions and organizational environment are influence motivation (Pandey, 2008).

A teacher is one of the valuable assets for quality education. Development of any country depends on its educational system that is the quality of its graduates; so teachers are the nation builders. The role of a teacher cannot be ignored in the process of development and success in one country. Teaching is a profession that has low emphasis but teachers have a great role in their students' intellectual, personal and social development by influencing the whole nation's development. Teachers can have an influence more profound than others and give the glorious position and dignified status to the nation. Teaching is about passion, love of education and learning, inspiration, concern, consideration of the other, dedication to trusting students, belief in the power of knowledge and a non-stop attempt to make a difference to the lives of others (Imrab. *et al.*, 2013).

According to Kayuni and Tambulasi (2007) lack of motivation and commitment of teachers can have a negative impact on the student's learning and most importantly it put the future of children on the stake. Generally, competence and commitment of teachers should be the most important determinant of learning outcomes.

Teacher motivation plays an important role in the promotion of teaching and learning excellence. Motivated teachers are more likely to motivate students to learn in the classroom, to ensure the implementation of educational reforms and feelings of satisfaction and fulfillment (Teresa, 2012). Education reforms focus on improving teachers' competence, the learning and working environments and greater decentralization, all of which can improve teacher motivation. But, many reform programs also try to increase the workload of teachers and ignore or pay insufficient attention and other conditions of service (Paul, 2004). He also put that regardless of development status, the teaching force in most countries has never enjoyed full professional status. According to him, the status of teachers as a semi-profession is more evident in developing countries including Ethiopia.

School environment which affects teachers' motivation contains three components which comprise a safe school: context, psychosocial variables and school behavior; the atmosphere of the work place, including a complex mixture of norms, values, expectations, policies, and procedures that challenge individual and group pattern and behavior (Spencer, Pelote and Seymour, 2008); employees' perception of the events, practice, and procedures as well as their perceptions of the behaviors that are rewarded; supported and expected within an organization (Schneider, Wheeler and Cox, 2000).

All students must have teachers who are trained, motivated and enjoy teaching, who can identify and support strong and weaker learners alike. Motivated teachers close the gap between poor and good quality education by maximizing the benefits of learning in every classroom, for every child. Recognizing this, during the ESDP IV period the government tried to enhance the capacity of teachers through in-service and pre-service training programmes. A 2014 study conducted by the MoE, however, suggested that 70% of teachers would, if given an equivalently paid option, leave the profession. The negative attitude to the profession was exacerbated by lack of recognition/social status by their community and poor school administration and human resource management. This, in spite of efforts to improve teacher skills, implies that much more needs to be done to motivate and support the hundreds of thousands of teachers in all regions.

From researcher's experience, low teachers' job motivation manifested by less preparation of lesson, absenteeism, low academic performance of students and teachers turnover increase from time to time in Oromia Region particularly in East Arsi Zone is being raised as major issue during performance evaluation, meetings, workshops, trainings held at different levels. Therefore, teachers' motivation has its own impact to attain the intended teaching learning goals and the problem needs immediate solution. For these purpose the researcher wanted to conduct a research concerning practice and challenges of teachers' job motivation in secondary school of East Arsi Zone.

1.2. Statement of the Problem

A motivated teacher is recognized by high level of commitment, hard work, devotion, dedication and becomes a source of inspiration through his or her exemplary character because a teacher is always expected to be a role model for students (Imrab, *et al.*, 2013). Every school be it government or private cannot achieve their objectives without teachers' job motivation. Regarding teaching profession different studies have been conducted on teachers' motivation and factors that affect on job satisfaction. Job still affect the teachers work motivation and remains unsolved (Gudisa as cited in Ubons and Joshua, 2004).

Teachers are the most important resources in a school. They are the key figures for any changes needed in schools. The provision of a high quality education system depends on high quality teachers and high teacher morale (Sharma, 2009: 52). Thus, as outlined above, satisfaction with their teaching career not only plays an important role in the lives of the teachers themselves, but also in the lives of the students and the parents, and for the sustainment of quality education at large (Sharma, 2009). Hoffman, Hutchinson and Reiss (2009) stated that positive teachers' job motivation has been linked to improved academic achievement and over all school activities. Further, the authors disclosed many factors such as collaborative decision-making, equity and fairness, caring and sensitivity, leadership style, school facility, teacher-school community relation and students discipline all have an effect on teachers' motivation. According to the report of Centre for British Teachers in 2008, it was found that the education system in Ethiopia, at all levels is confronted by a lack of quality. Policy makers themselves and other stakeholders also portray the lack of quality in the

education system. This is confirmed by the state itself on the debate with political parties. Thus, a reform is needed to improve the efficiency and quality of education system of Ethiopia is associated with many challenging factors including the poor standard of those entering the teaching profession, high teacher turnover, low status of teachers, inadequate salaries which leads to low motivation of teachers with their work (Voluntary Services Overseas, 2010; Gedefaw, 2012, Workneh and Tassew: 2013).

In Ethiopia, recent studies have indicated the seriousness of the problem in the system in general (Getachew, Manna and Tesfaye, 2000; and Befekadu, 2001). Many teachers are leaving the profession and schools for the reasons such as low salary and the absence of further educational opportunity (MoE, 1986; Aklilu, 2003; Ayalew, 2004). But they did not consider the influence of school environment. Teachers' Job motivation has been identified by different educational researches worldwide. In Ethiopia, however, little attempts were made under the topic. Although Gedefaw (2012) tries to investigate job satisfaction of secondary school teachers in Addis Ababa, he did not say anything about the motivation of secondary school teachers. Yenew (2012) studied the Effectiveness of Principal Instructional Leadership in secondary schools in South Wollo Zone, but he didn't address the motivation of teachers related to school environment factors.

Bedassa (2010) conduct research on teachers rewarding system in Secondary School of East Arsi Zone which help teachers to get highly committed to attainment of personal goals attributing to the school success. Efficient teaching and moral will take place when there is strong motivation in terms of wages and other factors from both employers and the students' performance serve as a motivation for the teachers in order to perform efficient in academics. But he did not differentiate the cause in decline of students' achievement relate to teachers' job motivation in Arsi Zone.

The most recent research conducted is in Gambela by Abwalla Jay (2014) which identified the type of leadership styles in secondary schools, but he did not say whether the styles of the leadership results in to high teachers motivation or not. Most of the time teachers complain the current working conditions. From researcher experience working four years as supervisor, and three years as directors at secondary school, he notices the problems. Teachers complain

about different issue including the students' behavior and achievement, leadership style, school facilities, and working environment in the school. Their peer discussion mostly concentrated on complaining their work and the salary they get. Even teachers were not volunteer to tell their career to others. Teachers did not show interests to stay in the school compound and many teachers searching for another job and they prefer to leave profession, not satisfied with their profession and turnover increase from time to time, carelessness in preparation, poor classroom management, lack of punctuality, failure to obey school policy; teachers in schools are performing below the required level leads the overall school activities were affected particularly students academic achievement.

So, teachers' job motivation in secondary schools of East Arsi Zone seems somewhat far from what is expressed in the concept of motivation which insight the researcher to conduct study on practice and challenges of teachers' job motivation in secondary school of East Arsi Zone.

1.3. Research Questions

The following research questions were addressed in the study.

1. What are the current practices through which teachers are motivated in secondary schools of East Arsi Zone?
2. What are the major factors that affect teachers' job motivation in secondary schools of East Arsi Zone?
3. To what extent teachers are motivated in the secondary schools of East Arsi Zone?
4. What mechanisms (strategies) could be in place to improve teachers' job motivation in secondary school of East Arsi Zone?

1.4. Objectives of the Study

This is section focus on general and specific objectives of the study.

1.4.1. General objective

The general objective of this study was to assess practice and challenges of teachers' job motivation in some selected secondary and schools of East Arsis zone.

1.4. 2. Specific objectives

The specific objectives of the study were intended to:-

1. Identify the current practices through which teachers are motivated in secondary Schools of East Arsi Zone
2. Assess the major factors that affect teachers' job motivation in Secondary Schools of East Arsi Zone.
3. Examine the extent to which teachers' are motivated towards their teaching job in Secondary Schools of East Arsi Zone.
4. Suggest innovative mechanisms through which teachers' motivation improve Secondary Schools of East Arsi Zone.

1.5. Significance of the Study

Teachers with high motivation demonstrate excellent academic performance. This study may be important; firstly, it may have significant contribution to teaching and learning process in creating conducive environment for teachers, students, parents and schools leaders. Secondly, it may be valuable for school leaders, and other concerned body to gain innovative mechanisms through which teachers' motivation could be enhanced and helps improve their administrative task, academic performances of students and it will also be valuable to know how teachers can be motivated towards to their best. Thirdly, this finding may use for developing knowledge gap to researchers. Fourthly, it may help for education sector, nongovernmental organization, researchers to know the factors affecting teachers' job motivation. Finally, research finding will serves as agenda for politician, curriculum planners and a benchmark for other researchers to conduct further studies.

1.6. Delimitation of the Study

The study was designed to assess the practices and challenges of teachers' job motivation in ten selected governmental secondary schools (9-10) of East Arsi Zone in Oromia Regional State, namely Itaya, Huruta, Sagure, Sire, Aba Jama, Gara gora, Nagelle, Asakoo , Arboyye, and Aboomsa Secondary Schools. Additionally, Karra Fayisa Secondary School was used for

polite test. The subject of the study was teachers, school leaders and supervisors those selected by stratified, purposive and available sampling techniques respectively. Teachers' job motivation linked with several issues but the researcher mainly confined on intrinsic motivation (career advancement, CPD, recognition and communities respect and extrinsic motivation (salary, reward, incentives school facilities, working condition and promotion). Primary data was obtained from teachers and school leaders through questionnaires and from CRC supervisors through interview. Secondary data was collected from document review. All of them delimited because of time, budget manageability and researchers experience.

1.7. Limitation of the Study

Job motivation is intangible and not an easy subject to measure. The job motivation of teachers is subjected to multiple influences. The number of influence is so large that is very difficult to account for all of them. Therefore, there is lack of accurate and proper scale for measuring teachers' job motivation. If it were not for the lack of time and resources, such a study certainly would benefit from wider sample of institutions and more extensive coverage of issues. Only ten respondents chosen for the study were not responded on open ended questionnaire due to lack of cooperation. Besides, there have been challenges in finding respondents and in retrieving the questionnaires on the scheduled time, lack of sufficient related literature from domestic sources in the field. However, it would have been more exhaustive and meaning full if included all secondary schools in the country.

1.8. Definitions of Key Terms

Physical School Environment is appearance of the school and its classroom; school size and ratio of students to teachers; order and organization of classrooms; availability of resource; safety and comfort.

School leaders refer to principals, vice principals, PTA, department heads and WEO experts of secondary schools who have an impact on enhancing or directing teachers' job motivation.

Secondary Schools refers to the school systems established for secondary school education grade (9-10) those have an age more than five years.

Social School Environment is quality of interpersonal relationships among students, teachers and staff; equitable and fair treatment of students by teachers; and degree of which students, teachers, and staff contribute to decision-making at the school (Kreft, 2009).

Teachers' job motivation is the attributes in school environment that moves or makes teachers bring out their best in their work places (Preston, 2002).

Woreda is a division or area marked off developed for administrative purpose which defined authority and responsibility .

2. REVIEW OF RELATED LITERATURE

This chapter contains related literature reviews which are written on concept of motivation, historical development motivation, types of motivation, concept of school environment, type of school environment, factors affecting teachers' job motivation, the international and local practice of teachers' job motivation and innovative mechanisms to improve teachers' job motivation.

2. 1. Concept of Motivation

Motivation is the willingness to exert high levels of efforts towards organizational goals conditioned by the effort and ability to satisfy some individual needs motivation is an inclusive concept including both the direct and energizing of behavior. While controlling peoples' behavior can produce quick and dramatic results, the desired behavior tends to vanish external controls fades away. Krause (2003) mentioned the concept of motivation is linked closely to other constructs in education and psychology such as constructs of attention, needs, goals and interests which are all contribute to stimulating students' interest in learning and their intention to engage in particular activities and achieve various goals.

2. 2. Teachers' job Motivation

Most of the teacher motivation definitions insist upon three common elements which describe the phenomenon of motivation:-The factor which determines and sustains the teacher behavior, the things that give a direction to this behavior and the way in which this behavior is maintained or sustained. Each of these three elements represents an important factor for the understanding of the human behavior in a working place. The first refers to the energizing forces from the inside of each individual which determines or directs him to behave in certain ways and to the existent forces in the medium which block the first to develop. In the second, we speak about the focus upon the aims: the individual's behavior is directed towards a certain way. The third factor, takes into consideration the inner forces of the individual or specific to the environment which offer the feedback capable to rebuild the intensity and direction of the action (Luthans, 2005).

Motivation is the catalyst that spurs teachers' eagerness to work without pressure. To motivate is to provide employees with a motive to do some tasks. It is to cause or provoke teachers to act either positively or negatively. To say that nobody can motivate employees at work is like saying there are no influential leaders, that there are no effective managers, that there are no motivational speakers. Motivation has been used by effective managers to prompt ordinary people to achieve uncommon results in all fields of endeavors. The interest of motivation has been promoted by the realization that schools develop and progress only to the extent to which they succeed in motivating and developing their workers. Motivation to follow a teaching profession is predominantly imperative in the progress circumstances of teacher shortages (Preston, 2002).

Teachers' motivation takes roots from inner interest of the teachers. Additionally, retaining and attracting properly motivated teaching candidate, have the prospective to not only counter balance teacher shortages but augment the improvement of effectual educators in the elongated run. Motivation is 'an intervening variables', which identified as psychological and internal processes that were not directly observable but which in turn mostly accounted for behavior. Teacher motivation is anything done to make teachers satisfied, happy, committed and dedicated in such a way that they bring out their best in their places of work so that both parents, students and society will properly benefit from their services (Tracy, 2000).

As to Cole (2000), motivation is a term mostly used to describe those processes, both rational and initiative by which people seek to satisfy the basic ambitions, personal goals, and perceived needs which basically trigger off human behavior. Teachers motivation referred to as those basic factors that operate within the system of school which if not made available to the teacher could create prevention in performance, cause stress, frustration and discontentment all of which would subsequently affect and reduce classroom effectiveness and students quality output. This implies and focuses that teacher's motivation includes factors that causes, sustain, channel and influence teacher's behavior towards high profile management and academic achievement standards in school.

2.3. Types of Motivation

There are different types of motivation in motivating teachers at the work place which divided into intrinsic and extrinsic motivation, financial and non financial motivation, positive and negative motivation (Sarkar, 2000).

2.3.1. Intrinsic motivation

Intrinsic motivation is type of motivation that is available at performance of work and that provides teachers satisfaction during performance of the work. Intrinsic motivation is associated with praise, recognition, power, delegation of authority, competition and participation in decision making process (Sarkar, 2000).

2.3.1.1 Positive motivation

Positive motivation affect has been shown to be related to social activity and satisfaction and to the frequency of pleasant events. Positive perfectionism is seen as being more adaptive as it encourages positive and active striving toward goals and the teacher is able to regulate their perfectionism. Therefore, it is associated with high achievement and positive affect (Flett and Hewitt, 2002).

2.3.1.2. Negative motivation

Negative motivation is a mixture of anxiety and depression symptoms. Research has shown that negative effect, but not positive effect, is related to self-reported stress, poor coping, health complaints and frequency of unpleasant events (Frost and Di Bartolo, 2002).

2.3.2. Extrinsic motivation

Extrinsic motivation is concerned with external motivators which teachers enjoy pay promotion, status and fringe benefit. This type of motivation is available only after the completion of the job. Increasing in the wages, retirement benefit, risks period for vacation holiday, health wages, health insurance are examples of extrinsic motivation (Fleet, 2001). This type of motivation is also important in the school to motivate teachers.

2. 3. 2 .1. Financial motivation

Financial motivation is directly or indirectly associated with money. The most common financial motivation is wages and salaries, bonus, profit sharing, vacation pay, free medical service, refreshment benefit and insurance are some of financial motivation of teachers (Lussier, 2005)

2. 3. 2.2. Non -financial motivation

Non-financial motivation is associated with appreciation, praise, job rotation, delegation of authority, responsibility, participation, recognitions and power for teachers in work place (Deci, Koestner, and Ryan, 2005).

2. 4. Concept of School Environment

School environment vary greatly whereas some schools feel friendly inviting, supportive, others feel exclusionary, unwelcoming and even unsafe. The feelings and attitudes that are elicited by a school's are referred to as school environment. Although it is difficult to provide a concise definition for school environment, most researchers agree that it is a multidimensional construct that includes physical, social and academic dimensions (Hoy and Miskel, 2001).

The physical school environment which include appearance of the school and its classroom, school size and ratio of students to teachers in the classroom; order and organization of classrooms in the school; availability of resource, safety and comfort. The social School environment includes: quality of interpersonal relationships among students, teachers and staff, equitable and fair treatment of students by teachers and staff, degree of competition and social comparison between students; and degree of which students, teachers, and staff contribute to decision-making at the school and the academic school environment include quality of instruction; teacher expectations for student achievement; and monitoring student progress and promptly reporting results to students and parents (Dowson, 2003).

