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De-Motivating Factors of Teachers in Selected Secondary Schools of Addis Ababa, Ethiopia.

Seid Mohammed & Serawit Handiso*

Education Strategy Center, Addis Ababa, Ethiopia.

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Corresponding Author:

Serawit Handiso

*Education Strategy Center,
Addis Ababa, Ethiopia.*

Abstract

De-motivation begets inefficiency. Data were obtained via a questionnaire from 104 participants in three government and one secondary schools of Addis Ababa so as to assess the de-motivating factor in teachers of selected high schools. Quite a number of empirical evidences were assessed, consulted, discussed and conclusions were drawn about factors that affect teachers' de-motivation and the major finding as motivating factors. The research have shown that teachers are motivated more by intrinsic than extrinsic rewards. There is strong cooperation among school leaders and teachers, and there is a mechanism by which competent and motivated teachers share their experience of teaching methodologies with their colleagues. Both teachers and principals dissatisfied on most hygiene factors, more specifically in items related to the principal exercise educational leadership alone, respect accorded to teachers by the community, community and parental support of teachers, and the job security that creates job responsibilities. The result of this research also indicated that many personal characteristics affect job satisfaction in different and complex ways. Among these demographic/personal variables are age, salary, working experience, educational levels, marital status and gender. Thus, school leadership, policy makers and implementers are recommended to capitalize on these de-motivating issues so as to maximize impetus of teachers towards their profession.

Key words: *De-motivating issues, hygienic factor, motivator factor, satisfaction, secondary schools.*

Introduction

Motivation is a basic psychological process. A recent data based comprehensive analysis concluded that competitive problems appear to be largely motivational in nature. Along with perception, personality, attitudes, and learning, motivation is a very important element of behavior (Tessema, 2006; Vagas, 2005). As stated in Ahmad (2012), Frederic Herzberg proposed two sets of factors of work motivation: Hygiene factors and motivator factors. Hygiene factors were identified as aspects of job context. They do not motivate us to work harder if they are satisfied but have the potential, if unsatisfactory, to reduce our performance by making us dissatisfied with the employment. Hygiene factors include job security, working conditions, company policy and its administration, technical supervision, peer relationships, relationships with supervisors. Satisfying experiences of employment in Herzberg's theory were what he called motivator factors. The emphasis is on the internal satisfaction of doing the work, the challenges and rewards of the doing. The motivator categories in Herzberg's lists are achievement on important tasks, recognition, doing good work, the nature of the work itself, responsibility for the work, and advancement on the basis of work. Obviously effectiveness of the teaching-learning process is mainly fall on the shoulder of committed and motivated teachers. Similarly William (1979) suggested that in order to achieve high performance, even people with ability and support must try to perform. That, is they must put forth adequate work effort. Willingness to exert effort, in turn, reflects motivation to work. In line with this Shahzad (2012) found that personal characteristics such as interests and moral values attached to the career might moderate some dissatisfying conditions in the job environment and may encourage teachers to stay in the job. On the other hand, normative beliefs representing social pressure, the social status the job of whether or not they should join the teaching profession or stay in it and their motivation to comply with their expectation.

Motivation factors (achievement, recognition, responsibility, advancement, the work itself and possibility of growth) are the primary cause of job because they related directly to the real nature (job content) of the work people performs (Ahmad, 2012). In addition to this Njugi, *et al.*, (2014) stated that the most important characteristics of effective teachers in the opinion of secondary school principals, include subject matter mastery, motivation, dedication, co-operation, sense of humor, creative efficiency. Self-control, discipline, standards promptness with reports methods, success with regents (state) examinations and generosity with personal time for students. Specifically, Hillina Assefa (2011) identified key factors that contribute to increased teacher dissatisfaction and turnover. These are problems related to students' behavior and handling of students' discipline; Problems /frustrations with the variety of administrative routines and accompanying paper work; Problem related to teacher load; Concerns about relationships with peers and

administrative personnel, including supervisory relationships and communication channels; Low pay; Few possibilities of career promotion or growth, and; and the declining respects for the profession. Nowadays, there is a general feeling that teachers in Ethiopian secondary school do not have satisfaction in their jobs. Teachers are dissatisfied in spite of different plans and programs, which have been implemented to improve their jobs. Considering the above facts, this study is conducted to assess job motivation and explore the factors affecting the job motivation of teachers in secondary schools of Addis Ababa.

Materials and Methods

Study Area

This study is conducted in four selected sub-cities of Addis Ababa. Depending on the nature of the problem under study as well as the purpose of research, descriptive survey design was employed for explaining the de-motivating factors on teachers' of four selected high schools in four different sub-cities of Addis Ababa. The method was chosen for its relatively low cost and its suitability to show situations as they currently exist. The study determines and describes the way de-motivation factors are (Gay, 2006:275). Similarly Best & Kahan (2003) noted that descriptive research design helps to describe & interpret the current condition (practices & existing challenges).

