

Factors Affecting Job Motivation of Teachers in Government Secondary School of Dale Woreda in Sidama Regional State, Ethiopia

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Abstract

The purpose of this study was to examine the factors affecting job motivation of teachers in government general secondary schools of Dale woreda in Sidama regional state. Descriptive research design was used for the study. The study targeted 180 teachers and principals of the government secondary schools of Dale woreda. From potential schools in the woreda 4 schools were selected purposively. Simple random sampling technique was used to select the teachers while convenience sampling technique was used to select the principals. Questioner and Semi structured interview was employed to collect data from respondents. From sample the size 175(97.8) principals and teachers respondents were filled and returned. Data obtained through questionnaire were analyzed and summarized using statistical tools. Statistical Package for Social Sciences (SPSS, version 20) was used to analyze the quantitative data. Where descriptive statistics such as mean, standard deviation, percentages, were used to describe the data. The study found that teachers were de-motivated in various aspects such as; Administrative problem mean value (2.64) is the first determinant factors that play a great role on job motivations of teachers in the study area. Followed by Interest in teaching (2.33), Work environment (2.27), Students disciplinary problems (2.23) and inadequate salary (2.14) respectively. From the findings of the study, it was concluded that Administrative problem, lack of interest in teaching profession and work environment are highly affecting teachers' job motivation. The study recommends that woreda education office and school principals should ensure that teachers are well motivated toward their job for the enhancement of better educational out comes. This can be achieved by ensuring that basic needs for teachers are fulfilled and clear and participative decision making is need in the school.

Keywords: Key words: Job motivation, satisfaction, performance, intrinsic rewards, extrinsic reward

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1. Introduction

Education is one of the most important elements that energize the development of society. It is a base for socio-economic, cultural and political development of a country. It enables individuals to acquire knowledge, skills, ability and attitudes and make them full participate in the development process of a country.

Panda and Mohanty (2003) stated that good teachers were essential for the effective functioning of education system and for improving the quality of learning process. This result can be achieved when teachers are satisfied with their job. Job satisfaction enables teachers to put their maximum effort up on their work. The maintenance of high satisfaction and morale has long been an important objective for educators. Teachers develop performance style characteristics to their ways of relating to the world, perceptually as well as cognitively. An effective teacher's development design should have an exhaustive measure of these factors so as to encourage necessary skills and attitudes amongst prospective teachers (UNESCO, 2002).

Riaz (2000) pointed out that the factors that can influence teachers' work performance and motivation. Some of the factors were inadequate salary and non-salary benefits, work itself, the nature of work environment, personal relation with students and the teacher, disciplinary problems of the students, parents, community and teachers' perception to teaching, and administrative problems.

These are Inadequate salary: which deals with insufficient monthly payment; other Benefits that deals with the concerns with the lack of job promotion ,job rotation ; job satisfaction which is related to the teachers' negative attitude towards their role; nature of work environment which indicates the presence of bad personal relationship with the colleagues and others with in the school and out; personal relation with students: this is also another factor that shows the absence of student centered approach in the class room; student disciplinary problems which shows the development of bad inclination like disturbing ,lack of attention from the student; the position itself, it unlike the above variables this indicates hating their current post; administrative problems which indicate that much of the time school principals and their assistances only voice themselves instead of making a participative decision so this makes the teachers not to feel sense of belongings on their job. Up on this situation the government of Ethiopia expressed its commitments for the improvement of quality education in many educational conferences and events. The aim of continuous professional development (CPD) was to

improve the performance of teachers in the classroom and improve student achievement. It was a career-long process of improving knowledge, skills and attitudes-centered on the local context and, particularly, classroom practice. All teachers must be actively engaged in: (a) their own learning process, (b) working with their colleagues, (c) identifying their own needs and (d) the wide range of activities, formal and informal that brings about improvement of their own practice and the practice of others (MoE, 2009).

Motivations of teachers have been the focus of substantial research over the past years. According to pointed out that teacher motivation, on the other hand, is usually demonstrated by the behaviour of the teacher he also added low teacher motivation not only has adverse effects on student academic achievement, but it has impact on the attainment of quality of education. Attracting and retaining teachers are also major concerns to educational leaders in order to ensure that there is no shortage of teachers in the future (Gibbs, 2000).

1.2 Research objectives

The general objective of this study was to assess the factors that affect job motivations of teachers in government secondary schools of Dale woreda.

Specific objective

- a) To determine the current status of teachers' motivation in government secondary schools of Dale woreda.
- b) To assess the major factor that affects teachers' motivation in government secondary schools of Dale woreda.
- c) To investigate the commitment and interest of teachers currently in teaching in government secondary school.

2. Review of Related Literature

2.1 Concept of Motivation

The concept of motivation has been vigorously defined by different scholars using different connotations. Motivation has become one of the fundamental aspects in explaining and understanding the behavior of people at work place (Benabou 2003).