Kreft (2009), explored that school environment is groups of distinctiveness happening in a school that are confirmed by its members. In adding together, such uniqueness is to; clarify the

state of that school, distinguish one school from the other school, be long lasting distinctiveness, and have challenges on the performance of teachers in that school.

According to Millar and Fredericks (2010) the school environment is the consciousness of members in a school about the work arrangement, uniqueness of each person in the school supports dependability, equality, remuneration, eradication of danger, disagreement, and harmony of people in the school. Peterson. and Skiba (2001) define school environment as the feelings that teachers have about the school environment over a period of time. These feelings may have to do with how comfortable they feel in the environment or whether they feel that the environment is supportive or challenging of teaching.

The sum of the values, cultures, safety practices, organizational structures within a school, teaching practices, diversity, leader-teacher relationships, teacher-teacher relationships, parent teacher relationships, and student-teacher relationships, is the concept of school environment which affect teachers' job motivation .With respect to the above definitions, it can be decided that the school environment is the understanding of members in school to working surroundings, both directly and ultimately (Peterson. and Skiba 2001).

2.5. Type of School Environment

This sub topic is clarifying different type of school environment that make school is healthy. Hoy and Miskel (2001) mentioned that each school has its own unique environment. This is because schools operate in different ways. The type of environment that prevails in a school is the blend of the behavior of the principal, teachers, pupils and parents in that school which are differs from school to school.

2. 5. 1. Open school environment

An open environment is used to describe the openness and authenticity of interaction that exists among the principals, teachers, pupils and parents. Hoy and Sabo (1998) state that an open environment reflects the school leaders', students', teachers' cooperative, supportive and receptive attitudes to each other's ideas and their commitment to work. They care, respect and help one another as colleagues and even at personal level (high collegial

relations). This type of environment enhances teachers' job motivation and facilitates teaching- learning process in the school.

2. 5. 2. Closed school environment

Closed environment represents the direct opposite of the open environment. The main characteristic of this type of environment as identified by Halpin (2006), It is lack of commitment and unproductive (high disengagement). There is no commitment, especially on the part of the principal and teachers. There is no emphasis on task accomplishment rather the principal stresses routine, trivial and unnecessary paper works to which teachers minimally respond. The principal is rigid and controlling (high defectiveness'). He/she is inconsiderate, unsupportive and unresponsive (low supportiveness). Consequently, most teachers in the school are frustrated and ineffective which decrease teachers' job motivation.

2.5. 3. Autonomous school environment

This type of environment portrays an atmosphere where teachers are given a good measure of freedom to operate in the school. The school leaders model enthusiasm and diligence. Both teachers and students are happy. There is no external threat or influence. Teachers have great desire to work and students are highly motivated to learn because there is close relationship among the principal, teachers, pupils and parents (Ribbins, P. and Marland, M. 2004).

2. 5. 4. Controlled school environment

Hard work is the major characteristic of controlled environment. Even though the principal does not model commitment, hard work is over-emphasized to the extent that little or no time is given to social life. Nonetheless, teachers are committed to their work and spend considerable time on paper work. Thus, in most cases, there is little time to interact with one another. Pupils are also hard working, but are given little time for participation in extracurricular activities. Parents are not encouraged to visit school with their children's problems as the time on such matters could be used on something worthwhile (Ribbins, 2004).

2. 5. 5. Familiar school environment

Familiar environment is described as a sort of laissez-faire atmosphere. The school leaders are pretty much interested in maintaining a social atmosphere that favors the fulfillment of any particular task. Familiar School us, a significant number of teachers are not committed to their main task. Some of them do not take a liking to the way how a principal leads, but others do not necessarily share the same opinion with their colleagues or with the principal. As a result, those that are not really dedicated, make up a particular group since they exhibit the same type of behavior. This type of familiar environment between the principal and the teachers a scant attention is paid to the overall performance of the school (Halpin, 2006).

2.6. Job Satisfaction and Teachers Motivation

Job satisfaction refers to the individual matching of personal needs to the perceived potential of the occupation for satisfying those needs or is the level of contentment of individuals with their jobs. Like other organizations, in educational institutions a balance is determined between the performance of the teachers and their commitment to the work Extensive research has been conducted to measure and predict Job satisfaction. According to different researches organizational commitment, which is the prime area of interest for many researchers, can be influenced affirmatively by job satisfaction (George, Louw, and Badenhorst, 2008).

Reward and recognition are the two along with many other factors which can have an effect on the job satisfaction and motivation of teachers. With regard to statistics, there is an important link between reward and recognition and that between motivation and satisfaction of the employees. Changes in rewards and recognition can bring a definite change in work motivation and satisfaction (Ali and Ahmed, 2009).

Ali and Ahmed (2009) confirmed the strong positive effects of rewards and recognition on job motivation and satisfaction. Same applied with the findings of Katou (2008) who stated that motivation and job performance of employees can be increased considerably if more attention is given on employees reward and their recognition (Satisfaction, motivation, knowledge, collaboration with partners and colleagues, dedications, holding and participation) may be in the order of the most important aspects of human resource management results.

Teachers are judged for their professional competence. In the teaching profession, the position of teachers offers them recognition for their capabilities and accomplishments. But recognition may not work alone. Although the strength of recognition may give a boost to the employee in society, however its affect are not measureable alone without paying something indicates intrinsic rewards and extrinsic rewards are usually correlated like motivation and satisfaction (Sargent and Hannum, 2005).

2. 7. Factors affecting Teachers' Job Motivation

There are a variety of factors in motivating secondary school teachers. These can be summarizes as a secure future, good and healthy working conditions and positive communication with peers, school facilities as well as leaders. The most important factor for the motivation of teachers in the school administration: the participation of teachers in decision making, the sharing of authority and responsibility, compensation and rewards can motivate them (Kocabas and Karakose, 2005).

2. 7. 1. Role of physical school environment on teachers' job motivation

Physical school environment provision of adequate teaching and learning facilities includes standard classroom, library, laboratory, playing fields, textbooks and teachers living house that affect teacher job satisfaction.

School facilities refers physical resources enhance the conducive environment that promotes effective teaching and learning by motivating teachers. Studies conducted on the effect of the school environment on teachers' job motivation attest to the fact that school environment that is not conducive to teaching may lead to low teachers motivation hence underperformance. But provision of adequate teaching and learning facilities at all levels including equipment and human resources enhance the quality and relevance of imparting skills to learners. Teaching and learning resources include classrooms, laboratories, libraries, textbooks among other things. Reduced class size motivates teachers to effective teaching due to more student participation (Lumuli, 2009).

Cenan (2011) links teachers' job satisfaction and performance in examinations to the state of teaching and learning resources in schools. He notes that students from poor backgrounds perform poorly in the examinations when because the poor are often in areas where schools are seriously deprived of vital facilities and attitude of helplessness may be inculcated early into teachers and students making them have a negative attitude toward the school. Michaelow (2002) found out that workload challenges are negatively correlated teacher job motivation and positively correlated to absenteeism. Africa not only does a heavy workload negatively impact teachers effort but also makes teachers resistant to applying new teaching method. (Bennel and Akyeampong 2007).

Physical materials in terms of adequacy and quality have been noted to have a great impact on teacher job motivation. A school that has adequate instructional materials is likely to post better school mean. Low quality and inadequate physical resources in a school creates low morale of teachers. The school with inadequate and less standardized classrooms will be forced to accommodate more students than recommended increasing classroom, teacher-student ration. Lack of basic facilities like laboratories has compromised the teaching of science subjects. Topics that are meant to be taught practically are taught theoretically as part of the adaptive mechanism by teachers due to inadequate resources for effective teaching. This ends up affecting teachers' motivation and students' performance by reducing their competitiveness for opportunities whose placement is pegged on performance in some subjects ESDP V (MoE, 2015).

Working and living conditions may be explained as the needed atmosphere created for teachers at the work place to motivate them to greater performance. The key factors are workload which is number of pupils and working hours, general classroom conditions, management support, living arrangements and distance to work. Teachers are likely motivated when they have peaceful and sustainable working environments (Bennell, 2004).

2. 7. 2. Role of social school environment on teachers' job motivation

Social school environment is school environment include interaction of school communities in school compound which includes effective communication of teachers with school leaders, students, parents and team spirit develop in the school.

2. 7. 2.1. School leadership

Schools like all organizations are advancing in complexity with an increasing number of factors that impact on school's management and performance. Consequently, they raise challenges for leadership styles that call for principals as leaders in the schools to create an attractive environment in order to motivate teachers. The Kenyan situation is incredibly complex as many schools are caught in authoritarian hierarchies and traditional leadership approach as well as bureaucratic mixed with the modern approach. (Michalelow, 2002).

As organizations and their environments continue to transform quickly into the future new style of leadership less bureaucratic and more democratic is required to ensure institution's survival and performance. School leaders motivate their teachers to use their knowledge and skills towards organizational aims. School leaders have to keep in mind that teachers who do not have job satisfaction and are demotivated strongly weaken educational programs. For this reason, they have to use different approaches to motivate teachers (Lunenburg and Ornstein, 2004).

School leaders must be sensitive towards the social needs of teachers. A leader who is not aware and does not display effort to fulfill social needs will have difficulty in motivating teachers. Therefore, school leaders have to understand way to motivate teachers and are aware of how they can enhance energy and motivation in reaching the aims of schools. This is closely related to the quality and adequacy of school principals. A principal who has the necessary proficiency motivate his/her teacher with a visionary view (Adirs, 2002).

According to Hayford (2013), different leadership styles were identified as Autocratic, which uses rewards and punishment to influence behavior. Besides, the Democratic leader seeks advice from subordinate and tries to reach consensus with their teams. He also identifies transactional leadership whereby a leader believes that punishment and reward motivates people and assumes that when people agree to a particular assignment, they must agree to leave up to those agreements then their leaders must take full control and power over the subordinate who must obey without question.

Transformational leaders meet the needs of followers and sensitive to individual differences and analyzed into four dimensions namely: idealized influence (behavior and attributes), inspirational motivation, intellectual stimulation, and individualized consideration. Researches have shown a positive relationship between transformational leadership and teachers' motivation by increasing relation among employees (Bass, 2004, Park and Rainey, 2008).

2. 7. 2. 2. Interpersonal relationship of teachers with community

Schools are located in communities and these communities play a significant role in the motivation of teachers. Concerning this ESDP V stated that Community attitude to teachers can affect teacher motivation. When teachers feel society is dismissive of the profession, their commitment is weakened. Community support to teachers through parents of students in the community can boost teachers' morale. It stands to reason that where the social distance between the teacher and the student is close, teachers are incline to be motivated but when the social distance between the teacher and the students are wide it tend to dissatisfies the teacher ESDP V (MoE, 2015).

2. 7. 2. 3. Relationship of teachers with supervision / satisfaction with supervision/

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

2. 7. 2. 4. Student discipline and teachers motivation

Downson (2006) defines student discipline as the readiness or ability to respect school authority, have self-control, restraint, respect for self and respect for others. Discipline therefore calls for sacrifice, perseverance, tolerance, and recognition of human dignity. Indiscipline, however, is misbehavior in any or all of the following areas; respect for school

authority, obedience of rules and regulation and maintenance of established standards of behavior (Downson 2006).

2. 7. 3. Role of psychological school environment on teachers' job motivation

Psychological school environment enhance the morale of teachers for their teaching activity which include reward, incentive, career structure, involvement in decision-making and delegation of duty.

2.7.3.1. Teacher reward systems (remuneration and compensation)

Rewarding is a Psychological factor in teachers motivation which most schools have gained the immense progress by fully complying with their business strategy through a well balanced reward and recognition programs for teachers. Motivation of teachers and their productivity can be enhanced through providing them effective recognition of teachers which ultimately results in improved performance of schools. The entire success of an organization is based on how an organization keeps its employees motivated and in what way they evaluate the performance of employees for job compensation. At intangible or psychological rewards like appreciation and recognition plays a vital role in motivating teachers and increasing their performance which indicate commitment of teachers are based on rewards and recognition(Andrew, 2004).

Ajila and Abiola (2004) examine that intrinsic rewards are rewards within the job itself like satisfaction from completing a task successfully, appreciation from the head teacher, and autonomy, while extrinsic rewards are tangible rewards like pay, bonuses, fringe benefits, and promotions. In school both intrinsic and extrinsic rewards motivated the teachers and resulted in higher productivity.

Compensation system should attract and retain the talent a school needs, encourage teachers to develop the skills and abilities they need, motivate teachers and create the type of team culture in which teachers care about the school's success. Through motivation individuals willingly engage in some behavior. In retention, linking pay to performance is likely to help improve workforce composition. High performers tend to gain a larger share of

compensation resources and thus are motivated to stay with the school. Below to average performers becomes discouraged and tend to leave the school (Carragher, *et al.* 2006). Hube, *et al.* (2007) pointed that reward includes monetary (salary, bonuses) and non monetary incentives (participation in decision-making, public recognition), is a key exchange resource that employers use to support their differentiation of employees.

2.7. 3. 2. Involvement in decision-making and teachers' job motivation

Involvement in decision-making refers to a practice by which both superiors and subordinates jointly sit together to discuss the way to run the organization. Involvement indecision-making is a typical characteristic of participatory type of leadership. While lack of involvement in decision making portrays autocratic leadership style is portrayed when leaders may reluctantly involve subordinates in decision making process (Webster, 2002). UNESCO (2006) identified that teachers motivation as being negatively affected by lack of participate in decision. Study in Ethiopia indicated that there is a strong sense of distance from regional and national level decisions that are eventually communicated to teachers as immutable decisions, often divorced from their daily situation. Without adequate communicaton or consultation, teachers lose morale to perform well and even some feel disenfranchised and more ineffectual in their roles.

Ndu and Anogbov (2007) argued that where teachers are not involved in governance, result to teachers behaving as if they are strangers within the school environment. Thus, most teachers do not put in their best to have full sense of commitment and dedication to the school. Teachers who are not satisfied in the workplace are more likely to leave the profession and if teachers can receive support from their principal and from local parents, if they are involved in the decision-making process, and if they work within a positive school environment, they are more likely to succeed and remain in the profession.

2. 7. 3. 3. Delegation of duties and teachers' job motivation

Hannagan (2002) delegation is where a leader transfers power, responsibility, authority and decision making procedures to subordinates working in various departments of any given organization and which allow the teachers to use and develop their skills, self confidence,

knowledge to full potential and as a dynamic tool for motivating and training teachers to realize their full potential effectively and efficiently.

2. 8. The International and local Practices of Teachers Motivation

This section includes practices of teachers job motivation had been taken from global to local.

2.8.1. Practices of American countries on teachers motivation

In certain countries, particularly in Latin American countries, teacher pay may reach the UNESCO recommended threshold of 3.5 times GDP per capital (UNESCO, 2006). However, teacher salaries are generally low, especially in Africa. “The broad consensus among occupational psychologists in developed country contexts is that pay on its own does not increase motivation. However, pecuniary motives are likely to be dominant. Basic needs have been met is it possible for higher-order “needs which are the basis of true job satisfaction.” (Bennell and Akyeampong, 2007). However, beyond a reasonable salary, there is little evidence that further pay increases motivate teachers. But Michaelowa (2002) does not find a salary structure to be an obvious determinant of teacher job satisfaction note that across-the-board salary increases in Brazil were ineffective in increasing teacher performance.

A research report of “Save the Children Country Office staff” on teacher motivation survey implies countries have different practices or attempts to improve teachers’ job motivate. In Benin, the International Foundation for Education and Self-Help used merit based rewards for its INSET program. The awards included trips for training in the United States and Senegal, electronic equipment, and being published in the “best teacher” section of the Pedagogical Exchange Journal (BEP – an IFESH quarterly publication). The annual awards reportedly improved teacher performance and rewarding the highest performing schools with the best teachers. This resulted in improved lesson preparation, classroom instruction, attitude, effort, attendance, and student learning ,Teacher Motivation and Training in Benin (USAID, 2009).

2.8.2. Practices of African countries on teachers’ job motivation

Mozambique and Tajikistan recognize high performing teachers through gifts such as bicycle, visual aids and stationary, and T-shirts with messages appealing for more cooperation between teachers and the community or appealing for greater teacher commitment on the job.

Encourage the community to contribute to teacher salaries. Bonuses can be up to 100 percent of salary, but they are paid only to highly qualified teachers. Most primary school teachers get no additional pay to move to rural areas. In Uganda Hardship allowance of 20 percent of salary for “hard to reach” areas was introduced in 2001 for qualified teachers only. Difficulties arise in determining which schools are hard to reach (Mulkeen, 2005) ?

While not universal in Sub-Saharan Africa, community contribution to teachers is already common in Kenya, South Africa, Namibia, and Uganda to provide non-monetary community contributions such as childcare, labor, security, cleaning, cooking, and classroom assistance (UNESCO, 2007). In Malawi, official education data reveal a strong association between the availability of housing and the presence of female teachers in the school. Similarly in Uganda, a recent study on teacher attrition considers the provision of housing to be a key factor in ensuring teacher retention, especially in rural areas. In 2005, 15 percent of the school facilities grant was allocated to the construction of housing for teachers in Uganda (Mulkeen, 2005).