Source of Data

In order to attain the objective of the study the researcher used both primary and secondary data sources. The primary data were collected from participants of school and teachers. The other participants were students, teachers, and experts & school management. The sample was including school principals & core process owners, and schools owners/expertise that in this study are referred to as school management and school management respectively. Means of data collection were questionnaire, interview and checklist. As to the primary sources, students and teachers were involved questionnaire, managers of school & Education experts were involved interview and filed observation was used observation checklist. In view of supporting the information gathered through primary sources, secondary data related to cooperative training were collected from official documents of school & education experts, different published books, journals & articles.

Sampling Technique and procedure

The researcher selected three public or government secondary schools & one Private school each from central and peripheral areas respectively using random sampling technique. The sample size was taken based on the proportion of the target population in the school (see table 1). Teachers and leaders are selected using stratified random sampling technique as highlighted by Gay (2006:126,138). School managers & school owner were selected for interview.

Table 1. Study Population and sample size.

No	Name of School	School Principals		Teachers		Total	
		F	%	F	%	F	%
1	Wondyirad	42	45.65%	4	33.33%	46	44.23%
2	Bacha Abanefso	20	21.74%	5	41.67%	25	24.04%
3	Lafto	20	21.74%	2	16.67%	22	21.15%
4	Derartu Tulu	10	10.87%	1	8.33%	11	10.58%
Grand Total		92	100.00%	12	100.00%	104	100.00%

NB: There is one principal, two core process owners and one supervisor in each school.

One principal, one core process owners and one supervisor were taken using availability sampling technique for they are expected to give a better response for the interview. The selection of sample teachers were carry out first by forming categories/strata of teachers based on their area of specialization. After this respondents were selected proportionately from each stratum using random sampling. After testing the questionnaire in the pilot study, a six-page questionnaire was developed for the main study and distributed to the teachers working at randomly selected secondary schools of Addis Ababa. Out of the total population, 110 (30%) teachers and 12 (100%) principals are included for the study. After deciding up on the number of sample population to have been drawn for the study, four secondary schools were randomly selected. They were Dejazmach Wondirad preparatory (11-12), Balcha Abanefso Secondary (9-10), Lafto Secondary (9-10) and Derartu Tulu Preparatory (11-12) Schools. It was intended to take all the sample schools to represent the population. But their number was not manageable, for this reason questionnaires were intended to be distributed for the sample teachers and all principals working at the indicated schools. From 110 teachers questionnaire only 92 (83.6%) and the all principal (100%) questionnaires were returned. Based on the data collected, each basic question was examined using statistics such as percentage, mean, correlation, t-test, and one way ANOVA. In addition, two school supervisor with longer experience in schools were purposively included in the interview as they are expected to have accumulated knowledge of the experts' practices they observed via reports and supervision. Overall, 104 respondents were included in the study. The information obtained from the school owners, principals, the experts by way of semi-structured interview were used to compare and triangulate the responses given by the teachers and the students. The semi-structured interview was employed because it enables to get detailed

answers by asking additional question when necessary.

Data Collection Instruments

The data collection instruments were included questionnaire, interview and checklist of data gathering method which were employed in order to get relevant information from key informants like students, teachers, manager of experts & schools. The students & teacher were participating by responding questionnaire & interview was responded by managers of school & Experts. The questionnaires were constructed with closed & open ended items. To collect further information the researcher was prepared relevant checklist used for observation and document analysis. The questionnaire was employed as main data collection instrument, because factual information is better secured through the questioner. Moreover, questioner enables to obtain variety of opinions from a large size of population, relatively within a short period of time. The document analyses were mainly used for investigating the number of teachers and students in the schools. To collect relevant & adequate data through the aforementioned source 4 teachers enumerators were selected. The researcher made close supervision & support to the enumerators during data collection. However, the interview to experts & school managers were administered by the researcher himself.

Data Collection Procedures

The questionnaires were pilot to maintain reliability and to evaluate the appropriateness before they were administered. Pilot test was administered in public schools, among 20 respondents other than the subject for the study. The purpose of the pilot test was to check whether the investigator and the respondents were properly communicating through the instrument and add some value to the reliability and validity of the questioners on the base of the feedback obtained. Based on the results obtained, some questions were modified by incorporating the inputs obtained from the respondents and other concerned individuals. After getting all the corrected items, the questionnaires were distributed and followed up for collection according to the time line. To increase the quality of the responses, the return time was made short through continuous follow up. The researcher made the purpose of the study simple and clear to all respondents of the questionnaires in order to avoid confusion. Besides these, explanations were providing as required by the respondents. Field observations were carried out according to the time schedule. In all the schools' machines, training equipment, workshops, class rooms etc and organizational structures were observed by the researcher himself. Documents which are indicated as secondary sources were analyze.

