

**EMPLOYEE MOTIVATION AND RETENTION IN SECONDARY  
SCHOOLS OF NORTH SHOA ZONE, OROMIA REGIONAL STATE**

**MA THESIS**

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## **DEDICATION**

This thesis is enthusiastically dedicated to my wife, Birtukan Bekele for nursing me with affection and love and for her dedicated partnership in the success of my life.

## STATEMENT OF THE AUTHOR

First I declare that this thesis is the result of my own work and that all sources of materials used for this thesis have been duly acknowledged. This is submitted in partial fulfillment of the requirement for the degree of Master of art in School Leadership, Haramaya University and to be made available at the University's library under the rule of the library. I assertively declare that this thesis has not been submitted to any other institution anywhere for award of any academic degree, diploma, or certificate.

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## **ABBREVIATIONS**

|      |   |
|------|---|
| SZEO | Shoa Zone Education Office              |
| SPSS | Statistical Package for Social Sciences |
| WEO  | Woreda Education Office                 |

## **BIOGRAPHICAL SKETCH**

The Author was born in the North Shoa Zone of Oromia Regional state; in January 1985. He attended his primary school at the Kachame Liban primary school and his secondary school education at Gohatsiyon secondary school. The author earned his Bachelor of education in Mathematics from Jima University in 2006. The author has three years of teaching experience and seven years of school leadership experience.

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# **EMPLOYEE MOTIVATION AND RETENTION IN SECONDARY SCHOOLS OF NORTH SHOA ZONE, OROMIA REGIONAL STATE**

**Nigusu Techane**

## **ABSTRACT**

*In educational institution, teachers and supportive staff are the most important among all other resources reservation. The main purpose of this study was to assess employee motivation and retention in Secondary Schools of North Shoa Zone of Oromia Regional State. This study mainly focused on the existing status of employee motivation, motivations techniques, staff motivation practices in terms of fringe benefits and working condition that implemented to employee retention, challenges and motivation mechanisms that can be used to minimize the challenges encountered. In order to achieve these objectives, the researcher employed descriptive survey method. Data gathering instruments were questionnaire and interview. The study conducted in nine schools. These sample schools were selected by simple random sampling method. 141 teachers were included in the sample by simple random sampling techniques. 64 supportive staff were selected by available sampling technique. The quantitative data were analyzed using percentage, mean, frequency tables and t test. The qualitative data were narrated and triangulated with the information obtained through questionnaire and interview. The major findings of the study revealed that: employees low job satisfaction, lack of interest on their professional area, low salary payment as comparing to other sectors and low status of teachers and supportive staff having in the community. Giving allowance for additional works, recognizing higher achiever employees, creating conducive atmosphere, and opportunities to employee to express their own feeling freely implementation were not practiced in the study area to retain employees in the schools. Lack of giving skill recognition, unsuitable school climate, lack of trained supervisor and leaders, low access of training are the major challenges that faced employees. From the finding it is possible to conclude that the current motivation level of employees found to be low to retain employees, fringe benefits and work condition motivation were not practiced. Regional Bureau and Zone Education Office should design the way in which employees gain additional benefit from his/her profession through overtime payment and giving development chance. In addition, Regional Education Bureau and Zone Education Office should prepare a guideline in which equally qualified candidates paid similarly although they work in different sectors. School leaders should encourage, treat equally and reward active participants and cooperation and recognized the best achievers are major issues that are recommended by the researcher.*

# 1. INTRODUCTION

This section presents background of the study, statement of the problems, research questions, objectives of the study, significance of the study, delimitation of the study, limitation of the study, operational definition of key terms and organization of the study.

## 1.1. Background of the study

Education is the basic instrument and primary tool for nation development. It has been called the high technology blueprint for a growing economy. The driving forces and technological changes as seen at global, national and local levels felt in the area of higher education (Cynthia and Shoemaker, 1998). To achieve this; there should be a satisfied work force in the sector. Employees who have high level of job satisfaction commit their time, energy and efforts to work which result in high productivity (Scott, 2004). Job satisfaction is a most interesting field for many researchers to study work attitude and feelings that people have about their jobs.

Motivation can be defined as the willingness to exert high level of efforts organizational objectives and goals. The term motivation refers to goal directed behavior. Motivating employee at work place is one of the important assets of an organization. This is Motivation techniques such as salary increment, incentives, education opportunity, good working atmosphere, appreciation, healthy and safety environment are some of the common aspects that motivate employee at work. Employee motivation helps to enhance the performance of employee in secondary school to work as a system. There are organizational and personal motivation techniques which are important for organization as they help to motivate who are well integrated in the school culture (Kovach, 1995).

According to Antomioni (1999), the amount of effort people are willing to put in their work depends on the degree to which they feel their motivational needs will be satisfied. On the other hand, individuals become de-motivated if they feel something in the organization prevents them from attaining good outcomes. Generally, schools will not operate smoothly and cannot achieve their objectives and goals if the employee is not satisfied in their job.

Human capital has long been held to be a critical resource in most firms. One of the important and effective components of human resource management is the employee's motivation or, in other words, maintaining an effective workforce. Ololube (2005) defined motivation as an internal arousal, which directs and maintains achieving set goal. These definitions have not only stated the meaning of motivation, but made inputs on the role of motivation to the worker. There are numerous motivation factors identified such as, "reward, promotion, recognition from managers, challenging work, good working conditions, good work schedules, job security (Chiang and Canter, 2008).

To be able to keep up with the competitive market, firms have to devise a way to increase their manpower productivity. The corporate world is constantly seeking innovative ways to motivate their employees to be effective units of the organizations, to retain good employees and to reduce turnovers that interrupt workflow and production. Richardson (2000) countered this statement by asserting that there is no evidence to support the idea that recognizing good performance can be done only, or even best, through performance-related pay.

Talented workers ( employees) who have competencies that are critical for the survival of an organization are difficult to retain because they often attach more importance to their own career path than organizational loyalty, which in turn can result in voluntary turnover (De Vos and Meganck, 2009). Similarly, Schuler and Jackson (2006) define retention as everything an employer does to encourage qualified and productive employees to continue working for the organization. According to Mayfield and Mayfield (2008) retention of valuable employees is one of the most significant issues confronting leaders.

Retention of talented employees by employers is imperative because the organization's competitive advantage is often dependent on the specialized knowledge and skills possessed by these employees (Schreuder and Theron, 2001). Given the mobility nature of talented employees, retaining them becomes a matter of concern to employers since, in the view of Buckingham (2000), their leaving means a loss to the organization of its intellectual capital or intangible assets. The major goal of retention is to prevent the loss of competent employees from the organization as this could have adverse effect on productivity and

service delivery. However, retention of high performing employees has become more challenging for managers as this category of employees frequently move from one job to another as they are being attracted by more than one organization at a time.

Therefore, this study was designed to assess the employee motivation and retention in North Shoa Zone secondary schools and to suggest strategies of minimizing dissatisfaction by examining and analyzing the factors.

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

Educational system is helpful in citizen preparation when the components of the educational systems are in good conditions. As Naylor (1999) stated, several components of the educational system: viable functional productivity, maintenance of satisfied employee as well as committed and motivated teaching force in the system are crucial.

According to Spector (2003) a variety of factors motivate people at work, some are motivated with tangible, such as money, and others are motivated with intangible, such as a sense of achievement and recognition. Similarly, Ponn-kekanaet al.(2005), also raise out some of the reasons for employee turnover include lack of promotion, insufficient payment, work overload, opportunities for training and development, job insecurity and lack of recognition for good performance.

Internationally some studies have been conducted on employee motivation by different researchers, like Owusu (2012) conducted research on the effects of motivation on employee performance of commercial bank in Ghana and the researcher used salary, fringed benefits, promotion, and loans as motivational factors. Pessaran and Tavakoli (2011) conducted research on identifying the employees' motivation of Persian hotels in Tehran and the study used salary, security, working condition, status, achievement, recognition, growth and advancement, work itself and responsibility as motivational factors. But, both researchers did no bold out training, salary, job security, promotion, working condition, communication and reward as motivational factor. Michael (2008) conducted study on using motivational strategy as panacea for employee retention and turnover in both public and private sector

organizations in South Africa and the researchers used training and development, recognition, reward, a competitive salary package and job security as motivational factors.

In Ethiopia some studies were conducted like Gudisa (2012) on teachers work motivation and job satisfaction, Tizazu (2015) conducted research on: Employee motivation and its effect on employee retention. While they highly concentrated on external motivation, they did not touch well about internal motivation and factors for workers retention.

To the researcher's knowledge, no research has so far been conducted in response to problem of employee motivation and retention in the study area. Thus, the researcher was initiated to fill the gap of the study mentioned above, by investigating employee motivation and retention factors like reward, recognition, training and development, promotion, salary, security and working environment as positive and significant influence on employee retention. This study attempts to answer the following basic questions

### **1.3. Research Questions**

1. What is the level of employee motivation in secondary schools of North Shoa Zone?
2. What are the motivation techniques used in secondary schools of North Shoa Zone?
3. To what extent does staff motivation practice in terms of fringe benefits and working condition implemented to employee retention in secondary schools of North Shoa Zone?
4. What are the challenges that are inhibiting the human resource motivation practices in secondary schools of North Shoa Zone?
5. What motivation mechanisms can be used to minimize the challenges encountered by secondary schools of North Shoa Zone?

### **1.4. Objectives of the Study**

#### **1.4.1. General objective**

The general objective of this study was to assess employee motivation and retention in Secondary Schools of North Shoa Zone of Oromia Regional State.

### **1.4.2. Specific objectives**

Specifically, the study has the following objectives:

1. To determine the level of employee motivation in secondary schools of North Shoa Zone.
2. Identify the motivation techniques used in secondary school of North Shoa Zone.
3. Assess the extent that staff motivation practices in terms of fringe benefits and working condition implemented to employee retention in secondary schools of North Shoa.
4. Determine the challenges that affect employee motivation practices in secondary schools of North Shoa Zone.
5. State the possible motivation mechanisms that could be used to minimize the challenges encountered by secondary school of North Shoa Zone.

### **1.5. Significance of the Study**

The finding of the study would be beneficial to school leaders, WEO experts and Zonal Education Experts, Oromia Education Office experts and other managers who make decision in considering the existing problems as in put. It also provides new solutions and evidence for woreda education bureau on the usefulness of motivation and retention of productive workforce to achieve and maintain competitive advantage. Besides, it is also useful for Zonal Education Experts to identify the factors that affect the human resource motivation practices in secondary schools.

The findings will initiate the education office to retain employee in teaching profession; it helps government secondary schools to minimize employee turnover and design strategies for tackling the problems.

By focusing on the specific employee motivation and retention, the study might motivate future researchers to identify others factors that affect employee motivation and retention. Lastly, it will provide, at least, a basis for further studies related to employee motivation and retention in secondary schools.

## **1.6. Delimitation of the Study**

The study was delimited geographically to North Shoa Zone government secondary schools (9-10) which is found in Oromia regional state. There are 14 woredas in North Shoa Zone. Since the zone is very wide and difficult to include all woredas in the sample, the researcher selected seven woredas by using simple random sampling technique. The researcher selected nine secondary schools from the sample woredas of the zone using simple random sampling techniques in order to investigate employee motivation and retention in secondary schools of North Shoa Zone. Hence Abdisa Aga, Debretsige, Gerbe Guracha, Tullu Milky, Shambel AbebeBikila, Dagam, Gohatsiyon, Alemayo Atomsa and Fital secondary schools were selected as a sample. The subjects of study were teachers and ‘supportive staffs of secondary schools(diploma and degree holders). To get additional information principals were included in the study. Out of many aspects to be considered the employee motivation and retention. The variables addressed in this study were the existing status of employee motivation, motivation techniques used to motivate and retention employees, the status of employee motivation practices, the challenges faced in motivating and retaining employees and the possible motivation mechanisms that could be used to minimize the challenges encountered by secondary school of North Shoa Zone

## **1.7. Limitation of the Study**

Some of the principals were busy in engaging in various meeting and it was not easy to get them for an interview. However, by going to their office repeatedly the researcher attempted to make the study as complete as possible.

## **1.8. Operational Definitions of Key Terms**

**Employee:** According to this research, employee is supportive staff workers and teachers that employed and work at the selected secondary schools.

**Employee motivation:** - the willingness to exert high levels of effort toward organizational goals, conditioned by an effort to satisfy some individual need.

**Employee retention:** is a process in which the employees are encouraged to remain with the organization for the maximum period of time or until the completion of the project.

**Secondary school -** refers to school system established to offer secondary school education by public for grade 9 to 10

**Woreda-** is a division or area marked or developed for administrative purpose with defined authority and responsibility (proclamation No.7/1992) with estimated population size of about 100,000

## **1.9. Organization of the Thesis**

This research paper is organized into five chapters. The first chapter consists the introductory part of the study which includes background of the research, statement of the problem, significance, delimitation, limitation and operational definition of the study. The second chapter deals with review of literature pertinent to the research topic. The third chapter discussed about research methodology. The collected data from the subject of the study are carefully analyzed and interpreted under the fourth chapter. The fifth chapter summarizes the research and forward conclusion and recommendation on the findings of the study. Reference and appendix, which include questionnaire, interview format, and other related materials, are part of the thesis document.

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

This section systematically discuss the conceptual frame work and major variables like concept of motivation, forms of motivation, theoretical framework of motivation, employee retention, relation between employee motivation and retention, factors affecting retention and retention strategies.

### **2.1. Concept of Motivation**

The study of motivation is concerned with why people behave and think the way they do. Motivation is a highly complex concept that influences and is influenced by a large number of factors in the organizational environment (Porter and Steers, 1991). A number of definitions for motivation are presented in the literature. Mathias and Jackson (2000) look at motivation as the complex forces, drives, needs, tension states or other mechanisms that start and maintain voluntary activity directed towards the achievement of personal goals. Meshane and Glinow (2005) define motivation as a set of independent and dependent relationships that explains the direction, amplitude and persistence of an individual's behavior holding constant the effects of aptitude, skills, understanding of a task and the constraints operating in the work environment.

Motivation as the concept has been variously defined by different authors. Armstrong (2006) defines motivation as a motive or reason for doing something; it is concerned with the factors that influence people to behave in a certain way. According to Long (2012), motivation implies a state of readiness or eagerness to change, which may fluctuate from one time or situation to another. Thus, from the above definitions, it can be said that to be motivated means to be moved to do something. A person who feels activated to do something is regarded to be motivated while a person who has no inspiration to act on something is considered not to be motivated. To say that managers or employers motivate their employees, means that they do things which make employees feel satisfied and as a result inspired to unleash the best of their effort and commitment to an organization.

Motivation plays a great role because it is critical for the achievement of organization goals

and to bring better performance. The major importance of teachers' motivation is to achieve successfully the organization or training goals. It is important to maintain the employee motivation in their performance, to enhance the employee motivation level of satisfaction, to make employee more creative, to attract and retain employee towards the organizational goals, to invite employee for rewards, and provide chance for promotion, to get opportunities of education, enhance their interest, commitment, self-confidence and persistence in their work place. Employees are expected to render a very high job performance. The manager should also understand that employee ability alone is not sufficient to achieve satisfactory outcomes but also employee have ability to achieve outcomes, but they must also be willing to expend effort to achieve the organizational goals (Sarkar, 2000).

## **2.2. Types of Motivation**

Motivation can be divided as positive and negative, intrinsic and extrinsic or financial and non financial motivation. There are different types of motivation in motivating teachers at work place. According to Sarkar (2000) motivation divided in to intrinsic and extrinsic motivation, financial and non financial motivation, positive and negative motivation.

### **2.2.1. Financial motivation**

Financial motivation directly or indirectly associated with money. The most important financial motivation is wage and salaries, Bonus, vacation pay, free medical service, refinement benefit and insurance are some of the other financial motivation (Leu, 2005).

### **2.2.2. Non-financial motivation**

Non-financial motivation is that motivation which is not associated with monetary rewards. Appreciation, praise, job rotation, delegation of authority, responsibility, participation, recognition and power are some of the example of non financial motivation (Deci and Ryan,2005).

### **2.2.3. Intrinsic motivation**

Intrinsic motivation is available at the time of performance of work. These motivations provide a satisfaction during the performance of the work. Praise recognition power, delegation power, delegation of authority and responsibility, competition and participation in the decision making process are some of the example of intrinsic motivation. Intrinsic rewards to their possibility, achievement, recognition and the work itself will have longer term and deeper impact on motivation (Sarkar, 2000).

### **2.2.4. Extrinsic motivation**

Extrinsic motivation concerned with external motivation which teachers enjoy pay promotion status, fringe benefits, etc. this type of motivation is available only after the completion of a job. Increases in wage the like are an example of extrinsic motivation (Fleet, 2001).

### **2.2.5. Positive motivation**

Positive motivation based on rewards. Positive motivation is a process of attempting to influence others to do your praise, through the possibility of gain or reward, appreciation, praise, participation in decision making process. Delegating of authority and responsibility are indicating methods of positive motivation (Sarkar, 2000).