In Brazil and Africa, the long accepted mechanisms for improving quality of education (reducing class sizes, increasing teacher initial qualifications, more of the same INSET, and increasing salaries) show mixed or dismal results for changing teacher attitudes and improving student learning. Instead, many sources recommend merit awards and creative non-monetary incentives such as increased opportunities for professional development, enhanced resources and physical conditions of the school, and symbolic rewards. (Brazil: Teachers Development and Incentives: A Strategic; Michaelowa (2002) where except Egypt do teachers have the teaching and learning materials necessary to do their job.

In Nigeria teachers’ agitations and demands are beyond the resources of the Ministry of Education or the government. As a result, the government in Nigeria and the Nigerian Union of Teachers are in a constant on-and-off over the increase in salaries, benefits, and improvements in working conditions of teachers. The federal and state governments have argued that the present economic realities in the country cannot sustain the demanded increase in salaries, benefits, and improvements in working conditions. Specifically they argue that teachers’ demands are beyond the government resources.

The most common deficiencies are books in Latin America; chalk, books, manuals, and teaching aids in Africa; and books, stationary, technical equipment, teaching aids, and manuals in Asia. Only in Bolivia and Egypt do teachers teach in a school environment with adequate physical infrastructure and facilities. The most common deficiencies are classrooms and furniture in Latin America; classrooms, chalkboards, hygienic facilities, desks, chairs, and libraries and labs in Africa; and classrooms, disabled access facilities, hygienic facilities, and libraries and labs in Asia (William and Alvaraz,2000).

2.8.3. Practices of teachers' job motivation in Ethiopia

Largely theoretical backdrop, empirical studies of teacher motivation in developing countries paint a dismal picture of generally low or declining levels of motivation. However, the situation of course varies from country to country. Some countries may face particular threats to teacher motivation while other countries face different or no threats. For example, Michaelowa (2002) finds that in Burkina Faso, Madagascar, and Senegal; more than 50% of fifth grade teachers seem to prefer teaching to any other profession, and over 40% like their schools and do not want to change, indicating that teacher motivation may not be so bad in those countries. Ethiopia, on the other hand, exhibits nearly all of the causes and symptoms of low teacher motivation, as reported by the Save the Children Country Office and from a VSO report, *How Much is a Good Teacher Worth? A Report on the Motivation and Morale of Teachers in Ethiopia* (VSO,2010).

Many teachers acknowledged positive reasons for entering education; they felt their role as important and enjoyed teaching and seeing children develop. There is also an extremely strong attitude about the positive aspects of teaching: passing on knowledge, simply for the enjoyment of teaching students and also for the opportunities it gave individuals for self-development. According to VSO (2008) report many teachers enjoyed being a 'role model' both for children and society. However, much of the research done highlights the fact that, for the majority of teachers, the teaching profession was not their first choice of career.

This has huge consequences for the quality of educational provision in the classroom in Ethiopia. This is compounded by the fact that, currently students are directed into specific areas of study by the education system; there is no choice except for the top scorers about

what one will study or where. This current situation triggers to rise a question of what is it like to be a teacher in Ethiopia? According to the VSO (2008) report teaching profession is undervalued, in terms of status and finance. Many teachers assumed that there is little respect for their role in society. As a result large numbers of teachers did not feel motivated and would move to another profession if this option were available to them. This shows that the motivation level of Ethiopian teachers is under question.

The ETP of Ethiopia gives due attention to teachers' motivation. According to the policy, teachers need to have diligence, professional interest; mental and physical fitness will be certified before assigned to teach. The policy also considers the condition in which teachers develop themselves through continuous educational training and the way in which career structure will be implemented (ETP, 1994, 20). In line with this, the transitional government of Ethiopia had made major adjustment to education in general and problems of teaching profession because of new reform to address the needs and interests of teachers. Among the strategies the government took, new career structures for teachers were established along with in-services training which was believed to boost teachers' morale (MoE, 1999).

This indirectly implies that it is reasonable to recommend that keeping teachers satisfied with their work should be a priority for school system and a goal for school leadership team. The issue of leadership style is a major and basic concern for all organizations and institutions in various countries. In Ethiopia there is a rapid and increasing awareness in various sectors and fields in line with a sharp increase in the number of teachers including the educational institutions which are indirectly related to educational domains ESDP V (MoE, 2015).

2. 9. Strategies to Improve Teachers Job Motivation

Teachers and teaching are important to the development of any educational system. Any socio-economic strategy, aimed at improving schools and human development must emphasize the advancement and working conditions of teachers. Many studies in the past have done on the working conditions of teachers and teaching have concentrated on identifying the main characteristics of effective teaching with respect to pupils' outcomes. However, the status of teacher as well as the environment in which they operate has been deteriorating over the years. Many countries are facing crisis in the teaching profession. It is thus important that if our

schools must work well, there is the need to provide workable strategies that will improve the conditions of teachers and teaching in the schools of developing countries(MoE, 2015).

2. 9. 1. Improving the working conditions of school

Research has shown that the quality of teachers in our classrooms is the most important school related factor in boosting students' achievement (Lewin, 2004). Therefore, policymakers are focusing on teachers' quality at all levels specifically on the issues of teachers' recruitment, preparation, licensing and certification standards and professional development. However, it has been observed that the working condition of teachers in most of schools place them at a disadvantage in providing adequate teaching activities. It is necessary to put in place some mechanisms supported by government that will help promote the retention of qualified and competent teachers in schools with a view to improving the quality and working condition of teachers in schools. There are, however, various strategies that can be pursued in improving the working conditions of teachers.

According to ESDP V the strategy to recruit and retain high- caliber teachers in schools must focus on the issue of teachers' salaries and other financial incentives. First, all teachers should receive salaries that reflect the value of being part of the teaching profession and their contributions to the society. Second, to attract and retain teachers in isolated communities, they should be compensated with additional financial incentives, in the form of hardship allowance and travel allowance for teachers. Evidently, some measures must be put in place to help mitigate the problems facing teachers in communities (MoE, 2015).

2. 9. 2. Provision of Financial Incentives

The main source of improving the working conditions of teachers lies in enhanced salaries and wages. Many governments are quick to point at the size of teachers' salaries in their total expenditure. Yet, they remain underpaid when compared to other professions even within the same environment. As a result, many teachers indulge in moonlighting, which affects their commitment and quality of teaching (Deci, Koestner, and Ryan, 2005).

The strategy to pursue is not only to increase teachers' salaries, but to examine the way salaries are organized, how the teachers are being paid, and their promotion structure that will determine the increase in salaries over time. The idea is to review the general salary system, remuneration patterns and appreciation of teachers' role. This should necessarily include the design of a special salary scale for teachers which will take into consideration their qualification and experience. Presently, teachers' salaries in most countries are linked to the uniform scale implemented by the civil service; hence, all teachers are treated equally as regards salary payments. One strategy will be to have specialized allowances for teachers that will take into consideration not just their qualifications but also experience. This is at the broad level. Since rural teachers work in difficult conditions, it will be imperative to design special allowances for them (Mulkeen, 2005, Ali and Ahimed , 2009, MoE, 2015).

2. 9. 3. Provision of non-financial incentives

Incentives may be non-monetary, including special study leave or better training opportunities. The major incentives for teachers are the provision of housing for the teachers. Where teachers cannot live near the school, they are likely to spend a lot of time on travelling, often to the detriment of their school work. In Malawi, official education data reveal a strong association between the availability of housing and the presence of female teachers in the school. Similarly in Uganda, a recent study on teacher attrition considers the provision of housing to be a key factor in ensuring teacher retention, especially in rural areas. In 2005, 15 percent of the school facilities school grant was allocated to the construction of housing for teachers in Uganda (Mulkeen, 2005).

2. 9. 4. Improving career development

The problems in supporting newly qualified teachers and the lack of career development opportunities which often combine to make teachers' effectiveness difficult. These should be improved by scholarships for certified teachers seeking advanced In-service and on-service training which includes distance learning, seminars and workshops ESDP V (MoE, 2015).

2. 9. 5. Improving teacher professionalism

There is the need to encourage teacher professionalism in order to improve the working conditions of teachers. Although virtually all countries have teachers' union, they have failed to organize teaching as a profession. Hence, outside factors and others who are not necessarily teachers have taken over control and regulate the profession. Unlike other professions such as medicine, finance that have professional bodies that control and regulate the actions of their members, the teaching profession does not appear to have such a cohesive professional body to control and regulate the conduct of teachers in most countries in Africa (ACDE, 1998).

A strategy to 'transform teaching into a profession of choice will be implemented. This strategy is focus on the needs of teachers, with the ambition to re-establish the prestige of the teaching profession which attracts the most able and ensures that all teacher valued and value their profession. Through this process, teacher retention will rise, teacher attendance will increase and student achievement will be improved. Teachers development policy is a major endeavor, aimed at enriching the professional experiences of teachers. From the time of applying to join CTEs, individuals will have access to motivating career development opportunities, with teacher coaching linked to for clear pathways career progression to subject specialists. Implementation of the existing teacher development policy will be strengthened to improve teacher distribution, equity and balance of skills in all regions. This policy includes provisions related to incentives and placements which will be used to attract teachers to hardship posts. By committing such extensive support to teachers, commitment will be repaid through higher standards of professionalism, competency and motivation. Amongst the public, the image of the teaching profession will be repositioned ESDP V (MoE, 2015).

2. 9. 6. Improving support, inspection and Supervision Services

Teachers' Training and Professional Development, monitoring and evaluation are important activities that can ensure getting results in any institutions. Over the years, the roles of school inspectors and supervisors have not been taken seriously. This is one of the best ways of improving the educational system of the country. The supervision and inspectorate divisions

of many countries' are short-staffed and have enormous capacity gaps to motivate teachers towards their best (Sargent and Hanma, 2005).

Teachers are responsible for communicating effectively all curriculum content. Without high levels of competency, transmission of knowledge, skills and values will be weak. The recent curriculum revision, with a move towards a student-centered approach to teaching and learning, requires active teaching methods and effective classroom management to maximize time on task. The new approaches will benefit all students when effectively applied, strengthening their confidence, leadership and innovation skills. It has been seen, however, that the largest barrier to effective implementation of the revised curriculum is lack of pedagogical skills amongst teachers. This is unsurprising given the transition from traditional to modern methods for teachers and teacher educators. The government will therefore provide support to better facilitate this transition by improving qualification processes and standards (pre-service training), enriching CPD and strengthening supervision processes (in-service training) are move to the required qualification standard EDSP V(MoE, 2015).

2. 9. 7. Improving community participation and recognition

The society in many developing countries is knitted together in such a way that any policy or program can only be successful through the collaboration and involvement of the community. In this regard, government should involve the community in the necessary aspects of teaching and school improvement where they can be involved. The starting point may be appointment of community members as school board members. As members of the school's board, they will be able to monitor and supervise the school and teachers. In addition, they can also serve as "early warning system" if the facilities of the school are deteriorating. By being members of the school's board, they can give adequate recognition to teachers' accomplishments and invite them to participate in various activities (Hube, Rammachand, and Paul, 2007).

SIP is now a well - established approach to improving school standards. The program focuses on engaging the community in school planning and management, so that funds available to each school namely the School Grant and Block Grant are used effectively to reach and maintain school minimum standards that support improvements in the learning. EDSP V (MoE, 2015).

3. RESEARCH DESIGN AND METHODOLOGY

This chapter deals with the research site, research design, source of data, population, sample size, sampling techniques, data gathering instruments, procedures of data collection, data analysis methods and ethical consideration.

3.1. Research Design

Descriptive survey was adopted as research design. The descriptive research as Best and Kahn (2004) stated it helps to describe and interpret the trend of event that exist now and existed in the past that influence on the present situation and used gathering detailed data or facts from large populations. According to Creswell (2012), the combination of qualitative and quantitative data provides a better understanding of research problem than either quantitative or qualitative. So, the researcher collected, analyzed, and integrated both quantitative and qualitative data in single study in order to achieve the intended objectives of the study.

3.2. Description of Study Area

The study was conducted in East Arsis Zone. East Arsis is one of the Zones of the Oromia Regional State. It is located in south part of the country. Its capital city, Asalla is found at 166 Km south east of Addis Ababa. It is located 75 Km south west of Adam town. Arsi is bordered to the south by Bale Zone, to the Southwest by the West Arsis Zone, to the Northwest by East Shea and to the East by West Harare Zone. This Zone has a latitude and longitude of $7^{\circ} 57'N$ $39^{\circ} 7'E$, with an elevation of 2,430 meters with the total area of 20,982.11 Km². Currently Arsis Zone is divided into 25 districts, including one special Administrative town Bokji town and 24 woredas (CSA,2008).

The major economic activity in Arsi Zone is farming which characterized by three weather conditions i.e. Degas, wyonadega and Kola. Barley, wheat, teff and maize are the main agricultural products in this Zone. This Zone has, 75 governmental secondary (9-10) and 25 preparatory (11-12) schools. The researcher conducted the study only on 10 government secondary schools to make the study manage in size

3.3. Source of Data

Both primary and secondary source of data were used for the study.

3.3.1. Primary source of data

Primary data was collected from school leaders (principals, vice-principals, department head, PTA members, WEO experts) and teachers through questionnaires and from supervisors through interview.

3.3.2. Secondary source of data

The necessary documents such as civil service teachers' motivation documents, school and woreda annual plan (to check budget allocation for teachers' motivation) and profile of teachers (to check rewarding system, number of periods per week, teachers who get career development) were used as secondary source of data.

3.4. Population, Sample Size and Sampling Techniques

In Arsi Zone there were 75 principals, 68 vice principals, 1868 teachers, 24 supervisors, 457 woreda education office experts and 25 woredas. The study area of Arsi is not uniform geographically. By considering these facts into account the researcher used multi stage sampling techniques. In the first stage of sampling, the researcher divide Arsi Zone into three cluster; Chilalo (North), Ticho (South), Arba Gugu (North-east) clusters based on geographical location. Each cluster has 10, 8, and 7 Woredas respectively. Again from these three clusters 10 Woredas (40%) were selected randomly because almost all of them have similar character. Four from Chilalo cluster (Hetosa, Bokoji, Lode Hetosa and Sire), three from Ticho cluster(Aba Jama, Sude and Robe) and three from Arba Gugu Cluster (Marti, Jaju and Aseko) were selected.

In the second stage, the samples of the respondents were taken by different sampling methods. Out of 35 secondary schools in 10 woredas, 10 Secondary schools were selected (1 secondary school from each sampled woreda) by simple random sampling to give equal chance for each school and they had similar character because they were clustered. From 92 school leaders

(principals, vice principals, department heads, PTA members WEO experts), 92 (100%) were taken by purposive sampling technique because they were more concerned body and the nature of their work was highly interrelated with teachers' motivation, Out of 10 CRC supervisors, 10 (100%) of them were taken. Out of 238 sample secondary school teachers, 143 (60 %) were selected by stratified sampling based on their experience (service) to increase homogeneity. The approach used to determine the number of teacher samples in this study was simplified by formula provided by Yamane (1973), cited in Mahreteab (2015) as presented here under $n = \frac{N}{1+N(e)^2}$, Where:- n = is the required sample size, N = the population size and e = the level of confidence set (0.05) then $n=143$ for teachers.

Table 1: Distribution of Sample size and Sampling techniques

Sample Schools	Teachers			School leaders			Supervisors		
	Tot	Sam	%	Tot	Sam	%	Tot	Sam	%
Itaya	24	14	60	10	10	100	1	1	100
Huruta	28	17	60	8	8	100	1	1	100
Sagure	23	14	60	8	8	100	1	1	100
Sire	28	17	60	11	11	100	1	1	100
Ab/Jama	23	14	60	9	9	100	1	1	100
G/Gora	13	8	60	7	7	100	1	1	100
Nagellee	18	11	60	10	10	100	1	1	100
Aseko	22	13	60	8	8	100	1	1	100
Arboyee	24	14	60	10	10	100	1	1	100
Abomsaa	35	21	60	11	11	100	1	1	100
Total	238	143		92	92		10	10	
Sampling techn	stratified random			Purposive			Available		

3. 5. Data Gathering Instruments

Questionnaires, interview and document analysis were used for gathering data.

3. 5. 1. Questionnaire

Questionnaires were the major instruments to collect information from the respondents of the study because they were used to collect information from large sample with minimum cost and in short time. The questionnaires were prepared by English language for school leaders, and teachers because the respondents understand the items easily.

The researcher designed 46 close-ended and 5 open-ended questions. For closed ended question, the researcher used five point Likert type rating scale ranging from 1 to 5 (1= Very low to 5= very high). The questionnaire had five parts. The first part of the questionnaire were used to obtain relevant information about respondents; the second part was designed to secure information about the extent of teachers' job motivation in secondary schools; the third part collect the major factors of teachers job motivation, the forth part was identify the practices through which teachers' job motivation was improved and the fifths part to suggest strategies /mechanisms/ were used for improving teachers' job motivation. And the likert scale items were interpreted as rang of mean value, mean value ≤ 1.49 = very low/strongly disagree/, 1.5 - 2.49 =low /disagree, 2.5 -3.49 = average/ fair/undecided/, 3.5 - 4.49 = agree/high, ≥ 4.5 the frame of reference (Bluma. A , 2012).