Data Analysis

To make the collected data ready for analysis, the questionnaire was checked for completeness. The data also classified and tallied carefully. The assembled data were arranged and organized in tables. Both quantitative and qualitative techniques were used to analyze and interpret the obtained data. However, quantitative data analysis method was employed as the major technique since the data was gathered mainly by using questionnaires. From descriptive statistic, percentage and frequency counts were used to analyze the personal characteristics of the respondents. Measure of central tendencies such as mean, standard deviation, and weighted mean scores were used to measure and compare the opinions of respondent groups. One-way ANOVA test was the other statistical tool that is used to check the existence of statistical significant differences in perceptions among the two occupational groups (students & teachers) of respondents on the issue under investigation. Qualitative data analysis method was also employed as a supplementary data analysis technique for triangulation and justification purpose. As a result, the data collected through interview, open-ended question, and document review were narrated under quantitative data (items) related to it. Regarding the data obtained through observation, some of the items were analyzed quantitatively under the data collected through questionnaire, and some of them were narrated independently.

Results

Extent of Teachers' Satisfaction in their Profession

A total of eight statements about reasons to become a teacher were presented for respondents. As stated in table 2, there are differences among the respondents perception towards their satisfaction on their job.

Table 2. Reasons to become a teacher

No	Items	Respondents	N	Mean	Std. Deviation	Sig.(2-tailed)	t-calculated
1	I was employed for temporary employment	Teachers	92	3.05	1.386	0.197	1.297
		Principals	12	2.50	1.446		
2	I was pushed by my friends and / or parents	Teachers	92	2.27	1.483	0.428	0.797
		Principals	12	1.92	1.165		
3	Of lack of other employment opportunities	Teachers	92	3.08	1.571	0.217	-1.241
		Principals	12	3.67	1.371		
4	Teaching is an interesting job than other occupations.	Teachers	92	3.15	1.568	0.007	-2.739
		Principals	12	4.42	.793		
5	The profession had better work condition than other profession	Teachers	92	1.95	1.152	0.034	-2.154
		Principals	12	2.75	1.658		

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6	Teaching profession had attractive career structure	Teachers	92	2.13	1.303	0.927	-0.091
		Principals	12	2.17	1.193		
7	Teaching had better pay and allowances when I was employed	Teachers	92	1.79	1.153	0.909	-0.115
		Principals	12	1.83	0.937		
8	Teaching creates the opportunity to become creative as it provides the best research environment.	Teachers	92	3.59	1.476	0.848	0.192
		Principals	12	3.50	1.446		
Weighted mean=2.74							

As can be seen from table 2 above, the items which refer to reasons to become a teacher showed a significance difference in responses to respondents at 0.01(2 tailed) and 0.883 and above item total correlation (See appendix-B). A more specified presentation of the items given below. The higher the mean means the more possible reasons to become a teacher. The mean value scale between 1.79-2.39, 2.40-2.99 and 3.00-3.59 for teachers' response and 1.83-2.69, 2.70-3.55 and 3.56-4.42 for principal low, not sure and high respectively. As it is revealed in the above table 3, teacher respondents put their reasons to becoming teachers. Most of them said that teaching creates the opportunity to become creative as it provides the best research environment (\bar{X} =3.59). For others, teaching is an interesting job than other occupations (\bar{X} =3.15). Still some said that they were employed for fear of lack of other employment opportunities (\bar{X} =3.08), they was employed for temporary employment (3.05), they were pushed by their friends and / or parents (\bar{X} =2.27). On the other hand, principal respondents put their reasons to becoming a teacher are because teaching is an interesting job than other occupations (\bar{X} =4.42). Fear of lack of other employment opportunities (\bar{X} =3.67) and teaching creates the opportunity to become creative as it provides the best research environment (3.50). For some, the profession had better work condition and living environment than other profession (\bar{X} =2.75), and they were employed for temporary employment (\bar{X} =2.50). Both respondents are agreed on reasons to become a teacher on items such as; teaching creates the opportunity to become creative as it provides the best research environment, teaching is an interesting job than other occupations, they were employed due to lack of other employment opportunities. As shown above the mean score above the weighted mean (\bar{X} =2.74) is the possible reason to become a teacher.

As shown above, there were no significant differences between teachers and principals' respondents with respect to reasons becoming to a teacher. For most of the respondents, teaching is an interesting job than other occupations, and the profession had better work condition and living environment than other profession(reason 5) at [$t_{(a/2, 102)} = 2.739, P < 0.007; t_{(a/2, 102)} = 2.154, P < 0.034$ respectively]. Because the critical t-value of the table shows 1.9835 at df 102, this value is less than the calculated t-value. (The negative calculated t-value shows that the principal mean value is greater than that of teachers). A total of fifty (50) statements about factors of job motivation were presented for respondents. Respondents were asked to indicate their level of satisfaction as very satisfied, satisfied, not sure, dissatisfied and very dissatisfied. Out of the fifty items presented for ninety two (92) teachers and twelve (12) principals, only thirty one items show a significant difference in responses of respondents at 0.01 (2 tailed) and showed 0.950 and above item total correlation were selected. After factor analysis was done the selected items were grouped in to two, motivator and hygiene dimensions.

