



ST. MARY'S UNIVERSITY
SCHOOL OF GRADUATE STUDIES

**DETERMINANTS OF FACTORS AFFECTING
EMPLOYEES MOTIVATION: IN THE CASE OF
PREPARATORY (SECONDARY) SCHOOL
TEACHERS IN ADDIS ABABA, ETHIOPIA**

BY

HEWAN BERHANU

December 2021

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**Title: Determinants of Factors Affecting Employees Motivation:
In The Case Of Preparatory (Secondary) School Teachers in
Addis Ababa, Ethiopia**

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DECLARATION

I, *Hewan Berhanu* declare that the work I am submitting for assessment entitled “**Determinants of Factors Affecting Employees Motivation: In The Case Of Preparatory (Secondary) School Teachers in Addis Ababa, Ethiopia**” is my original work and that it has never been presented to any University or Institution for an award of any academic qualification. No section copied in whole or in part from any other source unless explicitly identified in quotation marks and with detailed, complete and accurate referencing.

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December 2021

ENDORSEMENT

This is to certify that **Hewan Berhanu** carried out her thesis on **Determinants of Factors Affecting Employees Motivation: In The Case Of Preparatory (Secondary) School Teachers in Addis Ababa, Ethiopia**” and submitted in partial fulfilment of the requirements for the award of the degree of Masters of Art in Marketing Management at St. Marry University with my approval as university advisor.

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December 2021

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Abstract

This study was conducted with a purpose of evaluating the Factors Affecting Employee's motivation: In The Case Of Preparatory (Secondary) School Teachers in Addis Ababa, Ethiopia. Finding the intrinsic and extrinsic factors that influence teacher's motivation, exploring the effect of intrinsic and extrinsic motivational factors on teachers and the inspection of the relationship between employee's job performance and motivation were the specific objectives of the study. The study identifies seven motivational factors namely Recognition of contribution and effort, personal/ professional growth, training and career development, salary, work condition, social status, and allowance. In this study, the Explanatory (Causal) and Inferential research designs were used. The study population comprised a total of 91 teachers from various schools. The sampling technique used in this study was Purposive sampling and random sampling techniques. The populations for the study were public preparatory school teachers in Addis Ababa. The study used mainly primary data collected through questionnaires. The questionnaire was conveyed to 91 staff face to face and 100% were returned and from that, every one of them was viewed as legitimate. Multiple regressions modal and Pearson Product Moment Correlation Coefficient were done for the hypothesis testing, as a result, it has been obtained that extrinsic motivational factors given to workers in an organization have an impact on the workers' performance from the obtained analysis. Salary Promotion, Social Status, Work Condition, and Allowance are among those extrinsic variables. There were additionally recognized intrinsic factors that influence representative execution; which are Recognition of contribution and effort, personal/ professional growth, training, and career development. Descriptive and inferential insights utilizing SPSS software were utilized to investigate quantitative information in the study. It is found that all the above seven predictors have a positive and statically significant impact on employee performance with varying intensity. Hence, according to the findings, some recommendations have been forwarded by the researcher for the institutes who would find this paper useful to increase the level of teachers' performance.

Key words –Employee Motivation, Teacher's performance, Intrinsic factors, Extrinsic factors

CHAPTER ONE

1. INTRODUCTION

1.1 THE BACKGROUND OF THE STUDY

The study aimed at assessing the factors affecting employees' motivation on teachers with reference to preparatory schools in Addis Ababa. This chapter is about the background of the study, statement of the problem, research objectives, research questions, significance of the study, and the limitations of the study.

Motivation has referred as the internal control system as it affects individual actions, which is built on the informative consciousness that makes individuals act. Generally, action and performance are stimulated, enlivened, guided and preserved through the motivation system that drives individuals to take actions intended for attaining a craving goal (Alajmi & Alasousi, 2019).

One of the significant and determining factors that essentially regulate influencing action and performance in humans has been motivation. The workforce was believed to be one of the resources that upgraded the production process of services and products in the past. Nonetheless, in this regard, a lot of transformation is being witnessed currently. All business organizations ought to take the crucial step of motivating the workforce of the organization because motivation is the factor that inspires the organization workforce to perform better and remain more productive (Abdullah & Islam, 2012). Whenever the workforce is motivated, they become the fundamental and most important asset for every organization which indicates that motivation is the principal driver for an individual as well as organizations to perform better. This theory is applicable in every sector, be it private, public, or non-profit organizations. Therefore, motivation has become a salient matter of sustained consideration for academics, researchers, business managers and consultants (Anderfuhren-Biget et al, 2010).

While the role of teachers' work for student outcomes is widely recognised, the question whether teachers are content with their working environment is often overlooked (Bascia & Rottmann, 2011; Liang & Akiba, 2017).

Meanwhile, teacher job satisfaction has many important and far-reaching implications. First, it contributes to teacher well-being as satisfied teachers are less susceptible to stress and

burnout (Kyriacou & Sutcliffe, 1977; Skaalvik & Skaalvik, 2011). In addition, there is evidence that students of teachers who are content with their job also feel better (Collie, Shapka, & Perry, 2012; Split, Koomen, & Thijs, 2011). Furthermore, satisfied teachers offer higher instructional quality and better learning support for their students (Klusmann, Kunter, Trautwein, Ludtke, & Baumert, 2008; Kunter et al, 2013). Finally content teachers demonstrate stronger job commitment and are less prone to leave the profession (Blomeke, Houang, Hsieh, & Wang, 2017; Klassen & chiu, 2011), which is especially crucial in times when teacher turnover is high.

Increasing teacher turnover rate and a subsequent shortage of qualified teachers is a growing concern internationally (European commission, 2018; Ingersoll, 2017).Teacher turnover comprises interrelated notions of turnover comprises interrelated notions of teacher migration and attrition, where migration describes teachers moving to other schools, while attrition pertains to teachers leaving the profession altogether(Ingersoll, 2001; Rinke, 2008). However, regardless of the type of turnover, there are always negative consequences for a particular school from which a teacher is departing. Ronfeldt, Loeb, and Wyckoff (2013) suggest a disruptive impact of turnover beyond compositional changes in teacher quality, especially in lower-performing schools. Besides affecting student learning and motivation, teacher turnover negatively affects faculty collegiality and trust and leads to a loss of institutional knowledge, which is critical for supporting student learning. In the end, overall school performance is affected (Ingersoll, 2001; Ingersoll & Smith, 2004).

Teacher motivation, also known as the “motivation to teach” (Dörnyei and Ushioda, 2011), refers to the reasons that arise from individuals’ intrinsic will to teach and sustain teaching, and its intensity is indicated by the effort devoted to this process of teaching (Han and Yin, 2016). Furthermore, teacher motivation is extremely influential as well as contagious since “it has the potential to infect the students and to generate in them an attractive vision of learning” (Dörnyei, 2018: 2).

This study aims to create an understanding of teacher attrition in Addis Ababa preparatory schools.

Addressingthesourcesof

teacherattritionisimportantsinceeducationisfundamentalto development.The component of attrition that is investigated here is that of the teacher's motivation.

1.2 STATEMENT OF THE RESEARCH PROBLEM

Teachers are vital for cultivating the prospect of students. The achievement level of pupils is directly related with the productive nature of teachers. However, a large number of teachers are leaving school, moreover, switching to other non-teaching jobs.

Teacher motivation is a major determinant of students' performance in national examinations. It is therefore important to investigate the factors affecting teacher motivation in order to revert the situation. The lack of motivation is perceived to be determined by different factors such as work environment and the rewards for teachers. Lack of motivation among teachers is believed to have affected the performance of students in secondary schools in Ethiopia including those in Addis Ababa. According to Jackson (1997), lack of motivation among teachers has been manifested in teacher unwillingness to participate in school activities, poor attendance, unexpected absence, late coming, lack of additional training, uncreative and non-stimulating teaching, lack of interest in meetings, unhelpful attitudes when assistance is needed, occurrence of hold-ups because deadlines aren't kept, resistance to contributing more than what is required of them and development of arguments between colleagues.

Performance of a given school depends entirely on the teacher's effort and if that a given teacher is unhappy with his/her job, he/she will not put emphasis into his/her teaching. .

This problem is approached by looking at the teacher attrition in relation to teacher motivation. There is a suggested motivation crisis among teachers in SSA, which poses a threat to achieving quality education (Pitsoe 2007; Bennell & Akyeampong 2007; Harding & Mansaray 2005). In the case of Ethiopia, the quality of education is deteriorating and students' achievements have declined. These two phenomena pose the greatest challenges to the Ethiopian education system (Gemeda & Tynjälä 2015a; Semela 2014). The United Nations' Agenda 2030 comprises 17 Sustainable Development Goals to be reached by 2030. Goal encompasses quality education; 'to ensure inclusive and equitable quality education for all and promote lifelong learning' (UN, 2016).

Studies that were conducted previously focused mainly on what factor has contributed on employee motivation. Although different studies were carried out on employee motivation in the past, they were mainly based on the developed country's organizations and not many studies conducted have been done particularly on impact of motivation on teachers in Ethiopia. Rodgers Jenkinson and Chapman (1990) found that over a sustained period of time, the loss of experienced teachers hurts the quality of instruction and drives up the costs of

recruiting and training new teachers. This study aimed at finding out which factors are affecting teachers' motivation in public secondary schools in Addis Ababa Ethiopia

1.3 RESEARCH QUESTIONS

- How does the teacher's motivation affect teacher job performance in public secondary schools in Addis Ababa?
- How does the reward system affect the motivation of teachers in public secondary schools in Addis Ababa?
- How does the professional training and development affect teacher motivation in public secondary schools in Addis Ababa?
- How do the work situational factors affect teacher motivation in public secondary schools Ababa?

1.4 OBJECTIVE OF THE STUDY

1.4.1 General Objective

The general objective of this research was to assess the factors affecting the motivational level of teachers at preparatory schools in Addis Ababa.

1.4.2 Specific Objective

The general objective was guided by the following specific objectives;

- To find out the influence of teacher motivation on job satisfaction in public secondary schools in Addis Ababa.
- To determine the effect of reward system on teacher motivation in public secondary schools in Addis Ababa.
- To find the effect of professional training and development on teacher motivation in Public Secondary Schools in Addis Ababa.
- To establish the effect of work situational factors on teacher motivation in public secondary schools in Addis Ababa.

1.5 SIGNIFICANCE OF THE STUDY

The study will be significant to the following categories of people: Ministry of Education: The findings of the study will be of importance to the ministry of education as they will get to know the factors affecting teacher motivation which finally affects the performance of students in examinations. By this, the Ministry will use the information to come up with the ways of motivating teachers. Teachers: The findings will also be of importance to teachers as they will get to know how different factors affect teacher motivation. This will help them in deciding to adjust to the prevailing situations to improve the performance of students. The school management: The study will be of importance to the management of the schools as it will highlight on the factors affecting teacher motivation. By this information, the management of the schools can come up with better ways of improving teacher motivation. The research is also substantial as it tends to indicate the information which can be utilized by the policymakers to formulate effective judgments to reduce teacher's attrition.

1.6 SCOPE OF THE STUDY

This study was conducted in Addis Ababa, Ethiopia. It focused on exploring the factors affecting teacher's motivation in preparatory school. The study investigated factors influencing teachers' motivation and job performance in public preparatory schools. Indicators of intrinsic motivation assessed by the study included recognition of contribution and effort, personal growth, and career development. On the other hand, extrinsic motivation included salary, working conditions, social status and allowance. Finally, regarding the teacher's motivation, productivity and attrition are included as indicators.

1.7 ORGANIZATION OF THE STUDY

Organization can make a difference if they have qualified and competent work force who are motivated for work. Hence, owners and leaders have to be aware of that their employees are motivated properly to bring the intended purpose of their organization.

Having the above in mind the study shall add valuable insights to the existing practices and based on the research findings the industry may improve its performance management practices. In addition it is hoped that the study will provide important information and serve as secondary data for further research on the topic

1.8 LIMITATION OF THE STUDY

Amongst the limitations of the study major one was the failure to address all schools in Addis Ababa due to the limited resources. Therefore, the study mainly focuses on preparatory schools. Additionally, the time frame also created a problem as the research project was during a Period of 4 months. Moreover, there is always a risk of insufficient response to the survey.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 MOTIVATION

The term motivation was originally driven from the Latin word, *motus*, which means moved or 'Moti', meaning movement. Motivation can be defined as the identification that is discovered in-person to a particular means of satisfying a need there by creating and increasing the impetus to put in works that environment.