After preparing the items of questionnaire, researchers distributed it to partners, discussed with M.A holders to check content validity, relevance, clarity, unambiguity and loop hols of each item. Additionally, to make necessary correction and modification on the questionnaires pilot test was conducted in Karra Fayisa secondary school to check its reliability and validity of each item of questionnaire. Based on the feedback obtained, the necessary modifications were made for the actual usage. This helped the researcher to ensure the language accuracy and to check appropriateness of the item contained in the questionnaire.

Pilot test was allowed enough time to distinguish ambiguities and errors were identified. For pilot test 22 teachers' and 8 school leaders were involved, he researcher measure the degree of a research instrument to yield consistent results or data after repeated trials and suitable changes were made depending on the comment collected. Cronbach's Alpha reliability test was used and the coefficient obtained was for the extent of teachers job motivations $\alpha = 0.707$, secondly for the major challenges affecting teachers job motivation

was $\alpha = 0.793$, thirdly, practices through which teachers were motivated towards their job was $\alpha = 0.796$, fourthly, main strategies improving teachers motivation was $\alpha = 0.728$. As Balkishan (2016) Cronbach's alpha internal consistency intervals shows for $\alpha \geq 0.9$ excellent, $0.9 > \alpha \geq 0.8$ good, $0.8 > \alpha \geq 0.7$ acceptable, $0.7 > \alpha \geq 0.6$ questionable, $0.6 > \alpha \geq 0.5$ poor and $0.5 > \alpha$ unacceptable.

3.5.2. Interview

In addition to the questionnaire, interview was used to collect deep information and relevant data that may not be obtained by the questionnaires. In this study, the researcher used some idea from questionnaire and carried out face-to-face interview with participants by using seven semi-structured interview questions. The semi-structured interview was selected because of its flexibility and more clear ambiguities. The interview was prepared in English but translated to Afan Oromo language, in order to obtain the necessary in-depth information and make communication easier. The information obtained could be recorded, transcribed and then through support of language teachers the interview was translated into English.

3.5.3. Document review

In addition to questionnaire and interview, the documents were identified by school and Woreda annual plan, profile of teacher. From the documents budget allocation for promotion, salary increment, education opportunity and rewarding system were analyzed.

3.6. Procedures of Data Collection

Five phases take place when data was collected from ten sample secondary schools East Arsi Zone. At first phase the researcher submitted a letter that was obtained from the department of educational planning and management, Haramaya University to sample secondary schools East Arsi Zone to get permission. Second, after agreement and appointment date was demarcated from the responders and before questionnaires were distributed to respondents, all respondents were informed about the objective of the study and orientation was given to them for more clarification of the questionnaire by researcher's and data collectors in sample schools. Thirdly, the questionnaire were administered to respondents by the help of data collectors,

collect the questionnaires and thanks the respondents for their cooperation. Lastly the researchers were conduct interview with CRC supervisors. In each woreda a minimum of average of six days were used to distribute questionnaires, making interview and collect the necessary information. The questionnaires were collected after ten days from each school by researcher and data collectors.

3.7. Methods of Data Analysis

After collecting all the necessary information, the data were edited and reduced at first, then coded and processed separately for each item in away appropriate to answer the research questions. Quantitative data were coded, tabulated, and were analyzed by using descriptive statistics mean, percentage, frequency and inferential statistics like t-test by using SPSS version 20 to check whether or not there exist a significant difference between the two groups of respondents teachers and school leaders.

Moreover, the qualitative data gathered through open-ended questionnaire, interview and document review were presented qualitatively by reviewing the note taking; narrating, interpreting and reflecting on the key point related to the study and were triangulating the information obtained through questionnaire. Eventually, the result obtained were summarized, concluded and recommended depending on the data analyzed and interpreted.

3.8. Ethical Consideration

Ethics as applied to research and other related undertaking generally refer to concede ration to protect and respect the right and welfare of participants' and other parties associated with this activities (Best and Kahn, 2004). It has been repeatedly explained by different scholars that ethical issue are issues needing to be thought about carefully in any research work and researchers are recommended to mind and treat those in carful and sensible way. That is why national association has published standards or codes of ethics on their web site for professionals in their field. The questionnaire was accompanied by opening letter which explained the purpose and significance of the study. It was inform the subjects that their responses will use only for the study. In addition it was assuring them that identity and their school was kept confidential. The same procedural were used before conducting the interview.

4. RESULTS AND DISCUSSIONS

This chapter deals with analysis, presentation and interpretation of data gathered from respondents through questionnaires, interview and document review. Thus, the qualitative as well as quantitative analysis of data incorporated in this chapter. This chapter contains two parts, the first part deals with the characteristics of the respondents; and the second part deals with presentation, analysis and interpretation of the data. The main purpose of the study was to analyze factors that affect teachers' job motivation and practices that had been take places in the school. The study was mainly emphasized factor such as, school facilities, working condition, teacher–community relations, supervision, reward and recognition, salary and incentives, promotion and advisement, leadership skills and teachers–student relations.

The participants of the study were 92 School leaders (10 secondary school principals, 8 secondary school vice principals, 34 department heads, 10 PTA chairperson, 30 woreda education office experts, 120 teachers and 10 secondary school CRC supervisors. The necessary data for this study were obtained through close and open ended questionnaires; interview and documents. Both primary and secondary sources of data were utilized to answer the basic questions. 43 are rating scale, 5 questions were open ended distributed for 235 respondents, 7 interview guiding quations for CRC supervisors. The close ended items filled properly and collected, but 23 teachers' questions were not returned and some open ended questionnaires were returned without the specific answer. So, teachers' reduced to 120 respondents.

4 .1. Characteristics of Respondents

This section was assessed the profile of respondents by sex, age, work experience, education level and number of teaching lesson per week. Accordingly, teachers and school leaders were asked and rate on the level of significance given below.

Table 2 : Respondents profile by Sex, Age, Work Experience and Education level

S N	Question	Characteristic	Teachers		Sch. Leaders		Total sum	
			N	%	N	%	N	%
1	Sex	Male	96	80	70	76.08	166	78.3
		Female	24	20	22	23.91	46	21.7
		Total	120	100	92	100	212	100
2	Age	< 25 yrs	18	15	2	2.17	20	9.4
		25-35yrs	50	41.66	54	58.69	104	49.05
		35-45yrs	35	29.16	26	28.26	61	28.77
		>45yrs	17	14.16	10	10.86	27	13.2
		Total	120	100	92	100	212	100
3	Educational. Level	Diploma	10	8.33	4	4.34	14	6.6
		BA/BSC/B	103	86.66	86	93.47	189	89.15
		MA	6	5	2	2.17	9	4.24
		Total	120	100	92	100	212	100
4	Service in years	1-3years	2	1.66	-	-	2	0.94
		4-6years	5	4.16	-	-	5	2.35
		7-9 ears	32	26.66	11	11.95	43	19.33
		10-12 years	8	6.00	26	28.26	34	16.03
		13-15 years	19	15.83	26	28.26	45	21.22
		16--17 years	11	9.1	15	16.30	26	12.26
		>18 years	43	35.83	14	15.21	57	26.88
		Total	120	100	92	100	212	100
5	Teaching load per week	<10 period	33	27.5	31	33.69	64	30.18
		11-20 period	72	60	15	16.30	87	41.03
		>20 period	15	12.5	-	-	15	7.07
		Total	120	100	92	100	167	78.77

As seen from Table 2 item 1, from total respondents 78% were male whereas 21.7% were female. As seen from table 2, item 2, very small numbers of respondents 9.4% of age were below 25 years. 49.05% of the respondents were between 25-35 years and 28.77% of them were between 35-45 years. 13.2 % respondents' age were above 45 years. As seen from the same table totally about 80.91% were between the ages of 25-45 years.

Regarding Table 2, item 3, 6.6% of total respondents had diploma, most of respondents 89.15% had degree and 4.24 % of respondents had MA/MSC/MED. Academic profession of respondents shows that majority of teaching staff 89.9% of teachers' and 92.4% of school leaders' are with bachelors degree. 9.9% of respondents those who are diploma holders; 85.11% of degree holders needs further education. Specifically, 10 (8.33 %) of teacher', 4(4.33%) school leaders were diploma and 86(93.47%) of school leaders BA holders. According to standard for secondary school teachers and school leaders, the Blue Print Guideline teachers fulfilled BA/BSC and school leaders MA in secondary schools. This implies it needs further up grading (MoE, 2013).

As it can be seen from Table 2, item 4, concerning the years of the work experience, the finding showed that 0.94 % of total participants had served 1-3 years, 2.35% of the respondents had 4-6 years and 11.29 % of the school leaders had served 8 years. Similarly, 19.33% of the participants had 7-9 years service. 16.03% of the teacher respondents had served 10-12 years. Only 21.22% of the respondents had 13-15 services as well as 26.88 % of them had greater than 18 years work experience. From this one can conclude that the teachers longer work experience have high importance. This shows that most school leaders, WEO experts and teachers were with rich experience. It is essential to point that the accessibility of experienced and trained teacher and school leaders to enhance teachers' job motivation.

To sum up the profile of respondents revealed that the service year of the teachers and school leaders were associated with teachers' job motivation. It is well addressed that respondents have major contribution in determining leaders and teachers

4.2.1. Extent of Intrinsic and Extrinsic Teachers' Job Motivation

This section assessed the extent of intrinsic teachers' job motivation in secondary school depending on 4 items given in Table 3 bellow.

Table 3: The Extent of intrinsic teachers' job motivation

S	Items	Respondents	N	Mean	WM	SD	t-value	Sig.
1	Teaching profession gives teacher a lifelong opportunity to learn.	Teachers	120	4.06	4.18	.436	-4.261	.000
		Leaders	92	4.34		.498		
2	Teachers interested in career development	Teachers	120	1.60	1.60	.525	-0.031	.976
		Leaders	92	1.60		.493		
3	Teachers are more happy with CPD. program me.	Teachers	120	1.80	1.77	.559	-2.715	.007
		Leaders	92	1.73		.557		
4	Being a teacher brings teachers to be respected in this community	Teachers	120	1.68	1.63	.550	-0.210	.288
		Leaders	92	1.59		.495		

As indicated in Table 3 item 1, the means of the school leaders and teachers were 4.34 (SD = 0.498) and 4.06 (SD = .436) respectively indicates that the respondents were agreed. Similarly, the weighted mean the two groups was 4.18 also indicated that t they were agreed. high opportunity of teachers' to learn in teaching profession. In addition to dicriptive findings, the computed t-value at $\alpha = 0.05$, $t(210)$ was -4.261 which is much greater than the critical region at $\alpha = 0,05$, $t(210) = \pm 1.962$. Therefore, it can be concluded that there were statistically a significant mean diifference bettween teachers and school leaders on a giving lifelong learning in the teaching profession, $t(210) = -4.621$, $p < 0.05$, two tailed.

During the interview, one of supervisors reported that:

“.... There were different teachers training strategies at different level. However, the strategies only on the paper , even if a training was given, it lacks continuity, no responsible for follow up and lacks value at end. Moreover the coverage of in-service training especially the opportunity to get MA degree was low...”

Regarding this, Bennell and Akyeampong (2007) stated that teachers do appear to be confident in their own abilities, but feel they need the external support, tools, and training to allow them to excel in their work and opportunity to progress up the career ladder.

As indicated in Table 3 item 2, the weighted mean of the groups was 1.60 shows the two groups disagreed on interest in career development. In addition to descriptive findings t-value at $\alpha = 0.05$, $t(210)$ was -0.031 which was much less than the critical region at $\alpha = 0.05$, $t(210)$ was ± 1.962 . From this finding, it was concluded that there was no statistically significant mean difference between school leaders and teachers on teachers interest to career development, $t(210) = -0.031$, $p > 0.05$, two tailed.

During the interview, one of supervisors says that teachers salary increment as compared to other person working in other organization having same qualification and experience is low due poor career development makes teachers demotivated and teaching professions undervalued.

As shown in the Table 3 item 3, the mean value of school leaders and teachers were 1.73 (SD =.557) and 1.80 (SD =.559) respectively which showed that respondents were disagreed. Hence, the weighted mean was 1.77, it is possible to conclude that they were not interested with CPD. Moreover, the computed t-value at $\alpha = 0.05$, $t(210)$ was -2.715 which is much greater than the critical region at $\alpha = 0.05$, $t(210) = \pm 1.962$. Therefore, it can be concluded that there were statistically a significant mean difference between teachers and school leaders on teachers interested with CPD, $t(210) = -2.715$, $p < 0.05$, two tailed.

During the interview, one of supervisors reported that CPD is no make any change for teacher. It benefits only for time consuming and lead school for extravagancy". In contrast a school leader said "even if no recognition not given for CPD, it is important for teachers to update themselves especially for newly employed teachers.

Similarly, from open ended, one of teachers says that:

"...the issue of teacher development is entangled with entrenched problems. The environment does not encourage teachers' engagement in professional development; there is no any recognition or reward for those teachers who actively engage in professional development. This practice not only kills the motivation to participate but also convey a message that professional

development is not important. If the participation does not make any different between those who participated and those who are not, what the need of wasting your time...”

It has been claimed that well structured continuous professional development can lead to successful changes in teachers’ practice (Bolam and Weindling, 2006, 113). This finding shows teachers were not motivated to follow CPD because lack of resources, time and no recognition after end of the program through the year’s similar plan .

As indicated in Table 3 item 4, the mean values of school leaders and teacher were 1.59 (SD =.495) and 1.68 (SD =.550) respectively which indicates that teachers’ were disagreed. Additionally the weighted mean was 1.63 implies that the respondents were disagreed. In addition to descriptive findings t-value at $\alpha = 0.05$,t(210) was $- 0.210$ which was much less than the critical region at $\alpha =0.05$, t(210) was ± 1.962 . From this finding, it was conclude that w there was no stastically significant mean difference between school leaders and teachers on teachers’ respecton by community, t(210) = $- 0.210$, $p > 0.05$, two tailed.

Similarly from open ended, one of teachers replied that the respect of community as one of the basic factor which highly affects teachers motivation, but community respecton for teachers is very low and thus many experienced teachers leave the teaching profession seeking better social status.

From open ended, as a director said that:

“...Social need award-winning for secondary school teachers to enhance their work motivation, the absence of this affect the teaching learning process which means that low motivation of teachers. So it needs reinforcement, sharing experience, pupil and parent initiate teachers to perform better in the work....”

Concerning teachers respect in the community, VSO (2008) pointed out that the major factor for low morale and job satisfaction of teachers in Ethiopia is little respect and the reduced status of teachers.Three decades ago teaching was considered as the most respected profession.There were sayings praising teachers. At a wedding it would be sung “she is lucky,

she is marrying a teacher.” But now a day teaching is one of the professions which have low respect in the community.

2.2.2. The Extent to which Teachers Extrinsically Motivated

This section assessed the extent of extrinsic teachers job motivation and 3 questions were prepared for respondents in Table given bellow

Table 4: Extent of Teachers’ Extrinsic Motivation

S N	Item	Respondents	N	Mean	WM	SD	t-value	Sig.
1	Teachers’ salary is sufficient to cover all needs and their requirements.	Teacher	120	2.01	1.94	.527	2.126	.035
		Leaders	92	1.86		.482		
2	Teachers are empowered in school management.	Teacher	120	1.98	1.91	.550	2.255	.025
		Leaders	92	1.83		.435		
3	Teachers are interested by financial and material rewards in this school.	Teacher	120	2.08	2.00	.588	2.345	.020
		Leaders	92	1.90		.515		

Concerning Table 4 item 1, the mean values of school leaders and teachers 1.86 (SD=.482) and 2.01(SD =.527) respectively showed they were agreed and the weighted mean of the group was 1.94 indicates teachers salary did not sufficient to cover all teachers need. Moreover, the computed t-value at $\alpha = 0.05$, $t(210)$ was 2.126 which is much greater than the critical region at $\alpha = 0.05$, $t(210) = \pm 1.962$. Therefore, it can be concluded that there were statistically a significant mean difference between teachers and school leaders on teachers salary sufficient to cover all teachers need, $t(210) = 2.126$, $p < 0.05$, two tailed.

With regard to this, VSO (2008) pointed out that low pay in comparison with other professional groups is clearly a major cause of teacher dissatisfaction. From this we can conclude that poor salary leads to negative consequence because maintaining the hygiene factors in the place of work helps to sustain the motivator factors in the employees which

mean satisfying the external factors supports to sustain the internal factors. So, teachers were de-motivated by poor salary in the school.

Concerning Table 4 items 2, the mean value of teachers and school leaders were 1.98 (SD = 0.550) and 1.83(SD =0.435) respectively indicates that they were disagreed.. The weighted mean was 1.91, it possible to conclude that the respondents disagree teachers delegation. Besides to this, the computed t-value at $\alpha = 0.05$, $t(210)$ was 2.255 which is much greater than the critical region at $\alpha = 0.05$, $t(210) = \pm 1.962$. Therefore, it can be concluded that there were statistically a significant mean difference between teachers and school leaders on teachers impawored by school management, $t(210) = 2.255$, $p < 0.05$, two tailed.