The major factors that affect motivation of teachers in secondary schools of Addis Ababa

Table 3. Respondents level of agreement on motivational factors of job motivation

No	I - Motivator factor	Respondents	N	Mean	Std. Deviat.	Sig.(2-tailed)	t-calculated
1	There is strong relationship between school administrators and teachers.	Teachers	92	3.24	1.565	0.075	-1.802
		Principals	12	4.08	1.165		
2	Competent and motivated teachers share their experience of teaching methodologies with their colleagues.	Teachers	92	3.25	1.289	0.133	-1.513
		Principals	12	3.83	0.937		
3	Provide continuous support and follow up for CPD and induction programs.	Teachers	92	3.18	1.222	0.211	-1.259
		Principals	12	3.67	1.435		
4	Principals' initiative for professional staff development.	Teachers	92	3.07	1.107	0.014	-2.491
		Principals	12	3.92	1.165		
5	Sufficient training and skill were provided for teachers to do their work	Teachers	92	3.09	1.210	0.112	-1.601
		Principals	12	3.67	.888		
6	I am positively influencing other people's lives (students or colleagues) through my work.	Teachers	92	3.59	1.311	0.020	-2.366
		Principals	12	4.50	0.674		
7	The job provides me with strong feeling	Teachers	92	3.71	1.227	0.054	-1.947

	of responsibility since I am contributing to the society	Principals	12	4.42	.793		
8	Recognition given to successful performance of teachers	Teachers	92	3.08	1.242	0.074	-1.806
		Principals	12	3.75	.965		
9	Fairness in handling teacher promotion	Teachers	92	2.70	1.211	0.086	-1.736
		Principals	12	3.33	1.073		
10	My accomplishments are recognized by the people I work with.	Teachers	92	2.95	1.142	0.002	-3.106
		Principals	12	4.00	.739		
11	The type of work I perform provides me with opportunity for personal growth and development	Teachers	92	2.76	1.362	.112	-1.601
		Principals	12	3.42	1.084		

As it can be observed from the table 3, the teachers responded that they are within the range of ‘satisfied’ to ‘dissatisfied’ are the job provides them with strong feeling of responsibility since they are contributing to the society (\bar{X} =3.71), The job provides with strong feeling of responsibility since, they are positively influencing other people's lives (students or colleagues) through their work (\bar{X} =3.59), There is a mechanism by which competent and motivated teachers share their experience of teaching methodologies with their colleagues (\bar{X} =3.25), There is strong relationship between school administrators and teachers (\bar{X} =3.24), Provide continuous support and follow up for CPD and induction programs (\bar{X} =3.18), provide sufficient training and skill for teachers to do their work (\bar{X} =3.09), Recognition given to successful performance of teachers (\bar{X} =3.08), Principals’ initiative for professional staff development (\bar{X} =3.07), Their accomplishments are recognized by the people they work with (\bar{X} =2.95), The type of work they perform provides them with opportunity for personal growth and development (\bar{X} =2.76) and Fairness in handling teacher promotion (\bar{X} =2.70) and the grand mean of them are (\bar{X} =3.15). On the other hand, motivator factors responded by principals are the job provides with strong feeling of responsibility since they were positively influencing other people's lives (students or colleagues) through their work (\bar{X} =4.50), the job provides them with strong feeling of responsibility since they were contributing to the society (\bar{X} =4.42), There is strong relationship between school administrators and teachers (\bar{X} =4.08), Their accomplishments are recognized by the people they work with (\bar{X} =4.00), Principals’ initiative for professional staff development (\bar{X} =3.92), There is a mechanism by which competent and motivated teachers share their experience of teaching methodologies with their colleagues (\bar{X} =3.83), Recognition given to successful performance of teachers (\bar{X} =3.75), provide sufficient training and skill for teachers to do their work and Provide continuous support and follow up for CPD and induction programs (\bar{X} =3.67), The type of work they perform provides them with opportunity for personal growth and development (\bar{X} =3.42) and Fairness in handling teacher promotion (\bar{X} =3.33) and the grand mean of them are (\bar{X} =3.87). The greater the mean means the possible factors of job motivation. The mean value scale between 2.13-2.66, 2.67-3.19 and 3.20-3.71 for teachers’ response and 2.00-2.83, 2.84-3.66 and 3.67-4.50 for principal dissatisfied, not sure and satisfied respectively. As shown in table 3 there were no significant differences between teachers and principals’ respondents with respect to motivator factors of work motivation. However, there was statistically significant difference between teachers and principals regarding item number declares that principals’ initiative for professional staff development, the job provides with strong feeling of responsibility since, they are positively influencing other people's lives (students or colleagues) through their work and their accomplishments are recognized by the people they work with at [$t_{(a/2, 102)} = 2.491, P < 0.014$; $t_{(a/2, 102)} = 2.366, P < 0.020$ and $t_{(a/2, 102)} = 3.106, P < 0.002$ respectively]. Because the critical t-value of the table shows 1.9835 at df 102, this value is less than the calculated t-value. (The negative calculated t-value shows that the principal more satisfied than that of teachers).

