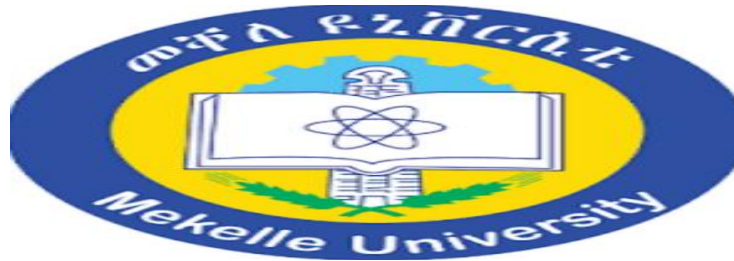


MEKELLE UNIVERSTY



**INSTITUTION OF PEDAGOGICAL SCIENCES
DEPARTMENT OF EDUCATIONAL PLANNING
ANDMANAGEMENT**

**FACTORS AFFECTING TEACHERS' JOB
MOTIVATIONINSELECTEDSECONDARY SCHOOLS OF
CENTRAL ZONE OF TIGRAY**

MA THESIS IN SCHOOL LEADERSHIP

BY TSI GE AMARE G/MESKEL

December, 2023

MEKELLE

FACTORS AFFECTING TEACHERS' JOB MOTIVIATION IN SELECTED
SECONDARY SCHOOLS IN THE CENTRAL ZONE OF TIGRAY

A THESIS SUBMITTED TO MEKELLE UNIVERSITY IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR
THE DEGREE OF MASTER IN SCHOOL LEADERSHIP

BY

Tsige Amare G/meskel

ADVISOR: Goitom Tetemke (PHD)

MEKELLE UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND

MANAGEMENT

MEKELLE, ETHIOPIA

December 2023

MEKELLE UNIVERSITY

INSTITUTE OF PEDAGOGICAL SCIENCES

DEPARTMENT OF EDUCATIONAL PLANING AND MANAGEMENT

TITLE: FACTORS AFFECTING TEACHERS' JOB MOTIVIATION IN
SELECTED SECONDARY SCHOOLS IN THE CENTRAL ZONE OF TIGRAY

BY

TSIGE AMARE GEBREMESKEL

The thesis entitled "Factors Affecting Teachers' Job Motivation in Selected Secondary Schools in Central Zone of Tigray" by Tsighe Amare Gebremeskel is approved for the degree of Master of Arts (MA) in School Leadership

Approved by the Board of Examiners

Chair Person Department

Signature

Date

Major AdvisorSignature

Date

Internal ExaminerSignature

Date

External ExaminerSignature

Date

Declaration

I, the undersigned, declared that the thesis on the title, “Factors Affecting Teachers’ Job Motivation in Secondary Schools of Central Zone of Tigray. “This thesis is my original work and has not been presented for a degree in any other university and that all source or reference materials used for the thesis have been dully indicated and acknowledged.

Name: Tsige Amare G/meskel

Signature: _____

Date: _____

This thesis has been submitted for examination with my approval as university advisor.

Name: _____

Signature: _____

Date: _____

December, 2023
Mekelle, Ethiopia

ACKNOWLEDGEMENTS

First, my greatest respect and deepest thanks goes to my advisor GoitomTetemke (PhD) for his valuable advice and guidance from the development of proposal to the completion of the thesis. Really, this thesis wouldn't have been a reality without his unreserved help.

Secondly, I would also like to express my heartfelt thanks to Mekelle University, the institute of educational and professional development studies, department of educational planning and management, in showing direction in overall conducting my research.

Thirdly, I would like to express my deepest and heartfelt gratitude to my colleagues and friends: Mrs.Azeb Berehe and Mrs. MeazaTsige for their support in the accomplishment of this project

Finally, I wish to extend thanks to my families, especially my mother Tsegabrhan Hagos for her support and encouragement throughout my study.

At last but not least, I have great thanks for those who have been participated directly or indirectly in this study.