The topic of motivation has been a popular concept among social scientists for decades. Research continues in this area as the phrase "workplace motivation" is a virtual buzzword in today's organizational society (Murphy & Alexander, 2000; Pinder, 1984). Many publications, both academic and non academic, publish on the subject of motivation (Pinder, 1984), and it is critical for supervisors to be aware of the importance of employee motivation (Katzen & Thompson, 1990). Motivation is the "degree to which an individual wants and chooses to engage in certain specified behaviours" (Mitchell, 1982, p. 82). Both elements, the wanting and the choosing; must be present for motivation to be enacted. When we take a person may want to start an exercise program or a vacation fund, but until he or she takes the initiative to exercise or save money for example, he or she is not truly motivated.

It is found to be that motivation is important for the control and direction of human behaviour for human happiness, and providing a goal and so one of the educational implications in motivation is that employees also need to be motivated so that they will perform their job effectively.

As inspiration is a solid main impetus to conduct, individuals should be very much persuaded. Sometimes; motivators might be utilized to build up inspiration as the achievement of each association is subject to the worker's work execution, faithfulness, and responsibility. Inspiration is the most ideal way to guarantee representatives' responsibility and reliability. At the point when representatives are completely happy with their work and profoundly energetic, their work execution, proficiency, and usefulness levels increment. Usefulness turns into a continuous cycle that elevates further as you procure the right outlook and disposition important for a spurred hard working attitude, individual. Consequently,

inspiration requires finding and understanding worker drives and needs, since it begins inside a person.

Motivation is fundamental in all parts of life be it in business, in industry, in government, in legislative issues and in the home. For instance, the sales rep needs to rouse the viewpoint clients so they will purchase what he is selling while; the government officials spur the electorate with the goal that they will decide in favour of him. The business additionally needs to persuade the representatives so they will work proficiently. In any event, when it boils down to the individuals from the family, they must be motivated with regards to the legitimate conduct expected of them. One might say that motivation is an internal condition of need or want that enacts a person to accomplish something that will fulfil that need or want. What's more since motivations get from need or wants inside to the individual, others can't "persuade" an individual yet should control ecological factors that might bring about an increment or diminishing of motivation.

Motivation is significant because even people with the required knowledge, skills, and abilities will perform poorly if they are not motivated to devote their time and effort to work (Harris in Milapo,2001).Workershaveneedswhichaworkplacemustfulfilinordertoavoid demotivation. When workers lack motivation they tend to resort to anti-work behaviours such as absenteeism,negligenceofduty,late-coming,failuretomeetdeadlines,displayofopen frustrationandallthesefactorsworknegativelytotheperformanceandcredibilityofan organization. Organizationsneedto placeall effortstoensure that incentivessuch asintrinsic motivators, extrinsic motivators and performance management approaches are used in order to retain, attract, increase workers' efforts, satisfaction and commitment.

Motivation should be viewed as a continuous and dynamic process of activating and building the workforce of an organization. The foundation of this chapter gives the meaning and definition of motivation techniques, as well as theoretical framework on motivation.

Various authors have different meanings and definitions as pertains to motivation. Flippo, (1994,) notes that motivation is a managerial responsibility for eliciting certain types of behaviour from the employees. Managers motivate by providing an environment for employees to produce to their full capacity. As a number of motivational researchers have pointed out that wants vary with people and situations.

Research has shown that workers with few skills want such factors as job security, pay, benefits and more sympathetic and understanding supervisors. People like to feel the managers are truly concerned with their welfare, they like feedback on their performance. According to Armstrong (1998), motivation is about what makes people act or behave in certain ways and take whatever steps required ensuring that they get satisfied.

Employees like to be appreciated and recognized for their work. People like to be involved, consulted and given an opportunity to offer suggestions. In one aerospace missile plant, increased morale and productivity, as well as greatly reduced turnover and absenteeism resulted from the simple technique of having all employees' names on placards at their workstations and having each program group work in an area in which machines and equipment were painted a different colour. According to Wancevick (1994,) giving people recognition is a key to motivation.

According to Saleemi (1997), motivation is derived from the word motive, motivates are drives or impulses within an individual, which prompt him to action. They are expressions of a person needs or wants hence they are personal. Internal and they determine the behaviour of an individual. Therefore, organizations need a better understanding of what it is that people want. Cole,(1997), comments that motivation is a process in which people choose between alternatives forms of behaviour in order to achieve personal goals. Graham and Bennet (1988), on the other hand, state that motivation consists of all the drives forces and influence, conscious or unconscious that causes the employees to want to achieve certain aims. Hannagan (1998), points out work motivation as a psychological concept that is primarily concerned with increasing the strength and direction of people's work related behaviour to influence the quality and quantity of people's performance output. Krant and Korman (1991), state that motivation is of two types. Self enhancing motivation involve action of making choices that match and fulfil one's personal needs, engaging in activities that foster self growth, attempting to attain high level of work performance and working for goals that legitimately enhance oneself in one own eyes and those of others. Self protective motivation on the other hand involves the desire to defend oneself from perceived threatening environmental and personal forces that might ones sense of identity.

Motivation comes in form of extrinsic motivation, that is, what is done to make people act (external) and intrinsic, that is, self generated factors, which influence people to behave in a particular way/move in a particular direction.

2.1.1 Types of Motivation

There are two types of motivation at workplace. The first people can motivate themselves by seeking and currying at work which satisfy their need. (Intrinsic motivation) secondly people can be motivated by management through such means as pay, promotion, Praise etc. (extrinsic motivation). These two types of motivation can be described as follows.

Extrinsic Motivation:- what is done to or for people to motivate them. This includes rewardssuch as increases pay, praised or promotion and praised or promotion and punishments such as disciplinary action withholding pay or criticism.

Intrinsic Motivation: these self-generated factors which influence people to behave in particular direction. These factor included responsibility, freedom to act using opportunity for advancement etc. extrinsic motivator for can have an immediate and powerful effect, but it will not necessary land long the intrinsic motivation which are concerned with internal motivators are likely to have deeper and long term effects. Because they are in haven't in individuals and not imposed from outside. (Kinicki, 2010).

2.1.2 Motivation Theories

Various theories of motivation have been forwarded in explaining human behaviour at work place in different situations. These theories are grouped into two types. These are

- ❖ The content theory of motivations
- ❖ The process theory of motivation

2.1.2.1 The Content Theory of Motivation

The content theory focused on the factors within the person that energize, direct, sustain and stop them to attempt to determine the specific needs that motivate people (McShane and von Glinow, 2000). The main content/need theories are: Maslow's need hierarchy (1943), Alderfer's ERG theory (1954), McClelland's achievement motivation (1960) and Herzberg's two-factor theory (1959).

A. Maslow Needs Hierarchy Theory

One of the earliest and best known content theories to explain why people have different needs at different times is Abraham Maslow's need hierarchy theory.

Maslow identified five basic categories of human needs and placed them in a hierarchy at the bottom where physiological needs and at the top the hierarchy is self-actualization.

- **Physiological need**; needs to satisfy biological requirements for food, air, water and shelter and relief from pain.
- **Safety need**: need to satisfy or secure a safe and stable environment and absence of pain, threat or illness.
- **Belongingness**: needs for love, affection and interaction with other people.
- **Esteem**: includes self-esteem through personal achievement as well as social esteem through recognition and respect from others.
- **Self-actualization** at the top: which represents the need for fulfillment of oneself by making maximum use of abilities, skills and potentials.

B. Herzberg's Motivation Hygiene Theory

Fredrick Herzberg's motivation theory development content theory was known as the two-factor theory of motivation. The two factors are called the dissatisfiers, satisfiers or the hygiene motivator or extrinsic intrinsic factors. The theory gave rise to two specific conclusions. First, incentive conditions result in dissatisfaction among employees if these conditions are not present, these conditions represent they doesn't necessarily motivate employees. They include salary, job security, working condition, status, company procedures and quality of technical superior quality of interpersonal relations among peers, with superior and with subordinates.

The second content theory is Herzberg's two factor theory. His theory is actually based on Maslow's hierarchy of needs but he distinguishes needs in hygiene factors and motivators or growth factors. This Herzberg theory brought a lot of interest from academics and from managers who were looking for ways of motivating their employees. The reason for so much interest in Herzberg's results comes from a dual character of his work. His theory not only describes employees' needs but also goes further and presents how to enrich jobs and make the workforce more motivated (Fincham & Rhodes, 2005). Herzberg indicates that job satisfaction and job dissatisfaction are not opposite phenomena (Herzberg, 1968). According to him the opposite of satisfaction is

rather no satisfaction and the opposite of dissatisfaction is no dissatisfaction. Herzberg suggests that satisfaction and dissatisfaction are produced by different factors.

C. Mc Chelland's Learned Needs Theory

Mc Chelland has proposed a theory of motivation that is closely associated with learning concepts. Theories of the learning needs are associated particularly important source of motivation. These are

- Need for achievement (NACH)
- Need for affiliation (NAFF)
- Need for power (NPOW)

Need for achievement (NACH):- the most widely studied learned need for achievement. People with high need for achievement want to accomplish reasonably challenging goals through their own efforts. They prefer working alone rather than in teams because of their strong need for achievement. People also like to be successful in competitive situations and have a strong need for unambiguous feedback regarding their success. High need for achievement people are therefore most satisfied when their job affords challenge, feedback, and recognition.

Need for affiliation (NAFF):- refers to a desire to seek approval from others, conform to their wishes and expectations, and avoid conflict. Confirmation people with a strong need for affiliation want to form positive relationships with others. Moreover, high need for affiliation employees actively support others and try to smooth conflict that occurs in meetings and other social things.

Need for power (NPOW):- refers to a desire to control one's own environment, including people and material, exercise control over others, and are concerned about maintaining their leader position. (McClelland and von Glinow, 2000).

D. Alderfer's Erg Theory of Motivation

Erg theory was developed by Clayton Alderfer to overcome the problems with Maslow's need hierarchy theory. Erg theory groups human needs into three broad categories.

- Existence needs
- Relatedness needs
- Growth needs

Existence Needs; includes a person's psychological and physiologically related safety needs such as the need for food, shelter and safe working condition.

Relatedness Needs: includes a person's need to interact with other people, receive public recognition and feel secure around people (interpersonal safety)

Growth needs: Need for self-development, personal growth and advancement form together this class of need. This class of needs contain Maslow's self-actualization needs and intrinsic component of esteem needs.

Alderfer agreed with Maslow that unsatisfied needs motivate individuals. Alderfer also agreed that individuals generally move up the hierarchy in satisfying their needs; that is, they satisfy lower order before higher-order needs. As lower order needs are satisfied, they become less important, but Alderfer also said: as higher-order needs are satisfied they become more important. And it is also said that under some circumstances individuals might return to lower need. Alderfer thought that individuals multiply the efforts invested in a lower category need when higher categorized needs are not consequent.

2.1.2.2 The Process Theory of Motivation

The process theories focus on HOW human behaviour is motivated. The main process theories are: Skinner's reinforcement theory, Victor Vroom's expectancy theory, Adam's equity theory and Locke's goal setting theory.

A. Skinner's reinforcement theory

The Reinforcement theory, based on Skinner's operant conditioning theory, says that behaviour can be formed by its consequences. Positive reinforcements, for example praise, appreciation, a good mark/grade, trophy, money, promotion or any other reward can increase the possibility of the rewarded behaviours' repetition.

Negative reinforcement when we give a meal to a hungry person if he behaves in a certain manner/way. In this case the meal is a negative reinforcement because it eliminates the unpleasant state (hunger). Contrary to positive and negative reinforcement, punishment can be undesired reinforcement, or reinforce undesired behaviour.

B. Vroom's expectancy theory

The expectancy theory places an emphasis on the process and on the content of motivation as well, and it integrates needs, equity and reinforcement theories.

Victor Vroom's (1964) expectancy theory aims to explain how people choose from the available actions. Vroom defines motivation as a process that governs our choices among alternative forms of voluntary behaviour. The basic rationale of this theory is that motivation stems from the belief that decisions will have their desired outcomes.

The motivation to engage in an activity is determined by appraising three factors. These three factors:

Expectancy – A person's belief that more effort will result in success. If you work harder, it will result in better performance.

Instrumentality – The person's belief that there is a connection between activity and goal. If you perform well, you will get reward.

Valence – the degree to which a person values the reward, the results of success.