From open ended question, one of the principals says that:

“...teachers’are not interested to take responsibility there was lack of ability, skills, lack of interest, attitude problems between teachers, on contrary teacher said that, no freedom and authority to decide in school issue and exercise our creativity and ability...”

Teachers often operate in very hierarchical and authoritarian systems, with limited opportunities for empowerment and delegation of responsibilities. Teacher perspectives and needs are rarely considered in education policymaking or project design. Teachers are often seen as passive implementers or technical inputs rather than partners in reform (Bennell and Akyeampong, 2007).

Regarding table 4, item 3, the mean value of the teachers and school leaders were 1.90 (SD =.515) and 2.08 (SD =.588) respectively showed they were disagreed. similarly, the weighted mean was 2.00 indicates that the respondents were disagreed. Moreover, the computed t-value at $\alpha = 0.05$, $t(210)$ was 2.345 which is much greater than the critical region at $\alpha = 0.05$, $t(210) = \pm 1.962$. Therefore, it can be concluded that there were statistically a significant mean difference between teachers and school leader s on teachers interested towards rewarding system, $t(210) = 2.345$, $p < 0.05$, two tailed.

From open ended question, one of teachers said that:

“...teachers were in need of recognitions, continuous and performance contingent. But schools practices rarely, lack of continuity and not contingent to teachers’ performance or missing link of performance reward which cause conflict among teacher, school leaders...”

Results of document analysis revealed that teachers rewarding system in the school less budget allocation, lack of continuity, no clear rewarding criteria, limited teachers were involved and not performance oriented. The interview result also supports the same idea.

Generally, the finding from questionnaire and interview clearly reflects that the teaching profession is the least paid and most disrespected profession in the school. The major reason for this is that the low salary for poor career development, poor rewarding system, low teacher respect and teachers delegation problems. When we compare the salary and other benefits teachers gain with other professionals, it is disappointing. We have developed strong hatred toward the profession. These days the teaching profession is considered as a bridge occupation. Most of them did not want to stay in the teaching profession unless she or he fails to find another job. That means we are coming to school to meet attendance demand. Our motivation to teach is dead. Our commitment to effect any change has been lowered. We lost our passion for the profession. All those things affect our effort to develop ourselves and perform the teaching profession effectively. The teaching profession is not only losing well experienced teachers to other professions but also failed to attract brightest candidates to the profession”.

4.2. Major Factors that affect Teachers’ Job Motivation

This section introduces major factors that affect teachers’ job motivation in the school. The study put more emphases on school facilities, working conditions, school leadership skills, supervision and recognition, teachers–student relationship, salary and incentives as well as teachers’ promotion and advisement.

4.2.1. School Related Facilities as Factors of Teachers' Job Motivation

This section assessed school facilities related factors that affect teachers' job motivation. Accordingly 3 items on school facilities were identified and rated below and respondents were rating them according to their option.

Table 5 : School Facilities Related Factors of Teachers' Job Motivation

SN	Items	Respondents	N	Mean	WM	SD	t-value	Sig.
1	Teachers are motivated by quality and quantity of recreational areas like staff furniture, DSTV, sufficient water, bathroom and sport fields	Teacher	120	2.22	2.32	.663	-2.715	.007
		Leaders	92	2.47		.670		
2	Financial resources are sufficiently and properly allocated for teaching and learning activities.	Teacher	120	2.08	2.22	.805	-2.378	.019
		Leaders	92	2.42		1.18		
3	The school has adequate and available teaching-learning materials like, laboratory room, chemicals and internet excess for teachers	Teacher	120	2.09	2.20	.810	-1.891	.060
		Leaders	92	2.36		.203		

Concerning Table 5 item 1, the mean value of school leaders and teachers 2.47 (SD =.670) and 2.22 (SD =.663) respectively which indicate that they were disagreed. Hence, based on the weighted mean 2.32, it is possible to conclude that teachers did not motivated by recreational area in the school. Besides to this, the computed t-value at $\alpha = 0.05$, $t(210)$ was -2.715 which is much greater than the critical region at $\alpha = 0.05$, $t(210) = \pm 1.962$. Therefore, it can be concluded that there were statistically a significant mean difference between teachers a

nd school leaders on teachers were motivated recreation area, $t(210) = -2.715$, $p < 0.05$, two tailed.

Concerning Table 5 item 2, the mean value of teachers and school leaders were 2.08 (SD =.805) and 2.42 (SD =1.18) respectively indicates that they were disagreed. On the other hand the weighted mean was 2.22 also indicates that the respondents were disagreed. Moreover, the computed t-value at $\alpha = 0.05$, $t(210)$ was -2.378 which is much greater than the critical region at $\alpha = 0.05$, $t(210) = \pm 1.962$. Therefore, it can be concluded that there were statistically a significant mean difference between teachers and school leaders on financial resource properly allocated for school activities, $t(210) = 2.378$, $p < 0.05$, two tailed.

From interview, one of school supervisors says that:

“.... government allocates fund like school and block grant for each schools depend on their number of students. But most school leaders unable to plan, to implement and to evaluate funds for school activity properly and efficiently. Most of the time this budget used for unnecessary /un plan/ activities cause conflict among school leaders, teachers and community and obstacle for teaching learning process...”

Concerning Table 5 item 3, pointed that the mean value of teachers and school leaders were 2.09 (SD =.810) and 2.36 (SD =.203) respectively shows that they were disagreed and the weighted mean was 2.20 implies that less availability of teaching and learning materials. In addition to descriptive findings t-value at $\alpha = 0.05$, $t(210)$ was -1.891 which was much less than the critical region at $\alpha = 0.05$, $t(210) = \pm 1.962$. From this finding, it was concluded that there was no statistically significant mean difference between school leaders and teachers on high availability of teaching and learning materials, $t(210) = -1.891$, $p > 0.05$, two tailed

Similarly from open ended, one of teachers says that school facilities are the main factors that affect teacher's job motivation. But it is described that in some school even there is a shortage of pen and paper to do ordinary work. Regarding resources, the findings indicate that the lack thereof is critical and the actual teaching process seriously hampers. As a result, without

good materials, the students cannot learn and become de-motivated. This in turn causes teacher de-motivation and attrition. The persistent lack of material and facilities therefore poses a main threat to teacher motivation (Iliya and Ifeoma, 2015). Material includes laboratory recreation material which were basically non-existent. Resources include water, of which only one school had access to on the compound. School facilities are instruments to attract students and contribute to quality, equity, efficiency and accesses (UNESCO, 2015b). As facilities are inadequate, students may become de-motivated, which is a main factor indicated by the teachers to a significant cause for teacher de-motivation and attrition.

4.2.2, Working Condition Related Factors of Teachers' Job Motivation

This section assessed working condition factors that affect teachers' job motivation.

Table 6. Working Condition Related Factors of Teachers' Job Motivation

SN	Items	Respondents	N	Mean	WM	SD	t-value	Sig.
1	Teachers have reasonable work load and working hours per day.	Teachers	120	2.08	2.17	.805	-2.943	.004
		Leaders	92	2.29		1.19		
2	Teachers teach manageable number of students in each section.	Teachers	120	1.59	1.58	.558	-2.378	.019
		Leaders	92	1.57		.520		
3	Teachers have full freedom to operate in the school	Teachers	120	2.09	2.69	1.42	-2.338	.023
		Leaders	92	2.36		1.43		

As presented in the Table 6 item 1, the weighted mean of groups was 2.17 shows the respondents were agreed on teachers taught unreasonable working load per week. Moreover, the computed t value at $\alpha = 0.05$, $t(210)$ was -2.943 which was much greater than the critical region at $\alpha = 0.05$, $t(210) = \pm 1.962$. Therefore, it can be concluded that there were statistically a significant mean difference between teachers and school leaders on teachers have reasonable work load and working hours per day, $t(210) = -2.943$, $p < 0.05$, two tailed.

In contrast from Interview, one of supervisors says that:

“... teaching load allocation is normally done by the principals in consultation with the deputy as well as department heads, teachers with 10-15 teaching load per week were those holds different responsibilities like department head, unit Leader, committee members, club coordinator and in built supervisors at the schools makes teachers over burden...”

Generally, expanding access to education for all, are attempting increases the workload requires remote deployment of teachers and large class sizes. These challenges are negatively correlated with teacher job satisfaction and positively correlated to absenteeism (Michaelowa, 2002). Generally, the importance of convenient working condition is undeniable to achieve better result and employees' job satisfaction which would have positive effect on teachers' job motivation.

Regarding Table 6 items 2, the weighted mean was 1.58 shows that teachers were taught large class size. Moreover, the computed t-value at $\alpha = 0.05$, $t(210)$ was -2.378 which is much greater than the critical region at $\alpha = 0.05$, $t(210) = \pm 1.962$. Therefore, it can be concluded that there were statistically a significant mean difference between teachers and school leaders on teachers teach manageable number of students in each section, $t(210) = 2.378$, $p < 0.05$, two tailed.

From open ended, one teacher says that:

“...there is unbalanced ratio among teachers, students and section in most secondary schools which 1:60 averagely causes large class size and less to manageable. In contrast, one of school leader said “ratio of teachers to students is at medium level when compared to last three years...”

Generally, result of document analysis revealed that in most school teachers – students and student –section averagely 1:60, especially in newly built secondary school. So, from above finding we can conclude that there is unbalanced ratio between teachers, students and section that causes de motivates teachers at work place.

4.2.3. School Leadership Skills Related Factors of Teachers' Job Motivation.

This section assessed leadership skills related factors that affect teachers' job motivation. Accordingly leadership skills were identified and rated in the Table 7 bellow.

Table 7: School Leadership Skills Related Factors of Teachers' Job Motivation

S N	Items	Responde nts		N	Mean	WM	SD	t-valu	Sign.
1	The schools leaders are propel ry managing instructional pro gramm, give immediate and a ppropriate feedbacks for teacher.	Teachers		120	1.83	2.02	.540	-3.538	.001
		Leaders		92	2.27		1.09		
2	The schools leaders allow teach ers participate in all school activities.	Teachers		120	1.81	1.97	.539	-3.173	.020
		Leaders		92	2.20		1.07		
3	The way of decision making and problem of school leaders encourage creative capacity of teachers	Teachers		120	1.84	1.95	.608	-2.158	.035
		Leaders		92	2.10		.995		
4	Teachers are interested by the leaders 'openness, commitment and thrust	Teachers		120	1.83	1.93	.585	-2.158	.032
		Leaders		92	2.07		.970		
5	The school give orientation and create team practice for newly employed teachers	Teachers		120	2.16	1.10	.539	-2.649	.009
		Leaders		92	2.54		1.07		

As it is shown in the Table 7 item 1, The mean values of school leaders and teachers were 2.27 (SD =1.09) and 1.83(SD =.540) respectively showed that they were disagreed. Additionally, the weighted mean was 2.02 implies that they disagreed. Moreover, the computed t-value at $\alpha = 0.05$, $t(210)$ was - 3.538 which is much greater than the critical region at $\alpha = 0,05$, $t(210)= \pm 1.962$. Therefore, it can be conculude that there were stastically significant mean diifferance

between teachers and school leaders on school leaders are properly managing instructional program and give immediate feedback, $t(210) = -3.538$, $p < 0.05$, two tailed.

From interview, one of supervisors says that some school leaders were professionally unqualified. They manage school by their own experience only leads them unable to manage organization according to strategy and give immediate feedback for customers.

Concerning table 7 item 2, the mean values of school leaders and teachers were 2.20 (SD=1.07) and 1.81(SD =.539) respectively indicates that they were disagreed and the weighted mean was 1.95 indicate that they were disagreed. Moreover, the computed t-value at $\alpha = 0.05$, $t(210)$ was -3.173 which is much greater than the critical region at $\alpha = 0.05$, $t(210) = \pm 1.962$. Therefore, it can be concluded that there were statistically significant mean difference between teachers and school leaders on school leaders allow teachers to participate in school activities, $t(210) = -3.173$, $p < 0.05$, two tailed.

From open ended, one of principals said that teachers' were not interested to participating in school activities."On contrary one of teacher said that "no freedom and authority to participate in school issue and exercise our creativity and ability.

As can be seen in Table 7 item 3, the mean value of teachers and school leaders were 1.84(SD=.608) and 2.10 (SD = 0.995) respectively indicates they were disagreed and the weighted mean was 1.95 implies that they were disagreed. In addition to descriptive findings, the computed t-value at $\alpha = 0.05$, $t(210)$ was -2.158 which is much greater than the critical region at $\alpha = 0.05$, $t(210) = \pm 1.962$. Therefore, it can be concluded that there were statistically significant mean difference between teachers and school leaders on the way of school leaders in decision making, problem solving and encourage creative thinking of teachers, $t(210) = -2.158$, $p < 0.05$, two tailed.

From interview, one of the supervisors says that most schools school leaders are unqualified absence of practice variety of leadership style, not leading in exemplary manner, teacher is not participate in school activities like decision making and weak relationship with teacher.

Factors that affect teachers' participation in school activities to make decision are leadership factors like lack of skill, transparency, communication, lack confidence, training and coordination (Karkose, 2005). So, in order to motivate teacher's school administration need to participating them in decision making, share authority and responsibility for teachers.

Regarding to Table 7 item 4, the mean value of school leaders and teachers were 2.07(SD =.970) and 1.83(SD =.585) respectively indicates that they were agreed on less openness, commitment and thrust of school leaders. Based on weighted mean value 1.93 of the two groups were also disagreed. In addition to descriptive findings, the computed t-value at $\alpha = 0.05$, $t(210)$ was -2.158 which is much greater than the critical region at $\alpha = 0.05$, $t(210) = \pm 1.962$. Therefore, it can be concluded that there were statistically a significant mean difference between teachers and school leaders on teachers are interested by the leaders' openness, commitment and thrust, $t(210) = -2.158$, $p < 0.05$.

From interview, one of supervisors says that in most secondary school, school leaders were lacks of openness, commitment and trust to staff which reflected due to lack of ability, training and leadership skills.

According to Table 7 item 5, the mean value of teachers and school leaders were 2.16 (SD=.539) and 2.54 (SD=1.07) respectively the responds were disagreed and the weighted mean was also 1.01 indicates that they were disagreed. In addition to descriptive findings, the computed t-value at $\alpha = 0.05$, $t(210)$ was -2.649 which is much greater than the critical region at $\alpha = 0.05$, $t(210) = \pm 1.962$. Therefore, it can be concluded that there were statistically a significant mean difference between teachers and school leaders on school leaders give orientation, creating team practice for newly employed teachers $t(210) = -2.649$, $p < 0.05$. two tailed.

In construct, interview, one of school supervisors said that:

"...effort principals' to give orientation, creating team spirit and encouraging teacher participation is low. In addition to this one of teachers also mentioned that school principals' effort to create and coordinate team spirit is not as such enough. Therefore school principals are expected to work on creating team spirit

teacher motivation, since forming team spirits is one of the managerial task most school...”.

School leaders can be a major influence school-level factors that affect teachers job motivation. As the analytical framework for OECD’s ‘Attracting, Developing and Retaining Effective Teachers Project’ (OECD, 2002) argues, “A skilled and well-supported leadership team in schools can help foster a sense of ownership and purpose in the way that teachers approach their job conferring professional autonomy, to teachers will enhance the attractiveness of the profession as a career choice and will improve the quality of the classroom teaching practice.” (OECD, 2002, p. 14) makes clear that the “single most powerful recruiter of teachers are schools themselves. People who have had positive experiences in school can prolong that experience by becoming teachers.”

Teachers will be attracted to, and stay in, the profession if they feel they belong and believe they are contributing to the success of their school and students. The role of school leadership in the development of a professional community is high. Teacher morale, efficacy, conditions of work, and professional autonomy have all been shown to be crucial to the emotional lives of teachers. “There is no doubt that teachers themselves prefer principals who are honest, communicative, participatory, and collegial informal, supportive and demanding and reasonable in their expectations with a clear vision for the school (Hargreaves, 2000).

4.2.4. Supervision and Recognition Related Factors to Teachers’ Job Motivation

This section assessed Supervision and recognition related factors that affect teachers’ job motivation. Accordingly 3 items were identified and rated by respondents given bellow.

Table 8: Supervision and Recognition Related Factors of Teachers' Job Motivation

S N	Items	Respondents	N	Mean	WM	SD	t-val	Sig.
1	The recognition given from the school leaders and the society initiate teachers do effectively.	Teachers	120	1.76	1.70	.565	1.331	.192
		Leaders	92	1.63		.794		
2	Teachers have more collaborative form of supervision in the school	Teachers	120	1.73	1.68	.561	1.395	.165
		Leaders	92	1.62		.608		
3	The school leaders focused on Feedback, suggestion box and meeting to improve teachers' motivation	Teachers	120	1.71	1.65	.474	1.756	.081
		Leaders	92	1.59		.517		

As shown in Table 8, item 1. the mean value of school leaders and teachers' were 1.63 (SD=.749) and 1.76(SD=.565) respectively indicates that they were disagreed. . Accordingly, the weighted mean was 1.70 shows that the respondents were disagreed. In addition to descriptive findings t-value at $\alpha = 0.05$, $t(210)$ was 1.331 which was much less than the critical region at $\alpha = 0.05$, $t(210)$ was ± 1.962 . From this finding, it was concluded that there was no statistically significant mean difference between school leaders and teachers on recognition given from the school leaders and the society initiate teachers, $t(210) = 1.331$, $p > 0.05$, two tailed.

