Assessing the Factors that Affect Teachers' Work Motivation in Secondary Schools of Arsi Zone

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Abstract : The main intention of this research was to assess the factors that affect teachers' work motivation in secondary schools of Beriti, Gonde, Kenchare, NedhiGemmeda and Sagure secondary schools which are found in Arsi zone, Oromia region. To attain this objective, a descriptive research design was employed. The sample consisted of 37 teachers drawn from 74 and 5 school principals, and 5 school vice principals as well as 5 schools supervisors. Purposive sampling technique was used to select the target schools while simple random technique was employed to select the sample teachers. And, availability sampling technique was used for school principals, vice principals and supervisors. To gather the necessary data, questionnaires, interviews, and document review were employed. In analyzing the data, percentage was used. The results of the study indicated that there are various factors that affect teachers work motivation. Some of these factors are: lack of adequate facilities to perform job properly, good working environment, teachers staff room comfortable for work, adequate personal space in departments, own residence nearby and provision of rent allowance, insufficient fulfill of family needs, absence of transport, justice, motivated on current life. Thus, based on the findings of the study, recommendations are forwarded to alleviate the aforementioned problems in the schools under study.

1. Introduction

Education is one of the most important factors that has a direct relation to the development of
society from starting and continues to assume the same role as long as society exists. It is also a process by which man transmits his experience, new findings and values accumulated

for several centuries in his struggle for survival. Besides this, Adelabu (2005) stated that teaching is also one of the most important and noticeable profession in the world and all other professions of the society have the roots in the profession of teaching. Thus, it is considered to be highly respected and dignified profession and teachers are always taken as role models.

Teachers are important instrument in education and also the pivot on which the educational process hang and play a major role in the whims and caprices of the educational system. Moreover as Vroom, (1964) states they can influence the teaching learning outcomes either positively or negatively because they determine the quality of instructional delivery and also influence quality education when it comes to implementation of the curriculum and educational policies.

On another hand, motivation is the desire or drive within a person to achieve some goal. According to Mifflin (1995) motivation is virtually impossible to determine a person's motivation until that person behavior or action an individual performs at each moment in time, the initiation and persistence of an intentional, goal-directed activity. While, human motivation is the process whereby the behavior of an individual is energized, sustained, and directed in order to meet individual needs and achieve organization objectives.

Even though, institutional performance greatly depends on the motivated work force, performance of teachers is foremost and prerequisite for a successful and sound educational system in educational institution. So, only the motivated, skilled and knowledgeable teachers can give the glorious position to the institution and nations. According to Panda and Mohanty (2003) good teachers were essential for the effective functioning of education system and for improving the quality of learning process. In education, teachers should be motivated in order to boost their productivity, effectiveness, efficiency and dedication in performing their task, which will enhance quality assurance, quality education and quality instructional delivery in the educational system (Obi, 1997).

In recent years, in Ethiopia, the number of schools has been growing rapidly resulting from increasing students' enrollment. For instance, secondary school first cycle (grade 9 & 10) enrolment has grown at 13.6% annual average while secondary schools increased by 14.1% (MOE, 2008/09). Thus, the motivation of teachers on their profession, commitment and satisfaction are the determinant factors for the students to benefit from the education system. However, the existing motivation package exercised in secondary schools of Arsi zone, ranging from the zone educational office to the schools level, have limitations in motivating and retain teachers in their work. Thus, the reason for selecting this research topic by the researcher, in secondary schools of the study area is to assess factors that affect teachers' motivation towards teaching.

Moreover, some researches that were conducted in Ethiopia seem relevant and indicate that teachers are dissatisfied with many aspects of their job and living conditions, and this may affect their motivation toward their profession. As an example VSO (2008) indicates that large number of teachers did not feel motivated due to different factors and they would move to other profession if options are available to them. And, the Dawit (2008) also finds that the teachers are more interested in intrinsic incentives like recognition from different sources, success in the performance of their job, and professional discretion in the school. In general, these studies indicate that many factors were de-motivating teachers and it may affect not only their work in a negative way but also impact student's academic performance in the classroom. Thus, in order to bring change to an educational system, identifying factors that affect or enhance teacher motivation are essential. Thus, the general objective of this study was to identify and determine the factors that affect teachers' work motivation in government secondary schools of Arsi zone and specifically it focused to assess the current status of teachers' work motivation, to identify the factors that affect teachers' motivation towards teaching profession and to determine the level of teacher's work motivationin selected secondary schools of Arsi zone.