### **2.2.6. Negative motivation**

Negative motivation based on force and fear. The teachers/workers feel dismissed, lay-off, pay cut, firing, etc. the negative motivation gives maximum benefits in the short run. Negative motivation results in disloyalty to the group as well as organization. When a certain personal qualities have been developed and become honesty, fairness, integrity, truthfulness, loyalty, stability, tolerability, openness to assume the responsibility and cooperative (Smith,1994).

## **2.3. Major Theories of Motivation**

Various theories address employee needs and have been advanced by a number of authors as of retention strategies in organizations. Most notable are; Equity theory, Expectancy theory Herzberg two-factor theory, and Human capital theory, all of which are relevant to this study.

### **2.3.1. Equity theory**

Robins and Coulter (2006), elaborated that employees perceive what they get from a job situation (outcome) in relation to what they put into it (inputs) and then compare their inputs – outcomes ratios with inputs – outcome of relevant others. If an employee perceives his/her ratio to be equal to those of relevant others, a state of equity exists. In other words, he/she perceives that his/her situation is fair – that justice prevails. However, if the ratio is unequal, in equity exists and he/she views his/herself as under-rewarded or over-rewarded. Whenever employees perceive inequity, they will act to correct the situation. The result might be higher or lower productivity, improved or reduced quality of output, increased absenteeism, or voluntary resignation.

Adams suggests that individuals form perceptions of fair balance by comparing their own situation with that of other ‘referents’ (reference points or examples, or relevant others) in the workplace (Okpara, 2006). The referent may be a co-worker, relative, neighbor, group of co-workers, or other professionals. The individuals compare the inputs they bring to the job in the form of skills, training, education, work-experience, time, and effort with the outcomes they receive in the form of pay, fringe benefits, status, opportunities for advancement, promotions, prestige, and anything else that the workers desire and receive from an organization, as compared to relevant other employees in the organization (Green, 2000).

Inputs, according to Miner (2005), include intelligence, health, job effort, and training. Outcomes include pay, intrinsic rewards, satisfying supervision, seniority benefits, and

Herzberg's dis-satisfiers. If people feel that their rewards-to-contributions ratios are fair, then, according to the Equity Theory, they are happy, and experience job satisfaction. They are then motivated to continue to maintain their current contributions. They also raise their contributions if they want their rewards to increase. However, if employees feel that their reward-to-contribution ratio is not equal to that of others, and that they are not fairly treated, they develop a sense of job dissatisfaction and inequity (Green, 2000).

Inequity is said to exist when the ratio of an individual's outcomes to inputs departs to a significant degree from the ratio perceived for the reference source. The feeling of inequity may arise when an individual's ratio of outcomes to inputs is either less than, or greater than the outcome-to-input ratio of relevant others (Mullins, 2005). This perceived inequity may result in dissatisfaction.

### **2.3.2. Expectancy theory**

Expectancy theory is widely used in turnover intentions (Vroom 1964). Basic to the idea of expectancy theory is the notion that people join organizations with expectations and if these expectations are met they will remain members of the organization (Daly et al, 2006). According to turnover and retentions, frameworks developed from this theory decisions to stay or leave an organization can be explained by examining relationships between structural, psychological, and environmental variables. Empirical studies (Johnsrud and Rosser, 2002; Zhou and Volkwein, 2004; Daly and Dee, 2006) employ the model of employee intent to stay that is grounded on expectancy theory which includes structural, psychological and environmental variables.

Structural variables include work environment, autonomy, communication, distributive justice and workload. Psychological variables include job satisfaction and organizational commitment and the environmental variables include availability of job opportunities. However, Sutherland (2004) established that job satisfaction and organizational commitment do not necessarily lead to loyalty, long defined as the intention to remain with the employer.

### **2.3.3. Herzberg Two-Factor theory**

Herzberg's (1959) two factor theory of job satisfaction and motivation has been widely used in job satisfaction circles. According to Hewstone and Stroebe (2001) Herzberg's two-factor theory holds that satisfaction and dissatisfaction are driven by different factors. Satisfaction is influenced by motivational factors whilst dissatisfaction is influenced by hygiene factors. Motivating factors are those aspects of the job that make people want to perform well and provide them with satisfaction. For example, achievement, personal growth, recognition and, work itself, responsibility. The motivating factors are considered to be intrinsic to the job as individuals may have a degree of control over them. Hygiene factors include aspects of the job that are extrinsic to the individual such as remuneration, policies, supervisory practices and other working conditions. According to the two-factor theory hygiene factors are the non task characteristics of the job that create dissatisfaction. They are also referred to as extrinsic factors because the individual does not have control over them.

Motivators or intrinsic (satisfier) factors are related to the actual performance of the work, or the content of the job. The motivators are internal job factors that urge the employees to strive for better achievements, and lead to job satisfaction and higher motivation (Balkin, Cardy, and Gomez-Mejia, 2003). They are the factors that influence the perceptions or feelings of employees about themselves and their work, and motivate them to work harder or better.

Akyeampong and Bennell (2007) state that intrinsic motivators such as responsibility, the challenging nature of a job, and achievement are motivators that comes from within a person. Herzberg's two-factor theory has been linked to that of Maslow's hierarchy of needs theory. The theory suggests that Maslow's higher-order needs are similar to Herzberg's satisfier factors; and Maslow's lower-order needs are similar to Herzberg's hygiene factors (Ellsworth, Hawley, and Mau, 2008). According to Herzberg, et al., (1959), motivation factors are internal factors that are associated with higher-order needs, and include the opportunity to achieve in the job, recognition of accomplishment, challenging work and growth options, responsibility in the job, and the work itself-if the work is interesting (Amos,

et al., 2008). The presence of intrinsic factors or motivators lead to job satisfaction, but their absence will not lead to job dissatisfaction (Perrachione, et al., 2008).

In the teaching profession, the intrinsic factors play a significant role in motivating individual's to join the profession (Jyoti and Sharma, 2006). If we want people to be encouraged, satisfied, and motivated about their jobs, Herzberg, et al. (1959) claimed, the emphasis should be on factors associated with the nature of the work, or with outcomes directly derived from the work, such as work itself, for personal growth, recognition, responsibility and achievement. Thus, satisfaction with the intrinsic aspects of the job is long-lived and, therefore, enables teachers to sustain their motivation over a long period of time.

Herzberg uses the term hygiene for extrinsic factors that are associated with lower-order needs, and include organizational policy and administration, supervision, interpersonal relations with peers and supervisors, working conditions, status, job security, and salary (Amos, et al., 2008; Bogler, 2001; Ellsworth, et al., 2008). The extrinsic job characteristics reflect outcomes generated by performing the job, and are concerned with the context or environment in which the job has to be performed (Furnham, 2005).

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

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

## **2.4. Employee Retention**

Sustention of workers within an organization requires crafty move of its leaders particularly the loss of the efficient experts is liability to an organization (Chaminade, 2006). Some people view employee retention as the result of the implementation of policies and processes that assist employees to remain with the company because of the provision of a work environment that meets their needs (Baer, Fagin and Gordon, 1996). The retention of talented employees is an advantage to an organization because employees' knowledge and skills are central to a company's ability to be economically competitive (Kyndt, et al., 2009). Employee retention becomes increasingly important to organizations because periodic labour shortages can reduce the availability of high performing employees (Jones and Skarlicki, 2003) thus, workers are searching for better employment opportunities, and firms are seeking to improve the productivity of their workforce (Leeves, 2000). However, there are challenges in attempting to retain employees (Barney, 1991).

Organizations are more worried about retention of their employees because intent to leave is disappointing for both employees and employers. According to Lockwood and Ansari (1999), organizations have to tolerate the cost of hiring, and the cost of losing, their employees; therefore, organizations try to keep their existing staff. In fact, this retention of employees and their appreciated skills helps the organization to preserve their investment of employee raining, which causes lower loss of human capital and yields higher retention (Acton and Golden, 2003). Employee retention is the main aim and the major concern for most organizations (Deckop, Konrad, Perlmutter, and Freely, 2006).

## **2.5. The Relation between Employee Motivation and Retention**

There are many issues related to the effectiveness of employee retention within the human resource management field. With the development of the knowledge economy, employee motivation has already become an important tool to retain employees. Bartol and Martin (1998) discuss the causal relationship between employee retention and motivation. These authors believe that motivation is a power that energizes employee's behavior, satisfies their

needs and retains employees at their workplace. Luard (2005) states that motivation serves are an important function in retaining employees and improving their productivity.

Lawler and Jenkins (1992) claim that to maximize retention means maximizing the number of employees who want to stay in your organization rather than those who choose to leave your organization. The analysis and research of staff incentives is important for improving business productivity and organizational competitiveness. There are many ways to implement employee motivation and one of the most important and easy ways to motivate employees is remuneration. Also remuneration management is an important activity of human resource management.

Motivation is the core and objective of management (Chen, et al., 1997). Incentive remuneration is an effective way to motivate employees which is widely used by many organizations. Rational and effective remuneration system can effectively motivate employees' enthusiasm, initiative, and reward the desired employee behaviors, stimulate the employees to play the best potential for organizations to create greater value, thus achieving the purpose of retaining employees.

Gomez-Mejia, Balkin and Cardy (2001) claim that if organization puts employee retention on their business strategic objectives, then it is impossible to compensate employees lower than the market rates. Compensation can be used as an important means for motivating employees' high performance and to reinforce organizational effectiveness (Dutta and Kleiner, 2000). Phillips and Connell (2003) believe that the meaning of compensation is much more than the labor income, which to some extent represents the value of employees' contribution, indicates organizational recognition for employees, and even personal capability and career development prospects.

Compensation management is the prerequisite to maintain a business relationship between the employer and employees. Bergmann and Scarpello (2001) believe that the nature of business is to keep employees through signing the employment contract in order to establish a contractual relationship. Effective compensation management ensures the survival and development of both organization and employees, and is a necessary requirement to fulfill

the labour contract. Incentive' function is the core function and most important goal of compensation management.

## **2.6. Factors Affecting Employee Retention**

As Wheelhouse (1989) argues “there are some factors which are basic to the workers performance and are not effective motivators in themselves but if these factors are neglected by managers it will have negative impact on motivation”. Different categorize affecting employee motivation in different ways.

Some of them are: as financial and non- financial factors, others based on the characteristics like personal, work and organizational characteristics. Gudisa (2012) citing Tizazu (2015), organizational management uses financial and non-financial motivation to motivate its employees.

The independent variables that are critically examined in this study are recognition, opportunities, communication, superior –subordinate relationship, training, and development, learning and working climate, leadership and compensation. Taking this, the following hypotheses were driven.

### **2.6.1. Recognition**

Taking the time to acknowledge a job well done can increase the likelihood of employee satisfaction/motivation may result when an individual knows they are responsible for the outcome of their work. Providing recognition of personal job accomplishments is an effective retention strategy for employees at any age (Yazinski, 2009). Studies indicate fulfilling peoples need for acceptance by acknowledging individual work accomplishments prolongs employment of employees (Redington, 2007).

Glen (2006) states that organizational benefits of personal recognition are priceless, yet statistics supports that the impact of verbal praise has the ability to enhance company loyalty, motivation, and perseverance at no extra charge. Individual recognition is restricted

by age, and motivates positive behavior, ethics, teamwork, confidence, and growth in all employees (Redington, 2007).

### **2.6.2 .Opportunities**

It is suggested that the organization that wants to strengthen its bond with its employees must invest in the development of these employees (Hsu, Jiang, Klein and Tang, 2003; Steel et al, 2002; Woodruffe, 1999). This does not only involves the creation of opportunities for promotion within the organization but also opportunities for training and skill development that allow employees to enhance their employability on the internal and or external labor market (Butler and Waldrop, 2001).Owusu (2012) found that promotion has a positive effect on employee retention.

### **2.6.3. Communication**

Studies have indicated that effective communications improve employee identification with their agency and build openness and trust culture. Increasingly, organizations provide information on values, mission, strategies, competitive performance, and changes that may affect employees enthuse (Gopinath and Becker 2000; Levine 1995). Many organizations are working to provide information that employees want and need in better way of communication, through the most credible sources on a timely and consistent basis.

### **2.6.4. Superior-Subordinate relationship**

Coaching employees is valuable in helping them meet their goals, but it is also important for managers to simply show that they care. It is an intangible incentive that can make a big difference in employee motivation (Moses, 2000). Employee development programs cannot exist without a culture that supports them.

Any effective program must have strong support from people in senior management positions, and these people must also serve as positive role models to subordinates (Zenger, Ulrich, Smallwood, 2000). Managers and supervisors take on a new role when an organization gets into the business of employee development. They must become coaches to

help people manage their careers and support their development efforts. Managers at Sears actually go through a workshop called “Managing Career Development” to prepare them to work with employees under their career planning system (O’Herron and Simonsen, 1995).

### **2.6.5. Learning and working climate**

More specifically, the concept could be described by referring to: guidance and appreciation at work; pressure of work; the amount of empowerment and the responsibility that employees experience; choice in job tasks and development; provision of challenging and meaningful work; and advancement and development opportunities. Results from previous research show that the appreciative approach, operationalized through an appreciative learning and working environment, positively influences employee retention (Abrams, 2008 and Kynndt et al., 2009).

### **2.6.6. Distributive justice**

According to Price (2001) distributive justice is the extent to which rewards and punishments are related to job performance. Distributive justice is grounded on Adams (1965) equity theory which holds that employees bring inputs into the organization such as education, effort, experience among others and in return, expect to receive fair outcomes from the organization such as pay, promotions, accurate and timely feedback or recognition among others. Outcomes will be perceived to be just when the ratio of outcomes, for example, pay and promotions to inputs for example education and effort is perceived as equal across individuals (Daly *et al*, 2006). Perceptions of unfairness will lead to frustrations and resentment resulting in loss of productivity, loyalty and attachment to the organization or a decision to seek alternative employment elsewhere.

Distributive justice is not constrained to solely focusing upon employee rewards or favorable outcomes but is also concerned with punishment in a fair and just manner. Studies by Kipkebut (2010) found distributive justice to be a positive predictor of organizational commitment and job satisfaction, and a negative predictor of turnover intentions.

### **2.6.7. Training**

The availability for all employees having access to training and development programs is critical in facilitating organizational growth, particularly with performance and technological improvements (Boomer Authority ,2009) statistical evidence indicates job training is critical factor personal and professional development (United states Department of Education ,2006).

Research supports that both the organizational benefits and cost savings associated with training programs outweigh the initial cost it incurs (Prenda and Stahl, 2001). Research indicates training methods that engage workers with career challenges, advancement opportunities, work incentives, competitive wages/benefits, and supportive work environments are effective retention strategies for employees of any age (Eisen, 2005). Evidence supports the conclusion that access to regular training programs enhances growth prosperity and retention for both employees and employers (Amble, 2006).

### **2.6.8. Leadership**

Leadership has many definitions but no real consensus; essentially it is a relationship through which one person influences the behavior or actions of other people. One of the critical roles of management is to create a work environment that will endear the organization to employees. It also includes influencing these employees' decision to be committed and remain with the organization even when other job opportunities exist outside the organization (Michael, 2008).

Beardwell (2007) observes that the role of leadership and a supervisor is crucial in employee retention, and argues that employees leave managers not organizations. Employees are more likely to remain with an organization if they believe that their managers show interest and concern for them, if they know what is expected of them, if they are given a role that fits their capabilities and if they receive regular positive feedback and recognition. The quality of relationship an employee has with his or her immediate managers elongates employee stay in an organization.

### **2.6.9. Compensation**

Compensation plays significant role in attracting and retaining good employees especially those employees who give outstanding performance or unique skills which is indispensable to the organization because organizations invest amounts of money on their training and orientation. Some researchers argue that on the organization's side, competitive compensation package is the only strong commitment which also builds strong commitment to the workers side (Chiboiwaet *al.*, 2010).Michael (2008) found that competitive salary package is the most important motivational variable that contributes to retain employees in the organization.

However, the contribution of compensation towards retention, help in retention of employee irrespective of their skills and contribution to the organization, it is likely affect both turnovers desirable and undesirable. The large amount of compensation offered by other organizations also affects the turnover and it also creates the culture of excellence. According to Smith (2001) money brings the workers in the organization but not necessary to keep them. Many organizations implement very good employee's retention strategy without offering high compensation or pay based retention strategy. In such circumstances a wide number of factors seem to be successful in retention of employees so they should not be ignored.

### **2.7. Strategies of Enhancing Retention**

In order to develop a retention plan, several on- the- job and off- the- job factors must be considered according to Mitchell et al (2001).The leader must investigate these factors and select those which are the most applicable to the firm. There are a few key findings when developing a comprehensive retention plan. The organization leaders need to make strategic decision and determine whether turnover is a problem, conclude why people are leaving and arrange exit interviews made by outside consultants so the leaver does not fear retribution. After that, the organization should pay close attention to basic management practices, such as job satisfaction and organizational commitment. Gather feed-back of this data and prepare to make changes.