Table 4. Respondents level of agreement on hygiene factors (participation, and technical support)

No	II. a. Hygiene factors	Respondents	N	Mean	Std. Deviation	Sig.(2-tailed)	t-calculated
1	The principal exercise educational leadership alone	Teachers	92	2.65	1.354	.663	-.436
		Principals	12	2.83	1.337		
2	Teachers are mostly participate in school decision making	Teachers	92	3.04	1.275	.239	-1.185
		Principals	12	3.50	1.087		
3	There is a shared vision and school goal setting process formulated by school principal.	Teachers	92	3.45	1.189	.291	-1.062
		Principals	12	3.83	1.193		
4	Technical support rendered by supervisors from WEO and sub-city education office	Teachers	92	2.97	1.124	.001	-3.594
		Principals	12	4.17	.718		
5	There is Effective school level supervision	Teachers	92	2.91	1.086	.026	-2.264
		Principals	12	3.67	1.073		

As shown in table 4, for the teacher respondents, the principals exercise educational leadership alone (\bar{X} =2.65) and teachers are mostly participate in school decision making (\bar{X} =3.04). According to teachers there is a shared vision and school goal setting process formulated by school principal (\bar{X} =3.45). They also said that the school climate and existing norms are favorable to work (\bar{X} =3.14).

For others teachers are mostly participate in school decision making (\bar{X} =3.04) and there is opportunity for in-service training (\bar{X} =3.01), while technical support rendered by supervisors from WEO and sub-city education office (\bar{X} =2.97) is inadequate. Conversely, the evaluation system respect individual worth and dignity by encouraging teachers to set personal and organizational objectives (\bar{X} =2.96). Yet there is effective school level supervision (\bar{X} =2.91), and the evaluation system is well designed and provides the teachers with the necessary feedback (\bar{X} =2.87). All in all the working conditions such as cleanliness of the work place, healthy environmental condition, enough tools and supplies. This thing encourages them to work (\bar{X} =2.84). Principals engaged teachers to take part in design and implementation of research-based evaluation system (\bar{X} =2.75).

Table 5. Respondents level of agreement on other hygienic factors (seminars, training, legacy and support)

No	II .b. Hygiene factors	Respon- dents	N	Mean	Std. Dev.	Sig.(2- tailed)	t- calculated
1	Arranges seminars with teachers to share experience	Teachers	92	2.66	1.225	.085	-1.737
		Principals	12	3.33	1.497		
2	There is opportunity for in-service training	Teachers	92	3.01	1.271	.010	-2.631
		Principals	12	4.00	.739		
3	Respect accorded to teachers by the community	Teachers	92	2.13	1.277	.739	.335
		Principals	12	2.00	1.206		
4	Community and parental support of teachers	Teachers	92	2.15	1.176	.474	-.718
		Principals	12	2.42	1.379		
5	The evaluation system is well designed and provides the teachers with feedback.	Teachers	92	2.87	1.179	.008	-2.718
		Principals	12	3.83	.937		
6	Principals engaged teachers to take part in design and implementation of research-based evaluation system	Teachers	92	2.75	1.201	.125	-1.547
		Principals	12	3.33	1.435		
7	The evaluation system respect individual worth and dignity by encouraging teachers to set personal and organizational objectives	Teachers	92	2.96	1.185	.583	-.551
		Principals	12	3.17	1.642		

As indicated in Table 4, schools arrange seminars with teachers to share experience after classroom observation regarding instruction and students, learning conditions and Teaching creates feeling of job security and safety (\bar{X} =2.66), The principal exercise educational leadership alone (\bar{X} =2.65), Students are well disciplined (\bar{X} =2.62), Fairness in teacher transfer and deployment (\bar{X} =2.58), they are satisfied with the job security that creates job responsibilities (\bar{X} =2.53), they were satisfied with the post-employment security (in the form of pension or provident fund) (\bar{X} =2.47). There is opportunity for further education (\bar{X} =2.37), Community and parental support of teachers (\bar{X} =2.15), and respect accorded to teachers by the community (\bar{X} =2.13). Principals engaged teachers to take part in design and implementation of research-based evaluation system (\bar{X} =2.96) and The evaluation system respect individual worth and dignity by encouraging teachers to set personal and organizational objectives (\bar{X} =3.17). On other hygiene factors, it was responded by principals and teachers that medium technical support rendered by supervisors from WEO and sub-city education office (\bar{X} =4.17).