2. Research Design and Methodology
2.1 Research Design

The purpose of this study was to assess the factors that affect teachers work motivation in secondary schools of Arsi zone, specifically the five woredas of Arsi zone secondary schools. Thus, descriptive Survey research method is employed to conduct this study. This method was employed to get detail of data from many participants to assess the status of phenomena. In descriptive Survey method, data can be gathered from wider population related with their attitude, opinions, problems, etc. In line with this Kumar (2006) states that descriptive survey or study also serves as direct sources of valuable knowledge concerning human behavior. And, this research design is preferable because it enables researcher to conduct the research quickly and at relatively lower cost. On the other hand, the qualitative and quantitative research approaches were utilized.

2.1 Sources of Data

Both primary and secondary sources of data were used for this study. The primary data sources were all stakeholders in each selective woreda's secondary schools. According to Kothari (2008) defines primary data is collected afresh and mostly are original in character. Thus, in this study, the primary data sources were obtained directly from the main sources such as teachers, principals, and supervisors of the selective schools in each woredas. Furthermore, the secondary data sources were also collected for the study. Thus, for this study, the secondary data was collected from documents such as; school annual, quarter and supervisor reports, teachers' efficiency evaluation, teacher assignment and work load.

2.2 The samples and Sampling Techniques

The target populations of the study were secondary schools' supervisors, principals and vice principals, and teachers of Beriti, Gonde, Kenchare, NedhiGemmeda and Sagure secondary schools of Arsi zone. The researcher selected these secondary schools purposively since the schools are nearby the researcher to use the resources and time wisely for the study. In these selected secondary schools, there were 5 supervisors, 5 school principals, 5 vice principals and 74 teachers.

Therefore, all supervisors, principals, vice-principals were selected on the basis availability sampling techniques owing to the school environment and the teachers were selected using simple random technique. Accordingly 50% (37) of the teachers were taken as the sample of the study. The sampled teachers were used to provide quantitative data for the questionnaire whereas the sampled supervisors and principals were used to provide qualitative data for the interview. Finally, for document review the sampled for vice principals different documents and teachers' portfolio were used.

2.2.1 Sampling Techniques

There are 26 districts in Arsi zone. From these woredas 20 %(5) of them were chosen for this study. According to Kumar (2006), a sample size of 20 to 25% is appropriate for descriptive studies. These five secondary schools were selected on the basis purposive technique since they are convenient to the researcher. Each of these secondary schools has a supervisor, a principal and a vice-principal. Beriti and Gonde secondary schools have 13 and 15 teachers respectively whereas Kenchare and NedhiGemmeda have 12 and 16 teachers consecutively. Additionally, Saguresecondary has 18 teachers. In general, there are 5 supervisors, 5 school principals, 5 vice principals and 74 teachers. Thus, this study was used availability sampling technique to obtain samples used in each population.

2.3 Data Collection Instruments

Gathering necessary data for the study was done by using questionnaire, interviews and documents review based on their relevance.

Questionnaires:-questionnaire is a form of enquiry document which contains a systematically compiled and well organized series of question intended to elicit information which will provide insight into the nature of the problem under study (Seidu, 2007). Therefore, the questions items were prepared in English and developed using four point Likert Scale. And, these questionnaires were divided into different sections. The first section contains data on the background information of the respondents while the second section consisted of items concerning motivation factors for teaching, and finally the third section contained questions on motivation factors for teaching.

Interview:-According to Kothari (2004) interview is one of the commonly used instruments for collecting data explained through verbally. Thus, the researcher was interviewed all

supervisors, principals and vice principals in each schools to get probe information about the problem. The researcher used semi-structured interview.

Document Analysis: in addition to primary data, secondary data sources were collected by looking for different written documents of the schools. The researcher reviewed for teachers' portfolio, teachers' work load, and other documents would be analyzed thoroughly.