Bennel (2004) postulated the following strategies and actions that should be undertaken to minimize unnecessary employee turnover/retention: creating and sustaining fair relationships among employees that are considerate of procedural and distributive justice issues, providing a conducive working environment in at least the minimum facilities, providing a safe and secure work environment in which the employee does not feel threatened, providing opportunities for growth and career development, providing some incentive mechanism and improving socio-economic conditions by providing pay and benefits commensurate with other organizations. Improving government policies and dialoguing about the teaching profession.

There are also other important mechanisms which can be used to minimize teachers' turnover. Ingersoll (2002) asserted that improvement of the condition of the teaching job, such as increased support for school administrations, increased salaries, reduction of students' discipline problems and enhanced faculty input in school decision making would all contribute to a lower rate of turnover, in turn diminish school staff problems and hence ultimately aid the performance of schools. According to Temesgen (2005) teacher turnover would be minimized by improving security of the workplace and system of teacher transfer, scale of salary, enhancing administrative support and facilitating professional development. A good induction program must be implemented for newly employed teachers.

## **2.8 .Organization Policies**

Policies that are clear, fair and applied equally to all employees will decrease dissatisfaction. Therefore, fairness and clarity are important and can go a long way in improving employee attitudes (Parasad, 2007). According to Michael (2012) citing Boundless (2003) shared governance or participatory management enhances teachers' professional status and their ownership in the planning and operation of the school. They concluded that shared governance gives teachers a vested interest in school performance and also promotes harmony and trust among teachers.

## **2.9. Conceptual Framework of the Study**

In this study, efforts were made to identify factors influencing employee motivation and retention in

their work. Based on the different views of scholars the researcher classifies that extrinsic factors (leadership, distributive justice, superior –subordinate relationship, learning and working climate, compensation) and intrinsic factors (opportunities, training, and recognition) determine employee retention.

The conceptual framework of this study is presented in figure 1.

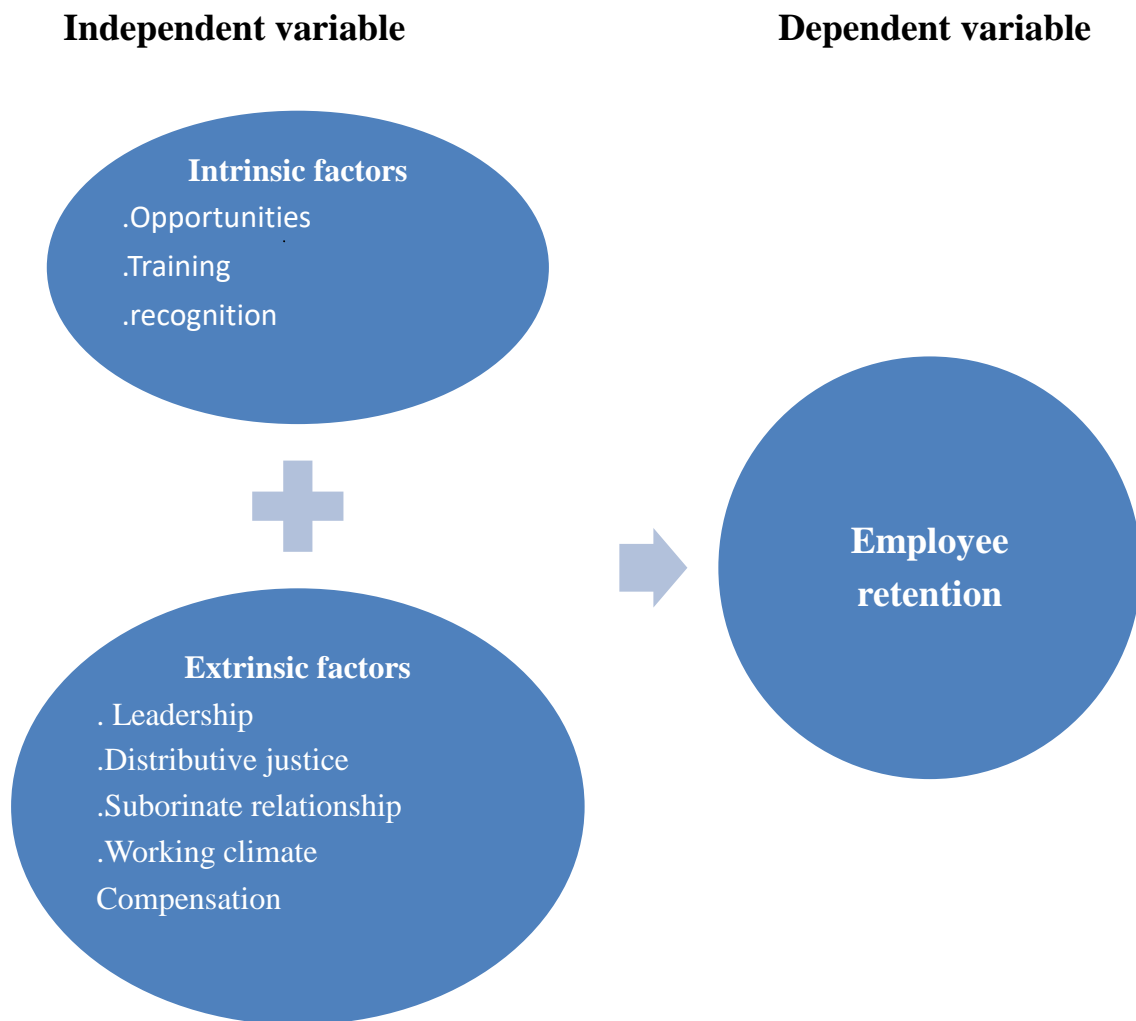


Figure 1: Conceptual frame work of the study

Source: Own design

### **3. RESEARCH DESIGN AND METHODOLOGY**

This part of the study deals with research design, sources of data, and instrument of data collection, sample population, sampling techniques, procedures of the study, and data analysis.

#### **3.1. Description of the Study Area**

North Shoa Zone is one of the northern zones of Oromia Regional State. It is located at 112 km from the north of Addis Ababa. Its capital city is Fiche. The Zone has three major topography divisions, such as Dega (42.18%), woinaadega (34.82%) and kola (23%). Currently, in the zone there are 14 woredas. This zone has 38 secondary schools according to the evidence of 2014/15 zonal reports. The Zone is slightly varies infrastructure and socio economic status. Based on the statistical report of 2014/5 population and housing census results, North Shoa Zone has a total population of 1,427,525 of whom 714,632 were men and 712,893 were women. (North Shoa Zone Finance and Economic Development Office and Education Office, 2014/5)

#### **3.2. Research Design**

This research is a descriptive survey research design which was used to collect both quantitative and qualitative data from a target population. This design was selected because it is hoped to get appropriate and an exact description of the current status of employee motivation in schools. Descriptive survey as Best and Kahn (2004) state, is widely applied in the discipline of social science when gathering detailed data or facts from large population. The study intended to describe the existing phenomena of employee motivation and retention in North Shoa secondary schools.

### **3.3. Sources of Data**

The sources of data for this research paper were obtained from teachers, supportive staff and school principals who were selected from the sample secondary schools of North Shoa Zone. Hence, the data source was basically a primary source.

### **3.4. Population, Sample and Sampling Techniques**

#### **3.4.1. Population**

North Shoa Zone comprises 14 woredas with 38 Governmental schools, 895 secondary schools teachers and 256 supportive staff(North Shoa Zone Education Office, 2015). The study involved seven woredas in the North Shoa Zone. In these seven woredas there were 16 public secondary schools (9-10). In the sample woreda there were 464 secondary school teachers and 117 secondary school supportive staffs. Since the study was conducted on 9 public secondary schools, the population of the study was included 352 teachers, 64 supportive staffs and 9 principals.

#### **3.4.2. Sample size and sampling techniques**

The sample was a sample of convenience and drawn from an accessible population (Gall, Gall and Borg, 2003). The sample consideration was providing more detail information as it deals with small number of units. Seven woredas were selected from the 14 woredas by using simple random sampling technique, since it is difficult to cover all areas of the zone and manage it properly.

In selected woredas there were 16 public secondary schools. Out of these, 9 public secondary schools were taken by using simple random sampling techniques. All of the 64 supportive staff, were taken by available sampling and out of 352 teachers in the sample, 141 (40%) were selected by using simple random sampling technique. In addition, since the zone has the same geographical location the sample weredas exactly represent all 14 weredas of the zone.

Table . Summary population, sample and sampling techniques

| Woreda                     | Selected Schools       | Respondents       |           |            |                        |            |           |            |          |            |
|----------------------------|------------------------|-------------------|-----------|------------|------------------------|------------|-----------|------------|----------|------------|
|                            |                        | Supportive staffs |           |            | Teachers               |            |           | Principals |          |            |
|                            |                        | P                 | S         | %          | P                      | S          | %         | P          | S        | %          |
| Jida                       | Sh/AbebeBikila         | 7                 | 7         | 100        | 24                     | 10         | 41.6      | 1          | 1        | 100        |
| Debrelibanos               | Debretsige             | 7                 | 7         | 100        | 30                     | 13         | 43.3      | 1          | 1        | 100        |
| Kuyu                       | G/Guracha              | 10                | 10        | 100        | 73                     | 29         | 40        | 1          | 1        | 100        |
|                            | AlemayoAtomsa          | 3                 | 3         | 100        | 22                     | 9          | 40        | 1          | 1        | 100        |
| Fitche                     | Abdisa Aga             | 11                | 11        | 100        | 68                     | 27         | 39.7      | 1          | 1        | 100        |
| Werejarso                  | Tullu Milky            | 5                 | 5         | 100        | 28                     | 11         | 40        | 1          | 1        | 100        |
|                            | Gohatsiyon             | 8                 | 8         | 100        | 39                     | 15         | 38.5      | 1          | 1        | 100        |
| Dagam                      | Dagama                 | 6                 | 6         | 100        | 40                     | 16         | 40        | 1          | 1        | 100        |
| Yaya Gulale                | Fital                  | 7                 | 7         | 100        | 28                     | 11         | 39.2      | 1          | 1        | 100        |
| <b>Total</b>               | <b>9</b>               | <b>64</b>         | <b>64</b> | <b>100</b> | <b>352</b>             | <b>141</b> | <b>40</b> | <b>9</b>   | <b>9</b> | <b>100</b> |
| Sample techniques employed | Simple random sampling | Available         |           |            | Simple random sampling |            |           | Available  |          |            |

P =Population, S =Sample and % = percent of sample selected

Sources of data: SZEO, 2015 G.C (2007 E.C)

### 3.5. Data Collection Instruments

#### 3.5.1. Questionnaire

The researcher prepared the questionnaire including both open- ended and closed-ended items for North Shoa Zone government school teachers and supportive staff. The questionnaire developed in English but for supportive staff through support of language teachers translated to local language (Afan Oromo) to make the idea clearer for the respondents. It has six parts and the level of agreement was on the five point Likert scale from strongly disagree to strongly agree of which 41 items were asked. This helped to gather general information regarding the employee motivation and retention in secondary schools.

The interpretation of mean value was considered as follows: 1 -1.7 strongly disagrees, 1.8–2.5 disagree, 2.6-3.3,Undecided, 3.4 – 4.1 agree and 4.2 - 4.9 strongly agree.

To make necessary corrections and modifications on the questionnaires, pilot testing was conducted and a final one is distributed to the respondents. A pilot test was carried out on one vice principal, ten supportive staff and 20 secondary school teachers of nearby governmental school namely, Muke Turi Secondary school that was selected by purposive sampling method out of the Zone. After the questionnaires had been filled and returned, each questionnaire was examined item by item and some modification was done on the existing status of employee motivation and major challenges that affect the human resource motivation. The reliability of the items was measured by using Cronbach Alpha method using SPSS 16.0 computer soft ware. Face validity of the questionnaire was ascertained from experts.

The questionnaires had five parts such as: The existing status of employee motivation and the result obtained (reliability test) =0.701, Part two, Motivation techniques,  $r=0.712$  and Part three, The motivational practices in secondary schools,  $r=0.754$ , part four, the major challenges that affect employee motivation,  $r=0.731$  and the last part, motivational mechanisms could be used to minimize the challenges encountered,  $r=0.754$ .

The variables showed an acceptable range of reliability and also the cronbach alpha obtained for all scales was consistent with previous studies. Basically, reliability coefficients of 0.7 or more are considered adequate. In order to secure, the validity of the items in the questionnaires and interview questions were checked and corrected by the experienced people on the field and advisors. Ambiguous and unclear statements were corrected.

### **3.5.2. Interview**

Quantitative form of Questionnaires was insufficient to provide all the necessary information about the employee motivation and retention in public secondary schools of North Shoa zone. As a result the researcher used semi-structured interviews to find aspiration of principal toward employee motivation and retention. Semi-structured interview was

conducted verbally in face to face interaction between the researcher and the respondents. Interviews permit more in-depth examination in which interview capture perceptions, opinions, and experiences of interviewees (Moser, 2007).

The interview contained similar idea with the contents of the questionnaire. For this purpose, interview guideline was prepared for a principal from each selected school to get in depth information about the employee motivation and retention. Interviews with participants was recorded, transcribed and analyzed to confirm credibility in the study, which included prolonged engagement in schools and member was checking to ensure the accuracy of data (McMillan and Schumacher, 2006).The purpose of interview was to triangulate the information obtained through questionnaire. Questions for interview was prepared in English language and translated to Afan Oromo during interview in order to avoid communication barriers.

### **3.6. Procedure of Data Gathering**

Four phases took place while data was collected from the respondents. At the first phase, the researcher submitted letter that obtained from Department of Educational Planning, Haramaya University to SZEO (for additional letters towards Woredas and School) for permission to get access to the setting. Then after communicated and discussed with the school principals and representative of education office of the woreda to describe the objectives and importance of the research and to get permission. Moreover the venue and convenient time to fill-out the questionnaire and interview were arranged. Second, after the agreement and appointed date demarked from the respondents, the researcher and representative of the schools assembled the respondents and gave orientation about the objectives of study and questionnaire at the appointed time and place. Thirdly, the researcher distributed the paper for the respondents and collected the questionnaire. Lastly interview was held with principals at the appointment time and place.

### **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. The quantitative raw data was coded, tabulated, and presented using table and interpreted By SPSS version 16.0. Moreover it was analyzed by mean, frequency, percentage, and t- test .The results obtained were analyzed and interpreted.

The qualitative data gathered from principals, teachers and supportive staff through questionnaire and interview analysis were presented qualitatively by reviewing the notes taken, narrating, interpreting and reflecting on the key point related to the study. The data collected by interview and from open ended questionnaires were transcribed, coded, categorized and narrated by triangulating with the information obtained through questionnaire. Eventually, the result obtained were summarized, concluded and recommended depending on the data analyzed.

### **3.8. Ethical Considerations**

Letter of Aproval to conduct the study was obtained from the Haramaya University; submitted to all concerned bodies to obtain their cooperation. All the study respondents informed in written consent to participate in the study. Furthermore, the study respondents were reassured of confidentiality; that no one would have opportunity to get access to the responses except the researcher and the information they provided would not be used for other purposes than academic purpose.

#### 4. RESULTS AND DISCUSSION

The study intended to assess the existing status of employee motivation, identify the motivation techniques used in secondary schools, assess the extent that staff motivation practices contribute to employee retention, determine the challenges that affect employee motivation practices and state the possible motivation mechanisms could be used to minimize the challenges encountered by secondary school of North Shoa Zone.

The study was involving seven woredas in the North Shoa Zone. In these seven woredas there were 16 public secondary schools (9-10). In the sample woreda there were 464 secondary school teachers and 117 secondary school supportive staffs. Since the study was conducted on 9 public secondary schools, the population of the study was included 352 teachers, 64 supportive staffs and 18 principals. In selected woredas there were 16 public secondary schools. Out of these, 9 public secondary schools were taken by using simple random sampling techniques. All of the 64 supportive staff, were taken by available sampling and out of 352 teachers in the sample, 141 (40%) were selected by using simple random sampling technique.

The researcher gathered data from nine general secondary schools of North Shoa zone. Namely: Sh/AbebeBikila, Debretsige, GarbaGuracha, AlemayoAtomsa, Abdisa Aga, Tullu Milky, Gohatsiyon, Dagama and Fital general secondary schools.

In order to gather information on this issue questionnaire was distributed to teachers and supportive staff. On the other hand secondary school principals were interviewed in order to triangulate the information obtained through questionnaire. A total of 205 questionnaires were prepared and distributed to 141 teachers and 64 supportive staff. Of these 195 (95%) were filled and returned. The numbers of unreturned questionnaires were insignificant and could not affect the results.

The chapter categorized into the following six general categories. These include: personal information of respondents, level of employee motivation and motivation techniques used in secondary schools. In addition, it is important to assess the extent that staff motivation

practices in terms of fringe benefits and working condition contribute to employee's retention and the challenges that affect employee's motivation practices in secondary schools. Finally, it comprises possible motivation mechanisms could be used to minimize the challenges encountered by secondary school of North Shoa Zone.