There is opportunity for in-service training (\bar{X} =4.00), There is a shared vision and school goal setting process formulated by school principal and The evaluation system is well designed and provides the teachers with the necessary feedback (\bar{X} =3.83), There is Effective school level supervision and The school climate and existing norms are favorable to work (\bar{X} =3.67), Teachers are mostly participate in school decision making (\bar{X} =3.50), Principals engaged teachers to take part in design and implementation of research-based evaluation system and Arranges seminars with teachers to share experience after classroom observation regarding instruction and students, learning conditions (\bar{X} =3.33), Students are well disciplined (\bar{X} =3.25), The evaluation system respect individual worth and dignity by encouraging teachers to set personal and organizational objectives and Fairness in teacher transfer and deployment (\bar{X} =3.17),

Table 5. Respondents' level of agreement on hygiene factors (education, deployment, security and climate)

No	II.c. Hygiene factors	Respondents	N	Mean	Std. Deviation	Sig.(2- tailed)	t- calculated
1	There is opportunity for further education	Teachers	92	2.37	1.348	.097	-1.676
		Principals	12	3.08	1.676		
2	Fairness in teacher transfer and deployment	Teachers	92	2.58	1.320	.153	-1.440
		Principals	12	3.17	1.467		
3	I am satisfied with the job security that	Teachers	92	2.53	1.330	.463	-.736

	creates job responsibilities	Principals	12	2.83	1.337		
4	Teaching creates feeling of job security and safety	Teachers	92	2.66	1.353	.419	-.812
		Principals	12	3.00	1.348		
5	I am satisfied with the post-employment security (in the form of pension or provident fund)	Teachers	92	2.47	1.114	.187	-1.329
		Principals	12	2.92	.996		
6	The school climate and existing norms are favorable to work	Teachers	92	3.14	1.237	.175	-1.367
		Principals	12	3.67	1.371		
7	Working conditions such as cleanliness of the work place, healthy environmental condition, enough tools and supplies. This thing encourages me to work.	Teachers	92	2.84	1.141	.820	-.229
		Principals	12	2.92	1.084		
8	Students are well disciplined.	Teachers	92	2.62	1.108	.063	-1.879
		Principals	12	3.25	.965		
Weighted mean of the two motivational factors=3.26							

There is opportunity for further education ($\bar{X}=3.08$), Teaching creates feeling of job security and safety ($\bar{X}=3.00$), they were satisfied with the post-employment security (in the form of pension or provident fund) and Working conditions such as cleanliness of the work place, healthy environmental condition, enough tools and supplies. This thing encourages them to work ($\bar{X}=2.92$), the principal exercise educational leadership alone and they were satisfied with the job security that creates job responsibilities ($\bar{X}=2.83$), Community and parental support of teachers ($\bar{X}=2.42$) and Respect accorded to teachers by the community ($\bar{X}=2.00$) and the grand mean of principals are ($\bar{X}=3.25$). The items show that the mean score above the weighted mean ($\bar{X}=3.26$) is possibly the respondents satisfied with. Additionally, the study explored that, both teachers and principals are highly satisfied by motivator factors ($\bar{X}=3.15$) and ($\bar{X}=3.87$) respectively than hygiene factors ($\bar{X}=2.74$) and ($\bar{X}=3.25$).

As indicated in Table 5, there were no much significant differences between teachers and principals' respondents with respect to hygiene factors of work motivation. However, there was statistically significant difference between teachers and principals regarding item number declares that Technical support rendered by supervisors from WEO and sub-city education office, There is Effective school level supervision, There is opportunity for in-service training and The evaluation system is well designed and provides the teachers with the necessary feedback at [$t_{(a/2,102)}= 3.594, P<0.001$; $t_{(a/2, 102)} = 2.264, P < 0.026$; [$t_{(a/2,102)}= 2.631, P<0.010$ and [$t_{(a/2,102)}= 2.718, P<0.008$ respectively]. Because the critical t-value of the table shows 1.9835 at df 102, this value is less than the calculated t-value. (The negative calculated t-value shows that the principal more satisfied than that of teachers).

Discussion

Both teachers and principals Satisfied with items that declares motivational factors are: There is strong relationship between school administrators and teachers, there is a mechanism by which competent and motivated teachers share their experience of teaching methodologies with their colleagues, the job provides with strong feeling of responsibility since, they are positively influencing other people's lives (students or colleagues) through their work, the job provides them with strong feeling of responsibility since they were contributing to the society and on items that states hygiene factor, there is a shared vision and school goal setting process formulated by school principal. On the other hand, regarding hygiene factors both teachers and principals dissatisfied on items states that, the principal exercise educational leadership alone, respect accorded to teachers by the community, community and parental support of teachers, and the job security that creates job responsibilities. Furthermore, teachers dissatisfied on items states that, arranges seminars with teachers to share experience after classroom observation regarding instruction and students, learning conditions, opportunity for further education, fairness in teacher transfer and deployment, job security and safety, and the post-employment security (in the form of pension or provident fund) and Students discipline.