2.4 Methods of Data Analysis

According to Krishnaswami (2003) data analysis is defined as a critical examination of the assembled and grouped data for studying the characteristics of the object under study and for determining patterns and relationships among the variable relating to it. Accordingly, this study was used both quantitative and qualitative techniques to analyze the collected data from questionnaires, interview and document review respectively.

2.5 Ethical Consideration

Research ethics refers to the type of agreement that the researcher enters into with his or her research participants. The purpose of the study was explained to the participants and the researcher asked their permission to answer questions in the questionnaires or interview guide. Accordingly, the researcher was used the information from his participants only for the study purpose.

3 Results and Discussions
3.1 The Study Results
3.1.1 Characteristics of Respondents

This section presents the general features of respondents. It consists of 5 items basis on the respondents' personal information related to their sex, ages, marital status, qualifications, and work experiences. Table 1: shows the general characteristics of respondents.

Table 1: Percentage Distribution of the Sample Respondent's Characteristics

R. No	Characteristics		Frequency	Percentage
1	Sex	Male	29	78.37
		Female	8	21.62
		Total	37	100
2	Age	25 and below	6	16.21
		26 - 30	7	18.92
		31 - 35	10	27.02
		36 - 40	11	29.72
		41 and above	3	8.10
		Total	37	100

3	Qualification	Diploma	1	2.7
		Degree	33	89.18
		Master degree	3	8.10
		Total	37	100
4	Marital Status	Single	12	32.43
		Married	25	67.57
		Widowed	-	-
		Divorce	-	-
		Total	37	100
5	Work experience	1-5 years	6	16.21
		6-10 years	16	43.24
		11-15 years	10	27.02
		16 and above	5	13.51
		Total	37	100

As it is shown in Table 1 above regarding the sex of respondents, the larger proportions of the
respondents were males 29(78.37%) and the rest were females 8(21.62 %). And, the data depicts that even though the participation rate of female teachers in secondary schools is very low, there is no significant differences concerning work motivation. Based on the data obtained from the respondents, regarding their age, out of 37 teachers respondents about 29.72% of them were between 36-40 ages. Whereas about 27.02% were in between 31-35 ages. This part of data elucidates that the majorities of respondents were almost young enough and energetic teachers who require similar ways of motivation.

Regarding the teachers' qualifications, as it is seen from Table 1 item 3,only one respondent (2.7%) had diploma while most of teachers were the holder of the first degree 33(89.18%). On the other hand, others some of the respondents had the second degree in different subjects 3(8.10%). Thus, the academic features of the respondents inform us, even though most of the teachers were the holders of first degree, it needs further up grading. This is idea is consistent with the Ethiopian Secondary Education Training System that requires of teachers who teach in secondary schools to have a minimum qualification of at least a bachelor's degree.

Regarding the work experience, 6(16.21%) of teachers had work experiences between 1 to 5 years, and 16(43.24%) of them had work experiences between 6 to 10 years. while the remaining 10(27.02%) of teachers and 5(13.51%) had work experience of 11-15 years, 16 years and above respectively. This shows that the majority of respondents were experienced and able to give valid information on the factors affecting motivation of teachers in their profession. Furthermore, Motuma (2006) also suggest that experienced

teachers are more likely stay in their profession than less experienced teachers in Oromia government secondary schools.

3.1.2 Administrative Support and Recognition Provided

The following table shows the responses on administrative support and recognition provided for them and level of agreement.

Table 2: Summary of Teachers' Responses on the Administrative Support and Recognition Provided.

No	Items basis on administrative support and recognition provided	Response in	Strongly agree	Agree	Undecided	Disagree	Strongly disagree	Total
1	My principal recognize teachers' performance whatever small it would be	N	1	4	-	1 0	2 2	3 7
		%	2 . 7	10.8	-	2 7	5 9.45	100
2	Recognition is not given timely in my school	N	1 7	1 2	1	3	4	3 7
		%	45.95	32.4	2.7	8 . 1	1 0 . 8	100
3	There are no enough rewards for those who work well at teaching	N	1 2	1 6	-	5	4	3 7
		%	32.43	43.2	-	13.5	1 0 . 8	100

N.B (N= numbers, %= percentage)

As it is shown in Table 2 above, the administration support and recognitions were not fully provided to the teachers in selected schools. For instance, respondents replied that most of the principals were not give the recognitions to their teachers' performances. In Item 1, 59.45% of the respondents strongly disagree the notion of the principals provide recognitions to the teachers' performances. Thus, from this data it is possible to conclude that lack of recognitions from school principals may result in the demotivation of teachers' in their jobs.