#### 4.1. Characteristic of the respondents

Table . Respondents profile (by sex, age, and qualification and work experience)

| No | Items            | Teachers |       | Supportive staff |       | Total |       |
|----|------------------|----------|-------|------------------|-------|-------|-------|
| 1  | Sex              | F        | %     | F                | %     | F     | %     |
|    | Male             | 112      | 83    | 39               | 65    | 151   | 77.4  |
|    | Female           | 23       | 17    | 21               | 35    | 44    | 22.6  |
|    | Total            | 135      | 100   | 60               | 100   | 195   | 100   |
| 2  | Age              | F        | %     | F                | %     | F     | %     |
|    | ≤25              | 33       | 18.23 | 8                | 23.53 | 41    | 19.10 |
|    | 26 – 30          | 63       | 34.81 | 12               | 35.30 | 75    | 34.88 |
|    | 31 – 35          | 21       | 11.60 | 3                | 8.82  | 24    | 11.16 |
|    | 36 – 40          | 15       | 8.30  | 2                | 5.88  | 17    | 7.91  |
|    | ≥41              | 49       | 27.07 | 9                | 26.47 | 58    | 26.98 |
|    |                  | 181      | 100   | 34               | 100   | 215   | 100   |
| 3  | Qualification    | F        | %     | F                | %     | F     | %     |
|    | Diploma          | 4        | 3     | 42               | 70    | 46    | 23.6  |
|    | BA/BSC/BED       | 128      | 94.8  | 18               | 30    | 146   | 74.9  |
|    | MA/MSc           | 3        | 2.2   | -                | -     | 3     | 1.5   |
|    | Total            | 135      | 100   | 60               | 100   | 195   | 100   |
| 4  | Experience years | F        | %     | F                | %     | F     | %     |
|    | 1 – 5            | 21       | 15.6  | 8                | 13.3  | 29    | 14.9  |
|    | 6 – 10           | 44       | 32.6  | 13               | 21.7  | 57    | 29.2  |
|    | 11 – 15          | 38       | 28.1  | 17               | 28.3  | 55    | 28.2  |
|    | 16 and above     | 32       | 23.7  | 22               | 36.7  | 54    | 27.7  |
|    | Total            | 135      |       | 60               |       | 195   |       |

F= Frequency of Respondents

As seen from table 2, 112 (83%) and 23 (17%) teachers were male and female respectively. and also 39 (65%) and 21 (35%) supportive staff were male and female respectively. This shows that majority of secondary school teachers and supportive staff was male dominated. On the other hand, all secondary school principals were male. This was also confirmed by SZEO second quarter report 2016, where (100%) principals were male. From this one can conclude that less attention had been given for women particularly in bringing them to secondary school teachers, supportive staff and principals. Therefore, authorized bodies need to revise their recruitment and selection procedures so as to consider gender issues.

Regarding table 2, items 2. majority of the teachers 63 (34.81%) who participated in the study were between the ages of 26 and 30 years, followed by 49 (27.07%) who are greater than or equal to 41 years, again followed by 33 (18.23%) were 25 and below, 21 (11.60%) were found between 31-35, and a small percentage (8.30%) between the ages of 36 and 40 years. Regarding supportive staff, majority 12 (35.30%) who were participated in the study were between the ages of 26 and 30 years, followed by 9 (26.47%) who were greater than or equal to 41 years, followed by 8 (23.53%) were 25 and below, 3 (8.82%) were found between 31-35, and a small percentage 2 (5.88%) between the ages of 36 and 40 years.

Generally, majority of 75 (34.88%) and 58 (26.98%) of respondents were at active working and experienced aged respectively. Besides this it can be stated that under normal conditions, they can express ideas related to the study consistently and with a good consideration.

Concerning teachers academic qualification; majority 128 (94.8%) were first degree holders and the rest 4 (2.96%) and 3 (2.2%) of the teachers were diploma and second degree holders respectively. In the interview made with school principals revealed that, there were no master holders principals in secondary schools. Though the education policy intended to put post graduates (qualified in school leaders or educational leadership) as secondary school principals, none of them were MA holders in the sample schools. Whereas, 42 (70%) of supportive staff were diploma holders and the rest are 18 (30 %) had first degree. The study included the identification of the teaching experience of respondents (teachers) who were part of the study. As to the experience of participants, majority of teachers 44 (32.6%) were 6 to 10 years and 38 (28.1%) were fall in 11-15 years teaching experience. In addition, 21

(15.6%) 32 (23.7%) teachers were engaged in teaching 1-5 years and 16 and above years respectively. Concerning supportive staff experience, 22 (36.7%) had experience of 16 and above years, followed by 13 (21.7%) and 17 (28.3%) were 6-10 and 11-15 years working experience respectively. Thus, 22 (36.7%) of supportive staff had long years of working experience and there were teachers with diversified teaching services. Therefore it was a good opportunity for the researcher to get adequate and pertinent information regarding the study.

## 4.2. The Level of Employee's Motivation in Secondary Schools

Table .The existing level of employee motivation

| N | Item  | Respondent | Rating Scale |      |    |      |    |      |    |      |    |      | Mean | t    | P     |
|---|---|------------|--------------|------|----|------|----|------|----|------|----|------|------|------|-------|
|   |   |            | VH           |      | H  |      | M  |      | L  |      | VL |      |      |      |       |
| o |   |            | F            | %    | F  | %    | F  | %    | F  | %    | F  | %    |      |      |       |
| 1 | The extent of your motivation towards your job  | Teachers   | 10           | 7.4  | 23 | 17   | 52 | 38.5 | 39 | 28.9 | 11 | 8.1  | 2.87 | 0.68 | 0.501 |
|   |   | S.staff    | 7            | 11.7 | 13 | 21.7 | 19 | 31.7 | 14 | 23.3 | 7  | 11.7 | 2.98 |      |       |
| 2 | The current level of employees motivation and job satisfaction  | Teachers   | 5            | 3.7  | 17 | 12.6 | 71 | 52.6 | 33 | 24.4 | 9  | 6.7  | 2.82 | 0.59 | 0.557 |
|   |   | S.staff    | 7            | 11.7 | 12 | 20   | 16 | 26.7 | 19 | 31.7 | 6  | 10   | 2.92 |      |       |
| 3 | The extent to which employees are given proper motivations at work place                                | Teachers   | 9            | 6.7  | 17 | 12.6 | 36 | 26.7 | 41 | 30.4 | 32 | 23.7 | 2.49 | 0.22 | 0.828 |
|   |   | S.staff    | 3            | 5    | 8  | 13.3 | 15 | 25   | 21 | 35   | 13 | 21.7 | 2.45 |      |       |
| 4 | The extent of employee satisfaction with the working conditions of their school                         | Teachers   | 9            | 6.7  | 13 | 9.6  | 37 | 27.4 | 47 | 34.8 | 29 | 21.5 | 2.45 | 1.84 | 0.069 |
|   |   | S.staff    | 5            | 8.3  | 9  | 15   | 18 | 30   | 23 | 38.3 | 5  | 8.3  | 2.77 |      |       |
| 5 | The extent of employees motivation in their profession area   | Teachers   | 11           | 8.1  | 20 | 14.8 | 26 | 19.3 | 45 | 33.3 | 33 | 24.4 | 2.49 | 1.33 | 0.184 |
|   |   | S.staff    | 6            | 10   | 9  | 15   | 12 | 20   | 29 | 48.3 | 4  | 6.7  | 2.73 |      |       |
| 6 | The level of relevant salary payment comparison to other organizations                                  | Teachers   | 2            | 1.5  | 5  | 3.7  | 10 | 7.4  | 61 | 45.2 | 57 | 42.2 | 1.80 | 4.70 | 0.000 |
|   |   | S.staff    | 3            | 5    | 7  | 11.7 | 14 | 23.3 | 27 | 45   | 9  | 15   | 2.47 |      |       |
| 7 | The extent of favorable working conditions in secondary schools as compare to those other organizations | Teachers   | 3            | 2.2  | 9  | 6.7  | 19 | 14.1 | 73 | 54.1 | 31 | 23   | 2.53 | 2.44 | 0.017 |
|   |   | S.staff    | 2            | 3.3  | 5  | 8.3  | 10 | 16.7 | 28 | 46.7 | 15 | 25   | 2.18 |      |       |

VH= very high, H=high, M=average, L= low and VL=very low, Agreement VH +H =H, M = average, L+VL = L,

degree of freedom =193. Level of agreement: 1-1.7=VL, 1.8-2.5=L, 2.6-3.3=M, 3.4-4.1=H and 4.2-5.0=VH

As indicated in table 3, item 1, respondents were asked level of their motivation toward to their job. In this respect, 52 (38.5%) teachers and 19 (31.7%) of supportive staff, totally 71 (36.4%) respondents confirmed that medium employee motivation towards their job. The mean value of teachers and supportive staff was 2.87 and 2.98 respectively. The t value also indicates that there was no statistically significant difference between supportive staff and teachers. This is because the calculated t value 0.68 is less than tabulated t value 1.97). This shows that the two groups of respondents have the same perception towards the medium level of employees' motivation towards their job low level of school leaders. Interview conducted with principals revealed that many teachers love their profession; because it is placing where productive and responsible citizens were produced.

In the same table item 2, respondents were asked the level of school employee motivation and job satisfaction. Accordingly, 71 (52.6%) teachers rated medium in the stated issue. Whereas, 25 (41.7%) of supportive staff respondents' have confirmed low and very low level of school employee motivation and job satisfaction. The t- test result indicates that there was no statistically significant difference between supportive staff and teachers because the calculated t value is lower than tabulated t value (the p-value 0.557 greater than 0.05). This indicates that the respondents have the same views on the item. Furthermore, the interview conducted with principals revealed that schools teachers and supportive staff have low job satisfaction because of no allowance or payment for extra work.

With regard to item 3, 73 (54.1%) teachers and 34 (56.7%) supportive staff respondents were answered low proper motivation of employees at their working place. The t test confirmed that at 0.05 level of significant the p value is 0.828, which implies that there was no statistically significant difference between the two groups of respondents. The two respondents groups' the same perception on proper motivation of employee at their working place. Interview conducted with principals revealed that the employees' proper motivation at work place is found to be low due to low budget allocation and lack of attention to schools.

With regard to employees' satisfaction with the working conditions of their schools(item 4)76 (56.3%) teachers and 28 (46.7%) supportive staff rated low satisfaction of employees with

their working conditions. The t test result confirmed that at 0.05 level of significance the p value is 0.069 for the identified item, which shows that there was no statistically significant difference between teachers and supportive staff respondents. This indicates that the respondent groups have the same perception regarding employees' satisfaction with the working conditions of their schools.

As item 5 of table 3 indicates, 78 (57.7%) teachers and 33(55%) supportive staff, totally 111 (56.62%) indicated that they low and very low level of employee motivation in their profession area. The t test result confirmed that at 0.05 level of significant the p value was 0.184, which shows that there was no statistically significant difference between the teachers and supportive staff respondents. It can be concluded as majority of teachers confirm employee motivation in their profession area is found at low level. Interview response from principals reflect that,

*“Teachers were not happy in their professional area being they are teachers even though imparting knowledge to others is interesting. This is because of different reasons. These are the salary of teachers are not comparable to their work. Even if two persons have the same qualification, the one employed as a teacher and supportive staff has lower salary per month than the one who was employed as others sectors. The other reason is that, teachers have low status of life and low respect was given to them from students as well as community. Due to these reasons teachers need to change their profession if they got the chance to do so.”*

Thus, most teachers were not satisfied and motivated to stay as teacher. The low economic status and low recognition and respect given to them make hate their profession and think their profession was not important. So, teachers and supportive staff have low employee motivation in their professional area.

Regarding item 6, 118 (87.4%) of teachers and 36 (60%) supportive staff rated low and very low on the level of relevant salary payment comparison to other organizations. The mean value of teachers and supportive staff were 1.80 and 2.47 respectively. The t-test result confirmed that at 0.05 level of significance the p value was 0.00, which shows that there was

statistically significant difference between teachers and supportive staff. This is because the p-value 0.000 is less than 0.05. This indicates that the respondent groups have different perception regarding the level of relevant salary payment comparison to other organizations.

Concerning item 7 the extent of working conditions in secondary schools as compare to others organizations. In this case, 104 (77%) teachers and 43 (71.7%) supportive staff totally 147 (75.4%) respondents asserted low level of working conditions as compared to others organizations. The mean value of teachers and supportive staff were 2.53 and 2.18 respectively. The t- test result also identified that at 0.05 level of significance the p value was 0.017, which indicates that there was statistically significant difference between teachers and supportive staff. This is because 0.05 is higher than p value 0.017. This indicates that more teachers believe low favorable working condition in secondary schools as compare to others organizations.

The current findings showed“ staff have low motivation because of improper motivation in their schools”. This was because of low job satisfaction, unfilled individual interest, lack of interest on their professional area, low salary payment as comparing to others sectors and low status of teachers and supportive staff having in the community.

### 4.3. Motivation Techniques

Table .Motivation techniques applied in the target school

| N | Items  | Responde<br>nt | Rating Scale |     |    |      |    |      |    |      | Mean | t    | P    |      |       |
|---|--|----------------|--------------|-----|----|------|----|------|----|------|------|------|------|------|-------|
|   |  |                | SA           |     | A  |      | N  |      | D  |      |      |      |      | SD   |       |
| o |  |                | F            | %   | F  | %    | F  | %    | F  | %    | F    | %    |      |      |       |
| 1 | Financial rewards  | Teachers       | 2            | 1.5 | 7  | 5.2  | 21 | 15.6 | 58 | 43   | 47   | 34.8 | 1.96 | 0.90 | 0.369 |
|   |  | S.staff        | 1            | 1.7 | 4  | 6.7  | 9  | 15   | 31 | 51.7 | 15   | 25   | 2.08 |      |       |
| 2 | Education opportunity  | Teachers       | 3            | 2.2 | 13 | 9.6  | 61 | 45.2 | 38 | 28.1 | 20   | 14.8 | 2.56 | 2.58 | 0.011 |
|   |  | S.staff        | 1            | 1.7 | 5  | 8.3  | 9  | 15   | 35 | 58.3 | 10   | 16.7 | 2.20 |      |       |
| 3 | Promotion practices  | Teachers       | 1            | 0.7 | 5  | 3.7  | 17 | 12.6 | 69 | 51.1 | 43   | 31.9 | 1.90 | 0.99 | 0.325 |
|   |  | S.staff        | -            | -   | 2  | 3.3  | 6  | 10   | 29 | 48.3 | 23   | 38.3 | 1.78 |      |       |
| 4 | Appreciation of higher<br>achiever employees in their<br>schools | Teachers       | 5            | 3.7 | 12 | 8.9  | 27 | 20   | 51 | 37.9 | 40   | 29.6 | 2.19 | 1.37 | 0.172 |
|   |  | S.staff        | 2            | 3.3 | 8  | 13.3 | 13 | 21.7 | 27 | 45   | 10   | 16.7 | 2.42 |      |       |
| 5 | Healthy and safety working<br>environment                        | Teachers       | 9            | 6.7 | 17 | 12.6 | 33 | 24.4 | 51 | 37.8 | 25   | 18.5 | 2.51 | 1.82 | 0.072 |
|   |  | S.staff        | 5            | 8.3 | 13 | 21.7 | 16 | 26.7 | 19 | 31.7 | 7    | 11.7 | 2.83 |      |       |
| 6 | Recognition  | Teachers       | 3            | 2.2 | 9  | 6.7  | 18 | 12.6 | 67 | 49.6 | 38   | 28.1 | 2.05 | 1.28 | 0.203 |
|   |  | S.staff        | 2            | 3.3 | 6  | 10   | 12 | 20.2 | 25 | 41.7 | 15   | 25   | 2.25 |      |       |
| 7 | Opportunity of getting short-<br>term training                   | Teachers       | 3            | 2.2 | 5  | 3.7  | 13 | 9.6  | 71 | 52.6 | 43   | 31.9 | 1.92 | 1.37 | 0.174 |
|   |  | S.staff        | 2            | 3.3 | 4  | 6.7  | 9  | 15   | 29 | 48.3 | 16   | 26.7 | 2.12 |      |       |

SA= strongly agree, A=agree,UD =undecided, D=Disagree SD=strongly disagree

Level of agreement: 1-1.7=SD, 1.8-2.5=D, 2.6-3.3=M, 3.4-4.1=A and 4.2-5.0=SA

To achieve the desired goals of employee motivation in secondary schools financial rewards, education opportunity, promotion, appreciation for higher achievers, healthy and safe working environment, recognition and giving short term training are crucial.

Therefore, this section is aimed to identify how motivational techniques are applicable in the secondary schools of North Showa Zone by giving financial rewards, educational opportunity, promotion, appreciation, recognition, healthy and safety working environment and practicing short training to their employees.