This result is in harmony with the findings of Ahmed (2012) that focuses on the importance of intrinsic motivation in driving human behavior. Like Maslow's hierarchical theory and others that built on it, SDT (self-determination theory) posits a natural tendency toward growth and development. Recent studies have shown fairly conclusively that teachers are motivated more by intrinsic than by extrinsic rewards. Assefa (2013) conducted a survey which found that teachers perceive their needs and measure their job satisfaction by factors such as participation in decision-making, use of valued skills, freedom and independence, challenge, expression of creativity, and opportunity for learning. They concluded that high internal motivation, work satisfaction, and high-quality performance depend on three "critical psychological states": experienced meaningfulness, responsibility for outcomes, and knowledge of results. The same to this research, Herzberg's (1993) went even farther, positing that workers were not motivated by extrinsic factors such as salary, working conditions, and job security but by intrinsic factors such as achievement, recognition, and responsibility. Moreover this result is supported by the findings of Herzberg (1975), on the other hand, may cause dissatisfaction, and is extrinsic to work

content. They include the organization policy and administration, working conditions, salary status, job security and interpersonal relations. While meeting hygiene needs can help avoid job dissatisfaction in the individual; increasing the dosage of these factors will not necessarily result in satisfaction. Based on his research, Herzberg came to the conclusion that satisfaction was primarily caused by motivation factors and hygiene factors are the primary cause of happiness on the job. The result of this research is also concurrent with other findings; Adams' equity theory (1963) is based on the premises of the belief in fair treatment by the organization in terms of equally rewarding all employees doing equal amount and equal level of work. The equity theory of motivation was developed on the belief that fair treatment or a perception, motivates people to keep such fairness maintained within the relationships of their colleagues and the organization. Aleazzar (2007), on the other hand, stated that it is evident that the provision of democratization of organizational policy and administration enhances not only teachers' motivation to teach, but also the motivation to retain in the institution.

One respondent, in open ended questions, stated that: he became a teacher because it was respected profession. Yet when he arrived at a university, he preferred it because somewhat corruption free, it is lifelong learning process, though his poor ESLCE result also forced him to join the profession. Hillina (2011) reported that principal leadership has a significant effect on teachers' beliefs and motivation. Positive context beliefs by teachers are associated with such school leadership practices as helping to clarify the reasons for implementing the policy, empowering teachers to participate in decisions about how the policy will be implemented, providing resources to assist such implementation, and making available opportunities to acquire the new skills necessary for policy implementation. Likewise Aleazzar (2007), shows that teachers need both technical support and supervision throughout their careers. It would be naïve to assume that teachers can go through a pre-service program and then perform well for the remainder of their careers without further professional development. Likewise Hillina (2011) suggested that, however, in many African countries such inspection systems focus on faultfinding, rather than support. In some cases, supervisors or inspectors lack the resources to travel to institutions. Supervision visits can be thus infrequent and haphazard. On other hand, the result of this research is in agreement of other findings Aleazzar (2007) employee/teacher motivation is significantly affected by the quality of relationship of employee with co-workers in the work environment. He concluded that the quality of relationship with in the work group is very important to teachers/employees; especially to the extent that the individual is accepted as part of the work unit and the friendliness and support of his/her fellow teachers/employees. Concurrent with this finding, Assefa (2013) suggest that teachers need continuous professional development (CPD) as well as support from peers and supervisors. CPD is usually scarce, one-time, top-down, unrelated to a broad strategy, and not targeted at teachers who need it most. In the absence of appropriate development and support, teachers can quickly lose motivation. There have been some very effective interventions in this area. Similarly Ayalew (2009) suggested that, one of the potentially valuable initiatives in the ongoing teacher development is the involvement of experienced teachers in the design and delivery of courses at the institution level. This has the double benefit of ensuring the courses are relevant and practical, while also providing development opportunities for the experienced teachers. This result is in harmony with other findings, Assefa (2013) historically, the role of teachers has been respected and teaching is one of the most highly regarded professions by the Ethiopian public. However, the profession is not as well respected as it used to be. In the last few decades the teacher in our culture has always been among the person of little importance, and his place has not changed for the better. It has been argued that the social standing of any profession is a pretty accurate mirror of its economic standing, and that therefore the low financial rewards of teaching, among other things, are sufficient cause of its being considered one of the less honorable pursuits.

On other hand, the result of this research is in opposition of other findings Tessema (2006) teachers must have a status, which correspond to their key role in the advance of education and to the importance of their contribution to the development of the individual and of a society as a whole. Hence, the social status of the teaching profession in the broader community is an important factor in the retention decision of teachers. Hillina's (2011), in line with this, reported that evaluation system, if well designed, provides teachers with the necessary feedback to assess their own professional growth. A poorly designed evaluation system can be disastrous, pitting teachers against administrators and engendering anxiety, mistrust, and resentment. In general, Administrators should encourage teachers to take part in the design and implementation of a practical, research-based evaluation system customized to individual district needs. The main purpose of evaluation should be to provide information to help teachers improve their teaching performance. Accordingly, a good evaluation system should reflect respect for individual worth and dignity by encouraging teachers to set personal and organizational objectives. An evaluation system should also foster imagination and creativity, recognize work well done, and involve both self-appraisal and appraisal of others. This finding in agreement with other research results, Aleazzar (2007) in his study he found the reasons teachers advanced for joining teaching were the fact one could easily get a teaching job, the compulsion of external forces, etc. He found that most teachers joined teaching for an interim period until they get other jobs or until they join higher institutions of learning. This indicates quiet definitely that most young people joined teaching without interest or inclination. He also investigated reasons for leaving teaching jobs. The reasons given by teachers were categorized as economic factors, administrative inefficiency, unfavorable professional working conditions and low social prestige of teachers.