Similarly from open ended, one of teachers said that:

"...teachers are judged for their professional competence. In the teaching profession, the position of teachers offers them recognition for their capabilities and accomplishments. But recognition may not work alone. Although the strength of recognition may give a boost to the employee in society, however its affect are not measureable alone without paying something..."

VSO (2002) states that teaching is a noble profession: as soon as you launch yourself into it, you gain a lot. But today many teachers feel for recognition of their profession is decreasing – in the eyes of students, parents, government, and the larger society due to lack of prestige from

low remuneration and low autonomy in planning and teaching has been associated with private tutoring. Teachers feel that another way to increase societal respect for teaching is to improve the public image of their profession by making the public more aware of the actual conditions they face.

As shown in Table 8 item 2, the mean value of school leaders and teachers' were 1.62 (SD=.608) and 1.73 (SD=.561) respectively indicates that they were disagreed. Accordingly, the weighted mean was 1.68, it is possible to infer that less practices of clinical supervision in the school. Additionally, the computed t-value at $\alpha = 0.05$, $t(210)$ was 1.395 which was much less than the critical region at $\alpha = 0.05$, $t(210)$ was ± 1.962 . From this finding, it was concluded that there was no statistically significant mean difference between school leaders and teachers on teachers practice more collaborative form of supervision, $t(210) = 1.395$, $p > 0.05$, two tailed.

Concerning Table 8 item 3, the mean value of school leaders and teachers were 1.59(SD =.51) and 1.71 (SD =.474) respectively indicates that they were disagree and the weighted mean was 1.65, it is possible to conclude that they were disagreed. Additionally, the computed t-value at $\alpha = 0.05$, $t(210)$ was 1.756 which was much less than the critical region at $\alpha = 0.05$, $t(210)$ was ± 1.962 . From this finding, it was concluded that there was no statistically significant mean difference between school leaders and teachers on school leaders' focused on feedback, suggestion box and uses meeting to manage school activities, $t(210) = 1.756$, $p > 0.05$, two tailed.

Generally, the finding from the questionnaire and interviews clearly reflects that supervision and recognition are factors affect teachers' job motivation and satisfaction. Supervisor's consistency of behavior toward subordinates, showing concern for their career progression, team oriented and cooperative can influence employees' attitude in a way that they start enjoying their jobs and also wish to spend their career in the organization they are attached with it.

4.2.5. Leader, supervisor and teachers Communication

This section reflected communication related factors that affect teachers' job motivation. Additionally 3 items were identified and rated by respondents bellow.

Table 9: Leader, supervisor and teachers Communication

S	Items	Respondents	N	Mean	WM	SD	t-val	Sig.
1	Teachers have good relationship (communication) with school leaders and CRC supervisor.	Teaches	120	1.71	1.72	.600	-.355	.723
		Leaders	92	1.74		.661		
2	Teachers have common sense to participate in educational army.	Teaches	120	1.80	1.74	.740	-1.379	.169
		Leaders	92	1.67		.537		
3	Parents and community support teachers' efforts effectively.	Teaches	120	2.08	2.20	.949	-2.045	.042
		Leaders	92	2.36		.100		
4	In the school, students respect teachers and accept what teacher says.	Teaches	120	1.70	1.77	.603	-1.894	.060
		Leaders	92	1.87		.699		

As can be seen in Table 9 item 1, the mean value of school leaders and teachers were 1.74 (SD=.661) and 1.71 (SD=.600) respectively shows that they were agreed. Moreover, the weighted mean was 1.72 also indicates that they were agreed. Furthermore, the computed t-value at $\alpha = 0.05$, $t(210)$ was -0.335 which was much less than the critical region at $\alpha = 0.05$, $t(210)$ was ± 1.962 . From this finding, it was concluded that there was no statistically significant mean difference between school leaders and teachers on teachers have good communication with leaders and CRC supervisor, $t(210) = -0.335$, $p > 0.05$, two tailed.

Regarding Table 9 item 2, The mean values of school leaders and teachers were 1.67 (SD=.537) and 1.80 (SD=.740) respectively indicates that they were disagree. Similarly the weighted mean value was 1.74 also reflects disagreement. Furthermore, the computed t-value at $\alpha = 0.05$, $t(210)$ was -1.379 which was much less than the critical region at $\alpha = 0.05$, $t(210)$ was ± 1.962 . From this finding, it was concluded that there was no statistically significant

mean difference between school leaders and teachers on teachers have common sense to participate in educational army, $t(210) = -1.379$, $p > 0.05$, two tailed.

From open ended, one of the teachers said that:

“... teachers were not interested to participate in educational army like setting school mission, vision and academic planning. Because evaluating teachers in terms of what the students achieved made teachers to reduce opportunity of teachers participate in educational army...”

The finding we can conclude that the extent to which teachers participating in educational army like solving academic problems like students support were at low level. In other words there were little communicable and committed teachers existed.

Concerning Table 9 item 3, the weighted mean was 2.20 shows that they were agreed. In addition to descriptive findings, the computed t-value at $\alpha = 0.05$, $t(210)$ was -2.045 which is much greater than the critical region at $\alpha = 0.05$, $t(210) = \pm 1.962$. Therefore, it can be concluded that there were statistically a significant mean difference between teachers and school leaders on parents and community supports teachers' efforts, $t(210) = -2.045$, $p < 0.05$, two tailed.

The current approach of school improvement planning lead by self-assessment, teachers and community based decision making. Schools will be encouraged to strengthen their PTA and these community groups will be provided more information for teachers and working together to make evidence-based decisions for improvement EDSP V(MoE, 2015).

Concerning Table 9 items 4, the mean values of leaders' and teachers were 1.87 (SD =.699) and 1.70 (SD =.603) respectively shows that they were disagreed. Similarly the weighted mean was 1.77 indicates that disagreed. Furthermore, the computed t-value at $\alpha = 0.05$, $t(210)$ was -1.894 which was much less than the critical region at $\alpha = 0.05$, $t(210)$ was ± 1.962 . From this finding, it was concluded that there was no statistically significant mean difference between school leaders and teachers on students respect teachers and accept them, $t(210) = -1.894$, $p > 0.05$, two tailed.

Similarly from interview, one of supervisors says that:

“.... there was no smooth teacher-student relationship due to student’s in-acceptance of what the teachers say. Most of the students ask their right and know almost all of their rights without being trying few of their obligations. Some students were not come school with their textbooks and do not do homework and class work appropriately...”

Generally, the finding from the questionnaire and interviews clearly reflects that the poor teaching learning relationship between students and teachers, the way students accept what the teacher says in the class room and the communication they have in the school was affected the students result and the initiations of the teacher to help students continuously. These were again leads teachers to have discomforted and lose interest of teaching in addition to other factors poor teacher-student relationship made the teacher lazes-fair to their profession.

4.2.6. Salary and Incentive Related Factors of Teachers Job Motivation

This section addressed salary and incentives that affect teachers’ job motivation. Moreover 3 items were identified and rated by teachers and leaders in the Table given bellow.

Table 10: Salary and Incentive Related Factors of Teachers Job Motivation

S	Items	Responde	N	Mean	WM	SD	t-valu	Sig.
N		nts						
1	Teachers’ salary is sufficient to improve their commitment and status in the school as well as to participate in social affairs.	Teacher	120	1.67	1.76	.552	-2.867	0.005
		Leaders	92	1.88		.488		
2	Teachers get materials like soap, soft, gown from school,	Teacher	120	1.63	1.61	.489	-0.560	.576
		Leaders	92	1.59		.405		
3	Residence place, house and transport allowance provided for teachers make them to be stable in a work place.	Teacher	120	1.63	1.59	.486	0.040	.072
		Leaders	92	1.54		.501		

As in Table 10 item 1, the mean value of teachers and school leaders were 1.67 (SD = .552) and 1.88 (SD = .488) respectively indicates that they were disagreed. Similarly the weighted mean also 1.76 reflects that salary of teachers was not sufficient to participate in social affairs. In addition to descriptive findings, the computed t-value at $\alpha = 0.05$, $t(210)$ was -2.867 which is much greater than the critical region at $\alpha = 0.05$, $t(210) = \pm 1.962$. Therefore, it can be concluded that there were statistically a significant mean difference between teachers and school leaders on teachers' salary is sufficient to improve their commitment and status, $t(210) = -2.867$, $p < 0.05$ two tailed.

As shown in the Table 10 item 2, the mean value of the school leaders and teachers were 1.59 (SD = .405) and 1.63 (SD = .489) respectively shows that they disagreed. In the same way the weighted mean was 1.61 implies that they were disagreed. Furthermore, the computed t-value at $\alpha = 0.05$, $t(210)$ was -0.560 which much less than the critical region at $\alpha = 0.05$, $t(210) = \pm 1.962$. From this finding, it was concluded that there was no statistically significant mean difference between school leaders and teachers on teachers get materials like soft from school, $t(210) = -0.560$, $p > 0.05$, two tailed.

Similarly response from open ended, one of teachers says that we did not have any facility relative to preparatory schools and schools do not support teachers to minimize their cost between group. This finding was depicts that there was lack of incentives given for teachers that make them motivated and minimize their cost of living.

As indicated above in Table 10 item 3, the weighted mean value of the groups were 1.59 which indicates that the respondents were replied that disagreed. Additionally, the computed t-value at $\alpha = 0.05$, $t(210)$ was -0.040 which much less than the critical region at $\alpha = 0.05$, $t(210) = \pm 1.962$. From this finding, it was concluded that there was no statistically significant mean difference between school leaders and teachers on residence place, house and transport allowance provided for teachers make them to be stable in a work place, $t(210) = -0.040$, $p > 0.05$, two tailed.

Similarly response from open ended, one of the teachers says that:

“...accommodation for teachers is the main issue; the teachers living conditions are not good. Teachers pay over per month for housing in the urban areas and salary does not cover living expenses. So now teachers have nowhere to live, the salary must be increased to make sure teacher have a place to live, the housing issue is paramount, as it is essential to have a place to live. As the teachers struggle to manage in the urban areas, this factor is a source of desperation, since the teachers are forced to live in very poor conditions...”

In the rural areas one of teachers says that:

“...we live out here in the rural areas with poor housing and no access to anything and we ask the authorities to provide shelter for us but they declined our requests for a decent living. If the government would provide housing in the rural areas we can help to educate the rural population, the farmers have no education and cannot help their children with their studies...”

Javaid (2009) pointed out that working and living conditions have a great impact on teachers moral and motivation. The determinant of salary being the common factor from which most other de-motivational factors can be detected and is an indisputable cause for the attrition and de-motivation (Bennell and Akyeampong, 2000).

Generally, the finding from the questionnaire and interviews clearly reflects that determinant of salary can be related to most of the other determinants since it has a direct impact on them. Thus, accommodation and status are strongly related to salary and motivation. Because teachers' salaries are insufficient (in relation to living costs) they cannot afford to pay their rent and cover their living expenses, the value of salary is more than a reward, it is essential for survival and thus for the teachers to perform well, which in turn leads to higher students achievement. Residence places is the most recent critical problem arise and affect their motivation next to their salary and teachers those work in remote area raise transport service as serious one. With regard to this school principals and supervisors also reported that most of the teachers do not have house and they are forced to live in their students' kitchen. Therefore,

this, leads teachers to lose their dignity in the society and also has negative effect on teachers' motivation.

4.2.7. Promotion and Advancement Related Factors to Teachers' Job Motivation

This section addressed how promotion and advancement affect teachers' job motivation.

For this 3 items were identified and rated by teachers and leaders given below.

Table 11: Promotion and Advancement Related Factors to Teachers' Job Motivation

SN	Items	Respondents	N	Mean	WM	SD	t-value	Sig.
1	Teachers are more motivated with the chance being promoted to better positions.	Teacher	120	1.76	1.66	.430	3.127	.002
		Leaders	92	1.55		.500		
2	In- service training given motivate teachers in the profession	Teacher	120	2.05	2.04	.708	4.442	.000
		Leaders	92	2.04		.512		
3	Seminars, workshops, and other related programs given motivate teachers in their profession.	Teacher	120	1.74	2.25	.921	2.912	.004
		Leaders	92	2.92		1.57		

Concerning Table 11 item1, the mean value of school leaders and teachers' were 1.55 (SD=.500) and 1.76(SD =.430) respectively indicates that they were disagreed. Similarly the weighted mean was 1.66 was replied that disagreed. In addition to descriptive findings, the computed t-value at $\alpha = 0.05$, $t(210)$ was 3.127 which is much greater than the critical region at $\alpha = 0.05$, $t(210) = \pm 1.962$. Therefore, it can be concluded that there were statistically a significant mean difference between teachers and school leaders on teachers are more motivated with the chance being promoted to better positions, $t(210) = 3.127$, $p < 0.5$, two tailed.

From response of interview, one of supervisors indicates that:

“..... Some of school leaders said teachers get promotion in direction of non merit based opportunity or indirection of politics. But teachers said this is not considered as teachers' promotion and also it rare to teachers, these do not

permit teachers to upgrade themselves and have better social status and secure their income. Moreover, this condition would be difficult to retain experienced teachers and make teaching profession more attractive...’’

Concerning this, Lewin (2004) indicates that working conditions that guarantee opportunities for promotion, loans and scholarship make the teaching profession attractive and able to compete favorably with other professions in attracting competent people.

Regarding Table 11 item 2, the mean value of teachers and school leaders were 2.05(SD=.708) and 2.04 (SD = 0.512) respectively indicates that they were disagreed. Similarly the weighted mean was 2.04 was replied that disagreed. Hence, the computed t-value at $\alpha = 0.05$, $t(210)$ was 4.442 which is much greater than the critical region at $\alpha = 0.05$, $t(210) = \pm 1.962$. Therefore, it can be concluded that there were statistically a significant mean difference between teachers and school leaders on teachers are more motivated with the chance being promoted to better positions, $t(210) = 4.442$, $p < 0.5$, two tailed.

From result of interview, one of supervisors says that in-service training like training on new teaching approach, curriculum design, implementation and creating team spirit were not sufficiently given for teachers and the coverage summer MA program also low.

Regarding the importance of advancement like in-service training, seminars and workshops are a major force in motivating teachers to lift their performance to approach their maximum potential. USAID recommends training teachers in “continuous assessment processes that enable and motivate teachers to assess children on an ongoing basis and use that information to adjust their teaching practices to suit the identified learning needs”(Smith and Warner 2000)

4.3. The Current practices /attempts / had been take place to Improve Teachers’ Job Motivation

This section assessed practices or attempts take place so far to improve teachers’ job motivation.

Table 12: Issue related to practices had been taken to improve teachers' job motivation

S N	Items	Responde nts	N	Mean	WM	SD	t-val	Sig.
1	The school uses different rewarding strategies (financial, non-financial) to initiate teachers	Teachers	120	1.70	1.65	.460	1.655	.100
		Leaders	92	1.59		.517		
2	The school leaders promote model teachers and their best experiences on notice board regularly.	Teachers	120	1.78	1.88	.476	1.576	.089
		Leaders	92	1.91		.484		
3	The school leaders delegates, manages and evaluates teachers' works regularly.	Teachers	120	1.89	1.89	.562	-0.145	.885
		Leaders	92	1.90		.470		
4	The school leaders focus on corrective, appropriate and timely feedbacks for teachers' performance	Teachers	120	1.91	1.98	.580	-2.312	.022
		Leaders	92	2.09		.527		
5	The school leader properly implementation of RBA / Result based aides budget for teachers encouragement.	Teachers	120	1.93	1.98	.618	-1.576	.110
		Leaders	92	2.05		.500		
6	The school facilitates "get-togethers and her related programme to initiate teachers.	Teachers	120	3.44	3.51	1.06	-.247	.214
		Leaders	92	3.61		.889		
7	School provides incentives like tutorial payment for teachers to improve teachers' attendance.	Teachers	120	1.99	1.91	.624	-1.365	.174
		Leaders	92	1.83		.523		

Concerning Table 12 item 1, the mean value of the school leaders and teachers were 1.59 (SD=.517) and 1.70 (SD =.460) respectively shows that they were disagreed. Similarly, the weighted mean was 1.65 indicates that disagreed. Additionally, the computed t-value at $\alpha = 0.05$, $t(210)$ was 1.655 which much less than the critical region at $\alpha= 0.05$, $t(210)$ was ± 1.962 . From this finding, it was concluded that there was no statistically significant mean difference.

nance between school leaders and teachers on school uses different rewarding strategies to initiate teachers, $t(210) = -0.040$, $p > 0.05$, two tailed.

Similarly response of open ended, one of teachers says that:

“...there is no any difference between those who are working hard and who are not. Reward lacks performance contingents. This affects the motivation and enthusiasm of teachers’ who relatively perform better. The existing system does not encourage hardworking. As to me, those who are working hard should be recognized and rewarded in a transparent way. What we are currently observing in our school is obnoxious. For instance, if we look at the way teachers are assigned in a leadership position or the way teachers are selected for further training it is disgraceful. It lacks transparency and scientific base. The only thing we are sure about the practice is that the procedures are not in favor of hard working. If you want to know this just compare the profile, experience and performance of those teachers....”