The expectancy theory highlights individual differences in motivation and contains three useful factors for understanding and increasing motivation. This theory implies equity and importance of consistent rewards as well.

C. Adams' equity theory

The equity theory states that people are motivated if they are treated equitably, and receive what they consider fair for their effort and costs. The theory was suggested by Adams (1965) and is based on Social Exchange theory.

At the workplace the workers put inputs into the job, such as skills, knowledge, education, experience, effort, energy, and expect to get some outcomes such as salary, reward, promotion, verbal recognition, and interesting and challenging work each in equal amounts

The problem with equity theory is that it does not take into account differences in individual needs, values, and personalities. One person may perceive a certain situation as inequitable while another does not. Nevertheless ensuring equity is essential to motivation.

D. Locke's goal-setting theory

Locke's (1990) goal setting theory is an integrative model of motivation just like the expectancy theory. It emphasizes that setting specific, challenging performance goals and the commitment of these goals are key determinants of motivation. Goals describe a desired future, and these established goals can drive the behaviour. Achieving the goals, the goal accomplishment further motivates individuals to perform.

Goal setting is a useful theory, which can be applied in several fields, from sport to a wide range of work settings. Sports psychology in particular has adopted its recommendations. The concept of Goal-setting has been incorporated into a number of incentive programmes and Management By Objectives (MBO) techniques in a number of work areas. Feedback accompanying goal attainment may also enhance a worker's job performance and ability to become more innovative and creative on the job through a trial-and-error learning process. Since goal-setting is a relatively simple motivational strategy, it has become increasingly popular.

2.2 EMPLOYEE PERFORMANCE

Employee performance is referred to as whether a person executes their job duties and responsibilities well. Performance is a critical factor in organizational success. The maximum level of workers performance happens when they feel their endeavor is rewarded and compensated completely. There are many factors that affect employee performance like working conditions, employee and employer relationship, training and development opportunities, job security, and company's overall policies and procedures for rewarding employees. According to Armstrong (2009), employee performance refers to the outcome, accomplishment of work as well as the results achieved, which is linked to the strategic goals of the organization, customer satisfaction and economic contributions. Armstrong continues to indicate that performance has to be managed by taking systematic action to improve organizational, team and individual performance; where individual performance management process is associated with both financial and non-financial incentives. The author concludes that Organizations are obliged to meet the needs of their stakeholders, in this case employees,

by rewarding their employees equitably according to their contribution. Measuring performance is of great importance to an incentive plan because it communicates the importance of established organizational goals. “What gets measured and rewarded gets attention” (Bohlander et al, 2001). In discipline of human resource management, different writers suggest the following indicators for measuring employee performance and they include: quality that can be measured by percentage of work output that must be rework or is rejected; Customer satisfaction that can be measure by the number of loyal customers and customer feedback. Also, timeliness, measured in terms of how fast work is performed by the employee when given a certain task; absenteeism/tardiness/early out observed when employees absent themselves from the work; and achievement of objectives measured when an employee has surpassed his/her set targets, he/she is then considered to have performed well to achieve objectives (Hakala, 2008; Armstrong, 2009). The management of individual performance within organizations has traditionally centered on assessing performance and allocating reward, with effective performance seen as the result of the interaction between individual ability and motivation. It is increasingly being recognized that planning and an enabling environment have a critical effect on individual performance, with performance goals and standards, appropriate resources, guidance and support from the mangers all being central (Torrington, Hall & Stephen, 2008). Individual employee is motivated by different incentives or benefits and it is important to know how they are motivated and what can satisfy them in order to encourage them to have right attitudes to work which will invariably enhances employee performance and organizational productivity. Intrinsic motivators are critical in meeting a person’s needs, because they describe a pattern of how an individual may behave (Marwan, 2012) Most important of all is the question of setting standards and monitoring individual performance. Within a sales environment it is relatively easy to track sales performance, but with the increasing emphasis on quality and consumer accountability, what quality measures could the manager introduce for staff to provide the correct cocktail of checks and balances? What about staff who apparently have no output? Once defined, the manager need to set up systems to monitor progress. Sometimes the cost of monitoring may outweigh the financial benefits of higher performance, so how can the manager refine the scheme to deliver a balanced result and a bottom-line, incremental profit. (Fisher, JohnG., 2000). Davis (1995) observes that performance management is a joint process that involves both the management and the employee who identify common goals which correlate to the higher goals of the institution. Davis further states that when employees are effectively rewarded, then the organizations will experience increased productivity and improved quality

of output. Similarly, when people are valued, shown trust, listened to and encouraged to do better, they reciprocate by being responsible and productive. Consequently, commitment and loyalty of the employees to the organization is enhanced and thereby the organizational culture and values are developed.

2.3 EMPIRICAL LITERATURE REVIEW

2.3.1 Teachers Motivation towards Career Satisfaction

Work motivation is a relevant construct, both theoretical and practical, due to its association and direct implications on performances at individual and organizational levels. Theories regarding job motivation did not exhaust this issue yet, but are rather starting points in trying to optimize the job motivation in organizations. McClelland's model of motivation (1958) supports the idea that organizations offer to their members the opportunity to satisfy three important needs: achievement (individual's need for significant accomplishment, high standards or mastering of skills), affiliation (need of friendship, cooperation and interpersonal relations), and power (desire to be important, to have influence on people).

Alderfer's ERG Theory (1969) states that three groups of core needs gradually be satisfied by work: existence (the survival needs concerned with providing our basic material existence requirements), relatedness (maintaining interpersonal relationships with the social environment), and growth (personal development). A different concept but closely related to work motivation is job satisfaction. Motivation and satisfaction are intimately related. Job satisfaction is one of the overall efficiency work factors.

The "Dual Structure Theory", also known as "Motivation-Hygiene Theory" (Herzberg, 1959) explains job satisfaction starting from the premise of a discontinuity between the factors which cause satisfaction and dissatisfaction in the workplace. Thus, job satisfaction is determined by a certain type of factors which arise from intrinsic conditions of the job itself and refer to the work content: performance, work itself, assigned or assumed responsibilities, and promotion, recognition of contribution and effort, personal growth, career development. Motivation factors give positive satisfaction. Instead, dissatisfaction results from the absence of "hygiene" factors which are extrinsic and refer to the work environment and organizational context (salaries, different benefits, safety, work conditions, social status, personal policy, managerial competences, and relationships with superiors, peers and subordinates). Intrinsic

rewards surrounding a job are more satisfying and motivating (Herzberg, 1964, 1968). Studies have shown that teachers are more intrinsic than extrinsic.

Many other factors have been examined in attempts to find which ones promote teachers' motivation and satisfaction. The factors associated with teachers' job satisfaction are intrinsic, extrinsic and demographic. Gender, length of service, education, age, responsibility levels, teaching experience are among the demographic variables which significantly affect job satisfaction. The findings regarding the role of the gender differences in job satisfaction are contradictory. Studies reported either higher levels of job satisfaction on women (Hodson, 1989; Oshagbemi, 2000), which are more satisfied with their teaching career than men (Chapman, Lowther, 1982), or women were significantly less satisfied with their incomes than men (Bishay, 1996), or the absence of gender differences in overall job satisfaction level (Clark, 1997). A study conducted on 36,000 elementary and secondary public school teachers demonstrated that female teachers reported higher levels of job satisfaction than male teachers and teachers' job satisfaction showed weak correlations with salary and benefits (Perie and Baker, 1997).

2.3.2 Causes of Teachers' Attrition

There are many factors that cause teacher attrition. Smothers & Robinson (2003) stated that workload, new challenges, school situations, salary and personal circumstances are causes of attrition. The findings of research in the area revealed that teachers leave or move from their school either to another profession or move from their school for various reasons. Insufficient salary, poor administrative support, students' disciplinary problems and little input into school decisions are among the most frequently mentioned reasons teachers give for leaving their profession or changing their school (Ingersoll, 2001). In general teachers' turnover manifests itself in many ways.

For this study the following possible causes of teacher's attrition are reviewed from literature (Assefa, 2017)

A. Low Commitment for Teaching Profession

Low commitment for teaching profession is one of personal related factors for teacher's attrition. According to Armstrong (1995) as cited in Dereje (2014), commitment is a relative

strength of the individual's identification with, and involvement in, a particular organization.

Commitment refers to attachment and loyalty. Some teachers enter the profession with a positive attraction for teaching and plan to make it a long-term career. Individuals enter the teaching profession because they have determined that the compensation, benefit levels, working conditions, and intrinsic value of teaching provide the best employment opportunity out of all their available options (Guarino, Santibañez, & Daley, 2006). Others enter the profession with the intent of staying in it only for a few years and plan to quit working altogether, or to use the skill gained from the school to pursue interests in other fields (Yee, 1990 as cited in Dounce, 2006).

Majority of the teachers joined the profession without their interest from the researcher lived in it experience. They used the profession as a stepping stone to shift since it seems that it is easier to get employment in teaching better than in other occupations. In Ethiopia, Tesfaye & Demewoz (2004) as cited in Dereje (2014) explained that preference towards the teaching profession in the last forty years was mostly due to the status attached to the profession. Stinnet (1990) and Janice (2006) as cited in Abdisa (2015), on the other hand, explained that career persons are those who undergo special training and who undertake their work as permanent lifelong business in contrast to something undertaken for a short time. Therefore, perceiving teaching as a last resort is putting the profession at low status. Thus, most teachers have no intention to stay in the teaching profession as they obviously have a negative attitude towards the profession. The study conducted by Dereje (2007) as cited in Abdisa (2015), revealed that when the teachers (practicing and former teachers) were asked about their attitude towards teaching profession, most of the practicing and former teachers replied that we would not choose to become a teacher if we would have a choice back then in life. This implied that the former teachers didn't want to stay in the teaching profession and those that were practicing are also staying in it only to make their living. Hethen finally concluded that most practicing and former government secondary school teachers joined the profession not for positive professional reasons and still they could not develop a positive perception of the profession. Accordingly, most of the teachers have a negative perception towards the teaching profession and they have no intention to stay in the profession for a long period of time.

B. Inadequate Salary and Fringe Benefits

In any profession, salary and other monetary related benefits are said to be a motivating factor for

employees. Compensation and benefits are important to employees in any organization as they provide the means through which they meet their needs for basic necessities in life. For the employer, compensation and benefits are important, as Milkovich & Newman (2005) said they are one of the most visible rewards in the process of recruitment. Different research findings show that low salary is the most significant factor that contributes to teacher turnover (Aklilu, 1967; & Name, 1991). A study conducted by Name (1991) revealed that out of the list of eight reasons, the most important factors which drive out teachers from teaching in Ghana were poor salary, lack of opportunity for promotion and low prestige in teaching were ranked to be the first three prominent reasons among which salary ranked first.

The total pay of teachers in Low Income Developing Countries "is inadequate, and does not cover basic household survival needs and enable teachers to enjoy a "reasonable standard of living". The most qualified and experienced teachers move to other professional fields (SIDA, 1999). A negative relationship between pay level and attrition has also been reported so frequently by economists that the relationship has been accepted as a fact. As Imazeki (2005) reported, teacher retention is higher when salaries are higher. There is considerable evidence that wages are almost equally important to teachers in their decisions to leave their jobs as they are to workers in other occupations. There is also an indication that teachers tend to give up their work if their salaries are low relative to alternative wage opportunities. In Ethiopia the results of research have revealed that the inequality in salary between teachers and non-teachers with similar qualification and service years has been a critical issue for teachers "dropout or turnover of teachers (Darge, 2002). Broadly speaking, low teachers' salary is one of the major factors that forced teachers to be demoralized and which in turn increases teaching staff attrition.

World-wide teachers' salaries have been an important factor in the educational debate addressing recruitment, working conditions and attraction. Chapman (1994) argued that increasing salary is the "single most direct and effective way to reduce attrition", though it has a high impact, it's still hard to implement due to fiscal limitations he concluded. Martin (2003) contends that an immediate way to increase the recruitment, retention and motivation of teachers would be to pay all of them more. According to him, one of the major factors that deter graduates from entering teaching particularly in a market economically is the relatively low level of pay.

C. Poor Administrative System

Effective administrative systems play an important role in making schools conducive for teaching-learning which in-turn plays a central role in retaining teachers. Besides, a committed leader can create a favourable working environment which is an essential ingredient to ensure quality teaching in all classrooms by dramatically reducing the amazingly high rate of teacher attrition. Teachers are less likely to quit schools when they feel supported by their administrators (Ingersoll, 2001).