From the table 4 item 1, 105 (77.8%) teachers and 46 (76.7%) supportive staff disagreed that financial rewards are applicable in their schools to motivate their employees. Majority of respondents rated with the mean values of teachers and supportive staff 1.96 and 2.08 respectively. The t test result identified that at 0.05 level of significance the p value was 0.369, which shows that there was no statistically significant difference between teachers and supportive staff. This indicates that, the respondents have the same perception on the items. Interviews conducted with principals confirmed that there were no financial rewards for hard workers employees in many schools.

According to equity theory, the perception and not facts influence motivation (George, 1996). When the reward is not contingent to the work performance the person-performing better would reduce the work to restore equity, if he was thinking his performance and the reward given to him are not equal. As that of expectancy theory (George, 1996), teachers accept a job and try to innovate things expecting that incentive was offered to them. But if there are no such things it would reduce motivation to do more.

Regarding item 2, requesting whether education opportunity was offered to motivate employees, 61 (45.2%) teacher's responded undecided. The supportive staff ranked the same item as disagree 35 (58.3%) or 10 (16.7%) strongly disagree. The mean value of teachers and supportive staff were 2.56 and 2.20 respectively. As t test result indicated p value 0.011 is less than 0.05 which indicates that there was statistically significant difference between the respondent's responses. This indicates more supportive staff disagreed on the issue that education opportunity was offered to motivate employees.

Further interview conducted with principals confirmed that giving education opportunity for teachers improved from time to time, in order to upgrade their education and salary, but, it is not applicable for supportive staffs.

Amble (2006) suggested that, access to regular education opportunity enhances growth and prosperity and employee retention for both employee and organization. But against this, the North Shoa Zone respondents responded undecided/disagreed on the item which states regular education opportunity is provided to upgrade their qualification.

From the table 4 item 3, 69 (51.1%) teachers and 29 (48.3%) supportive staff disagreed on promotion practices as techniques to motivate employees in their schools. The t test results confirmed that at 0.05 level of significance level the p value was 0.325, which shows that there was no statistically significant difference between teachers and supportive staff because the p value 0.325 is greater than  $\alpha$  0.05. This indicates that, the respondents disagreed on promotion practices as a technique to motivate employees in their schools. Most of interviewee replied that promotions are given for teachers with in the required time, however, it is very limited, but this does not include supportive staffs.

Regarding item 4, 51 (37.9%) teachers and 27(45%) supportive staff disagreed on appreciation of higher achiever employees in their schools. The t test result also confirmed that at 0.05 level of significance the p value was 0.172, which indicates that there was no statistically significant difference between the respondents. This means the two respondent groups have same views on the given item.

From the above description, it can be deduced that appreciation of higher achiever teachers and supportive staffs disagreed in the many schools. If teachers and supportive staffs were not appreciated properly contingent on their performance and free to choose his/her own method of teaching the result is not good. Such situations lead to demoralized teachers and supportive staff. This will in turn affect the efficiency of the students and increase turnover of employees from their jobs.

From the table 4 item 5,84 (62.2%) teachers and 35 (58.3%) supportive staff disagreed or

or responded undecided on the item which states healthy and safe working environment motivation techniques were practiced in their schools. The t test results also confirmed that at 0.05 level of significance the p value was 0.072, which shows that there was no statistically significant difference between teachers and supportive staff. This is because the p value 0.072 is greater than 0.05. This indicates that, the respondents disagreed/undecided on healthy and safe working environment motivation techniques were practiced in their schools. From the above description, it can be deduced that the work situation of teachers in the school environment was not safe for teaching and learning.

In relation to item 6, 105 (77.8%) teachers and 40 (66.7%) supportive staff disagreed/strongly disagreed concerning giving recognition for employees in their schools. The mean value of teachers and supportive staff were 2.05 and 2.25 respectively. The t test result confirms that at 0.05 level of significance the p value is 0.203, shows that there was no statistically significant difference between teachers and supportive staff. This is because the p value 0.203 is greater than 0.05. This indicates that, the respondents have the same perception on the given item.

In relation to item 7, 114 (84.4%) teachers and 45 (75%) supportive staff disagreed/strongly disagreed on the availability of opportunity of getting short term training for teachers and supportive staff in the schools. The mean value of teachers and supportive staff were 1.92 and 2.12 respectively. The t test result identified that at 0.05 level of significance the p value is 0.174, which shows that there was no statistically significant difference between teachers and supportive staff. This is because the p value 0.174 is greater than 0.05. This indicates that, the respondents confirmed the availability of regular short term training opportunity in the schools for teachers and supportive staff.

As interview conducted with principals indicated the extent of providing professional support in enhancing instructional activities especially in giving short term training regularly, coordinating experience-sharing, scale up good practices in the schools and conducting panel discussion regularly for teachers and supportive staff were found at the grass root.

Considering training, (Meles, 2011) stated that what teachers need to now are effective peer training school communities on line and take face to face so that the professional learner

together. However, the analysis of the data on opportunity of getting short term training for teachers and supportive staff revealed the opposite.

Thus, from the above discussion it is possible to conclude that, the motivation techniques such as financial rewards, education opportunity, promotion practices, appreciation of higher achievers, creating healthy and safety working environment, giving recognition and giving sustainable short term training for teachers and supportive staff dissatisfying applicable in the North Shoa Zone of Secondary Schools.

#### 4.4. Methods of Motivating Teachers and Supportive Staff contributions in the School

Table .The fringe benefits in sample secondary schools

| No            | Item  | Responde<br>nts | Scales |     |    |     |    |      |    |      |    |             | Mean | t     | P     |
|---------------|---|-----------------|--------|-----|----|-----|----|------|----|------|----|-------------|------|-------|-------|
|               |   |                 | SA     |     | A  |     | N  |      | D  |      | SD |             |      |       |       |
|               |   |                 | F      | %   | F  | %   | F  | %    | F  | %    | F  | %           |      |       |       |
| 1             | Employee is given allowances for additional responsibilities at school                      | Teachers        | 6      | 4.4 | 9  | 6.7 | 34 | 25.2 | 41 | 30.4 | 45 | 33.3        | 2.19 | 0.090 | 0.929 |
|               |   | Sup.staff       | 2      | 3.3 | 5  | 8.3 | 11 | 18.3 | 27 | 45   | 15 | 25          | 2.20 |       |       |
| 2             | The school administration make sure that employee is recognized for well work               | Teachers        | 1      | 0.7 | 4  | 3   | 9  | 6.7  | 39 | 28.9 | 82 | 60.7        | 1.83 | 1.91  | 0.585 |
|               |   | Sup.staff       | -      | -   | 2  | 3.3 | 6  | 10   | 15 | 25   | 37 | 61.7        | 1.55 |       |       |
| 3             | There are always occasions where employees are praised/ appreciated for the work well done. | Teachers        | 6      | 4.4 | 13 | 9.6 | 23 | 17   | 68 | 50.4 | 25 | 18.5        | 2.31 | 0.63  | 0.531 |
|               |   | Sup.staff       | 3      | 5   | 8  | 13  | 14 | 23.3 | 21 | 3.5  | 14 | 23.3        | 2.42 |       |       |
| 4             | Allowances are given to employees promptly.   | Teachers        | 3      | 2.2 | 10 | 7.4 | 19 | 14   | 61 | 45.2 | 42 | 31.1        | 2.04 | 0.37  | 0.711 |
|               |   | Sup.staff       | 1      | 1.7 | 5  | 8.3 | 9  | 15   | 29 | 48.3 | 16 | 26.7        | 2.10 |       |       |
| 5             | Employees' moral and commitment improved as a result of recognition given at work.          | Teachers        | 4      | 3   | 6  | 4.4 | 11 | 8.1  | 65 | 48.1 | 49 | 36.3        | 1.90 | 0.41  | 0.889 |
|               |   | Sup.staff       | 1      | 1.6 | 3  | 5   | 8  | 13.3 | 26 | 43.3 | 22 | 36.7        | 1.92 |       |       |
| Combined mean |   |                 |        |     |    |     |    |      |    |      |    | <b>2.05</b> |      |       |       |

SA= strongly agree, A=agree,UD =undecided, D=Disagree SD=strongly disagree, agreement SA +A =A,UN =undecided,D +SD =D

Level of agreement: 1-1.7=SD, 1.8-2.5=D, 2.6-3.3=M, 3.4-4.1=A and 4.2-5.0=SA

As indicated in table 5, item 1-5 show data obtained from respondents in attempt to identify the motivational practice in terms of fringe benefits given for employees in secondary schools of North Shoa Zone. Accordingly, item1 which states allowance is given for employees for additional responsibilities, 86 (63.7%) and 42 (70%) supportive staff disagreed respectively. The t test result indicated that at 0.05 level of significance, the p value is 0.929, which shows that there was no statistically significant difference between teachers and supportive staff responses. This is because the p-value 0.929 is higher than 0.05. This indicated that, the respondents have identical perception on the school leaders encourage teachers use different instructional methods.

Regarding item 2, which states the school administration makes sure that employees are recognized for work done well, teachers 121(89.6%) strongly disagreed. For supportive staff the same item ranked 52 (86.7%) strongly disagreed. The mean value of teachers and supportive staff were 1.83 and 1.55 respectively. The t test result also confirms that at 0.05 level of significance the p value is 0.585, which indicates that there was no statistically significant difference between the respondent's responses. This is because the p-value 0.585 is higher than 0.05. This indicates more teachers and supportive staff disagreed/strongly disagreed on giving reorganization for better workers employees by school Administration School.

Respondents requested whether there were occasions where employees were praised/ appreciated for work well done. In respect to this 93 (68.9%) teachers and 35 (58.3%) supportive staff totally 128 (65.6%) respondents asserted their disagreement. The mean value of teachers and supportive staff were 2.31 and 2.42 respectively. The t test result show that at 0.05 level of significance the p value is 0.531, which indicates that there was no statistically significant difference between the respondent's responses. This is because the p-value 0.531 higher than 0.05. This indicates more teachers and supportive staff disagreed on giving items.

As observed in table 5 item 4, teachers and supportive staff respondents were asked about their view whether allowances are given to employee promptly. Consequently, 103 (76.3%) of the

teachers and 45 (75%) supportive staff revealed that school administration did not give allowance to employee promptly. The mean value of teachers and supportive staff were 2.04 and 2.10 respectively. The t test result ( $t=0.37$ ,  $p=0.711$ ), ( $df=193$ ) and  $\alpha = 0.05$  level of significance indicates that there was no statistically significant difference between the respondents responses. This is because the calculated t test is lower than tabulated t test value (or the p-value 0.711 higher than 0.05). This indicates more teachers and supportive staff disagreed on the item.

Item 5 of Table 5 deals with whether employees' moral and commitment improved as a result of recognition given at work. To this end, 114 (84.4%) teacher and 48 (80%) supportive staff totally 162 (83.1%) respondents disagreed that school administration performed the activity. The t test result also confirms that the p value is 0.889 at 0.05 level of significance, which that there was no statistically significant difference between the respondents responses. This is because the p-value 0.889 is higher than 0.05. This indicates majority of teachers and supportive staff disagreed on improvement of employees' morale as a result of recognition given to them.

Further interview conducted with principals indicates that:

*“Motivational practices in terms of fringe benefits employees in North Shoa secondary schools were low. This was because of: additional payment/allowances for additional works, improper evaluation of their work which was not directly related to what they were doing in the schools and absence of recognition of teacher's performance.”*

Thus, from the above discussion it is possible to conclude that teachers and supportive staff were not happy in the schooling which they work and there was no any benefit given to teachers and supportive staff. As that of (Robbins, 2003), fringe benefits in schools make teachers intrinsically happy more productive and committed. However, the analysis of the data in the study area of North Shoa Zone secondary schools revealed the opposite.

Table .The nature of working condition in sample secondary schools.

| No            | Items   | Respondents | Scales |      |    |      |    |      |    |      |    |      | Mean | t    | P     |
|---------------|---|-------------|--------|------|----|------|----|------|----|------|----|------|------|------|-------|
|               |   |             | SA     |      | A  |      | N  |      | D  |      | SD |      |      |      |       |
|               |   |             | F      | %    | F  | %    | F  | %    | F  | %    | F  | %    |      |      |       |
| 6             | Employees have good interpersonal relationship in the school                                    | Teachers    | 17     | 12.6 | 29 | 21.5 | 39 | 28.9 | 24 | 17.8 | 26 | 19.2 | 2.56 | 2.51 | 0.014 |
|               |   | Sup.staff   | 8      | 13.3 | 16 | 26.7 | 24 | 40   | 9  | 15   | 3  | 5    | 2.73 |      |       |
| 7             | Most employees have conducive atmosphere to operate the school activities                       | Teachers    | 7      | 5.2  | 18 | 13.3 | 24 | 17.8 | 37 | 27.4 | 49 | 36.3 | 2.24 | 2.34 | 0.021 |
|               |   | Sup.staff   | 4      | 6.7  | 11 | 18.3 | 15 | 25   | 21 | 35   | 9  | 15   | 2.67 |      |       |
| 8             | The administration has clear and good relationship with the employees in terms of communication | Teachers    | 12     | 8.9  | 17 | 12.6 | 33 | 24.4 | 43 | 31.8 | 30 | 22.2 | 2.54 | 2.05 | 0.042 |
|               |   | Sup.staff   | 6      | 10   | 12 | 20   | 19 | 31.7 | 17 | 28.3 | 6  | 10   | 2.65 |      |       |
| 9             | Employees have opportunities to express their own feeling to the top management.                | Teachers    | 7      | 5.2  | 14 | 10.4 | 23 | 17   | 54 | 40   | 37 | 27.4 | 2.26 | 0.24 | 0.811 |
|               |   | Sup.staff   | 3      | 5    | 5  | 8.3  | 12 | 20   | 27 | 45   | 13 | 21.7 | 2.30 |      |       |
| 10            | The top administration makes sure that employees participate fully in the school activities     | Teachers    | 5      | 3.7  | 13 | 9.6  | 25 | 18.5 | 56 | 41.5 | 36 | 26.7 | 2.22 | 0.69 | 0.493 |
|               |   | Sup.staff   | 2      | 3.3  | 7  | 11.7 | 11 | 18.3 | 29 | 48.3 | 11 | 18.3 | 2.33 |      |       |
| Combined mean |   |             |        |      |    |      |    |      |    |      |    | 2.45 |      |      |       |

SA= strongly agree, A=agree, UD =undecided, D=Disagree SD=strongly disagree, agreement SA +A =A,UN =undecided,D +SD =D

Level of agreement: 1-1.7=SD, 1.8-2.5=D, 2.6-3.3=M, 3.4-4.1=Aand 4.2-5.0=SA

In item 6 of table 6, teachers and supportive staff respondents were asked whether employee have good interpersonal relationship in the schools or not. As the data depicts 39 (28.9%) teachers and 24 (40%) supportive staff totally 63 (32.3%) respondents responded undecided. As shown under item 7, table 6, 86 (63.7%) teachers and 30 (50%) supportive staff totally 116 (59.5%) respondents reported their disagreement that most employees have conducive atmosphere to operate their activities.

As it can be observed from table 6, the computed t value of items employees have good interpersonal relationship in the school and most employees have conducive atmosphere to operate the school activities are greater than the table value  $t=1.971$  at 0.05 significant levels with 193 degree of freedom. This revealed that there was significance difference among the response of the two groups of respondents. As interview conducted with principals reflects

*“The issues of conducive schools environment were the main factor that can affect teacher’s motivation. Here it is described that in some school even there is a shortage of pen and paper to do ordinary work. There was no laboratory class to do practical activities for natural science subjects; there was no any sufficient play ground to practice and relax with physical exercises for students and teachers. Especially those of newly opened schools have no facilities. There was insufficient room, play ground libraries and budgets”*

As Pielstick (1988) recommended, there are four important domains of learning environment: physical, social, instructional and psychological domains. From the above table it can be deduced that the physical and instructional domain of the schools were not fulfilled.

Regarding whether school administration has clear and good relationship with employees in terms of communications 73 (54.1%) teachers and 23 (38.3%) totally 96 (49.2%) respondents revealed that their disagreement. The t test result also confirms that the p value is 0.042 at 0.05 level of significance, which indicates that there was statistically significant difference between the respondents responses. This is because the p-value 0.042 lower than 0.05. This indicates more teachers disagreed on the give item.

Response to open ended questionnaire reflects teachers and supportive staff in the school did not see their leaders positively. Some of the reasons mentioned were: some of the leaders treated employees unequally and did not listen to employees' problems. In addition, most school leaders did not delegate work, give regular feedback for them and initiate cooperation. Others did not tell for what purpose school budget was allocated and how much was allocated.

Thus, employees in the school view their school leader negatively. There was no clear and good relationship with employees in terms of communication work relationship. Lack of clarity between employees and school administration result in low employee motivation. School leaders are the most important determinants in the motivation of employees' (Kocabas and Karkose, 2005). In order to motivate employees school administration need to participate them in decision making, share authority and responsibility with teachers and supportive staff.