Robbins (2003) sees work motivation as the willingness and ability of employees to perform a certain activity or task in relations to the attainment and achievement of corporate goals and objectives.

Motivation can simply be seen as stimulating factors such as work itself, pay, promotion, supervision and co-workers that influence the performance, attitude, behaviors, and determine the level of passion, commitment, involvement, concentration and strength invested on the job Crossman (2003).

Extrinsically motivated behaviors are actions that cause the attainment of rewards that are externally imposed, including material possessions, salary, additional bonuses, feedback and evaluations from others, fringe benefits, and prestige (Ryan 2001).

Motivation is not what the employees' exhibit, but a number of surrounding issues rounding the job (Robbins 2005). Motivation may arise from work environment or from involvement in decision making. Employees' motivation is the complex forces, drives, needs, tension states, or other mechanisms that start and maintain voluntary activity directed towards the achievement of personal goals (Hoy 2006: 176).

2.2 Teachers' Job Motivation

There is not universally agreed up on definition of what constitutes teacher motivation at present at least in the developing world Hynd, (2014). Researchers have developed a working definition for the purpose of their studies. In the study on the factors that determine the overall motivation levels of teachers and their job satisfaction in India, Ramachandran (2005) found that teachers had an understanding of motivation they expressed that motivation is a dynamic feeling and it can change from time to time (cited in Richardson, 2014). According to Guajardo (2011) a general and more comprehensive definition of teacher motivation is the "willingness, drive or desire to engage in good teaching which is acted up on job satisfaction, self-efficacy, and personal achievement are dynamic components of teacher motivation that both drive and desire are driven by teacher motivation" (p. 6).

Teacher motivation is the internal and external factors that stimulate desire and energy in teaching to be continually interested and committed to make their best effort to help and support students learning goals (Guajardo et. al., 2011). Similarly, Hynd (2014) found that teachers in the Islands of the Maldivest found the concept motivation difficult.

2.3 Empirical perspectives on teachers' Motivation

Atiya and Palwasha (2008) conducted a study on the influence of motivation performance. The objective of the study was to examine the effect of motivation on teachers' performance in public and private schools in Peshawar city, Khyber Pakhtunkwa. The aim was to reveal the significant and positive relationship between teachers' motivation and their performance.

The research was quantitative in nature and a survey was conducted to acquire the views of the respondents who were the teachers themselves. Motivation was important factors in terms of organizational success and achievement to gain competitive advantage and for this reason; they required skilled and competent employees (Latt, 2008). Mustafa and Othman, 2010, If in schools the teacher’s did not have sufficient motivation then they would be less competent which directly influence the students and the education system. An instrument was designed to measure the variables and high scores indicated that teacher’s motivation towards performance was measured using self- developed questionnaires.

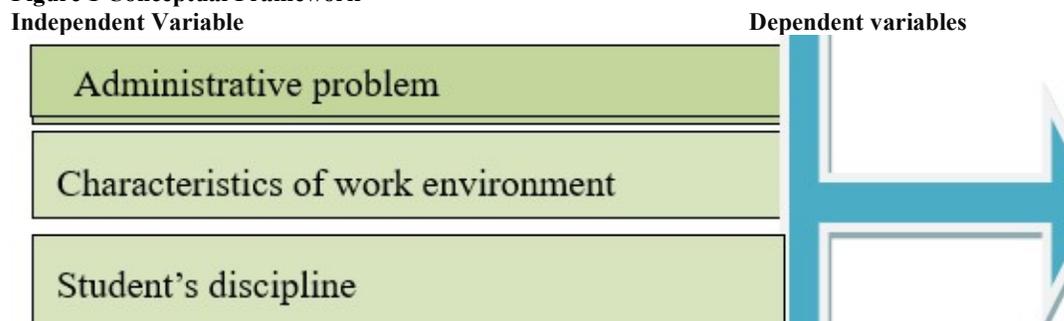
The findings were described in respondent characteristics and were organizational. As such, the correlation between motivation and performance proved that there was a moderate positive correlation. However, regression analysis was also used to examine the influence of motivation on performance this was not associated with teaching experience of the teachers. The analysis revealed that was a positive relationship between teacher’s motivation and performance. As motivation increased, the level of performance increased.

The purpose of the study was to identify the impact of motivation on the teachers’ performance and academic performance of students. A survey study was carried out in selected schools in Udi local government area in public schools.

2.4 Conceptual Framework of the study

The aim of the study was to assess the factors affecting job motivation of teachers in public secondary in Dale woreda. Riaz (2000) pointed out that the factors that can influence teachers’ work performance and motivation. Some of the factors were inadequate salary and non-salary benefits, work itself, the nature of work environment, personal relation with students and the teacher, disciplinary problems of the students, parents, community and teachers’ perception to teaching, and administrative problems.

Figure 1 Conceptual Framework



Source: Own construction based on literature review (2022)

3. Research Methodology

3.1 Research Design

This study employed descriptive survey design. The main advantage of this type of design is that it enables the researcher to assess the situation within the study area at the time of the study. The researcher therefore used the design to assess the factors affecting teacher job motivation in public secondary schools in Dale woreda.