Besides, 45.95% of the respondents stated that recognitions are not given timely in the selected schools. And, as the data depicts that almost half of the respondents strongly agree to notion various recognitions were not given timely in the selected schools. Additionally, the data taken from an interview of the school principal witnessed that recognitions were

not given to teachers due to lack of sufficient support offered from woreda education bureau.

> Recognitions and rewards given to teachers according to their effort in our school are low. This is due to lack of timely support from supervisor and woreda education experts. There is also lack of budget. And sometimes, there is no enough access of transportation facilities from woreda to our school. Because of these reasons, the teachers themselves are reluctant to their jobs and they were not as such inspired to their work (Interviewed on May 2, 2019).

From the data in Table 2, it is possible to conclude that administrative supports and recognitions given to teachers' in their study areas are not satisfied them and negatively affects their motivation. And, the practice of providing recognitions for teachers in general secondary schools is low; it affects their level of motivation and job satisfaction.

3.1.3 Salary and Non-incentive

The following table shows the responses on administrative support and recognition provided for them and level of agreement

Table 3: Summary of Teachers' Responses on the Salary and Non-incentive Provided for the Teachers

No.	Items basis on salary and non-incentive provided	Response in	Strongly agree	Agree	Undecided	Disagree	Strongly disagree	Total
1	Payment is sufficient for my qualification as a teacher	N	-	2	1	1 3	2 1	3 7
		%	-	5 . 4	2.7	35.13	56.75	100
2	The opportunity for non-salary incentives are low	N	8	2 3	2	3	1	3 7
		%	2 1 . 6	62.16	5.4	8 . 1	2 . 7	100
3	I feel I am being paid a fair amount for my job	N	2 5	9	-	2	1	3 7
		%	67.56	24.32	-	5 . 4	2 . 7	100

N.B (N= numbers, %= percentage)

As it is shown in the above table, the respondents were asked to show their level of agreement about the salaries and non-incentives offered for the teachers. Accordingly, in Item 1, the respondents depicted that 56.75% of strongly disagree to the notion the payment is sufficient for the teachers. And, 35.13% of respondents were also disagreed to this idea. On the other hand, 62.16% of respondents agreed to opportunities for non-incentives are low (Item 2).

Similarly, the data obtained from the interview also goes parallel with idea. For instance, one of an interviewee (school principal) states the questions of salary and incentives as follows:

> The teaching profession is the least paid and most disrespected profession in the country. The major reason for this is that the low salary of teachers. When we compare the salary and other benefits teachers gain with other professionals, it is disappointing. We have developed strong hatred toward the profession and considered the profession as abridge occupation. Nobody wants to stay in the teaching profession unless she or he fails to find another job. Our motivation to teach is dead and commitment to effect any change has been lowered work (Interviewed on May 2, 2019).

From the above data, it is possible to conclude that salary and non-salary incentives provided for the teachers in the selected schools were not satisfied them and this can negatively affect their motivations. Moreover, the de-motivated teachers may also affect the school to achieve its entire objective. Furthermore, the low salary coupled with high inflation rate makes the living cost unbearable for teachers. And, owing to this, the quest for basic needs which as described as dominating their activities. Student learning, which is the fundamental purpose of school becomes secondary issue.

3.1.4 Promotion or Growth Opportunities

The following table shows the responses on promotion opportunities provided for them and level of agreement.

Table 4: Summary of Teachers' Responses on the Promotion or Growth Opportunities Provided for the Teachers.