Table of Contents

Contents	Page
Declaration	i
Acknowledgement	ii
Table of Contents.....	iii
List of Tables.....	iv
ACCRONYMS	iv
ABBREVIATION and <i>ABSTRACT</i>	vi
CHAPTER ONE:INTRODUCTION.....	1
1.1 Background of the Study	1
1. 2. Statement of the Problem.....	4
1.3. Research Questions.....	6
1.4. Objectives of the Study	6
1.4. 1. General Objective	6
1.4. 2. Specific Objectives	6
1. 5. Significance of the Study	7
1. 6. Delimitation of the Study.....	7
1.7. Limitations of the Study.....	7
1. 8. Operational Definitions of Key Terms.....	8
1.9. Organization of the Study	8
CHAPTER TWO.....	9
2.REVIEW OF RELATED LITERATURE.....	9
2. 1. Concept of Motivation	9
2. 2. Teachers' Job Motivation.....	9
2. 3. Types of Motivation.....	10
2. 3 .1. Intrinsic Motivation.....	11
2. 3 .2. Extrinsic Motivation	11
2. 5.1. Concept of School Environment.....	13
2.5. 2. 1.Physical School Environment	14
2. 5. 2.2. Social School Environment.....	14
2. 5.2.3. Psychological School Environment	15
2. 6. Innovative Mechanisms to Improve Teachers' Job Motivation.....	16
2. 6. 1. Improving the Working Conditions of School.....	16
2. 6.2. Provision of Financial Incentives.....	17
2. 6.3. Provision of Non-Financial Incentives.....	18
2. 6.5.Improving Teacher Professionalism	18
2. 6.6.Improving Support, Inspection and Supervision Services	19
2. 6.7.Improving Community Participation and Recognition	20
CHAPTER THREE.....	22
3. REASERCH METHODOLOGY.....	22
3.1. Description of the Study Area.....	22
3.2.Research Design.....	22
3.3. Research Method	23
3.4. Sources of Data	23
3.4. 1. Primary Source of Data.....	23
3.4. 2. Secondary Source of Data.....	24
3.5. Population, Sample and Sampling Techniques	24
3.5.1 Population and Sample Size.....	24
3.5.2. Sampling Techniques.....	25
3. 6. Data Gathering Instruments	25
3. 6. 1. Questionnaire	25

3.6. 2. Interview	26
3.6.3 Focus Group Discussion	26
3. 6.4. Document Analysis	27
3.7. Procedures of Data Collection	27
3. 8. Methods ofData Analysis.....	27
3.10. Ethical Consideration.....	28
CHAPTER FOUR:PRESENTATION, ANASLYSIS AND.....	29
INTERPRETATION OF DATA.....	29
4.1. Background of the Respondents	29
4.2.Searching the School Environment.....	30
4.3. Factors that Affect Teachers’ Job Motivation.....	36
4.4. Alternative Mechanisms to Improve Teachers’ Job Motivation.....	40
CHAPTERFIVE.....	45
SUMMARY, CONCLUSION AND RECOMMENDATIONS.....	45
5.1. Summary	45
5.2 .Conclusion	46
5.3. Recommendations.....	46
References.....	48
APPENDICES.....	i
APPENDIX-I.....	i
APPENDIX-II.....	vi
APPENDIX-III	x
APPENDIX-IV	xi
APPENDIX-V.....	xii
APPENDIX-VI	xiii
APPENDIX-VII.....	xiv

List of Tables

Tables	Pages
Table 1. Population, Sample and Sampling Techniques.....	24
Table 2 : Respondents Characteristics	29
Table 3. The Extent of Conducive School Environment	31
Table 4. Factors That Affect Teachers' Job Motivation	37
Table 5. Alternative mechanisms to Improve Teachers' Job Motivation	41

ABBREVIATIONS and ACCRONYMS

CPD- Continuous Professional Development

CSAs-Census of Statistical Agencies

ESDP-Educational Sector Development Plan

ETP-Educational Training Policy

GOs- Government Organizations

ICT-Information Communication Technology

MOE-Ministry of Education

NGOs –Non Government Organizations

PTA–Parent Teacher Association

SIP-School Improvement Program

SPSS –Statistical Package for Social Science

UNESCO-United Nation, Education, Science and Cultural Organization

WEOL- Woreda Education Office Leader

ABSTRACT

The purpose of this study was to assess the factors affecting teachers' job motivation in secondary school of central zone of Tigray. Descriptive research design along with mixed method was employed. A total of 150 respondent (10 school leaders 16 PTA members, 1 supervisor, 1 education office leader and 122 teachers respectively) were participated in the study. All teachers were selected through available sampling method whereas the school leaders were selected through available and purposive type of sampling methods because all were participated and considered as better sources of information about the teachers' job motivation area. The PTA members simple random, Supervisor and WEO leader were also other respondents selected purposely because of time limitation. Quantitative and qualitative data were collected through questionnaires from respondents (both school leaders and teachers), document analysis, and checklist for school principals, focus group discussion with PTA members and an interview from school leaders, Woreda office leader and supervisor was also part of data collection for the study. Using SPSS version 22, quantitative data were analyzed using descriptive statistics such as frequency, percentage, and inferential statistics T-test while the qualitative data were analyzed using content analysis approach. Finding of the study revealed that poor school leadership in terms of motivating, giving recognition and authority, and applying experience exchange to each other for teachers. Low communities' awareness about teachers' value like lack of training, lack of good relation between community and schools, low school facilities on quality and quantity writing school materials, poor reward system that can not cover or balance the performance of teachers' activities indifferent situation, lack of school reward measurement. Again, low salary, and low training opportunity from different concerned stake holders and governmental as major factors that affect teacher's motivation in the zone. As alternative strategies it is founded that improving policy instrument, developing inclusive reward system, strengthening communities relationship, creating participative school leadership and creating safe and health school environment to enhance teachers job motivation in secondary schools. The major conclusions of the study were: the findings of the study showed that teachers' motivation in the secondary schools of the selected woredas in central zone was at low level. Besides, major factors that affect teachers' job satisfaction in secondary schools of central zone woredas include low salary, poor school leadership, and low communities' awareness about teachers' value, low school facilities, poor reward system and low training opportunity.