According to Cooper (1996), a descriptive study is concerned with finding out who, what, where and how of a phenomenon is the concern of this study. Thus, the researcher deemed the design appropriate for the study as it allows investigation of how different factors affect teacher motivation in the area of study. Besides, the researcher was checked the reliability and validity of the questionnaire through Cronbach Alpha.

3.2 Data Collection Procedure

After including all comments to the survey questions, the researcher pilot tested them. Then, after getting a permission letter from the Dale woreda education sector to conduct a study in schools of the dale woreda, the student researcher made contact with concerned education officials at woreda level to inform them about the purpose of the study and to get their permission to distribute the questionnaires in selected secondary schools in their respective woreda schools.

The researcher personally distributed the questionnaire for the respondents. Finally, the completed questionnaires were collected back to the researcher.

Regarding the qualitative data collection procedure, the researcher personally conducted all of the interview participants and made interview in their work place.

3.3 Target Population

The target population for this study was 323 teachers and principals in public secondary schools in Dale woreda.

3.4 Sample and Sampling Techniques

A sample is a small portion of a target population. Sampling means selecting a given number of subjects from a defined population as representative of that population. Any statements made about the sample should also be true of the population (Orodho2002).

It is however agreed that the larger the sample the smaller the sampling error. There were totally 323 teachers and principals in selected public secondary schools. From those selected schools 180 teachers and principals was selected by simple random sampling and convenience sampling method. The researcher used Yamane' (1967) formula to calculate sample size as shown below: Therefore, the number of the sample sizes is the summation of samples size.

i.e. $n = n_1 + n_2 + n_3$ whereas, n is drawn from the total population, the sample size is determined at 5% margin of error and 95% confidence level using sample determination method. Simple random sampling technique is an approach that each sample size is directly proportional to the population size of the entire group. That means each group sample has the same sample fraction.

$$n = N / (1 + N(e)^2); \text{ (Yamane, 1967).}$$

Where, n = the sample size

N = the total population

$$e = \text{margin of error} = 0.05$$

$$n = (323) / (1 + 323(0.05)^2) = 180$$

$$N = 323$$

3.5 Methods of data analysis

The data collected through questionnaire were edited to eliminate errors made by respondents and coding has been done to translate question responses into specific categories. Coding is expected to organize and reduce research data into manageable summaries. To arrive at the intended analysis, several sets of statistical tools were performed. Quantitative data was analyzed using descriptive statistics. A content analysis technique was used to analyze qualitatively data and strengthened the analysis of the results obtained through statistical analysis. All the analysis methods were assisted by the SPSS (Statistical Package for Social Science) software Version 20.

4. Results and Discussion

4.1 Response rate

A total of 180 questionnaires were distributed to teachers and principals in four government secondary schools in Dale woreda Sidama region. Five four schools were selected to assess the factors that affecting job motivations of teachers. 175 questionnaires were filled up and returned making the response rate 97.8% 98 percent. This indicates that, the respondents were committed to give information relevant to the research under study.

4.2 Test of Questionnaire

Table 1: Reliability Statistics

Cronbach's Alpha	Number of item
.853	23

Source: Personal Survey, 2022

The above table showed that Cronbach Alpha for all 23 items is more than 70% which implies the questionnaire used in this study was reliable.

4.3 Descriptive Statistics Analysis

Descriptive statistics stands for the conversion of raw data into useful information which can be interpreted to explain a group of dimensions (Brayman&Bell, 2007). The researcher used all respondents' ($n=180$) responses by using SPSS version 20; and MS Excel 2007 for overall mean computation of each scale items for the variables inadequate salary, interest in teaching, students disciplinary problems, characteristics of work environment and administrative problems and teachers job motivation.

Standard deviation is a widely used measurement of variability or diversity used in statistics and probability theory. It shows how much variation or "dispersion" there is from the average (mean, or expected value). A low standard deviation indicates that the data points tend to be very close to the mean, whereas high standard deviation indicates that the data are spread out over a large range of values. The minimum and maximum values are also considered to show exact answers of the respondents of the questionnaire; because they are not all incorporated in that mean (average) value only. The sample mean is to show the majority of respondents as best predictors of the population and hence to infer for others.

This part explains factors that affect the teacher's job motivation. Descriptive statistics is presented in the form of mean and std. deviation to demonstrate the level of agreement/disagreement of teachers and principals with their implications job motivation. The response of the teachers and principals for the variables indicated below were measured on five point Likert scale with a code of 1= strongly Disagree, 2= Disagree, 3=

Undecided, 4= Agree and 5= strongly Agree. While making interpretation of mean and standard deviation the scales are designed as follows to make the interpretation easy and clear. Higher standard deviation indicates that variation in teachers and principals response whereas the lower standard deviation indicates that lower variation in the teachers and principals response.