From the table 6 item 9, 91 (67.4%) teachers and 40 (66.7%) supportive staff were disagreed that employees have opportunities to express their own feelings to the top management. The mean values of teachers and supportive staff were 2.26 and 2.30 respectively. The t test result also confirms that the p value is 0.081 at 0.05 level of significance which shows that there was no statistically significant difference between teachers and supportive staff. This is because the p value 0.0811 is higher than 0.05. This indicated that, the respondents have same perception on disagreement of employees have opportunities to express their own feelings to the top management.

From the table 6 item 10, 92 (68.1%) teachers and 40 (66.7%) supportive staff disagreed on top administration make sure that employee participate fully in the school activities. The mean values of teachers and supportive staff were 2.22 and 2.33 respectively. The t test result shows that the p value is 0.493 at  $\alpha = 0.05$  level of significance which shows that there was no statistically significant difference between teachers and supportive staff. This is because the p value 0.493 is higher than 0.05. This indicated that, the respondents have same perception on disagreement of give item

The findings revealed that, majority of respondents disagreed on the provision allowance for additional works, recognizing higher achiever employees, giving allowance to employees promptly, having good interpersonal relationship in the school, creating conducive atmosphere in the schools, school administration has clear and good relationship with their employees, employees have opportunities to express their own feeling and top administration makes sure that employees participate fully in the school activities of staff motivation that implemented for employee retention.

#### 4.5. Challenges that are Inhibiting Employee Motivation in School

Table .The challenges that influencing employee retention.

| N<br>o | Item                                       | Respond<br>ent | Rating Scale |      |    |      |    |      |    |      |    |      | Mea<br>n | T    | P     |
|--------|--|----------------|--------------|------|----|------|----|------|----|------|----|------|----------|------|-------|
|        |  |                | SA           |      | A  |      | UD |      | D  |      | SD |      |          |      |       |
|        |  |                | F            | %    | F  | %    | F  | %    | F  | %    | F  | %    |          |      |       |
| 1      | Lack of recognition                        | Teachers       | 31           | 23   | 52 | 38.5 | 43 | 31.9 | 9  | 6.7  | -  | -    | 3.78     | 1.01 | 0.313 |
|        |  | Sup.staff      | 18           | 30   | 22 | 36.5 | 17 | 28.3 | 3  | 5    | -  | -    | 3.92     |      |       |
| 2      | Inappropriate School<br>climate            | Teachers       | 56           | 41.5 | 63 | 46.7 | 9  | 6.7  | 6  | 4.4  | 1  | 0.74 | 4.24     | 3.98 | 0.000 |
|        |  | Sup.staff      | 14           | 23.3 | 21 | 15.6 | 18 | 13.3 | 4  | 6.7  | 3  | 5    | 3.65     |      |       |
| 3      | Lack of good supervision<br>/leadership    | Teachers       | 35           | 25.9 | 39 | 28.9 | 27 | 20   | 20 | 14.8 | 14 | 10.4 | 3.45     | 1.36 | 0.178 |
|        |  | Sup.staff      | 15           | 25   | 21 | 35   | 17 | 28.3 | 5  | 8.3  | 2  | 3.3  | 3.70     |      |       |
| 4      | Ineffective communication                  | Teachers       | 29           | 21.5 | 36 | 26.7 | 38 | 28.1 | 21 | 15.6 | 11 | 8.1  | 3.38     | 2.14 | 0.035 |
|        |  | Sup.staff      | 12           | 20   | 26 | 43.3 | 17 | 28.3 | 4  | 6.7  | 1  | 1.7  | 3.73     |      |       |
| 5      | No opportunities for career<br>development | Teachers       | 9            | 6.7  | 17 | 12.6 | 37 | 27.5 | 41 | 30.4 | 31 | 23   | 2.50     | 8.30 | 0.000 |
|        |  | Sup.staff      | 15           | 25   | 27 | 45   | 11 | 18.3 | 7  | 11.7 | -  | -    | 3.83     |      |       |
| 6      | Lack of access of training                 | Teachers       | 28           | 20.7 | 45 | 33.3 | 23 | 17   | 25 | 18.5 | 14 | 10.4 | 3.36     | 1.81 | 0.073 |
|        |  | Sup.staff      | 17           | 28.3 | 22 | 36.7 | 10 | 16.7 | 8  | 13.3 | 3  | 5    | 3.70     |      |       |
| 7      | Rough leader-employees<br>relationship     | Teachers       | 41           | 30.4 | 48 | 35.5 | 21 | 15.5 | 16 | 11.8 | 9  | 6.7  | 3.71     | 0.67 | 0.501 |
|        |  | Sup.staff      | 18           | 30   | 26 | 43.3 | 7  | 11.7 | 6  | 10   | 3  | 5    | 3.83     |      |       |
| 8      | Less Compensation /pay                     | Teachers       | 26           | 19.2 | 37 | 27.4 | 29 | 21.5 | 25 | 18.5 | 18 | 13.3 | 3.41     | 2.97 | 0.004 |
|        |  | Sup.staff      | 21           | 3.5  | 17 | 28.3 | 13 | 21.7 | 6  | 10   | 3  | 5    | 3.78     |      |       |

SA= strongly agree, A=agree, UD =undecided, D=Disagree SD=strongly disagree, agreement SA +A =A,UD = undecided,D +SD =D

Level of agreement: 1-1.7=SD, 1.8-2.5=D, 2.6-3.3=M, 3.4-4.1=A and 4.2-5.0=SA

From the table 7 item 1, 83 (61.5%) teachers and 40 (66.7%) supportive staff were agreed that employees have lack of recognition in their schools. the mean values of teachers and supportive staff were 3.78 and 3.92 respectively. The t test result also confirms that the p value is 0.313 at 0.05 level of significance which shows that there was no statistically significant difference between teachers and supportive staff. This is because the p value 0.313 is higher than 0.05. This indicated that, the respondents have same perception on challenges of giving recognition for employees in working secondary schools of North Shoa Zone. As interview conducted with principals reflects that recognition to motivate or retention employees in secondary schools were not applicable in many schools.

However, (Yazinski, 2009) mentioned that, providing recognition of personal job accomplishments is an effective motivation/retention strategy for employees at any age. But, the opinion of the teachers and supportive staff confirms opposite to that of Yazinski.

Regarding item 2, 119 (88.1%) teachers strongly agreed that inappropriate school climate for teachers to motivate them. Whereas, 35 (58.3%) of supportive staff were agreed the same item. Majority of respondents rated with the mean values of teachers and supportive staff were 4.24 and 3.65 respectively. The t test result show that at 0.05 level of significance the p value is 0.00, which shows that there was statistically significant difference between teachers and supportive staff. This is because the p value 0.00 is lower than 0.05. This indicated that, the respondents have different perception on school climate.

The open ended questionnaire responses reflect that mostly school directors do not make teachers feel free in school, lack of facility; misbehavior of students and school directors was not interested to take corrective measure on students having misbehavior and short of budgets to fulfilled teaching materials timely. An interview conducted with principals indicated employees have no pleasant working environment and there were students which show undesirable behavior and even did not respect teachers and other supportive staff.

Thus, from the above discussion it is possible to conclude that employees were not happy in the school climate in which they work. There is no pleasant work environment.

As Peterson and Skiba (2001) define, school climate feelings that teachers have over a period of time is supportive of teaching. The definition simply describes school climate dimensions as safety, teaching and learning, interpersonal relationship and institutional environment.

Concerning item 3, 74 (54.8%) teachers and 36 (60%) supportive staff totally 110 (56.4%) respondents agreed that there was no good supervision/leadership that supervise/lead employees in secondary schools of North Shoa Zone. The mean values of teachers and supportive staff were 3.45 and 3.70 respectively. The t test result show that at 0.05 level of significance the p value is 0.178, which shows that there was no statistically significant difference between teachers and supportive staff. This is because the p value 0.178 is higher than 0.05. This indicates that, the respondents have the same perception on the given item. An interview conducted with principals indicated that:

*“Supervisors and leadership have problems. Many of supervisors and leader are not well educated and trained. Supervisors and leaders are not trained in school management In addition to this, there are problems of good governance in schools.”*

Regarding item 4, 38 (28.1%) teachers were undecided the problems of ineffective communication in the schools. Whereas, 38 (63.3%) of supportive staff were agreed the challenges that hinders to motivate employees in secondary schools of study area. Majority of respondents rated with the mean values of teachers and supportive staff were 3.38 and 3.73 respectively. The t test result also identified that the p value is 0.035 at 0.05 level of significance which shows that there was statistically significant difference between teachers and supportive staff. This is because the p value 0.035 is lower than 0.05. This indicate that, the respondents have different perception on ineffective communication. Thus, ineffective communication is not common problem in secondary schools of North Shoa zone secondary schools as of teachers and supportive staffs have different perception on the issue.

From the table 7 item 6, 73 (54.1%) teachers and 39 (65%) supportive staff agreed that employees got lack of training. The mean values of teachers and supportive staff were 3.36 and 3.70 respectively. The t test result also confirms that the p value is 0.073 at 0.05 level of

significance which shows that there was no statistically significant difference between teachers and supportive staff. This is because the p value 0.073 is higher than 0.05. This indicates that, the respondents have same perception low access of training for employees at secondary schools of the study area. Furthermore, the interview with principals also revealed.

*“Access of training for school leaders such as vice principals, principals, supervisors and supportive staff was low. Comparatively, the access of training/upgrading their qualification for teachers was better than school leaders”*

As Boomer (2009) pointed out, the availability for employees to have access to training and development programs is critical in facilitating organizational growth, particularly with performance and technological improvement. However, the analysis of the data in the study area revealed the opposite.

In relation to item 7, 89 (65.9%) teachers and 44 (73.3%) supportive staff agreed there is rough leader-employee relationship. The mean values of teachers and supportive staff were 3.71 and 3.83 respectively. The t test result also show that at 0.05 level of significance the p value is 0.073 which shows that there was no statistically significant difference between teachers and supportive staff. This is because the p value 0.073 is higher than 0.05. This indicated that, the respondents have same perception on the given item. Thus it is possible to conclude that there is rough leader-employee relationship in secondary schools of North Shoa Zone.

Response to open ended questionnaire reflects employees in the schools were not view their leaders positively and mostly school principals do not make teachers to feel free in school. Some of the reasons mentioned were: some of the leaders treated teachers unequally and not listen to teachers' problems. In addition, most school leaders do not delegate work and initiate cooperation. Others did not clarify for what purpose school budget was allocated and how much was allocated.

Thus, employees in the school view their school leader negatively. There was no strong work relationship and communication between employees and leaders. School leaders were the most important factors for the motivation of employees (Kocabas, and Karakose, 2005).

In order to motivate employee, school administration need to participate them in decision making, share authority and responsibility with teachers, compensate and reward teachers which perform effectively. As the above discussion reflect, the absence of variety in leadership style, not leading in exemplary manner, weak relationships with teachers and not informing them about what was going on in the school would deactivate teacher's activities.

Concerning to item 8, 63 (46.7%) teachers and 38 (63.3%) supportive staff totally 101 (51.8%) were agreed that there was less compensation/payment for additional works at school of study area. The mean values of teachers and supportive staff were 3.41 and 3.78 respectively. The t test result confirms that the p value is 0.004 at 0.05 level of significance which shows that there was statistically significant difference between teachers and supportive staff. This is because the p value 0.004 is lower than 0.05. This indicated that, the respondents have different perception on the given item.

Responses from principals through open ended questionnaire reflects employees there are no payment for additional works and regular increment of salary like other sectors and living conditions of teachers and supportive staff. The interviewee lists a similar reason as mentioned above. As Chiboiwa et al (2010) mentioned that compensation plays significant role in attracting and retaining good employees especially who give outstanding performance or unique skills. However, the findings in the study area confirmed the opposite one.

From the current findings it is possible to conclude that as lack of giving skill recognition for employees, unsuitable school climate and working environment, lack of trained supervisor and leaders in the schools, in effective communication between employees and school leaders, low access of training, negative views of employees to school leaders and absence of compensation/payment for additional works at schools are the challenges that faced secondary schools of North Shoa Zone. Therefore, the above mentioned factors were the

problems/challenges that found in the secondary schools and needs attention by concerned body in order to enhance motivation or retain employees in secondary schools.

#### 4.6. Mechanisms Used to Minimize the Challenges Encountered

Table . The mechanisms that help to minimize the challenges of employee motivation

| No | Item  | Responden<br>t | Rating Scale |      |    |      |    |      |    |      |    |     | mea<br>n | T    | P     |
|----|---|----------------|--------------|------|----|------|----|------|----|------|----|-----|----------|------|-------|
|    |   |                | SA           |      | A  |      | UD |      | D  |      | SD |     |          |      |       |
|    |   |                | f            | %    | F  | %    | F  | %    | F  | %    | F  | %   |          |      |       |
| 1  | Fair and equal treatment                              | Teachers       | 41           | 30.4 | 57 | 42.2 | 21 | 15.5 | 12 | 8.9  | 4  | 3   | 3.88     | 0.12 | 0.907 |
|    |   | Sup.staff      | 18           | 30   | 26 | 43.3 | 9  | 15   | 6  | 10   | 1  | 1.7 | 3.90     |      |       |
| 2  | Participation of employees in decision making         | Teachers       | 49           | 36.3 | 68 | 50.4 | 17 | 12.6 | 1  | 0.7  | -  | -   | 4.22     | 0.88 | 0.382 |
|    |   | Sup.staff      | 27           | 45   | 25 | 41.7 | 8  | 13.3 | -  | -    | -  | -   | 4.32     |      |       |
| 3  | Improve working environment                           | Teachers       | 38           | 28.1 | 55 | 40.7 | 23 | 17   | 16 | 11.8 | 3  | 2.2 | 3.81     | 0.49 | 0.624 |
|    |   | Sup.staff      | 17           | 28.3 | 25 | 41.7 | 12 | 20   | 6  | 10   | -  | -   | 3.88     |      |       |
| 4  | Increase transparency                                 | Teachers       | 39           | 28.9 | 51 | 37.8 | 24 | 17.8 | 16 | 11.8 | 5  | 3.7 | 3.76     | 0.41 | 0.685 |
|    |   | Sup.staff      | 21           | 35   | 18 | 30   | 13 | 21.7 | 6  | 10   | 2  | 3.3 | 3.83     |      |       |
| 5  | Recognition of higher achievers employees             | Teachers       | 35           | 23   | 42 | 31.1 | 27 | 20   | 21 | 15.5 | 10 | 7.4 | 3.53     | 1.24 | 0.217 |
|    |   | Sup.staff      | 16           | 26.7 | 23 | 38.3 | 14 | 23.3 | 4  | 6.7  | 3  | 5   | 3.75     |      |       |
| 6  | Improve relationship between management and employees | Teachers       | 35           | 26   | 56 | 41.5 | 28 | 20.7 | 11 | 8.1  | 5  | 8.3 | 3.78     | 0.35 | 0.725 |
|    |   | Sup.staff      | 20           | 33.3 | 17 | 28.3 | 11 | 18.3 | 10 | 16.7 | 2  | 3.3 | 3.72     |      |       |
| 7  | Give promotions on time                               | Teachers       | 41           | 30.4 | 67 | 49.6 | 23 | 17   | 4  | 3    | -  | -   | 4.07     | 0.86 | 0.392 |
|    |   | Sup.staff      | 18           | 30   | 24 | 40   | 16 | 26.7 | 2  | 3.3  | -  | -   | 3.97     |      |       |
| 8  | Provide training and seminars                         | Teachers       | 31           | 23   | 52 | 38.5 | 25 | 18.5 | 19 | 14   | 8  | 6   | 3.59     | 0.77 | 0.444 |
|    |   | Sup.staff      | 15           | 25   | 23 | 38.3 | 13 | 21.7 | 8  | 13.3 | 1  | 1.7 | 3.72     |      |       |
| 9  | Create good governance in the school                  | Teachers       | 47           | 34.8 | 62 | 46.1 | 22 | 16.3 | 4  | 3    | -  | -   | 4.13     | 1.23 | 0.221 |
|    |   | Sup.staff      | 19           | 31.7 | 27 | 45   | 9  | 15   | 5  | 8.3  | -  | -   | 3.97     |      |       |

SA= strongly agree, A=agree, UD =undecided, D=Disagree SD=strongly disagree, agreement SA +A =A, UD =undecided, D+SD =D

Level of agreement: 1-1.7=SD, 1.8-2.5=D, 2.6-3.3=M, 3.4-4.1=A and 4.2-5.0=SA

This section is aimed to identify motivation mechanisms that used to minimize the challenges encountered in the secondary schools of study area in order to motivate or retain employees using different mechanisms. Some possible mechanisms are fair and equal treatment, participation of employees in decision making, improve working environment, increase transparency, recognition of higher achievers employees, improve relationship between management and employees, give promotions on time, provide training and seminars and create good governance in the schools.

The respondents were asked to rate the motivation mechanisms that could be used to minimize the challenges encountered in their schools by their schools teachers and supportive staff as strongly agree (5), agree (4), undecided (3), disagree (2) and strongly disagree (1). For simplicity of analysis mean score were interpreted as less than 2.5=low motivational mechanisms, 2.5-3.4=average and greater than 3.5 high motivational mechanisms to solve the challenges encountered and enhance employees motivation or retain in the secondary schools.