The conditions of teachers' working life is influenced to a greater extent by the administration and leadership provided by principals, and it is widely assumed that school leadership directly influences the effectiveness of teachers and the learning outcomes of learners (Harlinger & Murphy, 1986). Principals are supposed to be dynamic and organic individuals able to motivate teachers to ensure that the goal of quality education and leadership is provided to learners and their immediate communities. And also the general purpose of educational administration is to ensure that the school system functions properly according to preconceived purpose and plan of action (Pristine & Thurston, 1994). The school administrators have the responsibility to create a conducive working environment for teachers to do the job of teaching. Thus educational officials at different levels should have the quality such as the ability to communicate effectively with teaching staff followed by being supportive, appreciable, fair and consistent (Cockburn & Hayden, 2004).

D. Un conducive working Environment

Teachers' working conditions play a central role in attracting, developing and retaining teachers. As Benel & Akye among (2007) stated, working conditions and living conditions have an impact on teachers' morale and motivation and their classroom teaching-learning process. Poor working conditions are one of the push factors that cause teachers to leave schools. Schools with supportive professional environments are not only more likely to retain their teachers but also they are capable of maximizing teachers' and students' learning opportunities. Teachers improve their ability to raise student learning more over time when they work in school environments characterized by meaningful opportunities for feedback, productive peer collaboration, responsive administrators, and an orderly and disciplined environment (Kraft & Papay, 2014). There must be a conducive teaching environment in the school to carry out

ahighqualityofeducation.Job dissatisfaction is considered by some teachers to be the most important factor affecting teacher turnover.(Hanushek et.al 2005).Eventhoughsalariesareimportant,workingconditionsare seenasextremelyimportantinteacherturnover.Job satisfaction and the problem of working conditions seem to draw parallel lines.

Onemajortriggerofteacher attrition issaidtobebureaucraticandfrustratingworking conditions.Itfurtherreportedthatcheacherswholeavebecauseofjobdissatisfactiondidso because of the working conditions related toundisciplinedstudents,burdensomepaperwork, inept administrators, and uncooperative parents. Boyd et. al. (2007) added that, a source of job dissatisfaction is the lack of correlation between the pay and the teaching-learning process of the teacher. Workingconditionsincludedunprofessionaladministration,lackofsupportofthe parentsandcommunity,overloadofpaperwork,andlackofdisciplineamongstudents.This indicates that conditions of the workplace are a significant area that could influence teacher attrition. In the literature,one reason given for teachers' attrition is poor working conditions of the schools.(Ingersoll, 2001; Ingersoll & smith, 2003)

E. Students' Character and Disciplinary Problem

Students' characteranddisciplinaryproblemisonementionedcauseforteachers' attrition Indifferentliteratures.AsitwasassertedbyCockburn&Hayden(2004),themostcommonly mentionedschoolfactorcitedbyteacher attritionwasthedifficultyandfrustrationofdealing with disruptive students. Some teachers are dissatisfied with students' character and disciplinary problems, which force them to quit the job or move to a different school. Especially controlling students with disciplinary problems is very difficult for less experienced teachers and this is the majorreasonthatlessexperiencedteachersgiveforleavingorchangingschools(Cockburn&Hayden ,2004;Ingersoll,2001).Ingersollfurtherpositedthatdisciplinaryproblemssuchas cheatingduringexams,refusingtodoassignments,passiveaudienceofclasshours, nonattendanceandlatecomingwerefoundtobethemostrecurrentdisciplinaryproblems.

AccordingtoDunham(1981)ascitedinDereje(2014),studentcharacteristicanddisciplinary problems include students who refuse to cooperate and do little or no work in class and who are openly aggressive toward other children and teachers.

Especially controlling students with disciplinary problems is very difficult for less experienced teachers and this is the major reason that less experienced teachers give for leaving or changing schools (Cockburn & Hayden, 2004). Newmark (2008), on his study, stated that the reason for considering student characteristics as part of working conditions is that some types of students, such as low-achieving, unmotivated or poorly-behaved students, may be more difficult to teach and the stresses of working with them might make teachers less likely to stay at the school. Thus, students' disciplinary problems are one of the major factors that demotivated teachers and forced them to develop negative attitudes towards the teaching profession. This in turn leads to a high rate of teaching staff attrition.

2.3.3 Effect of Teacher's Attrition on the Schooling Process

According to a National Learning Assessment conducted in 2004 the three key determinants for students' learning were the personal background of the students, school management and teacher factors (UNESCO, 2010). Among these factors, teachers' factors are crucial determinants on students' learning. Teacher characteristics tended to explain more variance in student learning than any other school resource (Coleman et al., 1966). Teachers' attrition affects students' learning in different ways. It creates instability and disruption in the cohesiveness of the school system which leads to an un-conducive teaching-learning process. Instability in the teaching and learning environment is a major obstacle for the success of education. This instability may be particularly problematic when schools are trying to implement reforms, as the new teachers coming in each year are likely to repeat mistakes rather than improve upon implementation of reform. Teachers' attrition presents significant challenges to the successful and coherent implementation of such instructional programs (Guin, 2004).

A high level of teacher attrition can negatively affect the cohesiveness and effectiveness of school communities by disrupting educational programs and professional relationships intended to improve student learning (Ingersoll 2001). When teachers leave schools, previously held relationships and relational patterns are altered to affect student learning. Guin (2004), shows that teacher attrition indeed has a negative effect on faculty interactions and school climate. Positive teacher-student relationships enable students to feel safe and secure in their learning environments and provide frame for important social and academic skills (Baker et al., 2008). On the contrary, if this intimacy or relationship fails because of teacher attrition, students may face problems which lead to low results. When teachers leave schools, for example, previously held relationships and collaborations are lost, and new ones form. Bryk &

Schneider (2002) argue that the quality of relationships (trust) between teachers, and between teachers and students, is related to student learning.

Attrition may have a substantial impact on the financial and human resources of schools. The recruiting, hiring, and training of new teachers require significant financial costs (Barnes, Crowe, & Schaefer, 2007). These costs drain resources that might otherwise be spent on program improvement or working conditions. The attrition mainly results in poor students' learning's, recruitment costs and overcrowded classrooms and other factors (Xaba, 2001). Losing a teacher means that administrators and teachers must spend valuable energy and time finding a replacement and bringing him or her up to speed. The management time spent during recruitment and training of new teachers also makes school principals busy not to focus on teaching - learning activities. When teachers leave the school, the remaining teachers are forced to cover classes to minimize wastage periods which in turn have an adverse effect on the existing teachers as well.

Teachers' attrition can reduce student learning if more effective teachers are the ones more likely to leave. It imposes on education systems and high attrition has damaging impacts on the quality of schooling, high attrition schools are more likely to get inexperienced teachers (Rockoff, 2004). Teaching staff turnover leads to the shortage of more experienced and qualified teachers in most cases. Since, teaching and learning are two aspects of the education process; teachers have a major effect on students' learning. The quality of learning as stated by Magbanua (1977) is related to the quality of teaching done by the teacher. Teacher's quality contributes a lot to the effectiveness of the school; hence quality instruction produces high learning (Andaya, 2014). In high-turnover schools, students may be more likely to get inexperienced teachers who we know are less effective on average (Rockoff & Staiger, 2006).

Whatever the reason for attrition of employees is acceptable or unacceptable, loss of qualified, experienced, hardworking teachers and costs of replacement can represent sizable expenses. In addition to the monetary costs and loss of such potential teachers, turnover can affect the moral, quality and productivity of the education system that affect students' learning.

2.3.4 Feasible Techniques to Lessen Attrition

In order to retain teachers, different mechanisms can be devised by school administrators. As Hilina (2011) stated in her study minimizing administrative problems, improving salary, improving

working environment of the school, Facilitating professional development of teachers, improving the disciplinary problems of students are measures that should be taken to minimize teachers attrition. According to Murphy & Angelski (1997), one key factor that influences teachers to remain at schools is their relationship with the building principal. Cock & Haydon (2004) also suggested that teachers' attrition may be reduced through reduction of class-size, more learning support assistance, better resources for teaching, recognition, less change and facilitating learning environment which make schools attractive working places.

There are also other important mechanisms which can be used to minimize teachers' attrition. Ingersoll (2002) asserted that improvement of the condition of teaching job, such as increased support for school Administrations, increased salaries, reduction of students discipline problem and enhanced faculty input in to school decision making would all contribute to lower than rate of turnover, in turn diminish school staff problems and hence ultimately aid the teaching-learning process of schools. According to Temesgen (2005), teacher attrition would be minimized by improving the security of the workplace and system of teacher transfer, scale of salary, enhancing administrative support and facilitating professional development. Good induction program must be implemented to the newly employed teachers. Ingersoll (2003) found that teachers leave the profession because of job dissatisfaction associated with low salaries, lack of administrative support, lack of student motivation, student discipline problems, and the lack of teacher influence over decision-making. Duke, Karson & Wheeler (2006) suggested that school districts should implement policies such as increase access to induction program for all beginning teacher and allow campus level discretion tailoring induction and mentoring to meet local needs. In order to monitor and control attrition of teachers, programs must be designed, initiated, administered, monitored, and changed to retain the valuable human resource assets.

2.4 HYPOTHESIS

On the bases of above reviews, the following hypotheses are proposed.

H1: There is a positive r/ship b/n intrinsic motivational factor and teacher's job performance.

H2: There is a positive r/ship b/n intrinsic motivational factor and teacher's job performance.

H3: There is a positive r/ship b/n teacher's motivation and productivity.

H4: There is a negative r/ship b/n teacher's motivation and attrition.

2.5 CONCEPTUAL FRAMEWORK

The figure below is the conceptual framework showing the relationships between independent and dependent variables. The independent variables are conceptualized as extrinsic motivation factors/tools and these include salaries, different benefits, safety, work conditions, social status, accommodation, allowances, and relationships with superiors, peers and subordinates. The second set of independent variables are intrinsic factors/tools which include, promotion, recognition of contribution and effort, personal growth, career development. (Hertzberg, 1960).

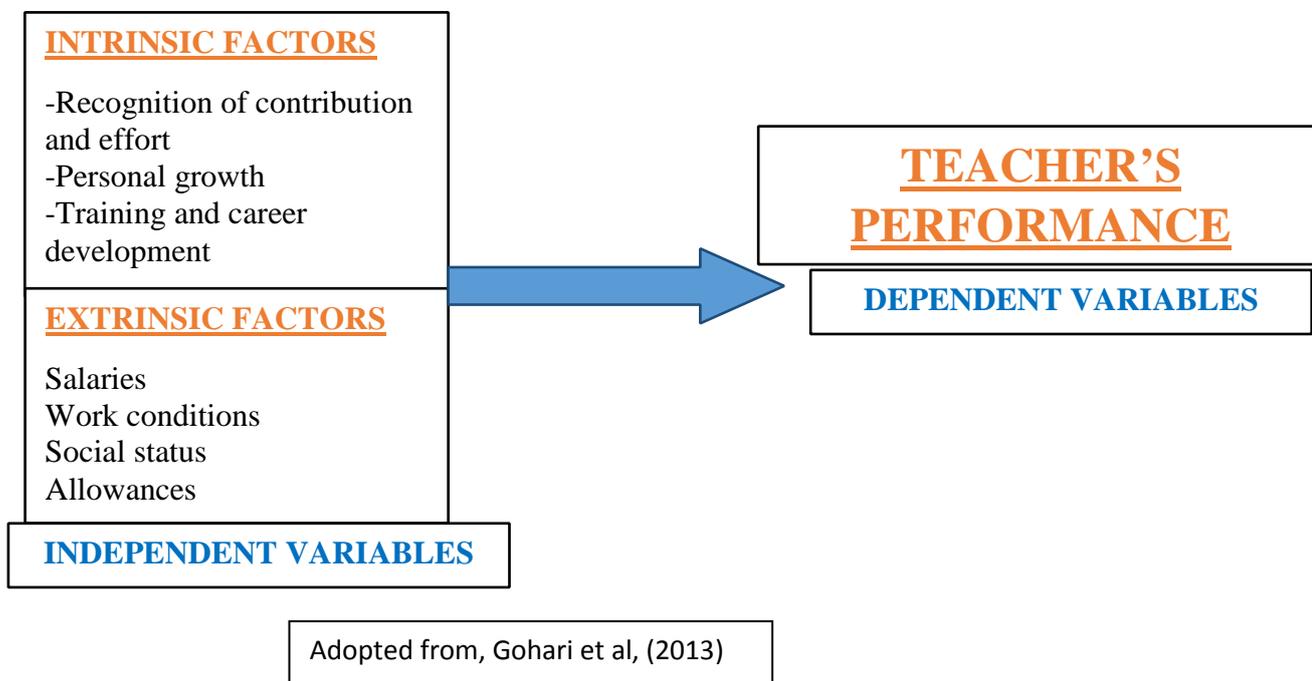


Figure 1 Conceptual framework

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 RESEARCH APPROACH

The research utilized a mixed method approach since it relates with both quantitative and qualitative approach in the process of data collection, analysis and presentation (Punch,(2009). Mixed methods research is a methodology for conducting research that involves collecting, analysing, and integrating (or mixing) quantitative and qualitative research (and data) in a single study.