TABLE 3 MEASURING PARAMETERS OF MEAN AND STANDARD DEVIATION

No	Parameter	Result
1	1-1.8	Strongly Disagree
2	1.81 -2.6	Disagree
3	2.61 – 3.4	Undecided
4	3.41- 4.20	Agree
5	4.21 -5	Strongly Agree

Source: (Best, 1977 as cited inYonas, 2013).

4.4 Analysis of teacher’s commitment and interest in teaching Factors

The teachers and principals mostly hope to maximize their performance only by effective management and performing teaching activity incorporating teacher’s skill and knowledge; however a number of challenges and obstacles face. So that they could not gain the proposed startup and expansion. The researcher collected data from 180 respondents regarding the factors affecting job motivations of teachers in Dale woreda Sidama region. Accordingly, to determine factors that affect the job motivation, the researcher used, percentage, and mean score obtained from the analysis of the data by using SPSS version 20. The independent variables listed as items of job motivation factors discussed and presented in the following table of descriptive statistics.

Table 4 Respondents’ Response On Issues Related To Teachers Commitment And Interest Teaching Profession
 The result presented as follow.

N=180										
No	Inadequate salary	S.D	DA	UD	A	S.A	Min	Max	Mean	Std.
1	I am Interested in teaching profession as a career	49	71	17	22	21	1	5	2.46	1.388
		27.22	39.44	9.44	12.22	11.67				
2	I have joined the teaching profession because they couldn’t get other alternatives occupation	52	43	56	19	10	1	5	2.40	1.170
		28.9	23.9	31.1	10.6	5.55				
3	I joined teaching profession to ease my economic problems.	44	73	21	14	30	1	5	2.52	1.380
		24.44	40.55	11.67	7.77	16.66				
4	Teaching has quite advantageous than any other occupation.	94	36	21	20	9	1	5	1.97	1.241
		52.22	20	11.67	11.11	5				

Grand Mean	1	5	2.33	1.29
Note that: SD = Strongly Disagree, DA= Disagree, UD= Undecided, A= Agree and SA= Strongly Agree, .Std.Dev= Standard deviation, Min. = Minimum and Max. = Maximum.				

Source: Field survey (2022)

Table 4 has a minimum value of 1 and a maximum value of 5. As indicated in table 4.4 above most of the respondents (27.22%) strongly disagreed that for the statement “I am interested in teaching profession as a career”. In addition to this (12.22 %) of the respondents agreed on the item. The rest (39.44%) ,(9.44%) and (11.67%), responded disagree ,undecided, and strongly agree to the questions respectively. The results imply that “teachers are not interested in teaching profession as a career”. The mean result (2.46) also shows that respondents are not interested in teaching profession as a career. As it is presented in the table 4.4 above, only (10.6%) of the respondents agreed to item 2 and 31.1 % of the respondents’ undecided on the issue. In contrast 23.9 and 28.9 percent of the respondents disagree and strongly disagree respectively with the statement “I have joined the teaching profession because they couldn’t get other alternatives occupation.” The mean result (2.40) also indicated that respondents disagreed for this item. This shows that respondents haven’t joined the teaching profession because they could get other alternatives occupation.

As shown in table 4.4 above, 7.77% of respondents agreed in that I joined teaching profession to ease my economic problems. In contrast, 24.44 and 40.55 percent of the respondents strongly disagreed and disagreed respectively. The mean result (2.52) also shows that respondents are disagreed for this item. This implies that respondents are not joined teaching profession to ease their economic problems.

As it is presented on the table 4.4, most of the respondents (11.11%) agreed and 5% also strongly agreed to the question the ,Teaching has quite advantageous than any other occupation. Most of the respondent (52.22) and (20%) of the respondents strongly disagreed and disagreed respectively. The mean value (1.97) also shows that respondents disagree for this item. This implies that Teaching has not quite advantageous than any other

occupation. In table 4 above, based on the criterion stated under table 4.4 above, grand mean value of the items fall at “Disagree level”. The mean value and standard deviation clearly shows respondents disagree on the variables. The grand mean value of (2.33) shows that respondents are not committed and interest in teaching profession

4.5 Inadequate Salary and Other Benefits

To describe this dimensions statements were prepared and presented to the respondents and the data obtained from the respondents through data collection instruments and presented as follows.

Table 5 Respondents’ Response on Issues Related To Inadequate Salary And Other Benefits

N=180										
No	Inadequate salary	S.D	DA	UD	A	S.A	Min	Max	Mean	Std.
1	My income is sufficient to support myself and my family	71	37	27	21	25	1	5	2.47	1.198
		39.4	20.55	15	11.66	13.9				
2	Presence of incentives and marginal benefits like house allowance and health care has led me to a feeling of job	62	56	29	7	26	1	5	1.69	1.004
		34.4	31.1	16.1	3.9	14.44				
3	I feel my present job can help me to achieve the economic goal.	88	44	6	33	9	1	5	2.33	1.365
		48.9	24.44	3.33	18.33	5				
4	I motivated with my present salary	24	78	25	26	27	1	5	2.06	1.308
		13.33	43.33	13.9	14.44	15				

Grand Mean		1	5	2.14	1.21
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Note that: SD = Strongly Disagree, DA= Disagree, UD= Undecided, A= Agree and SA= Strongly Agree, .Std.Dev= Standard deviation, Min. = Minimum and Max. = Maximum.