Key Words: *Job Motivation, School Environment, Community Relationship, School Leadership, and Factors.*

CHAPTER ONE: INTRODUCTION

1.Introduction

People are involved in educational processes for a variety of reasons, such as increasing their personal income, raising their living standards for higher levels, vocational concerns, intellectual development and social upbringing. Countries aim to increase the human capital power in society, to bring higher level of human development of the society, to increase the production potential of the country, to create the healthier and democratic society and to achieve sustainable development. Individuals' educational needs are dispensable compared with their basic needs. However, everyone's educational expectation may differ. This situation may result in a situation where individuals can be reluctant to continue with the education process. In this context, teachers who are responsible for coping with student's diversity and limited opportunities, despite unfavorable environmental factors, should be taken into consideration keeping their own motivation in terms of sustainable development goals of the country.

1.1 Background of the Study

Education is viewed as the major instrument of socialization where there is the training of children in the appropriate forms of behavior, skills and particular roles required by all members of the society. One way by which we can reduce poverty is educating citizens a quality education without which development is unattainable. That is why the Education and Training Policy of current education system of Ethiopia (1994) states that education helps individuals and society to make all rounded participation in development process by acquiring knowledge, ability and attitudes.

In order to realize this intention, attention has been paid to the expansion of different levels of educational institutions in the country and attention has also been given to provide quality education for citizens. Human capital is developed through education, and the effectiveness of a child's education depends on the quality of his or her classroom teachers (Scherer, 2003).

Teachers in a given school need to acquire a set of specific understandings about what is required of them, not only in terms of skills or techniques but also values, attitudes and beliefs, in order to be a competent member of an ongoing social group (Acker, 1999). In recent years, the motivation of teachers has received increasing attention in motivation research alongside the

predominant research focus on the motivation of students (Hall, 2013). The issue of teachers' motivation has become a matter of debate and concern in educational systems and standards. In most developing countries of the world including Ethiopia, there has been a growing awareness about teacher motivation which is a key to quality assurance, quality outcomes or delivery and high standards in the education system (Gemechu,2018).

Effective teachers” or “Students are only as motivated as their teachers,” as well as increasing mention of the term teacher enthusiasm, the importance of teacher motivation has also been supported by empirical studies (Hall, 2013). Overall, to provide better support and opportunities for autonomy in their students and are also more effective in promoting students' motivation for learning and achievement (Hall, 2013).

There are many factors that influence the teachers' job performance such as aptitude, attitude, subject mastery, teaching methodology, personal characteristics, the classroom environment, general mental ability, personality, relations with students, attitude toward the students has been consistently argued that the quality of headship matters in determining the motivation of teachers and the quality of teaching which takes place in the classroom (Hargreaves, 2003; Crowther,2000; Day et al., 2000; Fullan,2001) cited in Bottery,2004.

When an instructional leader listens to the teacher, clarifies what the teacher says, encourages the teacher to speak more about the concern, and reflects by verifying the teacher's perceptions, then clearly the teacher participates in making the decisions about professional practice(Glickman,2002)., and share (Glickman, 2002). Unless we start changing working conditions so that teachers participate more in planning the curriculum, choosing the tests, and running the schools, thoughtful professionals are going to bail out (Scherer, 2003). The school principal must set the interactive tone throughout the building, communicate the importance of emotional well-being as a precursor to learning to all staff with the building, and create school wide policies and practices that support the needs of the children and staff (Koplow, 2002).