3.2 RESEARCH DESIGN

According to Jon (2009), research designs are plans and the procedures for research that span from broad assumptions to detailed methods of data collection and analysis. Research design usually refers to the blueprint of the research.

Research design is the general arrangement for associating the theoretical examination issues to the significant and reachable exact exploration. In this study, the Explanatory (Causal) and Inferential research design was utilized, and explicitly in Explanatory research, it is valuable to recognize the degree and nature of cause and effect relationships. Causal research can be conducted to evaluate the effects of explicit changes on existing standards, different cycles, and so on. Causal research centres on an analysis of a circumstance or a particular issue to clarify the examples of connections between variables.

On the other hand inferential research is a technique that permits the researcher to utilize these samples to make speculations about the population from which the samples were drawn. It is, consequently, critical that the sample precisely address the population.

3.3 TARGETED POPULATION

A population or universe for a study is any group of individuals or institutions, which have one or more characteristics in common that are of interest to the researcher (Cooper 1996). The target population for the study was all 13 public preparatory schools in Addis Ababa.

3.4 SAMPLING TECHNIQUE AND SAMPLE SIZE

All public preparatory schools in the city are going to be studied. Purposive sampling technique is going to be used to sample principals while simple random sampling technique is going to be used to sample teachers. The main advantage of a simple random sampling technique is that it gives equal chances for the teachers to be sampled for the study. On the other hand, purposive sampling technique was deemed appropriate for the study as it allowed only those who were perceived to have specific information required for the study.

3.5 SOURCES OF DATA

In the review, both primary and secondary data will be used. Primary data will be gathered from current teachers and principals. Moreover, journals, books, and online materials were utilized to prove the review with data from shifted sources and extend comprehension of the issue under study.

3.6 DATA COLLECTION INSTRUMENT

In this study, a structured survey questionnaire was used to collect primary data using the personal method where the researcher distributes the questionnaires personally and collects completed questionnaires later. The survey instrument contains closed ended questions with each of the questions on a five-point Likert response scale that ranged from 5 “strongly agree to 1 “strongly disagree”. The method chosen was relatively cheap, offers greater anonymity since there is no face-to-face interaction between participants, is easy to administer and participants can complete the questionnaire at a convenient time. The sample participants are also easily accessible to the researcher. In addition, the secondary data collected from various books, documents, journals, articles and internet sources to support the study.

3.7 DATA ANALYZING TECHNIQUES

The study used both quantitative and qualitative data collection from sample respondents. As a result, both explanatory and inferential statistical tools were applied by using Statistical Package for Social Science (SPSS). The data collected through close ended questionnaires for non management level employees as well as interviews for management level employees. For explanatory (causal) analysis which identified reasons behind a wide range of processes, as well as, assessed the impact of variables. Inferential statistics mainly correlation coefficient used to measure the

strength of relationships between Intrinsic and extrinsic motivation variables and teacher's motivation.

3.7.1 Descriptive Analysis

Descriptive statistics are applied to populations, and the properties of populations, like the mean or standard deviation, which represent the population. To summarize values and compute each statistics mean and standard deviations are essential. The result was represented by using table, frequency distribution and percentage to provide a summarization picture of the data.

3.7.2 Correlation

Correlation is a bi-variate analysis that determines the strengths of association between dependent and independent variables and the direction of the relationship. In this study the relationship between motivation factors and organizational commitment is measured. In terms of the strength of relationship, the value of the correlation coefficient varies between +1 and -1. When the value of the correlation coefficient lies around ± 1 , then it is said to be a perfect degree of association between the two variables. As the correlation coefficient value goes towards 0, the relationship between the two variables would be weaker. The direction of the relationship is simply the + (indicating a positive relationship between the variables) or - (indicating a negative relationship between the variables) sign of the correlation.

3.8 RELIABILITY AND VALIDITY

Validity and reliability of the measures need to be assessed before using the instrument of data collection (Hair et al., 2003). Validity concerns whether an instrument can accurately measure, while reliability pertains to the consistency in measurement.

Due to the nature of the questionnaire construct, varying ways were applied for measuring the different variables considered. The researcher tested the reliability using Cronbach's Alpha (α) which is an internal consistency test that measures the degree to which the items or measurements consistently measure the underlying construct. According to Kothari, (2004) the closer the reliability coefficient to 1.00 is the better. In general, reliabilities less than 0.60 are considered poor; those in the range of 0.60 to 0.80 are considered good and acceptable.

Reliability Statistics

Cronbach's Alpha	N of Items
.763	34

Table 1 Reliability Statistics

(Source: Own Survey, 2021)

3.9 ETHICAL CONSIDERATIONS

Ethics are norms of behaviour that guide moral behaviour in human relationships.

According to Bryman and Bell (2007) ethics in business research, they deal with the following areas: confidentiality, anonymity, informed consent, invasion of privacy and deception. Anonymity refers to concealing the identity of the participants in all documents resulting from the research and confidentiality concerned with who has the right of access to the data provided by the participants. By considering this, the researcher assured the purpose of the research paper and confidentiality of any information on the introductory part of the questionnaire.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4.1 INTRODUCTION

This chapter is all about the results of the study. The results of the study are presented and discussed in detail. The first part of the chapter will discuss about the distributed and returned questionnaires. The second part is about the responses received and the analysis made along with the interpretations of the results.

4.2 RESPONSE RATE

Koltler (1997) defines the response rate as the extent to which the final set of data includes all sample members and it is calculated as from the number of people with whom interviews are completed (n) divided by the total number of people in the entire sample.

Therefore, out of 91 questionnaires were distributed and the collected questionnaires were checked for errors and were found to be valid and used for the final analysis, which represent 100% valid response rate.

4.3 DATA ANALYSIS METHOD

The purpose of data analysis is to reduce accumulated data to a manageable size, developing summaries, looking for patterns, and applying statistical techniques (Cooper & Schindler, 2011).

The descriptive statistical technique is used by using pie chart, tables, mean, mode, Standard deviation, frequency distribution and percentages. The data is quantitatively analysed using mean, mode, percentage and standard deviation that show the final results using Statistical Package for Social Scientist (SPSS) software.

Inferential statistics like Correlation test using Pearson correlation and Multiple Regression analysis was also used in order to address the initial research question of the study, it was taken into account the inter-correlations among all variables involved. The equation of multiple regressions on this study is generally built on around three sets of variables as dependent and independent. Using these methods helps the researcher to critically analyse and interpret each question in order to arrive at meaningful results.

4.4 DESCRIPTIVE STATISTICS

The descriptive analysis comprises two parts. The first part is description of some basic demographic details of the respondents involved in the study, while the second part captured items on employee motivation attributes (recognition of contribution and effort, personal/professional growth, career development, salary promotion, work conditions, social status and allowances) effect of motivational factors and employee performance.

4.4.1 Demographic detail

4.4.1.1 Gender and Age

Variables	Category	Frequency	Percentage
Gender	Male	65	71.4%
	Female	26	28.6%
	Total	91	100%
Age of respondents	21 - 30 years	18	19.7%
	31 - 40 years	49	53.8%
	41 - 50 years	13	14.2%
	Above 51 years	11	12.3%

	Total	91	100%
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Table 2 Gender and age distribution

(Source: Own Survey, 2021)

As displayed on table 2 from the 91 respondents 71.4 % (65) of them were male and the leftover 28.6 % (26) were female. Concerning the age of respondents' greater part of the educators were between the ages 31-40 years covering 53.8% (49). The second biggest gathering is between the ages 21-30 years which takes 19.7% (18) of the respondents. The excess gathering 14.2% (13) and 12.3 % (11) were under the age classes of 41-50 and 51 or above individually.

4.4.1.2 Years of Experience

Years of experience	Frequency	Percentage (%)
1 - 5 years	9	9.9%
6 - 10 years	23	25.3%
11 - 15 years	35	38.5%
above 15 years	24	26.3%
Total	91	100%

Table 3 Years of experience

(Source: Own Survey, 2021)

Accordingly, table 3 illustrates the years of experience of respondents. Accordingly, 9.9% of the respondents have an experience between 1-5 years; followed by 25.3% that have an experience between 6-10 years, 38.5 % respondents have an experience between 11-15 years, the remaining 26.3% of the respondents fall under the category of above 15 years.

4.4.1.3 Educational Background

Educational background	Frequency	Percentage (%)
Diploma	0	0%
Degree	56	61.5%
Masters	35	38.5%
Other	0	0%
Total	91	100%

Table 4 Educational background

(Source: Own Survey, 2021)

The above table illustrate that, 61.5 % (56) of the respondents have degree certifications, whereas 38.5% of the respondents have aMasters certifications. On the other hand there are no teachers with diploma certifications and other certifications.

4.4.1.4 Marital Status

Marital status	Frequency	Percentage (%)
Single	28	30.8%
Married	58	63.7%
Divorced	5	5.5%
Total	91	100%

Table 5 Marital status

(Source: Own Survey, 2021)

The above table demonstrate that, 63.7% (58) of the respondents (the majority of the respondents) were married, 30.8% (28) of the respondents were single and 5.5% (5) of the respondents were divorced.

4.4.2 Description of Motivation

The study variables constitute employee motivation, Employee Performance and Effect of motivational factors. Motivational factors such as intrinsic and extrinsic motivational factors. Moreover, the motivational factors are categorized into three and four factors respectively. In addition, for employee performance and effect of motivational factors, four and two questions were allocated. Thus, 27 questions were entertained to carry out the analysis.

4.4.2.1 Recognition of Contribution and Effort

Recognition is a very rewarding experience for an excellent classroom teacher and his or her students. It offers hope for meaningful recognition to the other teachers working to improve student-learning outcomes.

Recognition Of Contribution And Effort	N	Mean	Std.
The profession of teaching is recognized and appreciated	91	2.1429	.91374
Teacher's work is supervised and remarked by the administration	91	3.3516	1.03681
Teachers who perform well are rewarded	91	2.3956	1.16313

Recognition of contribution has a positive impact on job performance	91	4.274725	0.578618
Average		3.041206	0.923075

Table 6 Recognition of contribution

(Source: Own Survey, 2021)

The finding shows that, Recognition of contribution has a positive impact on job performance,

Have a mean score of 4.27 (SD= 0.57), Teacher’s work is supervised and remarked by the administration have a mean score of 3.35 (SD= 1.03). On the contrary, Teachers who perform well are rewarded have a mean score of 2.39 (SD=1.16) and the profession of teaching is recognized and appreciated have a mean score of 2.1429 (SD= 0.91). The overall attitude of employees towards recognition of contribution and effort was found to be deficient (Grand Mean= 3.04) which implies teachers are not getting the recognition of contribution and effort.

4.4.2.2 Personal/Professional Growth

Professional development, also referred to as professional learning by teachers already engaged in professional practice, is the process of developing the necessary knowledge base and skills teachers require to carry out their role effectively. This does not only involve learning new theoretical teaching ideas and suggestions but also trying them out and learning how to make them more effective within their teaching contexts.

Personal development or self-development refers to possessing personal strengths and characteristics that aid teachers define and make sense of their teaching practice and of themselves as individuals. This is through developing the necessary life skills that can help them grow in and outside their profession.