No.	Items basis on promotion or growth opportunities provided	Response in	Strongly agree	Agree	Undecided	Disagree	Strongly disagree	Total
1	In this organization, the opportunities for job upgrading are low	N	1 7	1 2	2	4	2	3 7
		%	4 5 . 9	3 2 . 4	5.4	1 0 . 8	5 . 4	100
2	My organization does not give enough chance for professional growth	N	1 6	1 3	1	4	3	3 7
		%	4 3 . 2	35.13	2.7	1 0 . 8	8 . 1	100
3	Promotion is based on job performances, qualifications, trainings and experiences	N	4	7	-	1 6	1 0	3 7
		%	1 0 . 8	20.58	-	43.24	27.02	100

N.B (N= numbers, %= percentage)

In the above table, Item 1, 45.9% of the respondents strongly agreed that in their organization the opportunities for job upgrading are low. This data implied that since the opportunities for job upgrading are low in their organization, it has impact on teachers' work motivations. In Item 2, 43.2% of respondents witnessed that there is no enough chance for professional growth in their organization. The respondents illustrated that lack of enough chance for professional growth in their organization has negative impacts on teachers' work motivation. In Item 3, the respondents were asked to rate their agreement levels on whether promotion is based on job performances, qualifications, trainings and experiences or not. Accordingly, 43.24% were disagreed that the promotion is based on job performances, qualifications, trainings and experiences in their schools.

Furthermore, the data obtained from an interview also supports the data gained from teachers' questionnaires about promotions based on job performances, qualifications, trainings and experiences. For instance, one of a school supervisor stated as follows:

> Most of teachers were not satisfied to the promotion opportunities practiced in our woreda. This is due to most of the time the criterion was mainly focused on services they offered in the woreda without considering the efforts the teachers did in their schools. And, lack of commitment to promote the teachers based on their performances, qualifications, trainings and experiences among different levels of educational experts of the woreda. Moreover, sometimes, there are the situations

when the experts promote teachers based on the intimacy and political commitment they have in the woreda (Interviewed on May 3, 2019).

This interview illustrated that the promotion opportunities of teachers based on their job performances, qualifications and trainings is very low in the selected schools and this was resulted in negative influence on their academic performances and motivations. Moreover, the data obtained from an interview session also supports the notion that colleagues are self-centered oriented rather than the schools' goals. For instance, one of a school supervisor replied the following statements for this idea.

> Most of the teachers have poor relationship among themselves due to majority of them are self-centered; attached to their individual or personal work. They work their own different jobs out of their regular work, some of them are merchants while others are partial farmers, and they have strong relationship with the community which lead them to individuality and enhance them to forget their organizational goal: classroom instruction (Interviewed on May 3, 2019).

Therefore, the data implied that the colleagues are self-centered and they were eager to focus only their career.

3.1.5 Work Load

In this section of the questionnaire, two (2) items were presented which focus on the work load of the respondents to indicate their level of agreement toward teachers' motivation were; too heavy work load and the extent to which the current job stressed them.

Table 6: Summary of Respondents' View on the Work Load

No.	Items basis on the workload of teachers	Response in	Strongly agree	Agree	Undecided	Disagree	Strongly disagree	Total
1	The work load on my job is too heavy	N	18	14	1	4	-	37
		%	48.64	37.83	2.7	10.8	-	100
2	My current work does not interested me	N	16	15	-	4	2	37
		%	43.24	40.54	-	10.8	5.4	100

N.B (N= numbers, %= percentage)

As it is shown in the above table, the respondents were asked to show their level of agreement on whether the work load on their job is too heavy or not. Accordingly, 48.64 % of the respondents strongly agreed to the idea the workloads on their job are too heavy. Similarly, 37.83% of the respondents also agreed to this point. Thus, as the depicted that most of the respondents were disagreed on the issue and showed the workloads on their job is too heavy in their schools which may result in de- motivation in their profession.

On the second Item, the respondents were asked to rate their agreement levels on whether their current works stressed them or not. Accordingly,43.24% of the respondents strongly agreed that their current work do not interested them. Similarly, 40.54% of the respondents also agreed that the teachers current work do not interested them. Thus, the data showed that their current works does not stressed them and result in creating demotivation in their work. And, the teachers work load is too heavy due to large number of students in the class and the teachers were not interested in their current job.