Key findings

According to the results of the study, the teacher attitude towards teaching profession when joined to the profession include, teaching creates the opportunity to become creative as it provides the best research environment, teaching is an interesting job than other occupations, they were employed due to lack of other employment opportunities and other reasons listed in open ended questions

were; they chose the profession, because it was respected profession when they arrived at a university, they prefer it because of free of corruption relatively, it is lifelong learning process and their ESLCE result forced them to join the profession. Job motivation factors were divided in to two, on the basis of the factors analysis result; motivator and hygiene dimensions, and found that there was significant difference on job motivation factors. Major Job motivation factors that satisfy both respondents included as motivator dimensions are: There is strong sense of cooperation among school administrators and teachers. There is a mechanism by which competent and motivated teachers share their experience of teaching methodologies with their colleagues, the job provides with strong feeling of responsibility. They agree that they are positively influencing other people's lives (students or colleagues) through their work. Equivocally, the job provides them with strong feeling of responsibility as they are contributing to the society and on items that states hygiene factor, there is a shared vision and school goal setting process formulated by school principal. Respondents were dissatisfied with hygiene factors. Principals exercise educational leadership alone, earns respect by the community, getting community and parental support of teachers, and the job security that creates job responsibilities. Furthermore, teachers dissatisfied due to lack of seminars to help them share experience after classroom observation regarding instruction and students learning conditions, poor opportunity for further education, lack of fairness in teacher transfer and deployment, unclear job security and safety, and post-employment security (in the form of pension or provident fund) and Students discipline. There was significant difference between of teachers of varying 'salary groups' in their motivational and hygiene factors of job motivation.

Conclusion

Based on the summarized points of the study, the following conclusions were made. Amongst the reasons of teachers attitude towards teaching profession when they joined in to the professions were: teaching creates the opportunity to become creative as it provides the best research environment, teaching is an interesting job than other occupations. Therefore, it is safe to conclude the teachers who joined the profession were willing due to intrinsic and motivational factors that maintain their satisfaction with the profession. The research explored that both professional groups (teachers and principals) are greatly satisfied by motivator factors ($\bar{X}=3.15$) and ($\bar{X}=3.87$) than hygiene factors ($\bar{X}=2.74$) and ($\bar{X}=3.25$) respectively. It can be conclude that by the mean computed, teachers more dissatisfied than principals. Since hygiene factors contribute to motivation and positively related to motivational factors. The hygiene factors that dissatisfied both respondents were: the principal exercise educational leadership alone, respect accorded to teachers by the community, support of by the community and the job security that creates job responsibilities. It can be concluding that as the result of this study shows, School leaders were passive in creating a true feeling that motivate teacher to teach. This study confirms that the principal exercise educational leadership alone and teachers participation in school decision making is not adequate. It possibly can be conclude that organization leadership style has a negative impact in motivate teachers. More importantly, salary and other forms of financial incentive (medication and reinforcement for the model teachers) are among the major factors raised by majority of respondents. From this study result concludes that the teachers are dissatisfied with the salary paid and incentive they went to earn. As revealed in the result of this study, demographic characteristics of respondents (teachers and principals) such as age, salary, work experiences, educational levels (current qualification), marital status and gender have significant differences and it is safe to conclude that this independent variables has a great correlation with job motivation factors. There are significant differences among teachers across different variables. Degree holders were more satisfied than masters, while married employees were more satisfied than unmarried and females were found to be more satisfied than males. In conclusion, demographic variables influenced job motivation factors.

Recommendations

Based on the findings of the present study, it can be recommended to enhance participatory management approach as the existing management and leadership support to teachers could not maintain their motivation for that it lacked their full participation in many ways. Directive leadership was suggested for managerial decisions since it enhance teachers' motivation and performance, whereas for technical decisions, the participative leadership style is more desirable. The finding of the study revealed that most of teachers who are included as a respondent become dissatisfied with their relative salary in comparison with others and in relation to their experiences and educational levels. Therefore, needless to strictly recommended the salary increment for the teachers at the merit based. Promote satisfaction factors and condensed dissatisfaction factor will result in improved teacher motivation and the greater likelihood of success in retention and more satisfied in their job. Furthermore, teacher motivation should be as part of professional mandates in the education system. All teachers were needed to upgrade themselves through further education (post-graduate educational program) but, the cost it request is challenging. Therefore, it is recommended that should be adequate access of educational opportunity for all teachers to maintain their satisfaction and enjoy the profession. There are no adequate seminars to teachers in order to share experience after classroom observation regarding instruction and students learning conditions. It is recommended that, in the absence such training and seminar regarding instruction and students learning behavior, teachers can fade up on their job and lose motivation.

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