As indicated in table 8, majority of respondents were agreed on all points thought item 1 to 9 such as fair and equal treatment, participation of employees in decision making, improve working environment, increase transparency, recognition of higher achievers employees, improve relationship between management and employees, give promotions on time, provide training and seminars and create good. The mean value of the teachers and supportive staff respondents are greater than 3.5. The t test results also indicated in the same table there was no statistically significant difference between teachers and supportive staff. This means two respondents groups believed that the above mentioned factors are motivation mechanisms that have been used to minimize the challenges encountered in their schools.

In item 1 of table 8, teaches and supportive staff respondents asked whether fair and equal treating employees in the schools are motivate them or not. As the data depicted 98 (72.6%) teachers and 44 (73.3%) supportive staff totally 142 (72.8%) respondents reported their agreement. The mean values of teachers and supportive staff were 3.88 and 3.90 respectively. The t test result also shows that the p value is 0.907 at 0.05 level of significance which shows that there was no statistically significant difference between teachers and supportive staff. This

is because the p value 0.907 is higher than 0.05. This indicated that, the respondents have same perception on the given item.

Response to open ended questionnaire reflects strengthen the relationship between staff members by planning and making decision together, create common understanding among staff members and delegate job equal and fairly to all employees. The interviewee results also confirm the above idea.

In item 2 of table 8, teaches and supportive staff respondents asked whether participating employees in decision making is mechanisms to motivate or retain employees in the schools or not. As the data depicted 117 (86.7%) teachers and 52 (86.6%) supportive staff totally 169 (86.6%) respondents reported their strongly agreement. the mean values of teachers and supportive staff were 4.22 and 4.32 respectively. The t test result also shows that the p value is 0.382 at 0.05 level of significance which shows that there was no statistically significant difference between teachers and supportive staff. This indicated that, the respondents have same perception on the given item.

Table 8 reflects that most of the respondents agreed that improving working environment is the best of mechanisms to motivate or retain employees at working 93 (68.9%) and 42 (70%) with mean value of 3.81 and 3.88 teachers and supportive staff respectively; increasing transparency among employees and school administration is also another mechanisms that used to motivate or retain employees in their schools 90 (66.7%) teachers and 39 (65%) supportive staff revealed their agreement. They also agreed with the statement which expresses improve relationship between management and employees 91(67.4%) teachers and 37 (61.7%) supportive staff. The t test results also confirmed that there was no statistically significant difference between teachers and supportive staff. This is because the calculated t value is lower than tabulated t value. This indicated that, the respondents have same perception on the given items.

Regarding item 7 of table 8, giving promotions on time for employees motivate or retain employees in the schools. Accordingly, 108 (77.8%) teachers and 42 (70%) supportive staff totally 150 (76.92%) respondents reported their agreement. The mean values of teachers and

supportive staff were 4.07 and 3.97 respectively. The t test result also confirms that at 0.05 level of significance the p value is 0.392, which shows that there was no statistically significant difference between teachers and supportive staff. This is because the p value 0.392 is higher than 0.05. This indicated that, the respondents have same perception on the given item. An interview conducted with principals confirmed that there is no regular promotion for school employees at school and teachers who are equally qualified with individual working in other sectors get low salary as compared to others.

Regarding item 8 table 8, providing training and seminars to employees at school is mechanisms that used to motivate or retain employees at working place. Accordingly, 83 (61.5%) teachers and 38 (63.3%) supportive staff totally 121 (62.1%) respondents reported their agreement. The mean values of teachers and supportive staff were 3.59 and 3.72 respectively. The t test result show that at 0.05 level of significance the p value is 0.44, which shows that there was no statistically significant difference between teachers and supportive staff. This is because the p value 0.44 is higher than 0.05. This indicated that, the respondents have same perception on the given item.

Response to open ended questionnaire revealed that increasing access of training, especially short training on the job, building house for teachers by government, giving attention to education sectors and paying salary as other sectors are the mechanisms that solve the problems of employee motivation in schools. As United States Department of Education (2006) revealed that job training is critical factor personal and professional development. However, the analysis found at study area revealed that the opposite.

To summarize, fair and equal treating, participation of employees in decision making, creating conducive school environment, create transparency, giving recognition for higher achievers, giving regular promotion, giving sustainable training and create good governance in the secondary schools will be the possible mechanisms which will solve the problem of motivation or retaining employees in secondary schools of North Shoa zone.

## **5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

This section deals with summary of the study and major findings and conclusions drawn. Lastly, some possible recommendations are made based on the findings of the study.

### **5.1. Summary**

The overall objective of this study was to assess employee motivation and retention in Secondary Schools of North Shoa Zone of Oromia Regional State. To systematically examine the problems, the researcher formulated the following research questions.

1. What is the level of employee motivation in secondary schools of North Shoa Zone?
2. What are the motivations techniques used in secondary school of North Shoa Zone?
3. To what extent does staff motivation practices in terms of fringe benefits and working conditions implemented to employee retention in secondary schools of North Shoa?
4. What are the challenges that are inhibiting the human resource motivation practices in secondary schools of North Shoa Zone?
5. What motivation mechanisms could be used to minimize the challenges encountered by secondary school of North Shoa Zone?

In order to deal with these basic questions descriptive survey method was employed due to the fact it was more appropriate to assess employee motivation and retention in Secondary Schools of North Shoa, Oromia Regional State. It was conducted in nine secondary schools out of 16. These sample schools were selected by simple random sampling techniques. Sample, supportive staffs were selected by available sampling. Teachers were selected by simple random sampling technique. The subject of the study was 135 teachers and 60 supportive staff.

These data were analyzed qualitatively with direct and summarized words. The data collected through close-ended questionnaire were analyzed quantitatively by using mean, frequency, and percentage and t test. Based on this, analysis was made and the major findings obtained were.

### **5.1.1. General profile of respondents**

From the total respondents, 151 (77.4%) accounts male and 44 (22.6%) females in which the majority of their age lay between ( 26-30 ) and above 41 years. Small numbers of the respondents were (31 – 40) years and below 25 years of age.

- Regarding respondents academic qualification; 128 (94.8%) of teachers were first degree holders while 4 (2.96%) and 3 (2.2%) of the teachers were diploma and second degree holder respectively. Whereas, 42 (70%) of supportive staff were diploma holder and the rest 18 (30 %) had first degree. Though the education policy intended to put post graduates (qualified in school leaders or educational leadership) as secondary school principals, none of them were MA holder in the sample school as it is identified through interview.
- In case of work experience the majority of teachers 44 (32.6%) were 6 to 10 years and 38 (28.1%) were fall in 11-15 years teaching experience. Concerning supportive staffs, 22 (36.7%) had experience of 16 and above years, 13 (21.7%) and 17 (28.3%) were 6-10 and 11-15 years working experience respectively. Thus, majority of supportive staff had remarkable working experience and there were teachers with diversified teaching services. Therefore it was a good opportunity for the researcher to get adequate and pertinent information regarding the study.

### **5.1.2. The level of employee's motivation in sample secondary schools**

- The study found that there were low level of teachers and supportive staff motivation in their schools. This was because of low job satisfaction, improper motivation employees at working place, unfilled individual interest, lack of interest on their professional area, low salary payment as comparing to others sectors and low status of teachers and supportive staff having in the community.

### **5.1.3. The motivation techniques applied in target schools**

- The study found that financial rewards 58 (43%) teachers and 31(51.7%) supportive staff of the respondents were disagreed that financial rewards are applicable in their schools to motivate their employees. It was also found that 69 (51.1%) teachers and 29 (48.3%)

supportive staff disagreed on promotion practices as techniques to motivate employees in their schools.

- The study further found that 71(52.6%) teachers and 29(48.3%) supportive staff respondents disagreed on opportunity of getting short-term training for teachers and supportive staff in the schools.

#### **5.1.4 Methods of motivating teachers and supportive staff in secondary schools**

- A combined mean of respondents in terms of fringe benefits 2.05, this shows that motivational practices in terms of fringe such as allowance for additional works, recognizing higher achiever employees, and giving allowance to employees promptly are the most dissatisfying element for teachers and supportive in secondary schools of North Shoa Zone. Moreover, the recognizing higher achiever employees variable items were strongly disagree more than the others.
- A combined mean of respondents in terms of working conditions was 2.45. This shows majority of the respondents dissatisfying on motivational practices implemented in terms of working conditions like having good interpersonal relationship and creating conducive atmosphere in the schools. In addition, school administrations have no clear and good relationship with their employee. Moreover, employees have no opportunities to express their own feeling and top administrations do not make sure that employees participate fully in the school activities among secondary schools in North Shoa Zone. Furthermore, top administrations do not make sure that employees participate fully in the school activities.

#### **5.1.5. Challenges that inhibit the human resource motivation practices**

- Lack of giving skill recognition for employees, unsuitable school climate and working environment, lack of trained supervisor and leaders in the schools, ineffective communication between employees and school leaders, low access of training, negative views of employees to school leaders and absence of compensation/payment for additional works at schools are the challenges that faced employees of secondary schools of North Shoa Zone. Therefore, the above mentioned factors were the problems/challenges that

found in the secondary schools and needs attention by concerned body in order to enhance motivation or retain employees in secondary schools

#### **5.1.6. Motivation mechanisms used to minimize the challenges**

The findings indicate that fair and equal treating, participation of employees in decision making, creating conducive school environment, create transparency, giving recognition for higher achievers, giving regular promotion, giving sustainable training and create good governance will be the possible mechanisms which will solve the problem of motivation or retaining employees in secondary schools of North Shoa zone.

### **5.2. Conclusions**

Based on the findings of the study the following conclusions were dawn:

The current motivation level of employees at secondary school of North Shoa Zone found to be low. Finally, the analysis of data indicate low job satisfaction, improper motivation employees at working place, lack of interest on their professional area, low salary payment as compared to others sectors and low social acceptance in the community.

The employees are not motivated by giving financial rewards, education opportunity, promotion practices, appreciation of higher achievers, creating healthy and safety working environment, giving recognition and giving sustainable short term training at the study area. As the findings revealed that, to retain employees at the working school the fringe benefit and work condition motivation implementation are not practiced. Such as: giving allowance for additional works, recognizing higher achiever employees, giving allowance to employees promptly, having good interpersonal relationship and also with school administration, creating conducive atmosphere in the schools for employees, relation that employees have with top administration to participate in the school activities and opportunities employee to express their own feeling freely.

Lack of giving skill recognition for employees, unsuitable school climate and working environ

ment, lack of trained supervisor and leaders in the schools, in effective communication between employees and school leaders, low access of training, negative views of employees to school leaders and absence of compensation/payment for additional works at schools are the challenges that are inhibiting employee motivation in the secondary schools of North Shoa Zone.

The findings indicate that fair and equal treating, participation of employees in decision making, creating conducive school environment, create transparency, giving recognition for higher achievers, giving regular promotion, giving sustainable training and create good governance will be the possible mechanisms which will solve the problem of motivation or retaining employees in secondary schools of North Shoa zone.

### **5.3. Recommendations**

Based on the finding and conclusions of the study the researcher forwarded the following recommendation

1. Oromia Education Bureau work and plan to increase the number of female teacher graduates through guidance and give special tutorial class to strengthen female students performance.
2. Oromia Education Bureau should design the way in which employees gain additional benefit from his/her profession through overtime payment and giving development chance for best performing employees, prepare a guideline in which equally qualified candidates pay similarly although they work in different sectors. In such a way it is possible to increase current employees' motivation/ retention in secondary schools.
3. Financial rewards, education opportunity, promotion practices, appreciation of higher achievers, creating healthy and safety working environment, giving recognition and sustainable training are motivational techniques that used to motivate/retain employees in secondary schools as the current findings results indicate. So that, the school leaders, Woreda education Office, Zonal education Office and Oromia Regional education Bureau should practice the above mentioned in their schools.

4. School principals and supervisors should encourage, treat equally, reward and create smooth relationship with employee to motivate them.
5. School principals should follow employees' day to day activities, active participation, and social interactions, invite cooperation and give immediate feedback as well as appreciate best performance in order to promote employee motivation.
6. The reward given to employees should be contingent with their performance and need to have both intrinsic and extrinsic rewards through giving development chances, appreciation, writing letter of recognition etc, to create good competition between teachers and supportive staff. This should be done by WEO in collaboration with Oromia Regional education Bureau.
7. Woreda Education Office should encourage best performing employees by giving rewards and skill recognition, conduct continuous supervision and give immediate feedback to employee' questions as well as prepare panel discussion, work shop and experience sharing to facilitate employee-leader interaction.
8. Favorable working conditions will help employee to high job motivation.WEO experts and school principals should create favorable environments for employees to work properly.
9. Woreda Education Office should work cooperatively with Woreda administration officers and with other Non-Governmental Organizations to alleviate employees' low motivation.
10. Special attention should be given by Oromia Education Bureau for school leaders to capacitate their leadership potential through in service and short term capacity building training.

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## **7.APPENDIX**

### **7.1. Appendix A**

**Haramaya University**

**Postgraduate Program Directorate**

**College of Education and Behavioral Sciences**

**Department of Educational Planning and Management**

**Questionnaire to be filled by secondary school teachers and supportive staffs**

The study will be conducted as part of Master's thesis by graduate student in the department of educational planning and management, Haramaya University. The purpose of the study is to collect the information about **Employee Motivation and Retention in Secondary School of North Shoa Zone, Oromia Regional State**. The information collected may help to recommended remedial measures that may contribute to promote employee motivation and retention. The result you to give accurate and honest responses to the items presented .Confidentiality is granted and data you give will be utilized for the academic purpose.

**Notice:-**

No need of writing your name

Put “√” in the box you agree with

Give your short and precise answers on the space provided.

You have to return the questionnaire to the researcher.

Thank you in advance for your cooperation!

**Part I: - Back ground of the respondent**

1. Name of the school \_\_\_\_\_

2. Sex: Male  Female 

3. Age (years)

20 and below  30-39  40-49  50 and above 

4. Level of education

Diploma  Degree  Masters 5. Your current position: Teacher  Supportive staff 

6. Total service in years

1-5  6 -10  11 -15  16 and above **PART II: General Employee Motivation Level.**

**Instructions:** In each of the following questions choose the best answer and put a (V) mark in one of the boxes in front of each questionnaire item. You are asked to select 5= For very high (VH) 4= For High (H) 3= For Medium (M), 2= For Low (L) and 1= For Very low(VL)

| No | Activities related to employee motivation   | 1 | 2 | 3 | 4 | 5 |
|----|---|---|---|---|---|---|
| 1  | The extent of your motivation towards your job  |   |   |   |   |   |
| 2  | The current level school employees motivation and job satisfaction                            |   |   |   |   |   |
| 3  | The extent of employees are given proper motivations at work place                            |   |   |   |   |   |
| 4  | The extent of employee satisfaction with the working conditions of their school               |   |   |   |   |   |
| 5  | The extent of employees motivation in their profession area                                   |   |   |   |   |   |
| 6  | The level of relevant salary payment comparison to other organizations                        |   |   |   |   |   |
| 7  | The extent of working conditions in secondary schools as compare to those other organizations |   |   |   |   |   |

### Part III: Motivation techniques

For the following items indicate the level of your agreement or disagreements regarding staff motivational techniques in secondary school of North Shoa Zone that you are currently being employed

**Scale:** 5 = strongly agree 4 = agree 3 = Undecided 2 = Disagreed 1 = strongly disagreed

| No | Motivation techniques applicable in your school | 1 | 2 | 3 | 4 | 5 |
|----|---|---|---|---|---|---|
| 1  | Financial rewards                               |   |   |   |   |   |
| 2  | Education opportunity                           |   |   |   |   |   |
| 3  | Promotion practices                             |   |   |   |   |   |
| 4  | Appreciation for higher achiever employees      |   |   |   |   |   |
| 5  | Healthy and safety working environment          |   |   |   |   |   |
| 6  | Recognition                                     |   |   |   |   |   |
| 7  | Opportunity of getting short-term training      |   |   |   |   |   |

8. State if any other motivational techniques are available. \_\_\_\_\_

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### Part IV: The Motivational Practices

For the following items indicate the level of your agreement or disagreements regarding staff motivational practices in secondary school of North Shoa Zone that you are currently being employed.