PERSONAL/PROFESSIONAL GROWTH	N	Mean	Std.
------------------------------	---	------	------

Work environment influences the participation of teachers in any professional development activities	91	3.373626	1.060905
The participation of teachers in a network formed specifically for the professional development of teachers is mandatory	91	4.252747	0.864014
The attendance of teachers in educational conferences or seminars (where teachers and researchers present their research results and discuss educational problems) is mandatory	91	4.692308	0.464095
Personal/professional growth has a positive impact on job performance	91	4.219780	0.466719
Average		4.134615	0.713933

Table 7 Personal/Professional growth

(Source: Own Survey, 2021)

As shown above, the majority of the respondents believed that The attendance of teachers in educational conferences or seminars (where teachers and researchers present their research results and discuss educational problems) is mandatory (M=4.69, SD=0.46). The participation of teachers in a network formed specifically for the professional development of teachers is mandatory (M=4.25, SD= 0.86) and Personal/professional growth has a positive impact on job performance (M=4.21, SD=0.71). Whereas, they slightly agreed on the Work environment influences the participation of teachers in any professional development activities (M=3.37, SD=1.06). The overall attitude of employees toward PERSONAL/PROFESSIONAL GROWTH was found to have a mean score of (Grand Mean= 4.10) which implies that networks of teachers and educational conferences should be formed for professional development.

4.4.2.3 Training & Career Development

Training & development is vital for employees' performance of a given organization because employees who have been adequately trained and developed with the right educational qualifications and skills are capable of providing huge payoffs for their companies (Mathis, 2003). Their loyalty to the organization, sound knowledge and understanding of operation, improved employee performance level and contribution to overall success of the firm are also evident.

TRAINING & CAREER DEVELOPMENT	N	Mean	Std.
Availability of training opportunities among teachers motivates them to perform better	91	4.527473	0.502011
Training among teachers improves their job satisfaction thus improving their performance	91	4.274725	0.844142
Training improves teachers confidence thus improving their performance in terms of curriculum delivery	91	4.340659	0.933569
Miscellaneous trainings among teachers has a positive impact on job performance	91	4.197802	0.400549
Average		4.380952	0.759907

Table 8 Training and Career Development

(Source: Own Survey, 2021)

In such manner, the outcome shows that a greater part of the respondents concurred that the Availability of training opportunities among teachers motivates them to perform better (M=4.52, SD=0.50), and training further develops educators confidence along these lines further developing their performance as far as educational plan conveyance (M=4.34, SD=0.93). Though, they marginally disagree on Training among teachers further develops their work fulfilment and job satisfaction consequently further developing their performance (M=4.27, SD=0.84) Lastly, Miscellaneous training among teachers decidedly affects work execution, improving their performance (M=4.19, SD=0.4). The general point of view of employees toward training & vocation advancement was found to have a mean score of (Grand Mean= 4.38) which infers that accessibility of training among educators supports the inspiration to perform better and instructors will participate in different pieces of training.

4.4.2.4 Salary Promotion

Teacher's salary is the amount of money a teacher is earning from the activity of teaching in a school. One strategy to motivate and retain teachers in the sector is to have policies of career evolution such as having the possibility of being promoted with a higher salary as a classroom teacher or having more responsibilities either as an expert or mentor teacher or by taking on management positions within the school.

SALARY PROMOTION	N	Mean	Std.
The pay given to teachers is worth the services they render	91	1.395604	0.534979
Teachers output outweigh the pay they receive in terms of salary	91	4.461538	0.601991
Teachers who get low pay with regard to their inputs normally get de-motivated affecting their performance	91	4.571429	0.617213

Salary promotion has a positive impact on job performance	91	3.901099	0.907438
Average		3.582418	0.584728

Table 9 Salary Promotion

(Source: Own Survey, 2021)

Based on these facts, the findings revealed that, the majority of the respondents agreed that Teachers who get low pay with regard to their inputs normally get de-motivated affecting their performance (M=4.57, SD=0.61) and Performance related incentives improve my work motivation (M=4.46, SD=0.60). Salary promotion has a positive impact on job performance (M=3.90, SD= 0.90). Nevertheless, the pay given to teachers is worth the services they render (M=1.39, SD=0.53) is not satisfactory. The general approach of teachers toward salary promotion was found to have a mean score of (Grand Mean= 3.47). Thus, it can be concluded that teacher's pay/salary is not worth the service they render and it is dreadfully affecting their performance.

4.4.2.5 Work Conditions

To deliver high quality education, schools must attract, develop, and retain effective teachers. Working conditions play an important role in a school's ability to do so.

WORK CONDITIONS	N	Mean	Std.
Teaching and learning resources are inadequate in school thus de-motivating teachers to teach	91	3.813187	0.815299
The negative arrangement of offices and spaces available in the offices de-motivates teachers	91	2.274725	0.966850
Teachers are provided with the adequate facilities and resources to do their jobs effectively	91	3.725275	1.350440
Adequate facilities and resources have a positive impact on job performance.	91	4.879121	0.327793
Average		3.673077	1.044196

Table 10 Work Conditions

(Source: Own Survey, 2021)

The above table shows that most of the respondents concurred that Adequate facilities and assets emphatically affect work condition (M=4.87, SD=0.32). Teaching and learning resources are lacking in school accordingly de-motivating teachers to teach (M=3.81, SD= 0.81) and Teachers are furnished with the sufficient offices and resources to do their occupations successfully (M=3.725, SD= 1.35). This demonstrates that there is a ton of

change in the observed data around the mean despite the fact that the mean score is 3.725; the observed data is very fanned out. Then again, the negative course of action of workplaces and spaces accessible in the workplaces de-motivates teachers (M=2.27, SD= 0.96) show that the majority of the respondents disagreed on it somewhat. By and large, the teacher's way to deal with work conditions was found to have a mean score of (Grand Mean= 3.27) the general perception towards the work condition credits was viewed as almost neutral (or marginally negative) which suggests that teachers are scarcely given resources.

4.4.2.6 Social Status

The social status of teachers is one of the indicators reflecting the significance attached to education in each culture. The social status of teachers refers to the relative standing of teaching as an occupation in a hierarchy of all occupations. Therefore, the social status of teachers is an important area of inquiry that provides insight into the significance attached to education in each country.

SOCIAL STATUS	N	Mean	Std.
The profession gives teachers recognition and respect from the community	91	3.010989	1.479448
Teachers are more useful to the community as a teacher than any other profession	91	3.439560	1.002317
The admiration and honour teachers get from the society motivates them	91	3.307692	0.915209
Admiration and honour from the society has a positive impact on job performance	91	4.351648	0.565167
Average		3.252747	1.132325

Table 11 Social Status

(Source: Own Survey, 2021)

Thus the above table shows that, the majority of the respondents agreed on Admiration and honour from the society has a positive impact on job performance (M=4.35, SD=0.56). Teachers are more useful to the community as a teacher than any other profession (M=3.43, SD=1.00) and the admiration and honour teachers get from the society motivates them (M=3.30, SD=0.91). Nevertheless, the profession gives teachers recognition and respect from the community (M= 3.01, SD=1.47) this indicate that the mean is less than the average mean therefore it is not satisfactory. The overall perception towards the social status attribute was found to have a mean score of (Grand Mean= 3.25).

4.4.2.7 Allowances

A benefit allowance is money that a company or government agency provides to an employee for a specific purpose, such as transportation, healthcare costs, or a flexible spending account. Benefit allowances administered to employees can be distributed through regular payroll.

ALLOWANCES	N	Mean	Std.
There is an attractive benefit package in the profession	91	1.901099	0.715774
Benefit packages are distributed	91	2.021978	0.930687
Overall, the benefit packages in the system helps teachers improve their performance	91	2.054945	0.981639
An attractive benefit package has positive effect on my performance.	91	4.824176	0.382780
Average		2.70055	0.876033

Table 12 Allowances

(Source: Own Survey, 2021)

Correspondingly, the above table shows that, the majority of the respondents believed that, an attractive benefit package have positive effect on my performance (M=4.82, SD=0.38). Overall, the benefit packages in the system helps teachers improve their performance (M=2.05, SD= 0.98). Benefit packages are distributed (M=2.02, SD=0.93) even though the mean scores are lower, it is relatively higher. Contrarily, the respondents did not agree on the There is an attractive benefit package in the profession (M=1.90, SD= 0.71).

4.4.2.8 Effect of Motivational Factors

According to Khan (2015) defined motivation as internal and external factors that enhance desire and energy people to remain loyal to a job, role and remain committed to a job, role and to exert a persistent level of efforts in achieving a goal. According to Naseem, K. (2018) study the working condition, salary and organization atmosphere contributes in job satisfaction; it may be positive or negative and if these things positively contribute then job satisfaction is reflected in a positive manner by the administrative staff and work.

EFFECT OF MOTIVATIONAL FACTORES	N	Mean	Std.
I believe that the level of motivation in my organization has an impact on my absenteeism level	91	2.351648	1.177319
I believe that the level of motivation in my organization has impact on my productivity level	91	4.417582	0.731299
Average		3.384615	0.954309

Table 13 Effect of Motivational Factors

(Source: Own Survey, 2021)

In consequence, the above table shows that, most of the respondents believe that the level of motivation in my organization has impact on my productivity level (M=4.41, SD= 0.73) which indicates that most people agree on it. On the other hand, the result indicate that it is possible to say that most of the respondents did not agree on the level of motivation in my organization has an impact on my absenteeism level (M=2.35, SD= 1.17). This indicates that, most respondents believe that the level of motivation has huge impact on the productivity level. Moreover, most respondents believe that motivation has negative effect on absenteeism and potential attrition.

4.4.2.9 Employee Performance

Employee performance is considered as how a given workforce fulfills his/her job duties and executes the required tasks. It refers to the effectiveness, quality, and efficiency of work output (Armstrong and Baron, 2004).

EMPLOYEE PERFORMANCE	N	Mean	Std.
I always maintain high standard of work by trying to show the correct way to solve a problems	91	4.879121	0.327793
I engage in discussions about the learning development of specific students.	91	4.835165	0.373087
I wish to develop a school curriculum or be part of it	91	4.670330	0.517579
I wish to teach jointly as a team in the same class	91	3.560440	0.600163
I always maintain high standard of work	91	3.9890	0.62351
Average		4.486264	0.454656

Table 14 Employee Performance

(Source: Own Survey, 2021)

Finally, the above table shows that the descriptive result of employee performance , and the vast majority of the respondents settled on, keeping up with the exclusive requirement of

work by attempting to show the right method solve problems (M=4.87, SD=0.32). Participating in conversations about the learning improvement of specific students (M=4.83, SD=0.37), wish to foster a school educational program or be important for it (M=4.67, SD=0.51). Then again, generally the respondents respectably settle on in continually keeping an elevated standard of work (M=3.98, SD=0.62) and I wish to educate together collectively in a similar class (M=3.56, SD=0.60). All things considered, the apparent representative execution of the respondents was viewed as mean scored value of (Grand Mean= 4.48) which infers that the generally overall performance of the employees is perceived in a positive way.

4.5 RESULTS OF THE CORRELATION ANALYSIS

As mentioned previously, the hypothesis of the study was concerned with establishing a relationship between motivational factors and job performance. The relationship between these two variables was investigated using two-tailed Pearson analysis. This provided Correlation coefficients, which indicated the strength and direction of linear relationship.

According to MacEachron (1982), a correlation coefficient expresses quantitatively the magnitude and direction of the relationship between two variables. Correlation coefficients vary from +1.0 to -1.0. The sign of the coefficient tells us whether the relationship is positive or negative. The numerical portion of the coefficient describes the magnitude of the relationship. The larger the number, the stronger the correlation is. A coefficient of +/-1.0 indicates that a perfect relationship exists b/n the two variables. Coefficient of 0.0 means no relationship exist between the variables. The following table show the magnitude and direction of the correlation coefficient.

Measure of Association	Descriptive Adjective
> 0.00 to 0.20 ; < -0.00 to -0.20	Very weak or very low
> 0.20 to 0.40; < -0.20 to -0.40	Weak or low
> 0.40 to 0.60; < -0.40 to -0.60	Moderate
> 0.60 to 0.80; < -0.60 to -0.80	Strong or high
> 0.80 to 1.0; < -0.80 to -1.0	Very high or very strong

Table 15 Magnitude and direction of the correlation coefficient.