Source: Field survey (2022)

Table 5 has a minimum value of 1 and a maximum value of 5. As indicated in table 4.5 above most of the respondents (39.4%) strongly disagreed that for the statement “My income is sufficient to support myself and my family’. In addition to this (11.66 %) of the respondents agreed on the item. The rest (20.55%) ,(15%) and (13.9%), responded disagree ,undecided, and strongly agree to the questions respectively. The results imply that their income is not sufficient to support myself and my family. The mean result (2.47) also shows that respondents are disagree that their income is not sufficient to support myself and my family.’ As it is presented in the table 4.5 above, only (3.9%) of the respondents agreed to item 2 and 16.1 % of the respondents’ undecided on the issue. In contrast 31.1 and 34.4 percent of the respondents disagree and strongly disagree respectively with the statement “Presence of incentives and marginal benefits like house allowance and health care has led me to a feeling of job.” The mean result (1.69) also indicated that respondents strongly disagreed for this item. From this the Presence of incentives and marginal benefits and health care can’t led them to a feeling of job. As shown in table 4.5 above, 18.33% of respondents agreed in that, I feel my present job can help me to achieve the economic goal. In contrast, 48.9 and 24.44 percent of the respondents strongly disagreed and disagreed respectively. The mean result (2.33) also shows that respondents disagreed for this item. This implies that respondents feel their present job can’t help them to achieve the economic goal. As it is presented on the table 5 most of the respondents (14.44%) agreed and 15% also strongly agreed to the question the I motivated with my present salary. Most of the respondent (13.33) and (43.33%) of the respondents strongly disagreed and disagreed respectively. The mean value (2.06) also shows that respondents disagree for this item. This implies that respondents are not motivated with their present salary. In table 5 above, based on the criterion stated under table 5 above, grand mean value of the items fall at “Disagree level”. The mean value and standard deviation clearly shows respondents disagree on the variables. The grand mean value of (2.14) shows that respondents are not motivated in salary and Other Benefits.

4.6 Characteristics of Work Environment

To assess the characteristics of work environment statements were designed in the questionnaire and the result presented as follows.

Table.6 Showed That Respondents Response on Characteristic Of Work Environment

N=180										
No	Work environment	S.D	DA	UD	A	S.A	Min	Max	Mean	Std.
1	Disrespect from students increase my job motivation.	58	36	30	22	34	1	5	1.94	1.23
		32.2	20	16.7	12.2	18.9				
2	High social status of teaching profession declines my job motivation.	14	60	59	41	-	1	5	2.64	1.217
		7.8	33.3	32.8	22.8	-				
3	Decreasing of work autonomy improve my job motivation	40	78	41	21	-	1	5	1.97	1
		22.2	43.3	22.8	11.6	-				
4	Heavy work load inspires my job motivation.	48	74	22	30	6	1	5	2.56	1.261
		26.7	41.1	12.2	16.7	3.3				
Grand Mean							1	5	2.27	1.101

Note that: SD = Strongly Disagree, DA= Disagree, UD= Undecided, A= Agree and SA= Strongly Agree, .Std.Dev= Standard deviation, Min. = Minimum and Max. = Maximum.

Source: Field survey (2022)

Table 6 has a minimum value of 1 and a maximum value of 5. As indicated in table 4.6 above most of the respondents (32.2%) strongly disagreed that for the statement “Disrespect from students increase my job motivation’. In addition to this (12.2 %) of the respondents agreed on the item. The rest (20%), (16.7%) and (18.9%), responded disagree, undecided, and strongly agree to the questions respectively. The results imply that Disrespect from students decrease my job motivation. The mean result (1.23) also shows that respondents are strongly disagree that disrespect from students can’t increase job motivation.’ As it is presented in the table 6 above, only (22.8%) of the respondents agreed to item 2 and 32.8 % of the respondents’ undecided on the issue. In contrast 33.3 and 7.8 percent of the respondents disagree and strongly disagree respectively with the statement “High social status of teaching profession declines my job motivation.” The mean result (1.217) also indicated that respondents strongly disagreed for this item. From this High social status of teaching profession can’t decline job motivation. As shown in table 6 above, 11.6% of respondents agreed in that decreasing of work autonomy improve my job motivation. In contrast, 22.2 and 43.3 percent of the respondents strongly disagreed and disagreed respectively. The mean result (1.00) also shows that respondents strongly disagreed for this item. This implies that decreasing of work autonomy can’t improve their job motivation. As it is presented on the table 6, most of the respondents (16.7%) agreed and 3.3% also strongly agreed to the question the Heavy work load inspires my job motivation. Most of the respondent (26.7) and (41.1%) of the respondents strongly disagreed and disagreed respectively. The mean value (1.261) also shows that respondents strongly disagree for this item. This implies that Heavy work load doesn’t inspire teacher’s job motivation.