Teacher workplace cultures influence the process of implementation and the extent to which teachers define innovations as deskilling or professionalizing their work (Acker, 1999). There can be no real possibility of creating a healing school environment without the commitment, energy, and compassion of the school principal (koplow, 2002). Regarding other essential

working conditions such as facilities, these needs to be improved to be able to create an adequate teaching and learning environment (Giertz,2016).School environment which affects teachers' motivation contains three components which comprise a safe school: context, psychosocial variables and school behavior; the atmosphere of the work place, including a complex mixture of norms, values, expectations, policies, and procedures that challenge individual and group pattern and behavior (Spencer, Pelote, and Seymour, 2008); employees' perception of the events, practice, and procedures as well as their perceptions of the behaviors that are rewarded; supported and expected within an organization (Schneider, Wheeler and Cox, 2000). In this globalized world technology plays a great role in facilitating teaching and learning activities.

Teachers, often from developed Western nations, have been seduced to take up digital technologies through advertising campaigns sponsored by hardware and software companies, influenced by inspirational statements made by political parties and compelled to achieve digital technology standards set by teacher registration organizations and extensive financial investment by schools in digital infrastructure coupled with a raft of professional learning opportunities (Philips, 2016). Motivated teachers close the gap between poor and good quality education by maximizing the benefits of learning in every classroom, for every child. Recognizing this, during the ESDP IV period the government tried to enhance the capacity of teachers through in-service and pre-service training programmers.

According to Bahadur and Prasad (2018) the problem facing many educators today in **Africa** is a decrease in teachers' motivation, especially at the secondary and lower level

A 2014 study conducted by the MOE, however, suggested that 70% of teachers would, if given an equivalently paid option, leave the profession. The negative attitude to the profession was exacerbated by lack of recognition social status by their community and poor school administration and human resource management. This, in spite of efforts to improve teacher skills, implies that much more needs to be done to motivate and support the hundreds of thousands of teachers in all regions.

Teachers are integral to the success of an education system; they are the gatekeepers of knowledge and learning and, as such, have a huge impact not only on individuals and their

aspirations but also on national development (VSO, 2008). It is what teachers think, what *teachers believe and what teachers do at the level of the classroom that ultimately shapes the kind of learning that young people get (Acker, 1999).*

From researcher's experience, low teachers' job motivation manifested by less preparation of lesson, absenteeism, low academic performance of students and teachers turnover increase from time to time during performance evaluation, meetings, workshops, Trainings and held at different levels in Tigray Region particularly in Central Zone. Therefore, teachers' motivation has its own impact to attain the intended teaching learning goals and the problem needs immediate solution. For these purpose the researcher wanted to conduct a research concerning factors affecting teachers' job motivation in Central Zone of Tigray Region.

1. 2. Statement of the Problem

Motivation is one of the most important factors affecting human behavior and performance by energizing it and giving direction towards the desired goals (Bahadur and Prasad, 2018). The problem facing many educators today is a decrease in teachers' motivation, especially at the secondary and lower level. There is a wide range of views about teacher motivation in Africa. Most of which are country specific. However, there appear to be mounting concerns that unacceptably high proportions of teachers working in public school systems in these low-income generating countries that are poorly motivated due to a combination of unreasonable salary, poor incentives, low social factors, low attitudes, and low level of motivation.

Positive teachers' job motivation has been linked to improved academic achievement and overall school activities. Further, the authors disclosed many factors such as collaborative decision-making, equity and fairness, caring and sensitivity, leadership style, school facility, teacher-school community relation and students discipline all have an effect on teachers' motivation.

Fostering intellectual and self-motivated growth on the part of teachers means that the instructional leader, whenever possible, uses an approach that demands greater choice and thought on the part of the teacher (Glickman, 2002). Teachers perform better if school principal facilitates teaching learning environment. They feel good when the principal avoids professional myopia and teachers do not work in an uncompromising context and this approach is

only possible when principal as an education leader, over and above his/her management role, endeavors to meet many individual needs as possible and leads the teachers with considerable care, positive attitude and interest in their welfare (Tonny, 2013).

Teachers in developing countries also face difficult working and living conditions and a lack of school infrastructure and equipment often handicaps their efforts (Philips, 2016). According to Hoy and Miske (1987), when a healthy school environment exists and teacher morale is high, 'teachers feel good about each other and, at the same time, feel a sense of accomplishment from their jobs' (Chigbu, 2006). As recognition is an important component, the work of employee should be recognized and to enhance the esteem, teachers should receive more respect from the society (Giertz, 2016). Pressure to quantify the results of teachers' labor in terms of test scores has become pervasive, but the far more powerful results of teachers' labors are largely unseen by politicians; they are also impossible to quantify instantly and persist for years after a child leaves the classroom or the next grade (Koplow, 2002).