Concerning Table 12 item 2, the mean value of the school leaders and teachers were 1.91 (SD=0.484) and 1.78 (SD =0.476) respectively shows that they were disagreed. Similarly, the weighted mean was 1.88 also infers that they were disagreed. Furthermore, the computed t-value at $\alpha = 0.05$, $t(210)$ was 1.576 which was much less than the critical region at $\alpha = 0.05$,

$t(210)$ was ± 1.962 . From this finding, it was concluded that there was no statistically significant mean difference between school leaders and teachers on school leaders promote model teachers and their best experiences on notice board, $t(210) = 1.576$, $p > 0.05$, two tailed.

Regarding Table 12 item 3, the mean value of teachers and school leaders were 1.89 (SD=.562) and 1.90 (SD = .470) respectively shows they were disagreed. Hence, the weighted mean was 1.89 indicates that they were disagreed. Furthermore, the computed t-value at $\alpha = 0.05$, $t(210)$ was - 0.145 which was much less than the critical region at $\alpha = 0.05$, $t(210)$ was ± 1.962 . From this finding, it was concluded that there was no statistically significant mean difference between school leaders and teachers on school leaders manage and evaluate teachers’ performance regularly, $t(210) = -0.145$, $p > 0.05$, two tailed.

Regarding Table 12 item 4, the weighted mean was 1.98 indicates that they were disagreed. Hence, the computed t-value at $\alpha = 0.05$, $t(210)$ was - 2.312 which is much greater than the critical region at $\alpha = 0.05$, $t(210) = \pm 1.962$. Therefore this implies that there were statistically a significant mean difference between teachers and school leaders focus on corrective, appropriate and timely feedbacks teachers, $t(210) = - 2.312$, $p < 0.5$, two tailed.

Concerning Table 12 item 5, the mean value of the school leaders and teachers were 2.05 (SD=.500) and 1.93 (SD = .618) respectively which indicates they were disagreed. Similarly, the weighted mean was 1.98 also indicates that they were also disagreed. In addition to descriptive, the computed t-value at $\alpha = 0.05$, $t(210)$ was -1.576 which was much less than the critical region at $\alpha = 0.05$, $t(210) = \pm 1.962$. From this finding, it was concluded that there was no statistically significant mean difference between school leaders and teachers on leader properly implementation of RBA budget for teachers encouragement, $t(210) = -1.576$, $p > 0.05$, two tailed.

Concerning Table 12 item 6, the mean value of the school leaders and teachers were 3.61 (SD =.889) and 3.44 (SD =1.06) respectively which shows that they were disagreed. Similarly the weighted mean value 3.52 was also indicates they were disagreed. Additionally, the computed t value $\alpha = 0.05$, $t(210)$ was -0. 247 which was much less than the critical region at $\alpha = 0.05$, $t(210) = \pm 1.962$. From this finding, it was concluded that there was no statistically significant mean difference between school leaders and teachers on school facilitates “get-togethers programme to initiate teachers, $t(210) = -0. 247$, $p > 0.05$, two tailed.

Regarding Table 12 item 7, the mean value of the school leaders and teachers were 1.83 (SD =.523) and 1.99 (SD = 0.624) respectively indicates that they were disagreed. Similarly the weighted mean value 1.92 was also indicates they were disagreed. Additionally, the computed t value $\alpha = 0.05$, $t(210)$ was -1.365 which was much less than the critical region at $\alpha = 0.05$, $t(210) = \pm 1.962$. From this finding, it was concluded that there was no statistically significant mean difference between school leaders and teachers provides incentives for teachers to improve teachers’ attendance., $t(210) = -1.365$, $p > 0.05$, two tailed.

4.2. Possible strategies in Place to Improve Teachers' Job Motivation

This section assessed possible strategies should be done take to improve teachers' job motivation.

Table 13: Possible Strategies be done to improve teachers' job motivation

S N	Items	Respond ers	N	Mean	WM	SD	t-val	Sig.
1	Improving school facilities	Teachers	120	3.88	3.90	.332	-0.182	.856
		Leaders	92	3.93		.134		
2	Expanding educational opportunity, promotion and career structure	Teachers	120	4.10	4.15	.509	-1.842	.067
		Leaders	92	4.23		.494		
3	Assign qualified school leaders	Teachers	120	4.03	3.93	.542	3.184	.002
		Leaders	92	3.82		.417		
4	Practice contingent reward pay bonus and fringe benefit'	Teachers	120	4.31	4.26	.515	1.607	.110
		Leaders	92	4.21		.407		
5	Allow collaborative form of Supervision	Teachers	120	4.26	4.22	.440	1.287	.200
		Leaders	92	4.18		.390		

Concerning Table 13 item 1, the mean value of teacher and leaders were 3.88(SD =0.332) and 3.93(SD =0.143) respectively indicates that they were agreed. Similarly, the weighted mean was 3.90 also revealed they were agreed. Moreover, the computed t value = 0.05, $t(210)$ was - 0.182 which was much less than the critical region at $\alpha = 0.05$, $t(210)$ was ± 1.962 . From this finding, it was concluded that there was no statistically significant mean difference between school leaders and teachers on improving school facilities improves teachers job motivation, $t(210) = - 0.182$, $p > 0.05$, two tailed.

Concerning Table 13 item 2, the mean value of teacher and leaders were 4.10 (SD =0 .509) and 4.23 (SD = 0. 494) respectively indicates that they were agreed. In the same way the weighted mean 4.16 also revealed that they were agreed. In addition to descriptive finding, the

computed t value = 0.05, $t(210)$ was - 0.842 which was much less than the critical region, $\alpha = 0.05$, $t(210)$ was ± 1.962 . From this finding, it was concluded that there was no statistically significant mean difference between school leaders and teachers on expanding educational opportunity, promotion and career structure improves teachers' job motivation, $t(210) = - 0.182$, $p > 0.05$, two tailed. Similarly results from open-ended, one teacher says that although teachers' job motivation was affected by several factors but career development which leads to poor salary is the most popular factors of all. So, government makes more emphasis on strategy of improving career developments.

Concerning Table 13 item 3, the mean value of teacher and leaders were 4.03 (SD =0.542) and 3.82 (SD =0.417) respectively indicates that the respondents were agreed. In similar way, the weighted mean was 3.93 shows that they were agreed. Moreover, the computed t-value at $\alpha = 0.05$, $t(210)$ was 3.184 which is much greater than the critical region at $\alpha = 0.05$, $t(210) = \pm 1.962$. Therefore, it can be concluded that there were statistically a significant mean difference between teachers and school leaders were on assigning qualified school leaders improve teachers, job motivation, $t(210) = 3.184$, $p < 0.5$, two tailed.

Concerning Table 13 item 4, point out the mean value of teachers and leaders were 4.31 (SD =0.515) and 4.21 (SD = 0.407) indicates that the respondents were agreed. Furthermore, the weighted mean was 4.26 indicates that the respondents were agreed. In addition to descriptive finding, the computed t value = 0.05, $t(210)$ was 1.607 which was much less than the critical region at $\alpha = 0.05$, $t(210)$ was ± 1.962 . From this finding, it was concluded that there was no statistically significant mean difference between school leaders and teachers agreed on practice contingent reward improve teachers job motivation, $t(210) = - 1.607$, $p > 0.05$, two tailed.

Concerning Table 13 item 5, the mean value of teacher and leaders were 4.26 (SD =0.440) and 4.18 (SD =0.390) respectively indicates that the respondents were agreed. Additionally, the weighted mean was 4.22 also revealed that they were strongly agreed. In addition to descriptive finding, the computed t value = 0.05, $t(210)$ was 1.287 which was much less than the critical region at $\alpha = 0.05$, $t(210)$ was ± 1.962 . From this finding, it was conclude that there was no statistically significant mean difference between school leaders and teachers agreed on collaborative form of supervision improve teachers' job motivation, $t(210) = 1.287$, $p > 0.05$, two tailed.

4.5. Future implications and suggestions for improving teachers' Motivation

To identify indicators for attrition rate, professional views and its implications, as well as propose suggestions for improvements the participants were asked to share their perspective on these issues and the following data were obtained from sample school.

Table: 14. In 2016 Teachers Attrition Rate in Sample School

Sample school	Itaya	Huruta	Saguree	Siree	Abajama	Garagora	Nagellee	Asakoo	Arbooye	Abomsa	Table
Teaches turnover	4	3	5	2	5	1	4	5	3	2	34

Source : Primary Data of Sample Secondary Schools 2016

In 3-4 years there will be no more new teachers in the country because all new teachers quit. Maybe if the problems are solved, if the salaries are increased, if the profession is respected by the authorities, then the teachers will come back. If the conditions are not improved, the salary not raised, there will be no teachers in 5-10 years. The teachers stay because of no other choice. The government should consider the salary, and the teachers should be respected by the government. There's no housing and teachers cannot survive.

ESDP V (2015) focus on improving teaching and learning; the relevance of curriculum content and instructional methods; the supervisory skills of school leaders and their management of resources and the quality of the school environment in which staff must lead and teach and in which students learn. Curriculum, teaching and learning materials improved targeting and providing adequate teaching and learning materials with a focus on core foundation skills. School Improvement Program is another focus area ensuring that schools achieve minimum standards which define the requirements to support effective teaching and learning in a healthy and safe environment; and supporting community-based school management and decision making. Information and Communications Technology is another focus area. Moreover quality assurance providing oversight of teacher skills through licensing.

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter deals with the purpose of finding, summery, conclusion, and recommendation based on the result obtained from analysis and interpretation of the data.

5.1. Summary

The general objective of this study was to assess practices and challenges of teachers' job motivation in selected secondary schools of East Arsi Zone. To systematically examine the problems, the researcher formulated the following research questions.

1. To what extent teachers are motivated in the secondary schools of East Arsi Zone?
2. What are the major factors that affect teachers' job motivation in secondary schools of East Arsi Zone?
3. What are the current practices through which teachers' are motivate in secondary schools of East Arsi Zone?
4. What are the mechanisms /strategies/ could in place to improve teachers' job motivation in secondary school of East Arsi Zone?

The data obtained from the respondents through questionnaire, interview and document analysis were analyzed both quantitatively and qualitatively. The data were analyzed qualitatively by inductive analysis and narration. The data gathered through quantitatively were first coded and tabulated; then analyzed by using descriptive statistics like mean, percentage and inferential statistics of t-test.

Based on analysis of the data, the following results were summarized from the study.

- Regarding academic qualifications of the respondents, 6.6% are diploma holders, 89.15% are BA/BED/BSC/ holders, and 4.24% are MA/MED/MSC holders. This showed that those who have diploma should be provided with further study options to meet the criteria set by MoE to join secondary school teaching profession.
- Regarding teaching load of respondents, 41.03% of respondents were taught 11-20 peri od per week. From total respondents, 60 % of teachers and 16.304% of school leaders loads 11-20 lessons per week.

1. From finding the weighted mean of teachers on teachers salary fringe benefits (1.67), career development (1.17), teacher incentives, residence house, transport service and house rent was (1.59) indicates that the respondents have low option and inferred that teachers less of salary and incentives.
2. The weighted mean on and teachers respect in community (low attitude of parents towards teaching profession) and students' discipline (poor teacher student relation were 1.63 and 1.77 respectively indicates weak.
3. The weighted mean on school facilities which insufficient budget allocation, teaching learning materials, laboratory rooms and chemicals internate axcass was (2.32) indicates that did not get sufficient and organized teaching learnig materials.
4. The weighted mean 1.65 shows that school leaders less ability to encourage teachers to participate teachers in forming educational army save and health school environment, impaworing teachers in decision making
5. From finding the weighted mean on level of communication among school leaders, students, students was (1.72) indicates almost weak means of cominication.

5.2. Conclusions

Based on the findings of the study, the following conclusions were drawn:

1. Among the above factors salary and fringe benefits were the dominant one. The majority of teachers felt salary was not sufficient to meet their needs because of poor career development. So, most of the teachers are not interested and motivated in their job. Therefore, increasing teachers' salary will minimize their worries and maximize their effort on the job. The periodical salary increments, allowances and other compensations on regular and specific periods keep their morale high and make them more motivated and satisfied.

2. From result of discussion, Low community respect was reported as major influencing factor on teachers' job motivation. Since teachers feel that they earn low salary in comparison to their equals in qualification and experience working in other organizations, most of them believed that the social value given to them is very low. This arises from the low respect of the community for teachers and the attitude they have to profession directly affects teachers' motivation negatively.
3. The result indicates that school facility was also the major factor that affects teachers' job motivation in East Arsi Zone. In most schools teachers did not get sufficient and organized recreational area like tea room, sport field, internet service, shower and teaching materials such as libratory room, library and enough stationary are not sufficient. Teachers expect enough teaching- learning resources especially for practical subjects to enable them deliver the lesson more clearly. Since schools have insufficient teaching learning materials, teachers are facing challenges to deliver instruction properly.
4. The result of analysis revealed that school leadership was reported as major factor that affect teachers job motivation in secondary school of East Arsi Zone. This result from Low leadership skills like lack of openness, encouragement, commitment, delegation, creating team spirit, coordination and intuiting teachers in major school issues such as solving students discipline problem, teachers' promotion and participate decision making. Most of the school leaders had low capacity to interpret skills mentioned above and solve problems raised by teachers' properly indicates that most of secondary school leaders were unable to manage schools properly leads low motivation of teachers in secondary school of East Arsi Zone.
5. Regarding communication/relationship/ findings revealed that lack of appropriate means of communication among teachers, school leaders and supervisors make teachers less demotivate because they were not informed on what to be done and how to be done. The finding concluded that the way of school leaders and supervisors communicate with teaching staff has a significant effect on teachers job motivation in secondary school of East Arsi Zone.

5.3. Recommendations

Based on the above conclusions, the following recommendations were forwarded to be the remedy of the effect by concerned bodies to alleviate and to improve the salary and firing benefits, teachers community respect, school facility, school leader factors and communication among teachers, school leaders and supervisors to improve teachers' job motivation in secondary schools of Eastern Arsi Zone.

Government and schools should work hard to teachers incentive packages to increase teachers' job motivation to teach in secondary schools by providing regular payment of salaries, improved career structure, provision of residence place or house rent and transport allowance. Special attention should be put at increasing teacher's salaries and fringe benefits like residence place. Hence almost all of teachers complained about the inadequacy of their salary and fringe benefits to meet their needs. Moreover, woreda education office should work cooperatively with Woreda administration officers to alleviate teachers' house problems.

Government should work on media programs to promote teachers' profession, status, rights and roles through publishing positive stories and articles. Moreover, WEO and school leaders conduct regular panel discussions with teachers' issues and advance the profession so that teachers can get respect from the community.

Insufficient school facilities in delivery of instruction, disagreement between school leaders and teachers, less in built supervision performance hinders teachers' job motivation. WEO, MoE, REB, ZEO, and school leaders all together should be facilitated necessary resources, allocate sufficient budget and create conducive school environment.

School management should focus on transparent, equitable and competitive compensation of school system. But in most secondary schools leaders were unqualified. So, WEO, MoE, REO and ZEO give long and short term capacity building training for leaders and supervisors on skills of leadership. Moreover, WEO should also select school leader based on experience, qualification and effectiveness of their work to increase leaders' acceptance. School leaders shall be planned regular means of communication like timely feedback, suggestion, delegation of duties and staff meeting program.

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7.APPENDIXES

APPENDIX A

**HARAMAYA UNIVERSITY
POSTGRADUATE PROGRAM DIRECTORATE**

**College: Education and Behavioral Sciences
Department: Educational Planning and Management
Program: M.A in School Leadership**

Questionnaire to be filled by **school leaders**

Name of Zone _____ School _____

Dear **Respondents**,

I am MA student in school leadership program at Haramaya University. I am currently working on my title “**Practices and Challenges of Teachers’ Job Motivation in Selected Secondary Schools of East Arsi Zone**” The main purpose of this study is to assess major factors and the extent of teachers’ job Motivation in Secondary Schools of East Zone and prescribe possible solutions. Accordingly, the information you provide has a vital importance to get genuine information for the study and will be used for academic purpose only.

Instruction:-

- ❖ Read each statement carefully
- ❖ Answer all questions by putting a mark “X”
- ❖ Answer all questions as freely and honestly as possible.
- ❖ All answer will be treated **CONFIDENTIALLY**.
- ❖ Be sure that the questionnaire consists of four parts.
- ❖ Please do not write your name.

Thanks in advance for being cooperative.

7.APPENDIXES

APPENDIX A

**HARAMAYA UNIVERSITY
POSTGRADUATE PROGRAM DIRECTORATE**

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Department: Educational Planning and Management
Program: M.A in School Leadership

Questionnaire to be filled by **school leaders**

Name of Zone _____ School _____

Dear **Respondents**,

I am MA student in school leadership program at Haramaya University. I am currently working on my title “**Practices and Challenges of Teachers’ Job Motivation in Selected Secondary Schools of East Arsi Zone**” The main purpose of this study is to assess major factors and the extent of teachers’ job Motivation in Secondary Schools of East Zone and prescribe possible solutions. Accordingly, the information you provide has a vital importance to get genuine information for the study and will be used for academic purpose only.