3.1.6 Supervision

In this section of the questionnaire, five (5) items were presented which focus on the supervision held by supervisor to enhance teachers' work motivation, the willingness of supervisor to listen the teachers' problem and fairness of all staff members.

Table 7: Summary of Respondents' View on the Supervision

No.	Items basis on supervision of the teachers	Response in	Strongly agree	Agree	Undecided	Disagree	Strongly disagree	Total
1	My supervisor is willing to listen to my teaching related problems	N	3	5	1	19	9	37
		%	8.1	13.5	2.7	51.35	24.32	100
2	I can trust my immediate supervisor	N	2	3	-	11	21	37
		%	5.4	8.1		29.72	56.75	100
3	My supervisor treats staff fairly	N	6	10	-	13	8	37
		%	16.2	27.02		35.13	21.6	100
4	My supervisor uses positive feedback to treat teachers	N	3	6	-	11	17	37
		%	8.1	16.2	-	29.72	45.9	100
5	I have administrative tension with my supervisor	N	5	8	-	10	14	37
		%	13.5	21.6	-	27.02	37.83	100

N.B (N= numbers, %= percentage)

In the above table, Item 1, 51.35% of the respondents disagreed that their supervisor is willing to listen to their teaching related problems. Additionally, 24.32% of the respondents also strongly disagreed that their school supervisor is willing to listen their teaching and learning related problems on time. Therefore, the data depicted that the school supervisor is not willing to listen their teaching related problems which result in creating demotivation in their work, and we conclude from this data, the school supervisor is not ready to solve teaching related problems which may affect the teaching and learning process of the school in particular and quality of education in general. In line with this idea, the data obtained from one of the school supervisor in the interview session showed that the practice of supervision in the school is insufficient to enhance teachers' job satisfaction and motivation because the implementation of both internal and external timely supervision is ineffective due to lack of budget, transportation and lack of leadership skill.

3.1.7 Physical Environment and Facilitates

In this section of the questionnaire focus on the presence of adequate facilities to perform my job properly, good working environment, teachers staff room are not comfortable for work, having adequate personal space in departments, lack of presence of own residence nearby, peaceful environment, absence of transport, participation in different co-curricular activities, motivated on current life, satisfied for long service awards and enhanced pension as well as perquisite on retirement. Thus, the following table shows the responses on teachers' relationship and level of agreement.

Table 8: Summary of Respondents' View on Physical Environment and Facilities

No.	Items basis on physical environment and facilitates	Response in	Strongly agree	Agree	Undecided	Disagree	Strongly disagree	Total
1	The school has adequate facilities to perform my job properly	N	-	2	-	21	14	37
		%	-	5.4	-	56.75	37.8	100
2	The school has good working environment	N	2	3	1	13	18	37
		%	5.4	8.1	2.7	35.13	48.64	100
3	In my school teachers staff room are not comfortable for work	N	19	13	-	4	1	37
		%	51.35	35.13	-	10.8	2.7	100
4	As an individual I have adequate personal space in my department	N	-	1	-	16	20	37
		%		2.7	-	43.24	54.05	100

5	Lack of own residence nearby my school negatively affects my performance	N	14	17	-	4	2	37
		%	37.8	45.9	-	10.8	5.4	100
6	Peaceful environment of my school motivates me to perform my work	N	24	13	-	-	-	37
		%	64.86	35.13	-	-	-	100
7	Absence of transport facilities affect my teaching performance	N	12	17	1	4	3	37
		%	32.43	45.9	2.7	10.8	8.1	100
8	Participation in different co-curricular activities assists me to perform effectively	N	19	17	-	1	-	37
		%	51.35	45.9	-	2.7	-	100
9	I am motivated on my current life	N	2	6	-	16	13	37
		%	5.4	16.21	-	43.24	35.13	100
10	I am satisfied for long service awards	N	6	2	-	14	15	37
		%	16.21	5.4	-	37.8	40.54	100
11	I am satisfied for enhanced pension and perquisite on retirement	N	1	3	-	18	15	37
		%	2.7	8.1	-	48.64	40.54	100

N.B (N= numbers, %= percentage)

In Item 1 of table 8, the respondents were asked to rate their agreement levels on whether the school has adequate facilities to perform their job properly or not. Accordingly, 56.75% of the respondents were disagreed the idea of their schools have adequate facilities to perform their job properly. Thus, the data showed that the schools have no adequate facilities to perform their job properly and result in creating de-motivation to stay in their work. On the other hand, when we look Item 2, the respondents were asked to rate their agreement levels on whether the school has good working environment or not. Accordingly, 48.64% of the respondents were strongly disagreed to the idea of their schools have good working environment and this data elucidated that the schools have no good working environment to perform their job properly and result in creating demotivation to stay in their work.