4.7 Students disciplinary problem

In this section the researcher has tried to investigate students’ disciplinary problems as a factor that affects teachers ‘motivation and its impact on teachers’ performance and the result presented as follows.

Table 7: Respondent’s Response On Student’s Disciplinary Problem

N=180										
No	Students disciplinary problem	S.D	DA	UD	A	S.A	Min	Max	Mean	Std.
1	Verbal attack and physical violence of some students can’t affect my job motivation	72	24	23	37	32	1	5	1.8	0.388
		40	13.3	12.7	20.55	17.8				
2	Disrespect and misbehaving of some students are one of the major causes for motivation.	21	92	31	3	33	1	5	3.37	1.255
		11.7	51.1	17.2	1.7	18.3				
3	A seriously deficient student’s academic performance is not source of job motivation	6	59	49	47	27	1	5	2.23	1.378
		3.3	32.8	27.2	26.1	15				
4	Student’s inattention in doing assignments, home works and other activities increase job motivation.	12	86	27	32	22	1	5	3.18	1.015
		6.6	47.8	15	17.8	12.2				
Grand Mean							1	5	2.64	1.009

Note that: SD = Strongly Disagree, DA= Disagree, UD= Undecided, A= Agree and SA= Strongly Agree, .Std.Dev= Standard deviation, Min. = Minimum and Max. = Maximum.

Source: Field survey (2022)

Table 7 has a minimum value of 1 and a maximum value of 5. As indicated in table 4.7 above most of the respondents (40%) strongly disagreed that for the statement “Verbal attack and physical violence of some

students can't affect my job motivation'. In addition to this (20.6 %) of the respondents agreed on the item. The rest (13.3%), (12.7%) and (17.8%), responded disagree, undecided, and strongly agree to the questions respectively. The results imply that Verbal attack and physical violence of some students can affect my job motivation' the study area. The mean result (1.8) also shows that respondents are strongly disagree that, Verbal attack and physical violence of some students can affect their job motivation'. As it is presented in the table 7 above, only (1.7%) of the respondents' agreed and 18.3% of the respondents also strongly agreed to item 2 and 17.2% of the respondents' undecided on the issue. In contrast 51.1 and 11.7 percent of the respondents disagree and strongly disagree respectively with the statement "disrespect and misbehaving of some students are one of the major causes for motivation." The mean result (3.37) also indicated that respondents disagreed for this item. From this, disrespect and misbehaving of some students are one of the major causes for motivation. As shown in table 7 above, 26.1% of respondents agreed in that a seriously deficient student's academic performance is not source of job motivation. Plus to this 15 percent of the respondents strongly agreed on this item. In contrast, 3.3 and 32.8 percent of the respondents strongly disagreed and disagreed respectively. The mean result (2.23) also shows that respondents disagreed for this item. This implies that a seriously deficient student's academic performance is source of job motivation. As it is presented on the table 7, most of the respondents (17.8 %) agreed and 12.2% also strongly agreed to the question the Student's inattention in doing assignments, home works and other activities increase job motivation. Most of the respondent (6.6) and (47.8 %) of the respondents strongly disagreed and disagreed respectively. The mean value (3.18) also shows that respondents undecided for this item. This implies that Student's inattention in doing assignments, home works and other activities can't increase job motivation. In table 7 above, based on the criterion stated under table 7 above, grand mean value of the items fall at "neutral level". This indicates that same cases are critical factor which hinder students teachers in the study area. The mean value and standard deviation clearly shows respondents undecided on the variables. The grand mean value of (2.64) shows that students disciplinary problems were not decided on motivation factors.

4.8 Administration problems

In this section administration problem was included as a factor affecting teachers' motivation and the result presented as follows.

Table 8. Respondents' Response on Administration Problem

N=180										
No	Administrative problem	S.D	DA	UD	A	S.A	Min	Max	Mean	Std.
1	Teachers do have freedom to make their own decision minimize job motivation	29	99	17	14	29	1	5	2.61	1.275
		16.1	55	9.44	7.77	16.1				
2	School principals evaluate performance of teachers on the basis of political activities increase job motivation	88	39	24	19	10	1	5	2.02	1.246
		48.8	21.7	13.3	10.55	5.55				
3	The difficulties in organizing students in network (1:5) in RMB improve job motivation	53	36	44	39	8	1	5	1.86	1.181
		29.4	20	24.4	21.7	4.44				
4	School principals treat all teachers unequally increase job motivation	28	71	20	34	27	1	5	2.42	1.217
		15.6	39.4	11.1	18.9	25				
Grand Mean							1	5	2.23	1.23

Note that: SD = Strongly Disagree, DA= Disagree, UD= Undecided, A= Agree and SA= Strongly Agree, .Std.Dev= Standard deviation, Min. = Minimum and Max. = Maximum.