(Source: Own Survey, 2021)

Correlations

		REC	PE R	CAR	SAL	WOR	SOC	AL L	revef f	EFF 2	PER
RECOGNITION	Pearson Correlation	1	.761**	.626**	.772*	.529*	.891*	.522**	-.826*	.522**	.717*
	Sig. (2-tailed)		.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	91	91	91	91	91	91	91	91	91	91
PERSONAL	Pearson Correlation	.761*	1	.835**	.708*	.321*	.715*	.343**	-.673*	.343**	.734*
	Sig. (2-tailed)	.000		.000	.000	.002	.000	.001	.000	.001	.000
	N	91	91	91	91	91	91	91	91	91	91
CAREER	Pearson Correlation	.626*	.835**	1	.605*	.184	.573*	.229*	-.535*	.229*	.765*
	Sig. (2-tailed)	.000	.000		.000	.081	.000	.029	.000	.029	.000
	N	91	91	91	91	91	91	91	91	91	91
SALARY	Pearson Correlation	.772*	.708**	.605**	1	.781*	.719*	.813**	-.887*	.813**	.882*
	Sig. (2-tailed)	.000	.000	.000		.000	.000	.000	.000	.000	.000
	N	91	91	91	91	91	91	91	91	91	91
WORK	Pearson Correlation	.529*	.321**	.184	.781*	1	.472*	.803**	-.702*	.803**	.591*
	Sig. (2-tailed)	.000	.002	.081	.000		.000	.000	.000	.000	.000
	N	91	91	91	91	91	91	91	91	91	91
SOCIAL	Pearson Correlation	.891*	.715**	.573**	.719*	.472*	1	.494**	-.791*	.494**	.673*
	Sig. (2-tailed)	.000	.000	.000	.000	.000		.000	.000	.000	.000
	N	91	91	91	91	91	91	91	91	91	91
ALLOWANCES	Pearson Correlation	.522*	.343**	.229*	.813*	.803*	.494*	1	-.818*	1.000**	.737*
	Sig. (2-tailed)	.000	.001	.029	.000	.000	.000		.000	.000	.000
	N	91	91	91	91	91	91	91	91	91	91
Reveff	Pearson Correlation	-.826*	-.673**	-.535**	-.887*	-.702*	-.791*	-.818**	1	-.818**	-.849*
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000		.000	.000
	N	91	91	91	91	91	91	91	91	91	91

N		91	91	91	91	91	91	91	91	91	91
EFFECT2	Pearson Correlation	.522* *	.343 **	.229*	.813* *	.803* *	.494* *	1.00 0**	-.818* *	1	.737* *
	Sig. (2-tailed)	.000	.001	.029	.000	.000	.000	.000	.000		.000
	N	91	91	91	91	91	91	91	91	91	91
PERFORMA NCE	Pearson Correlation	.717* *	.734 **	.765**	.882* *	.591* *	.673* *	.737 **	-.849* *	.737 **	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	
	N	91	91	91	91	91	91	91	91	91	91

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Table 16 Correlation analysis

(Source: Own Survey, 2021)

4.6 HYPOTHESIS TESTING

H1: There is a positive r/ship b/n intrinsic motivational factor and teacher's job performance.

From Table 15, it is obvious there is a positive and measurably huge connection between intrinsic motivational variables and teacher's job performance. in this study, the variables in the intrinsic motivational factors are Recognition of contribution and effort ($r=0.717$ and $p<0.01$), Personal/proficient development ($r=0.734$ and $p<0.01$) and Career improvement ($r=0.765$ and $p<0.01$). This demonstrates that there is a positive and genuinely critical connection between teachers' job performance and intrinsic motivational factors.

H2: There is a positive r/ship b/n extrinsic motivational factor and teacher's job performance.

From Table 15, it is clear that there is a positive and statistically significant relationship between extrinsic motivational factor and teacher's job performance. in this study, the variables included in extrinsic motivational factors are Salary promotion($r=0.882$ and $p<0.01$), Work condition($p=0.591$ and $p<0.01$), Social status($r=0.673$ and $p<0.01$) and Allowance($r=0.737$ and $p<0.01$). The result shows that, from the extrinsic motivational factors, salary promotion has the strongest significance. On the other hand, work condition has moderate significance on

teacher's job performance. Generally, the result implies that, there is positive and statistically significant relationship between extrinsic motivational factor and teacher's job performance.

H3: There is a positive r/ship b/n teacher's motivation and productivity.

From Table 15, it is clear that there is a positive and statistically significant relationship between motivation and teacher's productivity. In this study, the correlation between the effect of motivation and productivity ($r=0.737$ and $p<0.01$) indicates that there is a strong, positive and statistically significant relationship between the effect of motivation and teacher's productivity.

H4: There is a negative r/ship b/n teacher's motivation and attrition.

From Table 15, it is clear there is a negative and measurably critical connection among motivation and teacher attrition. In this study, the correlation between the impact of motivation and attrition ($r=-0.849$ and $p<0.01$) demonstrates that there is a solid and negative connection between the two.

4.7 RESULT OF THE REGRESSION ANALYSIS

Since the purpose of this research was to investigate Factors Affecting Employees Motivation evidenced by preparatory (secondary) schoolteachers, it was very important to evaluate the degree of motivational effect on teacher's job performance. To evaluate the motivational effect on teachers job performance, this research looked at 2 motivational factors; intrinsic motivational factor which contains 3 variables (recognition of contribution and effort, personal/professional growth, career development) and extrinsic motivational factor which contain 4 variables (salary promotion, work condition, social status and allowance).

According to Andy Field (2006), multiple linear regression is used to estimate the effect of more than one independent variables over dependent variable or it estimates the coefficient of determination on the predicted one explained by the predictors. Multiple linear regressions is also used to compare which independent variable has more effect than other independent variables. Moreover, he stated that to have valid multiple regressions analysis, the important assumptions are; normality of the distribution, linearity, homoscedasticity, independent of residuals and multicollinearity, which should be satisfied. For the current paper, before treating the regression model these assumptions were tested.

4.7.1 Normality

Multipleregressionsrequirethattheindependentvariablesintheanalysisbenormally distributed. Hence the skewness and kurtosis statistics for all variables should be within the acceptable range (-1 to +1).

Statistics		REC	PER	CAR	SAL	WOR	SOC	ALL	reveff	EFF	PER
N	Valid	91	91	91	91	91	91	91	91	91	91
	Missin g	0	0	0	0	0	0	0	0	0	0
Skewness		-.101	.683	.543	-.352	-.365	-.144	-.732	.810	-.732	.007
Std. Error of Skewness		.253	.253	.253	.253	.253	.253	.253	.253	.253	.253
Kurtosis		-.482	.085	.388	.353	.674	-.717	.021	-.199	.021	-.354
Std. Error of Kurtosis		.500	.500	.500	.500	.500	.500	.500	.500	.500	.500

Table 17 Skewness and kurtosis statistics

(Source: Own Survey, 2021)

Table 14 displays the normality of the variables using Skewness and Kurtosis. All the variables are between the range -1 and +1. Hence, all the variables fulfilled the assumption of normality.

4.7.2 Linearity

Multipleregressionsassumealinearrelationshipbetweentheindependentanddependent variables. The points should be symmetrically distributed around a diagonal line, with a roughly constant variance. Hence using visual inspection of the scatter plot, it can be suggested about the linearity.

4.7.3 Homoscedasticity

Homoscedasticity refer to the assumption that that the dependent variable exhibits similar amounts of variance across the range of values for an independent variable.

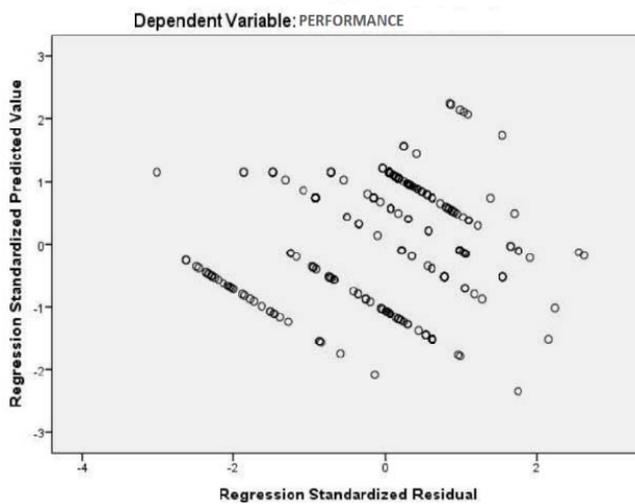
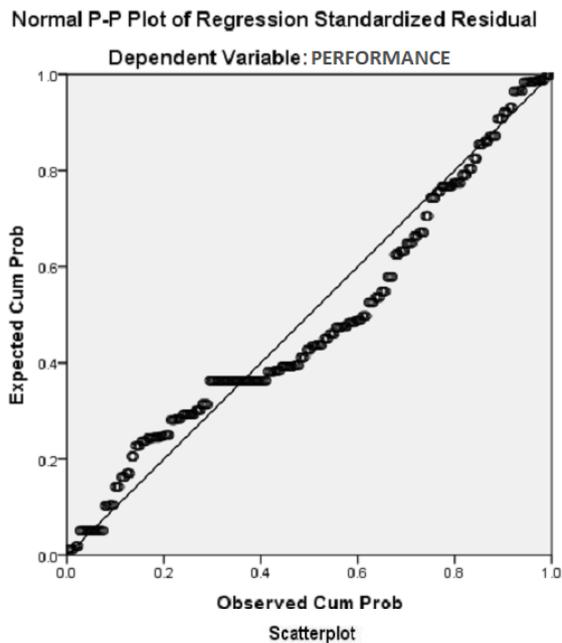


Figure 2 Linearity test

Figure 3 Homoscedasticity test

Based on Figure 2 & 3 it is possible to suggest whether linearity and homoscedasticity assumptions are fulfilled or not. A visual inspection suggests that the relationship of the dependent variable with each of the independent variables is linear. Hence, the variables met the linearity assumption. Moreover, the inspection of the plots shows good variability in the plots and hence, the variables satisfied the homoscedasticity assumption as well.

4.7.4 Independent of Residual

The Durbin-Watson statistic is used to test for independent residuals. The value of the Durbin-Watson statistic ranges from 0 to 4. Generally, the residuals are independent (not correlated)

if the Durbin-Watson statistic is approximately 2, and an acceptable range is from 1.50 to 2.50.

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.960a	.922	.915	.18131	1.810

a. Predictors: (Constant), ALLOWANCES, CAREER, SOCIAL, WORK, PERSONAL, RECOGNITION, SALARY

b. Dependent Variable: PERFORMANCE

Table 18 Model summary

(Source: Own Survey, 2021)

Table 18 displays the independent of residuals assumption. Durbin-Watson statistic is 1.81, close to 2 and it is within the acceptable range. Hence, the researcher assumed independence of residuals assumption is satisfied.

4.7.5 Multicollinearity

Multicollinearity is a statistical phenomenon in which two or more independent variables in a multiple regression model are highly correlated. There are basically two ways to detect multicollinearity. One way is by computing tolerance values and Variance Inflation Factor (VIF) for each independent variable. Multicollinearity exists when Tolerance is below 0.10; and the average variance inflation factor (VIF) is greater than 2.5. The other method is to assess multicollinearity by examining correlations among the independent variables. If a correlation matrix demonstrates correlations of 0.90 or higher among the independent variables, there may be a problem with multicollinearity.

Coefficients^a

Model		Collinearity Statistics	
		Tolerance	VIF
1	RECOGNITION	.156	1.425
	PERSONAL	.184	1.430
	CAREER	.254	1.942
	SALARY	.181	2.394
	WORK	.240	2.170
	SOCIAL	.200	1.006
	ALLOWANCES	.207	1.829

a. Dependent Variable: PERFORMANCE

Table 19 Co linearity statistics

(Source: Own Survey, 2021)

Table 19: displays the Multicollinearity test by computing tolerance values and Variance Inflation Factor (VIF) for each independent variables. In this case all the tolerance values are greater than 0.10 and VIF is less than 2.5. Hence, the researcher assumed Multicollinearity was not a problem.

4.7.6 Beta Coefficient

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.412	.765		4.461	.000
	RECOGNITION	.617	.084	.015	.198	.001
	PERSONAL	.766	.095	.049	.692	.001
	CAREER	.689	.095	.571	9.388	.000
	SALARY	.841	.074	.205	1.900	.005
	WORK	.732	.119	.070	1.111	.001
	SOCIAL	.534	.076	.031	.454	.000
	ALLOWANCES	.822	.110	.504	7.488	.000

a. Dependent Variable: PERFORMANCE

Table 20 Beta coefficients

(Source: Own Survey, 2021)

The above table shows regression coefficient (β) of the intrinsic and extrinsic motivational factors. (Beta) coefficient helps to see the direction and strength of the relationship between independent and dependent variables. Accordingly, since the sign of the β coefficient for the independent variables is positive, there is a positive relationship between the independent variables (Recognition of contribution and effort, personal/ professional growth, career development, salary, work condition, social status, allowance) and dependent variable (teacher's job performance).