**Scale:** 1 = strongly disagree 2 = Disagree 3 = Undecided 4 = Agree 5 = strongly agree

| No | Provision of fringe benefits to the teacher and supportive staff                 | 1 | 2 | 3 | 4 | 5 |
|----|--|---|---|---|---|---|
| 1  | Employee is given allowances for additional responsibilities at school           |   |   |   |   |   |
| 2  | The school administration makes sure that employees are recognized for well work |   |   |   |   |   |
| 3  | There are occasions where teachers are praise/appreciated for work well done     |   |   |   |   |   |

|    |  |  |  |  |  |  |
|----|--|--|--|--|--|--|
| 4  | Allowances are given to employees promptly   |  |  |  |  |  |
| 5  | Employees' moral and commitment improved as a result of recognition given at work.               |  |  |  |  |  |
|    | <b>Nature of working condition</b>   |  |  |  |  |  |
| 6  | Employees have good interpersonal relationship in the school                                     |  |  |  |  |  |
| 7  | Most employees have conducive atmosphere to operate the school activities                        |  |  |  |  |  |
| 8  | The administration has clear and good relationship with the employees in terms of communication. |  |  |  |  |  |
| 9  | Employees have opportunities to express their own feeling to the top management                  |  |  |  |  |  |
| 10 | The top administration makes sure that employees participate fully in the school activities.     |  |  |  |  |  |

11. Please indicate if any other motivational practices in terms of fringe benefits and working implemented that are practiced at your school

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### Part V: The Motivational Challenges

For the following items indicate the level of your agreement or disagreements regarding the challenges of affecting employees' motivation in secondary school of North Shoa Zone you are currently being employed.

**Scale:** 1 = strongly disagree 2 = Disagree 3 = Undecided 4 = Agree 5 = strongly agree

| No | The main challenges that faced to motivate employees in your school | 1 | 2 | 3 | 4 | 5 |
|----|---|---|---|---|---|---|
| 1  | Lack of recognition   |   |   |   |   |   |
| 2  | Inappropriate School climate  |   |   |   |   |   |
| 3  | Lack of good supervision /leadership                                |   |   |   |   |   |
| 4  | Ineffective communication   |   |   |   |   |   |
| 5  | No opportunities for career development                             |   |   |   |   |   |
| 6  | Lack of access of training  |   |   |   |   |   |

|   |                                     |  |  |  |  |  |
|---|-------------------------------------|--|--|--|--|--|
| 7 | Rough leader-employees relationship |  |  |  |  |  |
| 8 | Less Compensation /pay              |  |  |  |  |  |

9. Mention if any other motivational challenges are there in your school?

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**Part VI: Motivation Mechanisms could be used to minimize the challenges encountered in North Showa.**

**Instructions:** The statements listed below describe the motivation mechanisms utilized to retain employees in your school. So you are asked to express your feeling about each statement by indicating whether you strongly agree, agree, undecided, disagree and strongly disagree then put thick marks (✓) in the box that corresponds to your choice.

Scale: 1 = strongly disagree    2 = Disagree    3 = Undecided    4 = Agree    5 = strongly agree

| No | Motivation mechanisms used to minimize the challenges encountered | 1 | 2 | 3 | 4 | 5 |
|----|---|---|---|---|---|---|
| 1  | Fair and equal treatment  |   |   |   |   |   |
| 2  | Participation of employees in decision making                     |   |   |   |   |   |
| 3  | Improve working environment                                       |   |   |   |   |   |
| 4  | Increase transparency   |   |   |   |   |   |
| 5  | Recognition of higher achievers of employees                      |   |   |   |   |   |
| 6  | Improve relationship between management and employees             |   |   |   |   |   |
| 7  | Give promotions on time   |   |   |   |   |   |
| 8  | Provide training and seminars                                     |   |   |   |   |   |
| 9  | Create good governance in the school                              |   |   |   |   |   |

10. List if there are others mechanisms that enhance employees' motivation/retention

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## 7.2. Appendix B

### Yuunivarsitii Haramayaatti Sagantaa Barnootaa Eebba Booda Muummee Barnootaa fi Saayinsii Amalaa

#### Bargaaffilee Barsisota fi Hojjetoota sad.2<sup>ffaa</sup> tiin guuttaman

#### Kabajamaa/ttuu deebii kennaa/tuu

Qo’annoon kun Yuunivarsitii Haramayaatti Mumme Karooraa fi Bulchiinsa Barnootaa Jalatti Qo’annoo Qorannoo Digirii 2<sup>ffaa</sup> Guuttachuuf Gaggeeffamuudha.

Kaayyoon qo’annoo kana Nannoo Oromiyaa Manneen barnoota Godina Shawaa Kaabaatti waayee hojjattootaaf kaka’umsa ta’uu fi guttachu/argachuu qaban odeeffannoo guurrachuudhaafi. Odeeffannoon guurramu kunis hojjattoota kakkaasuu, waan guuttamuufii qaban gutuu fiifii olguddisuuf tarkaanfiiwwan sirreessaaf yaadafurmaataa ta’a. Deebiin sirrii fi amanamaa gaaffiilee dhiyaataniif kennitan amanamummaa guddaa fi ragaan argamus kaayyoo barnootichaatiif bu’aa guddaa qaba.

#### Hubachiisa:

- Maqaa barreessuun hin barbaachisu.
- Deebii kee sanduqa kenname keessatti mallattoo “√” kaa’i.
- Iddoo kennametti deebii gabaabaa fi ifa ta’e kaa’i.
- Gaaffilee bargaaffii kana abbaa dhimmicha qoratuuf deebisuu /kennuuqabda.

Deeggarsa naaf gooteef galaoomi.

**Fulbaana, 2015**

**Kutaa I :Seen – duubee deebistoota**

1. Maqaa Mana Barumsaa \_\_\_\_\_
2. Saala: Dhiira  Dubartii
3. Umrii 20 – 29  30 – 39  40 -49  50 fi ol
4. Sadarkaa Barnoota Dippiloomaa  Digirii 1<sup>ffaa</sup>  Digirii 2<sup>ffaa</sup>
5. Yeroo ammaa kana hojiin kee : Barsiisa  Hojjataa mana hojii tokkoo
6. Tajaajila /Muuxannoo hojii waggaadhaan  
1 – 5  6 – 10  11 – 15  waggaa 15 ol

**Kutaa II - Waliigala Sadarkaa kaka'umsa hojjattootaa.**

**Qajeelfama:** Himoonni armaan gaditti tarreeffaman haala hojjattootni mana barumsaa kee itti kaka'umsa ibsa. Kanaafuu himoota dhiyaataniif waan sitti dhagahamee fi itti amante baay'isee itti hin amanu, itti hin amanu, hundairraiyuu walaba, itti nan amana baay'iseen itti amana deebilee jedhamaniif mallattoo “√” ka'uun deebisi.

**Sadarkaa /Gulantaa:** 1. Baay'isee itti hin amanu 2. Itti hin amanu 3. Hunda irraa iyyuu walaba 4. Itti nan amana 5. Baay'iseen itti amana.

| T.L | Gochaalee hojjattoota hojiif kakaasaniin walqabatan  | 1 | 2 | 3 | 4 | 5 |
|-----|--|---|---|---|---|---|
| 1   | Kaka'umsi ati hojii keetiif qabdu guddaa dha.  |   |   |   |   |   |
| 2   | Hojjattoonni m/barumsaa sadarkaa 2 <sup>ffaa</sup> kaka'umsa hojii fi itti quufinsa hojii guddaa qabu  |   |   |   |   |   |
| 3   | Hojjattootaf bakka hojii isaanitti kaka'umsi gahaan nigodhamaaf  |   |   |   |   |   |
| 4   | Haala hojii mana barumsaa kiyyaatitti baay'iseen itti gammada/quufa.   |   |   |   |   |   |
| 5   | Hojjattoonni m/barumsaa keetii ogummaa isaanitiin kaka'umsi guddaan ni godhamaaf.  |   |   |   |   |   |
| 6   | Hojjattoota sadarkaan barnoota isaanii walqixa ta'aanii seektaroota adda addaa keessaatti hojjataniin yemmuu iaallamu; kaffaltiin kaffalamu gahaadha/walmadaala. |   |   |   |   |   |
| 7   | Haalli hojii m/barumsaa sadarkaa 2 <sup>ffaa</sup> keessaa jiruu kan seektaroota adda addaa keessaa jiru waliin walqixa.   |   |   |   |   |   |

### Kutaa III: Malleen Hojjattoota Hojiif Kakaasan

Gaffiilee armaan gadiitiif Godina Shawaa Kaabaa mana barumsaa sadarkaa 2ffaa ammaa itti hojjachaa jirturratti malleen hojjattoota hojiif kakaasan sadarkaa itti amanuu ykn amanuu dhisuu kee mallattoo”√” agarsiisi.

**Sadarkaa/Gulantaa:** 1.Baay’isee itti hin amanu 2. Itti hin amanu 3. Hunda irraa iyyuu walaba 4. Itti nan amana 5. Baay’iseen itti amana.

| T.L | Malleen hojiif si kakkaasan kan mana barumsa keetti hojiirra olan | 1 | 2 | 3 | 4 | 5 |
|-----|---|---|---|---|---|---|
| 1   | Badhaasawwan maallaqa   |   |   |   |   |   |
| 2   | Carraa barnoota   |   |   |   |   |   |
| 3   | Sadarkaa barnoota   |   |   |   |   |   |
| 4   | Bu’aa hojii keetiif jajamuu/dinqisiifamuu                         |   |   |   |   |   |
| 5   | Haalli nannoo hojii fayya qabeessaa fi mijaawan ta’uu             |   |   |   |   |   |
| 6   | Fudhatamummaa/Beekamummaa   |   |   |   |   |   |
| 7   | Carraa leenjii gabaabaa argachuu                                  |   |   |   |   |   |

8. Malleen hojiidhaaf nama kakaasan kan biroo yoo jiraate\_\_\_\_\_

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### Kutaa IV: Muuxannoowwan hojiidhaaf nama kakaasan

Gaaffiilee armaan gadiitiif mana barumsa sadarkaa 2<sup>ffaa</sup> Godina Shawaa Kaabaa kan yeroo amma keessatti hojjachaa jirturratti muuxannoowwan hojiidhaaf nama kakaasan kan mana hojii keetii sadarkaa ati itti amantu ykn hin amanne mallattoo“√” ka’un agarsiisi

**Sadarkaa/Gulantaa:** 1.Baay’isee itti hin amanu 2. Itti hin amanu 3. Hunda irraa iyyuu walaba 4. Itti nan amana 5. Baay’iseen itti amana.

| T.L | Muuxannoowwan hojiidhaaf nama kakaasan kan hojjattootaaf godhaman | 1 | 2 | 3 | 4 | 5 |
|-----|---|---|---|---|---|---|
| 1   | Hojjattoonni hojii dabalaata kennameef itti gafatamummaa isaani   |   |   |   |   |   |

|    |  |  |  |  |  |  |
|----|--|--|--|--|--|--|
|    | bahaaniif m/barumsaa wanta addaa ni kennu  |  |  |  |  |  |
| 2  | Hojjattoonni hojii garii hojjataniif bulchiinsi m/barumsaa beekamtii ni kennuu   |  |  |  |  |  |
| 3  | Hojjattoota m/barumsaa hundaaf bifa wal –qixa ta’een dirgoon yeroo hundaa ni kaffalamaaf                                       |  |  |  |  |  |
| 4  | Hojjattootaaf dirgoon battalumaatti kennamaaf  |  |  |  |  |  |
| 5  | Hojiirratti hojjattootaaf beekamtiin kennamu hamilee fi of kennanii hojjachuu namaa ni fooyyesa.                               |  |  |  |  |  |
| 6  | Naamusa mana barumsaa keessaa tokkoo hariiroo /walitti dhufeenya hojjattoota jidduutti Uumuudha                                |  |  |  |  |  |
| 7  | Hojjattootni baay’een hojii keessatti qooda fudhachuuf haala mijaawaa qabu   |  |  |  |  |  |
| 8  | Bulchiinsi m/barumsaa hojjattoota isaa wajjiin walitti dhufeenyaa fi hariiroo gaarii qaba.                                     |  |  |  |  |  |
| 9  | Hojjattoonni bulchiinsa sadarkaa ol aanaarra jiran waliin carraan yaada isaanii ibsachuu ni kennamaaf                          |  |  |  |  |  |
| 10 | Bulchiinsi sadarkaa ol’aanaarra jiran hojjattoonni gochawwan m/barumsaa irratti guutumaan guututti ni hirmaatu jedhanii amanu. |  |  |  |  |  |

11. Mana barumsaa keessa muuxannoowwan hojiidhaaf nama kakaasan kan biroo yoo jiraatan\_\_\_\_\_

### **Kutaa V: Dhiibbaawwan Kaka’umsa Hojii**

Bargaaffilee armaan gadiitiif m/barumsaa sadarkaa 2ffaa Godina Shawaa Kaabaa kan yeroo amma keessatti hojjachaa jirturrti dhiibbaawwan kaka’umsa hojii huban sadarkaa ati itti amanuu ykn amanuu dhiisuu keetii mallattoo “√” kaa’uudhaan agarsiis.

**Sadarkaa** : 1 Baay’isee itti hin amanu 2.Itti hin amanu 3. Hunda irraa iyyuu walaba 4. Itti nan amana 5. Baay’iseen itti amana.

| T.L | Dhiibbaawwan kaka'umsa hojii irratti geechisuu danda'an             | 1 | 2 | 3 | 4 | 5 |
|-----|---|---|---|---|---|---|
| 1   | Beekamtiin kennamu dhabamuu   |   |   |   |   |   |
| 2   | Haala gaarii naannoo hojii fayya qabeessaa fi mijaawaa ta'e dhabamu |   |   |   |   |   |
| 3   | To'annaa ykn dandeettii hoogganummaa gaarii ta'u dhabu.             |   |   |   |   |   |
| 4   | Walqunnamtii gariin dhabamuu  |   |   |   |   |   |
| 5   | Milkaa'insa carraa guddina dhabamu.                                 |   |   |   |   |   |
| 6   | Leenji'uu fi guddina gahaan dhabamuu.                               |   |   |   |   |   |
| 7   | Walitti dhufeenya gargaartota hojjattoota garii ta'uu dhabu         |   |   |   |   |   |
| 8   | Kaffaltii /Mindaa hojichaa bakka bu'u dhabamu.                      |   |   |   |   |   |

Mana barumsa kee keessa dhibbawwan kaka'umsa hojirratti geechisan kan biroo yoo jiraatan\_\_\_\_\_

**Kutaa VI: Tooftaalee kaka'umsa hojiirratti dhiibbaa godhan ykn guufuu ta'aani argaman akka hir'atan gargaaran.**

Qajeelfama: Himoonni armaan gaditti tarreeffaman m/barumsaa kee keessatti tooftaalee kaka'umsa hojii hojjattoonni akkuma qabatanitti itti fufan gargaaranii dha. Kanaafuu tokkoon tokkoo himoota dhiyaataniif deebii kee filannoowwan armaan gadii amanturratti mallattoo “√” kaa'uun agarsiisi.

**Sadarkaa :** 1. Bay'isee itti hin amanu 2. Itti hin amanu 3. Hunda irraa iyyuu walaba 4. Itti nan amana 5. Baay'iseen itti amana.

| T.L | Tooftaalee kaka'umsa hojiirratti dhiibba godhan ykn gufuu ta'anii argaman akka hir'atan gargaaran | 1 | 2 | 3 | 4 | 5 |
|-----|---|---|---|---|---|---|
| 1   | Gorsa gahaa fi walqixa  |   |   |   |   |   |
| 2   | Murtii kennuu keessatti hojjattoonni baay'inaan hirmaaachuu                                       |   |   |   |   |   |
| 3   | Haala nannoo hojiif fooyyeessuu   |   |   |   |   |   |
| 4   | Iftoomina dabaluu   |   |   |   |   |   |

|   |  |  |  |  |  |  |
|---|--|--|--|--|--|--|
| 5 | Qabeenya dhaabbatichaa wal qixa qooddachuu                   |  |  |  |  |  |
| 6 | Walitti dhufeenya bulchiinsaa fi gargaaraa fooyyessuu        |  |  |  |  |  |
| 7 | Guddina yeroodhaan kennuu                                    |  |  |  |  |  |
| 8 | Haala idilee ta'een leenjii fi seminaarota dhiyeessuu/kennuu |  |  |  |  |  |
| 9 | Heeraa fi seera eeguu  |  |  |  |  |  |

10. Tooftaaleen biroo yoo jiraatan\_\_\_\_\_

### **7.3. Appendix C**

#### **Haramaya University**

#### **Postgraduate Program Directorate**

#### **Department of Educational Planning and Management**

#### **Department of Educational Planning and Management**

#### **Interview guide-line for secondary school principals**

##### **General Direction:**

This interview guide-line is prepared with the aim to study the Employee Motivation and Retention in Secondary School, North Shoa Zone, and Oromia Regional State.

##### **I. Profile of the respondent**

1. Name of the school \_\_\_\_\_
2. Qualification \_\_\_\_\_
3. Sex \_\_\_\_\_
- 4 For how long you served as school principal? \_\_\_\_\_

##### **II. Questions about the employee motivation and retention.**

1. What is employees' motivation level in your school?
2. What techniques used to motivate/retention employees toward their job?
3. To what extent staff motivation in terms of fringe benefits and working condition implemented to employee's retention?
4. What are the factors affect employee motivation in your school?
5. What are your general suggestions to improve employee motivation and retention in your school?