Source: Field survey (2022)

Table 8 has a minimum value of 1 and a maximum value of 5. As indicated in table 8 above most of the respondents (55%) disagreed that for the statement "teachers do have freedom to make their own decision minimize job motivation". In addition to this (7.7 %) of the respondents agreed on the item. The rest (16.1%), (9.44%) and (16.1%), responded strongly disagree, undecided, and strongly agree to the questions respectively. The results imply that Teachers do not have freedom to make their own decision minimize job motivation the study area. The mean result (2.61) also shows that respondents are undecided that teachers do not have freedom to make their own decision minimize job motivation. As it is presented in the table 8 above, only (10.6%) of the respondents' agreed and 5.5% of the respondents also strongly agreed to item 2 and 13.3% of the respondents' undecided on the issue. In contrast 21.7 and 48.8 percent of the respondents disagree and strongly disagree respectively with the statement "School principals evaluate performance of teachers on the basis of political activities decrease job motivation". The mean result (2.02) also indicated that respondents disagreed for this

item. From this School principals evaluate performance of teachers on the basis of political activities decrease job motivation. As shown in table 8 above, 21.7 % of respondents agreed in that the difficulties in organizing students in network (1:5) in RMB improve job motivation. Plus to this 4.44 percent of the respondents strongly agreed on this item. In contrast, 29.4 and 20 percent of the respondents strongly disagreed and disagreed respectively. The mean result (1.86) also shows that respondents disagreed for this item. This implies that the difficulties in organizing students in network (1:5) in RMB can't improve job motivation. As it is presented on the table 8, most of the respondents (18.9 %) agreed and 25% also strongly agreed to the question School principals treat all teachers unequally increase job motivation. Most of the respondent (15.6) and (39.4 %) of the respondents strongly disagreed and disagreed respectively. The mean value (2.42) also shows that respondents disagreed for this item. This implies that the School principals treat all teachers unequally decrease job motivation. In table 8 above, based on the criterion stated under table 8 above, grand mean value of the items fall at "Disagree level". This indicates that all cases are critical factor which hinder job motivation of teachers in the study area. The mean value and standard deviation clearly shows respondents disagreement on the variables. The grand mean value of (2.23) shows that administrative problem affects job motivation.

4.9 Items Related to teachers job motivation

In this section the researcher tried to investigate the factors affecting teachers' motivation. The data obtained from the field survey presented and summarized as follows.

Table 9: Respondents Response on Teacher's Job Motivation

N=180										
No	Job motivation	S.D	DA	UD	A	S.A	Min	Max	Mean	Std.
1	Interested in the teaching profession as a career decline my job motivation	85	36	26	23	2	1	5	1.69	1.004
		47.2	20	14.4	12.8	1.1				
2	Increasing in income level minimize my job motivation	62	56	29	6	27	1	5	2.33	1.374
		34.4	31.1	16.1	3.33	15				
3	Expansion of Capacity building training for teachers discourage job motivations	94	28	22	22	6	1	5	1.94	1.199
		52.2	15.5	12.2	12.2	3.3				
4	Increasing number of employee disturb teachers job motivation	21	60	43	28	21	1	5	2.48	1.184
		11.6	33.3	23.9	15.6	11.6				
5	Unequal treatment of staff disturb my job motivation	80	39	24	19	10	1	5	1.66	.946
		44.4	21.7	13.3	10.6	5.5				
Grand Mean							1	5	2.02	1.14

Note that: SD = Strongly Disagree, DA= Disagree, UD= Undecided, A= Agree and SA= Strongly Agree, .Std.Dev= Standard deviation, Min. = Minimum and Max. = Maximum.

Source: Field survey (2022)