Table 20 shows, among the independent variable, which variable influences the job performance of teachers. Looking at the Beta under Standardized Coefficients, Among the intrinsic motivational factors, the effect of Personal/ professional growth ($B=0.766$) on teacher's job performance is high. On the contrary, Recognition of contribution and effort ($B=0.617$) has low effect on teacher's job performance. Moreover, among the extrinsic

motivational factors, Salary promotion (B=0.841) and Social status (B=0.534) has the highest and lowest effect on teacher's job performance respectively.

By referring to this analysis, the regression equation for job performance of secondary school teachers can be algebraically formulated as:

$$JP=3.412 + 0.61REC + 0.766PER + 0.689CAR + 0.841SAL + 0.732WOR + 0.534SOC + 0.822ALL$$

Where, 3.412 is constant, which cross the Job Performance axis.

JP - Job Performance

REC – Recognition of Contribution and Effort

CAR – Career Development

SAL – Salary Promotion

WOR – Work Condition

SOC – Social Status

ALL – Allowance

In summary, referring the analysis of the findings, it can be seen that dimensions of employee motivation (Recognition of contribution and effort, personal/ professional growth, career development, salary, work condition, social status, and allowance) are important factors to enhance Employee Performance.

4.8 RESEARCH ANALYSIS

1. What are the factors influencing Educator's teaching motivation in preparatory school and how does it associates with teacher attrition?

As previously mentioned in this study, the motivational factors that are investigated are intrinsic and extrinsic motivational factors, which comprises (Recognition of contribution and effort, personal/professional growth, training and career development) and (salary promotion, work condition, social status and allowance) respectively.

From 16, it is clear that there is a negative and statistically significant relationship between motivation and teacher's attrition. In this study, the correlation between the effect of motivation and attrition ($r=-0.849$ and $p<0.01$) indicate that there is a strong and negative relationship between the effect of motivation and teacher's attrition.

2. Is there a socio-economic factor influencing the motivational level of teachers?

According to Burden & Byrd (1999), socio-economic status (SES) as a measure of a family's relative position in a community, determined by a combination of parents' income, occupation, and level of education. Similarly, American Psychological Association (APA) stated, "Socio economic status (SES) is often measured as a combination of education, income, and occupation. It is commonly conceptualized as the social standing or class of an individual or group". Therefore, in this study, all the extrinsic factors except work condition (Salary promotion, social status, allowance) are the socio-economic factors influencing the motivational levels of teachers.

3. What is the current motivational approach used by schools to stimulate teacher's motivation?

During the interview of the principals, most of the respondents agreed on, even though the current motivational approach used to boost motivation is weak, Recognition of contribution and effort and allowance is used currently.

4. What can be done to encourage Educator's teaching motivation?

Employee motivation has significant and positive effect on employee performance. Though Salary promotion is relatively one of the most influential factors, considering all the intrinsic and extrinsic variables investigated in this study could level up teacher's motivation.

CHAPTER FIVE

MAJOR FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

Subsequent to introducing the outcomes and conversation of the examination in the past section, the summary of findings is presently talked about in the light of the past part. Summary of the findings, conclusions and recommendations are presented.

5.1 SUMMARY OF MAJOR FINDINGS

From the analysis and discussion, the researcher presented the following major findings.

- Based on the descriptive analysis of the study, 71.4% of the respondents are male. The age division of the sample population shows that 53.8% of the respondents are between 31-40 years old. Regarding experience, 38.5% of the respondents have 11-15 years of experience. With regards to, marital status, 63.7% of the respondents are married.
- The overall attitude of employees towards recognition of contribution and effort was found to be deficient (Grand Mean= 3.04) which implies teachers are not getting the recognition of contribution and effort.
- The overall attitude of employees towards recognition of contribution and effort was found to be deficient (Grand Mean= 3.04) which implies teachers are not getting the recognition of contribution and effort.
- The overall perspective of teachers toward training& career development was found to have a mean score of (Grand Mean= 4.38)which implies that availability of trainings among teachers boosts the motivation to perform better and teachers are willing to take part in various trainings.
- The general approach of teachers toward salary promotion was found to have a mean score of (Grand Mean= 3.47).
- Teacher's approach to work conditions and social status was found to have a mean score of (Grand Mean= 3.27) and (Grand Mean=3.25) respectively. The overall perception towards the work condition attributes was found to be nearly neutral (or slightly negative) which implies that teachers are barely provided with resources.

- The overall attitude of employees towards ALLOWANCE was found to be extremely deficient (Grand Mean= 1.99) which implies that, the benefit packages in the system is extremely weak.
- With respect to the impact of motivation, most respondents accept that the degree of motivation colossally affects the productivity level. In any case, most respondents disagreed with the impact of motivation on non-appearance.
- The correlation matrix indicates that the selected motivational variables; (Recognition of contribution and effort, personal/ professional growth, career development, salary, work condition, social status, allowance) were significantly correlated with 95% confidence interval &<0.01 p-value 2tailed, by scoring a pearson correlation coefficient 'R-value' of 0.717**, 0.734**, 0.765**, 0.882**, 0.591**, 0.673**, 0.737**
- The highest strong coefficient of correlation in this research between selected motivational factors and employee performance is 0.882. In this case salary promotion had a highest strong relationship with teacher's performance. (R=0.882, n=91, P<0.01) than the other variables.
- The score of the coefficient correlation determination (R²) is 0.647 which indicate, 92.2% ofthevariabilityofoverall teacher's job performance wasexplainedbythe seven independent variables.
- In the regressionanalysismodel, Amongthepredictors,salary promotion and allowance makethelargest contribution $\beta=0.841$ and $\beta= 0.822$ respectively. Whereas, social status and recognition of contribution and effort makes the least contribution with $\beta= 0.534$ and $\beta= 0.61$ respectively.

5.2. CONCLUSIONS

Different factors motivate different employees, therefore it is an important force to motivate employees to develop and realize the company's commitment as well as inspire the employees easily to achieve their tasks. The relation between intrinsic motivation which comes from inside and extrinsic motivation which enhance from outside environment is the major research assessment conducted.

Assessing the factors affecting teachers' motivation in secondary school in Addis Ababa as a case study was the basic aim of this study. Hence, to enhance workforce performance in the school, which might help the concerned managements to review or amend the current

motivational practices in the organization, the study sought to identify the most important attributes of employee motivation schemes. The following conclusions and summarized results of the findings, have been reached through addressing the stated specific objectives, based on this general objective.

Identifying the major employee motivation was the first specific objective of the study all about. Accordingly, the study found out that Recognition of contribution and effort, personal/professional growth, career development, salary, work condition, social status, and allowance were the main practices to motivate teachers.

For the second objective, the results showed that most respondents believe that the level of motivation has a huge impact on the productivity level. However, most respondents did not agree with the effect of motivation on absenteeism.

Lastly, for the third specific objective, Salary promotion and allowance makes the largest contribution $\beta=0.841$ and $\beta= 0.822$ respectively. Whereas, social status and recognition of contribution and effort makes the least contribution with $\beta= 0.534$ and $\beta= 0.61$ respectively.

As far as the research hypotheses testing are concerned, the results indicate that: the relationship between dependent and independent as well as among the independent variables was positive and statistically significant.

5.3 RECOMMENDATIONS

Employee motivation has significant and positive effect on employee performance. Schools must consider the importance of the extrinsic and intrinsic factors in determining the level of employee motivation.

The study indicated that majority of the respondents were strongly Agree that they were more motivated by extrinsic factors (monetary rewards) than other forms of rewards in the school.

Regarding the effect of motivation, the study recommended that schools should ensure that school environment is conducive for teachers to ensure their motivation and satisfaction with their jobs. This can be achieved by ensuring that there are adequate teaching and learning resources. The study also recommended that teachers should be remunerated well to motivate them in their job. This can be achieved through offering incentives to teachers and rewarding teachers whose subjects' students perform better. This will motivate them to improve on curriculum delivery.

On teacher training, the study recommended that teachers should attend in-service training to update their skills. By attending trainings, teachers will develop confidence in teaching their subjects and become motivated. The study finally recommended that the school management should ensure that the school environment should be conducive. This can be done by ensuring high standards of discipline among students and ensuring that school rules and regulations are adhered to.

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APPENDIX: SURVEY QUESTIONNAIRE



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St. Mary's University, Ethiopia

ST. MARY'S UNIVERSITY

SCHOOL OF GRADUATE STUDIES

Dear respondent,

My name is Hewan Berhanu. I am currently conducting a research as part of a partial fulfilment of the requirements for the degree of Masters of Art in Marketing Management at St. Mary's University, Addis Ababa. The purpose of this study is to examine the factors affection employee motivation in Preparatory Schools across Addis Ababa. This Questionnaire is about your personal beliefs and experience. All information obtained will be used for academic purpose only. You do not need to write your name on the questionnaire, hence be assured that your response will be anonymous. Your participation is entirely voluntary. Please attempt all the questions as it is vital for the success of this research. Thank you in advance for your cooperation!

I. Section One: Profile

Direction I: Please complete the following questions with specific regard by placing "X" in the appropriate box.

Age (Years)

- A. 21 – 30
- B. 31 – 40
- C. 41 -- 50
- D. 51 and above

Gender

- A. Male
- B. Female

Service in teaching

- A. 1– 5
- B. 6 – 10
- C. 11-15
- D. 15 and above

Marital Status

- A. Single
- B. Married
- C. Divorced

Educational background

- A. Diploma
- B. Degree
- C. Masters

D. Other

II. SECTION TWO: Motivation attribute

Direction II: Please indicate your level of agreement or disagreement with each these statements regarding this questionnaire by placing “X” in the box of your answer.

1- Strongly Disagree 2-Disagree 3-Neither agree nor disagree 4- Agree 5- Strongly Agree

INTRINSIC FACTORS

EXTRINSIC FACTORS

		1	2	3	4	5
	RECOGNITION OF CONTRIBUTION AND EFFORT					
1	My work is recognized and appreciated					
2	My supervisor tells me what he/she thinks of my work and appreciate my work					
3	Teachers who perform well are given prizes					
4	Recognition of contribution has a positive impact on job performance					
	PERSONAL/PROFESSIONAL GROWTH					
5	Work environment influences the participation of teachers in any professional development activities					
6	The participation of teachers in a network formed specifically for the professional development of teachers is mandatory					
7	The attendance of teachers in educational conferences or seminars(where teachers and researchers present their research results and discuss educational problems) is mandatory					
8	Personal/professional growth has a positive impact on job performance					
	CAREER DEVELOPMENT					
9	Availability of training opportunities among teachers motivates them to perform					
10	Training among teachers improves their job satisfaction thus improving their performance					
11	Training improves teachers confidence thus improving their performance in terms of curriculum delivery					

12	Miscellaneous trainings among teachers has a positive impact on job performance					
SALARY PROMOTION						
13	The pay given to teachers is worth the services they render					
14	Teachers output outweigh the pay they receive in terms of salary					
15	Teachers who get low pay with regard to their inputs normally get de-motivated affecting their performance					
16	Salary promotion has a positive impact on job performance					
WORK CONDITIONS						
17	Teaching and learning resources are inadequate in school thus demotivating teachers to teach					
18	The arrangement of offices and spaces available in the offices demotivates teachers					
19	I am provided with the adequate facilities and resources to do my job effectively					
20	Adequate facilities and resources have a positive impact on job performance.					
SOCIAL STATUS						
21	Teaching gives me recognition and respect from the community					
22	I am more useful to the community as a teacher than any other profession					
23	The admiration and honour I get from the society motivates me					
24	Admiration and honour from the society has a positive impact on job performance					
ALLOWANCES						
25	There is an attractive benefit package					
26	Benefit packages are distributed					
27	Overall, the benefit packages in the system helps me improve my performance					
EFFECT OF MOTIVATIONAL FACTORES						
28	I believe the level of motivation in my organization has impact on my absenteeism level					
29	I believe the level of motivation in my organization has impact on my productivity level					
EMPLOYEE PERFORMANCE						
30	I always maintain high standard of work by trying to show the correct way to solve a problem					
31	I engage in discussions about the learning development of specific students.					
32	I wish to develop a school curriculum or be part of it					
33	I wish to teach jointly as a team in the same class					
34	I always maintain high standard of work					

**You have reached the end of this questionnaire survey.
Thank You for Your Participation!**