Instruction:-

- ❖ Read each statement carefully
- ❖ Answer all questions by putting a mark “X”
- ❖ Answer all questions as freely and honestly as possible.
- ❖ All answer will be treated **CONFIDENTIALLY**.
- ❖ Be sure that the questionnaire consists of four parts.
- ❖ Please do not write your name.

Thanks in advance for being cooperative.

PART I: - Personal Background Information.

Instruction: please read Questions number 1-7 carefully and answer the questions by putting a “X” mark in the space provided for each question.

1. Sex Male Female
2. Age < 25 yrs 26 -35 yrs 36-45yrs 46 yrs and above
3. Educational Level /Academic Qualification
 Diploma BA /BSC/BED MA/MSc
4. Field of specialization _____
5. Work experience in year's _____
6. Position Teacher principal vice- principal department head
 PTA member WEO experts
7. Your teaching load per a week
 5-10 11-15 16-20 21-25 26-30 none

PART II :- Teachers play important role in the learning process of students who idealize teachers and try to imitate them. The motivation of teacher is, therefore, very important as it directly affects all activities in the school. This part is designed the **assess practices and challenges of teachers' job motivation and provide the possible solutions in secondary schools.**

Instruction:- Please put (X) mark in the provided blank space in front of the items. In order to make easy the rating level of agreement or disagreement use the following five points of rating

1. Issues related to the degree (extent) of teachers' job motivation in secondary schools

Key:- Use 1= Very Low, 2= Low, 3= Medium, 4 = High, 5 = Very High

No	1.1. Intrinsic motivation (Teachers' motivation scale)	rating Scale				
		1	2	3	4	5
1	Teaching profession gives teachers a lifelong opportunity to learn.					
2	Teachers always interested with career advancement in the school.					
3	Teachers are more happy with CPD and merit- based scholarship.					
4	Being a teacher brings teachers to be respected in this community					
No	1.2. Extrinsic motivation (Teachers' motivation scale)					

5	Teachers' salary is sufficient to cover all basic needs and their requirements.					
6	Teachers are recharged and empowered in school management.					
7	Teachers are interested by financial and material rewards in this school					

2. Issue related to major factors that affect teachers' job motivation in secondary schools

Key:- Use 1= Strongly Disagree, 2= Disagree, 3= Undecided, 4 = Agree, 5 = Strongly Agree

No	2.1. School Facilities	Rating scale				
		1	2	3	4	5
8	Teachers are initiated by quality and quantity of recreational areas like staff furniture, DSTV, sufficient water, bathroom and sport fields					
9	Financial resources are sufficiently and properly allocated for teaching and learning activities.					
10	The school has adequate and available teaching-learning materials like, laboratory room, chemicals and internet excess for teachers					
No	2.2. Working condition	Rating scale				
		1	2	3	4	5
11	Teachers have reasonable work load and working hours per a day.					
12	Teachers teach manageable number of students in each section.					
13	Teachers have full freedom to operate in the school					
No	2.3. School leadership skills	Rating scale				
		1	2	3	4	5
14	The school leaders are properly managing instructional programs, give immediate and appropriate feedbacks for teachers.					
15	The school leaders allow teachers to participate in all school activities.					
16	The way of decision making and solving problems of school leaders encourage creative capacity of teachers.					
17	Teachers are interested by the leaders' openness, commitment and thrust.					
18	The school leaders give orientation and create team practice for newly employed teachers.					

No	2.4. Supervision, recognition	Rating scale				
		1	2	3	4	5
19	The recognition given from the school leaders and the society initiate teachers to do effectively.					
20	Teachers have more collaborative form of supervision in the school					
21	Feedbacks offered from the school leaders improve teachers' profession					
No	2.5 Interpersonal /Social/ relationship	Rating scale				
		1	2	3	4	5
22	Teachers have good relation with staff and CRC supervisor.					
23	Teachers have common sense to participate in educational army.					
24	Parents and community support teachers' efforts effectively.					
25	In the school, students respect teachers.					

No	2.6. Salary, incentives and fringe benefits (socio-economic status)	Rating Scale				
		1	2	3	4	5
26	Teachers' salary is sufficient to improve their commitment and status in the school as well as to participate in social affairs.					
27.	Teacher gets materials like soap, soft, gown from school.					
28	Residence place, hous and transport allowance provided for teachers makes them to be stable in a work place.					
No	2.7. Promotion and advancement	Rating Scale				
		1	2	3	4	5
29	Teachers are more motivated with the chance being promoted to better positions.					
30	In- service training given motivate teachers in the profession					
31	Seminars, workshops, and other related programmers given motivate teachers in their profession.					

3. Issues related to practices through which teachers' are motivated in secondary school

Key Use 1= Strongly Disagree, 2= Disagree, 3= Undecided, 4 = Agree, 5 = Strongly Agree

No	Items	Rating Scale				
		1	2	3	4	5
32	The school uses different rewarding strategies (financial, non-financial) to initiate teachers.					
33	The school leaders promote model/ hard working / teachers and their activities on notice board regularly.					
34	The school leaders delegates, manages and evaluates teachers' works regularly.					
35	The school leaders focus on corrective, appropriate and timely feedbacks for teachers' performances.					
36	The school leaders properly implement 20% of RBA / result based aides/ budget for teachers encouragement.					
37	The school facilitates "get-togethers" and other related programme to initiate teachers.					
38	School provides incentives like tutorial payment for teachers to improve teachers' attendance.					

4. Issue related to possible mechanisms /strategies/ should be done to improve teachers' job motivation

Key use 1= Very Low, 2= Low, 3= Medium, 4 = High, 5 = Very High

No	Items	Rating scales				
		1	2	3	4	5
39	Improve learning materials and facilities in the school					
40	Expand educational opportunity, promotion and career structure					
41	Promote qualified leadership skills					
42	Pay reasonable salary, bonus and fringe benefits.					
43	Allow proper collaborative form of supervision					

5.All rounded questions

Instruction:-Write your answers for each question briefly.

1. How do you explain teachers' job motivation in your school? In your school, are there any teachers leave their profession (starting from 2007-2009 E.C.)? A. yes B. No
2. If your answer for question No-1 above is yes, How many? _____, what do you think their main reasons?

3. What are the major challenges that affect teachers' job motivation in the school?

4. What practices have been implemented in the school to initiate teachers?

5. What are the possible mechanisms (strategies) that improve teachers' motivation in your school? (Please list them).

APPENDIX B

Questionnaire to be filled by **Teachers**

PART I: - Personal Background Information.

Instruction: please read Questions number 1-7 carefully and answer the following questions by putting a “X” mark in the space provided for each question.

1. Sex Male Female
2. Age < 25 yrs 26 -35 yrs 36-45yrs 46 yrs and
3. Educational Level
 Diploma BA /BSC/BED MA/MSC
4. Field of specialization _____
5. Work experience in year's _____
6. Position _____
7. Your teaching load per a week
 5-10 11-15 16-20 21-25 26-30 none

Instruction:- Please put (**X**) mark in the provided blank space in front of the items. In order to make easy the rating level of agreement or disagreement use the following five points of rating scales **1= Strongly Disagree, 2= Disagree, 3= Undecided, 4 = Agree, 5 = S.A.**

2.Issues related to the degree (extent) of teachers' job motivation in secondary schools

Key:- Use **1= Very Low, 2= Low, 3= Medium, 4 = High, 5 = Very High**

No	1.2. Intrinsic motivation	rating Scale				
		1	2	3	4	5
1	Teaching gives me a lifelong opportunity to learn.					
2	I am interested to teach in this school.					
3	I am happy with the continuous professional development opportunities					
4	Being a teacher brings me respected in this community.					
No	1.3. Extrinsic motivation (Teachers' motivation scale)	1	2	3	4	5
5	My salary is sufficient to covers all basic needs and requirements.					
6	Teaching offers me a good opportunity for career advancement					
7	I am interested by financial and material rewards					

2. Issues related to major factors that affect teachers' job motivation in secondary school

Key:- Use 1= SDA, 2= DA, 3= UD, 4 = AG 5 = SA

No	2.1. School Facilities	Rating scale				
		1	2	3	4	5
8	I am motivated with quality and quantity of recreational area like staff furniture, DSTV, bathroom and sport field.					
9	Financial resources of the school are properly and sufficiently allocated to improve teaching-learning activities.					
10	My school has adequate and available teaching-learning materials like laboratory room, chemicals and internet excess to accomplish my job					
No	2.2. Work condition	Rating scale				
		1	2	3	4	5
11	I have reasonable work load and working hours per day.					
12	I teach reasonable number of students in each section.					
13	I have full freedom to operate in the school.					
No	2.3. School leadership	Rating scale				
		1	2	3	4	5
14	My school leaders are properly managing instructional programs in promoting teaching –learning processes.					
15	School leaders' allow me to participate in all school activities.					
16	The way of decision making and problem solving of school leaders encourage my creative capacity.					
17	I am interested by school leaders' openness, commitment and thrust.					
18	The School leaders give orientation and creating team spirit for newly employed teachers.					

Key:- Use 1= SDA ,2=DA,3=UD,4 =AG 5 =SA

		Rating Scale
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No	2.4. Supervision, recognition	1	2	3	4	5
19	The recognition given from my school leaders and society initiate me to do more and effectively.					
20	I have more collaborative form of supervision in The school.					
21	The feedbacks offered from school leaders improve my professional.					
No	2.5 Interpersonal /Social/ relationship	1	2	3	4	5
22	I have good relation with my staff and CRC supervisor					
23	I have common sense of participating in educational army.					
24	Parents and communities support my efforts.					
25	At my school, students respect me.					
No	2.6. Salary, incentives and fringe benefits	Rating Scale				
		1	2	3	4	5
26	My salary is sufficient to improve my commitment and status in the school as well as to participate in social affairs.					
27.	I get materials like soap , soft, gown from the school					
28	Residence place, house and transport allowance provided makes me to be stable in my work area.					
No	2.7. Promotion and advancement	1	2	3	4	5
29	I am more motivated with the chance being promoted					
30	I am motivated for regular in service training.					
31	Seminars, workshops and other related programs give me to stay in teaching profession.					

3. Issues related to practices through which teachers' are motivated in secondary school

Key use 1= Very Low, 2= Low, 3= Medium, 4 = High, 5 = Very High

No	Items	Rating Scale				
		1	2	3	4	5
32	The school uses different strategies (financial, non-financial rewards) to initiate teachers.					
33	The school leaders promote model/ hard work/ teachers and their activities on notice board regularly.					
34	The school leaders delegates, manages and evaluates teachers' works regularly.					
35	The School leaders focused on corrective and timely feed back to teachers' performance.					
36	The school leaders properly implement 20% of RBA / result based aides/ budget for teachers encouragement.					
37	The school facilitates "get-togethers" and other programmes to motivate teachers.					
38	The school gives incentives, rewards and accurate feedbacks for teachers					

4. Issue related to possible mechanisms (strategies) should be done to improve teachers' job motivation

Key use 1= Very Low, 2= Low, 3= Medium, 4 = High, 5 = Very High

No	Items	Rating scales				
		1	2	3	4	5
39	Improve learning materials and facilities in the school					
40	Expand educational opportunity, promotion and career structure					
41	Promote qualified leadership skills					
42	Pay reasonable salary, bonus and fringe benefits.					
43	Allow proper collaborative form of supervision					

5. All rounded questions

Instruction:- Write your answers for each question briefly.

6. How do you explain teachers' job motivation in your school? In your school, are there any teachers leave their profession (starting from 2007-2009 E.C.)? A. yes B. No
7. If your answer for question No-1 above is yes, How many? _____, what do you think their main reasons?

8. What are the major challenges that affect teachers' job motivation in the school?

9. What practices have been implemented in the school to initiate teachers?

10. What are the possible mechanisms (strategies) that improve teachers' motivation in your school? (Please list them).

APPENDIX C

Interview guide for secondary school CRC Supervisors'

Part I General Information

1. Age _____
2. Sex _____
3. Educational Qualification _____
4. Field of specialization _____
5. The length of your service in your present position _____

Dear Respondents'

This interview questions were prepared for supervisors 10 selected secondary schools of eastern Arsi Zone. The purpose of this interview is to examine **“practices and challenges Teachers’ job Motivation in secondary schools of Eastern Arsi Zone”**. Your response is vital for the success of the study. So, you are kindly requested to answer the following questions with genuine. I will like you assure that data obtained will be used for research purpose only.

Interviewer _____

Interviewee _____

Date _____ starting time _____ ending time _____

The interview Guide

1. To what extent Teachers’ are motivated in your secondary school(s)?
2. What are complained raise by teachers’ about school and their motivation?
3. What are the major challenges encountered you in supporting teachers’ and school leaders?
4. What attempt had been made by Woreda Education Office to enhance motivation of teachers’ in your secondary school(s)?
5. What do you considered to be the major challenges for teachers de –motivation?
6. What are the practices have been takes places to initiate teachers at work place?
7. What are the possible strategies that could in place to improve teachers’ job motivation?

APPENDIC D

HUB:-Gaaffannoo Afaanii suparvaayizaroota Manneen Barnoota sadarkaa 2^{ffaa} tiif qophaa'e

Haala walii galaa

Gaaffileen kun “dhiibbaawwan (effects) haala mijataa barnootaa kaka'uumsa fi si'oomina Barsiisotaa irratti qabu manneen barnoota sadarkaa 2ffaa godina Arsii bahaa” keessatti qaban irratti gaaffannoof kan wixineeffameedha. Kaayyoon qo'annoo kanaa guutumaan guututti beekumsaaf yemmuu ta'u gaafannoon kun odeeffannoo supparvaayizaroota manneen barnoota aanaalee sadarkaa lammaaffaa filataman irraa kan funaanuuf qophaa'e. Kanaaf qo'annoo kanaaf odeeffannoo dhugaa fi gatii qabeessa ta'e argachuudhaaf deebiin isin laattan guduunfaa dhuma qo'annoo godhamu kana irratti shoorra olaanaa qabaata. Deebiin sirrii yookin dogogra ta'e hin jiru. Waan kana ta'eef , gaaffile isiniif dhiyaatuuf deebii amansiisaa dhugaa fi yeroo isaa eegate akka kennitaan ni gaafannaa. Gaaffilee isiniif dhiyaatu kana ragaa gahaa ta'e yoo kennuu baanne qo'annaa kana irratti gatii amanamaa gadi ni xiqqeessa.

Gaaffileen 7 dhiyaatan torba irratti deebii gahaan akka dhiyaatu haa ta'u.

Gaaffilee dhiyaatan

1. Akkaataa hubannoo fi ilaalcha keessaniitiin haala mijataa mana barnootaa uumuun hamilee barsiisotaa eeguu keessatti walitti dhufeenya akkamiin ibsama? Gama leccaloo, humna namaa, naamusa hojii, bulchiinsaan, gama badhaasaa fi beekamtii barsiisotaa kennuutiin fi kkf
2. Mana Barnoota sadakaa 2ffaa keessan keessatti hamileen barsiisotaa hangam egamaa ture ? muuxxanoowwan jiran haa ibsamu, gochootni raawwataman yaa ibsaman
3. Sadarkaa mana barnootaa keessaniti gaaffileen yookiin komiin barsiisonni dhimmotaa kallattii gara garaa tiin hamilee isaanii irratti dhiibaa fidaa turan yeroo baay'ee kaasaan maal faadha osoo ibsi irratti kennamee.
4. Akka supparvaayizara mana barnootaa tokkootti barsiisotaa fi hoggantootaaf deegarsa ogummaa haala kamiin kennitu? rakkoolee humnaa olii isin qunname osoo ibsamee. Ilaalchaan, meeshaan (leccaloon), kan biro
5. Waajjirri Barnoota Aanaa keessanii barsiisotaa sissisi'eessuuf hojiileen hojjatee jiraa? kaka'uumsa barsiista irratti mul'ate jijjiiramni dhufe akkaamiin madaalama.
6. Barsiisotni hamilaa'uun dhabuun rakkooleen humnaa olii/basic challenges/ isin qunname fi dhiibbaa inni hojii barnootaa , barsiisotaa irratti fides haa ibsamu.
7. Rakkoolee isin qunnaman furuudhaaf tootfaalee furmaataa Barsiisonni ittiin hamileessaman maal fa'a jettanii yaaddu ta'uu .

APPENDIX E

Document Analysis check List

Name of school _____ woradea _____

Rating: - 1 = low 2 =medium 3 = high

No	Documents and their purpose	Scale			Justification/ evidence/
		1	2	3	
1	School and WEO have clear annul plan based on budget allocation for a/ Teachers reward b/ Teachers career structure				
2	The school has teachers individual files /documents/ that identify a/ Teachers workload/ period per a week/ b/ Teachers career structure				
3	Teachers initiative mechanism /strategies/ a/ Criteria for reward /ranking system/ b/ Type of reward given for teachers.				
	<ul style="list-style-type: none"> ➤ School Facilities / recreational area/ ❖ Cafeteria, staff furniture ❖ DSTV, bathroom and sport field. ❖ sufficient water, ❖ laboratory and chemicals, ❖ internet excess and libraries 				

Other major suggestion

1 _____