Table 9 has a minimum value of 1 and a maximum value of 5. As indicated in table 9 above most of the respondents 85(47.2%) strongly disagreed that for the statement "Interested in the teaching profession as a career decline my job motivation". In addition to this 23(12.8%) of the respondents agreed on the item. The rest 36(20%), 26(14.4%) and 2(1.1%), responded disagree undecided, and strongly agree to the questions respectively. The results imply that the job motivation mostly affected by teaching profession the study area. The mean result (1.69) also shows that respondents strongly disagreed that Interested in the teaching profession as a career can't decline job motivation. As it is presented in the table 9 above, only (3.33%) of the respondents' agreed and 15% of the respondents also strongly agreed to item 2 and 16.1% of the respondents' undecided on the issue. In contrast 34.4 and 31.1 percent of the respondents strongly disagree and disagree respectively with the statement "Increasing in income level minimize my job motivation". The mean result (2.33) also indicated that respondents disagreed for this item. From this increasing in income level maximize teacher's job motivation. As shown in table 9 above, 12.2 % of respondents agreed in that Expansion of Capacity building training for teachers discourage job motivations. Plus to this 3.3 percent of the respondents strongly agreed on this item. In contrast, 52 and 15 percent of the respondents strongly disagreed and disagreed respectively. The mean result (1.94) also shows that respondents disagreed for this item. This implies that Expansion of Capacity building training for teachers encourage job motivations. As it is presented on the table 9, most of the respondents (15.6 %) agreed and 11.6% also strongly agreed to the question the Increasing number of employee disturb teacher's job motivation. Most of the respondent (11.6) and (33.3 %) of the respondents strongly disagreed and disagreed respectively. The mean value (2.48) also shows that respondents disagreed for this item. This implies that, Increasing number of employee can't disturb teachers job motivation. As shown in table 9 above, 10.6% of respondents agreed in that Unequal treatment of staff disturb my job motivation. Plus to this 5.5 percent of the respondents strongly agreed on this item. In contrast, 44.4 and 21.7 percent of the respondents strongly disagreed and disagreed respectively. The mean result (1.66) also shows that respondents strongly disagreed for this item.

This implies that Unequal treatment of staff can't disturb job motivation.. In table 9 above, based on the criterion stated under table 4.8 above, grand mean value of the items fall at "Disagree level".

This indicates that all cases are critical factor which hinder job motivation of teachers in the study area. The mean value and standard deviation clearly shows respondents disagreement on the variables. The grand mean value of (2.02) shows that motivation in teaching profession affects job motivation.

Table 10 Mean comparison of independent variables

Scores	Rank of Grand mean		
1	Interest in teaching	2.33	2nd
2	Inadequate salary	2.14	5th
3	Work environment	2.27	3rd
4	Administrative problem	2.64	1st
5	Students disciplinary problems	2.23	4th

Source: Field survey (2022).

As shown in table 10 above, the ranking of factors is used to determine the extent of contribution of variables for the teacher's job motivation in Dalle woreda Sidama region. Based on table 10 above as grand mean comparisons, administrative problem (2.64) is the first determinant factors that play a great role on job motivations of teachers in the study area. Followed by interest in teaching (2.33), work environment (2.27), students disciplinary problems (2.23) and inadequate salary (2.14). The interview result show that teachers were de-motivated in various factors such as low salary level, lack of interest in teaching profession, lack of conducive work environment, disciplinary problems and administrative problems. Continuous updating of teachers is most required so as to equip teachers with ability to cope with daily academic changes. This suggestion was presented by school principals. In an interview with principals the following was said: In deed the government has done a lot to address teachers' interest though at slow pace. For example, as you can see (pointing to the unfinished building) houses are built there; soon teachers will get a good place to stay for free. We don't have water here but the Government has built us some tanks for harvesting rain water. (Interview held with principals.)" This quote gives a message that there are some efforts made by the government and that the government has good intentions to teachers' interest for their upkeep through motivation, only that the efforts are very slow as compared to the number of the schools with their corresponding teachers. As a way also to reduce teachers' problems and motivate them to perform, the government also sought to increase teachers' salaries in every year as one of the strategy for poverty reduction. It was clearly articulated in the Education Sector Development Program that the Government had intended to initiate classroom programmed that would provide enough classroom facilities (Government of Ethiopia 2008-2012). Also, it was explained under the Development Plan Framework that teachers' houses would also be built, especially in rural and remote areas of the country. All these are efforts by the government to address teachers' problems. Thus, it can be concluded that some efforts are being made by the government to address teachers' problems in an attempt to improve teachers' conditions and consequently improving education quality.

5. Conclusion

Management of teachers' motivation in secondary school is necessary because it enables the school to survive and produce quality education for the benefits of individuals and in the national development at large hence competing in the labor market in the fast changing world of science and technology. Efficiency and effectiveness competition in the labor market results from factors motivation of human resource, working competences among employee which depends on skills and knowledge. All this cannot be obtained without education, which needs human resources that are teachers who are the main implementers in the provision of education. From the finding it is possible to conclude that the first factor that affecting teachers' job motivation was Administrative problem that play a great role on job motivations of teachers in the study area. Followed Interest in teaching, Work environment, Students disciplinary problems and inadequate salary.

6. Direction for the Future Research

Since any study cannot be free from limitations, accordingly there are some limitations in current study. Eventually, it focused only on the factors affecting teachers' job motivations in dale woreda, Sidama region, Ethiopia. So, the findings of this study may be difficult to generalize about all teachers are not motivated in Ethiopia. Hence, this study can be improved if it will be done at other woredas, zone, regions, and nations by comparing teachers' job motivation by increasing sampling size than this one. Additional researches should be carried out using much larger sample size at different locations setting to acquire more empirical findings on the impact of adopting teacher's job motivation.

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Authors' Contributions

I have carried out the whole work of this study. We have designed the study research design and carried out the fieldwork, document analysis, literature work, manuscript draft, and editorial.

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