Generally, it is possible to infer that in schools lack of adequate facilities to perform the job properly, lack of conducive working environment, lack of comfortable teachers staff rooms, lack of adequate personal space in departments, lack of presence of own residence nearby, absence peaceful environment, absence of transport, lack of participation in different co-curricular activities and lack motivated on current life and others factors resulted in demotivation in our work.

4   Summary, Conclusions and Recommendations
5.1 Conclusions

On the basis of the major findings of this study, the following conclusions were made. The quality of education is determined by the level of student learning, which the result is of qualified, experienced, motivated and committed teachers'.

The status of teacher's de-motivation and turnover is increasing from time to time due to problems related to administrative support and recognition; Poor performance evaluation, unnecessary intervention, lack of clear unit of command and unity of direction, unfair power given to school principals and lack of democratic school management.

Additionally, Salary and non-salary incentives provided to teachers affect their motivation in teaching which also affects the school to achieve its entire objective. Low salary coupled with high inflation rate makes the living cost unbearable for teachers, the quest for basic needs was dominating their activities and student learning, which is the fundamental purpose of school, becomes secondary issue. The majority of teachers complained about the inadequacy of their salary levels not able to meet their basic needs in the face of increasing cost of living. This in lots of ways de-motivated teachers.

Lack of promotion or growth opportunities in the study area results in declining in teachers' motivation mainly due to: lack of enough budgets, lack of fair and clear selection of candidates, political commitment, close relationship with political leaders, through corruption as well as relative relationship. This was de motivated teachers who wanted to advance their career in education.

Coworker relationship factor showed that they have no better interpersonal friendships with each other which creates de-motivation due to: poor relations among teachers' in school reduce success of achieving the school goal and objectives. The work load factor in the study area is not a major factor in motivating teachers because of: lack of additional assignment within the department and small number of students enrolled in the class. On the other hand, the practice of supervision in the school in the study area is insufficient to enhance teachers' job satisfaction and motivation because implementation of both internal and external timely supervision is ineffective due to lack of budget, transportation and lack of leadership skill. Furthermore, based on the study the physical environment and facilities does not create a conducive working condition which have sensible impact on an employee's job satisfaction and motivation because teachers' prefer physical surroundings that are safe, clean, and comfortable for works.

5.2 Recommendation

To direct the teaching learning process in a better way the school practices on teachers' job satisfaction and commitment should be improved. Therefore, in order to sustain the quality of education, to better use teachers' knowledge and skills and to improve student achievement, the

Woreda and schools should allocate sufficient budget to bring in necessary materials and equipment that is vital for practical use in the laboratory, library, ICT center...etc. as well as schools principals and management teams should raise positive work competition among within teachers' by ranking their performance weekly, monthly or semester via fair and equitable monetary or other initiatives rewards with their effort.

Regional government, woreda, the schools and others should support teachers' through facilitating transportations road access, building house, provision pure water, facilitate access of electricity in rural general secondary schools by mobilizing the community, giving land to build home in urban areas and supply good working condition with necessary refreshment material like internets services, DSTV, tennis and other. This helps teachers' to increases status in the profession as well as increases their level of motivation on job.

The MOE should set up an appropriate salary scale that is in tune with the current economic environment. This will not only ensure teachers get an adequate salary to meet at the basic needs but will also in many ways enables teachers to increase their performance at schools.

Lastly, MoE should develop a national training and development policy and award programs based on performance, to enable teachers to upgrade their knowledge and skills. This will encourage them not only national competition among teachers but will also motivate them for high performance.

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