Theoretical literature on teacher motivation in the developing world is scarce (Save the Children, 2011). Overall, findings from research in this field suggest that teachers who demonstrate more self-determined and intrinsic motivation tend to provide better support and opportunities for autonomy in their students, and are also more effective in promoting students' motivation for learning and achievement (Hall, 2013). Generally it is thought that teachers' professional and personal lives no longer 'slip and slide' together (Nelson, 1992), but that may be partly because researchers have not looked closely enough at the interface cited by Acker, 1999.

Alemu (2016) conducted study on Addis Ababa secondary schools and found that low recognition for good performance from the concerned educational stakeholders, low social status for the teaching profession, lack of respect for teachers by the students, lack of merit based opportunity for promotion of teachers, low professional freedom for teachers in the participation of decision making in educational affairs and low challenging task accomplished, inadequate salary pay to fulfill teachers' basic needs and support their family, weak fringe benefits and inadequate house allowance provided for teachers, lack of clear medication service for teachers, lack of attractive, genuine and clear reward systems for teachers, lack of strong relationships among colleagues and low being confident in job security.

Again, Gemechu (2018) conducted a study on in service summer teachers at Haramaya University and found that the majority of the in-service teachers were not felt important in society, did not have a reasonable salary from their teaching profession and it was concluded that teacher's attitude and their level of motivation were contributing 63.20% to deteriorating quality of education. The above study was conducted out of the current study area. In the current study area there is a view that no available physical structure, compensation, access technology clear transfer and promotion of procedures. There is a claim for teachers' recognition by society and active leadership that inspire teachers for a realistic future. Considering these findings the gap is viewed in terms of the educational profession. However, in view of the current study in integration with the no value add documents and development strategy of schools and their leaders could be an important gap in skill, the concerning bodies and the government are expected to be influential and practical in changing the problem. To this end, this study was aimed at answering the following research questions.

1.3. Research Questions

1. To what extent do schools have a Infrastructure and working environment for teachers' job motivation in secondary schools of the selected central zone of Tigray?
2. What are the major factors that affect teachers 'job motivation in secondary schools of selected central zone of Tigray?
3. What innovative mechanisms could be in place to improve teachers'job motivation in secondary schools of theselected central zone of Tigray?

1.4. Objectives of the Study

1.4. 1. General Objective

The general objective of this study was to assess factors affecting teachers 'job motivation in selected secondary schools of Central Zone of Tigray.

1.4. 2. Specific Objectives

The specific objectives of the study were intended to:

1. To search the extent of conduciveness of the school environment for teachers' job motivation in the selected secondary schools of Central Zone of Tigray.

2. Identify the major factors that affect teachers' job motivation in selected secondary schools of Central Zone of Tigray.
3. Suggest innovative mechanisms to improve teachers' job motivation in secondary schools of selected central zone of Tigray.

1. 5. Significance of the Study

This study can provide valuable suggestions and implications for people involved in instruction, parents, curriculum practitioners, governmental organizations who are working on education, administrators, and members of School Improvement Plan committees, by helping them understand the specific effects teachers' motivation has on overall education quality. Education leaders can get information about the importance of teachers' job motivation on school performance, and helps to know how they can improve teachers' job motivation practices. It is hoped that the result of an improved teachers' motivation would be an improved teachers-students relationship, teacher-school relationship, and teacher- teacher relationship, leading to a more enriching academic experience of classroom discussions, cooperative assignments, and teacher interactions. Teachers' motivation is not stable; it can be increased or changed. Hence, the finding is expected to help teachers, parents and counselors, students develop high motivation toward their education. The other significance of this study is the initiation of further research.

1. 6. Delimitation of the Study

This study assessed factors affecting teachers' job motivation in selected Secondary Schools of Central Zone of Tigray. The study was delimited to four woredas and four secondary school. Such as Mayqnetal,adwa ,Endabatsahma and Embasneyti from Central zone. Data was collected primary from teachers, school leaders, woreda education leaders (WEOLs) and cluster supervisors and secondary data was collected from documents in the study. My study was delimited in these areas because of time, budget, distance from my workplace and researcher's experience.

1.7. Limitations of the Study

The researcher encountered some limitations during data collection of the study. These problems were low level of cooperation on the part of some teachers and leaders to fill the complete part of

the questionnaires in accordance with the time and difficulty to access some school principals for interview during the time of appointment. Some of the respondents could not fill the open ended questions, problem of transport. However, the researcher had to go to these subjects repeatedly and made a maximum effort to get relevant data.

1. 8. Operational Definitions of Key Terms

Factor: a cause or determiner that challenge teachers' job motivation in the school.

Community Relationship: as the school is an open organization there ought to have a good relationship with the community. The nearby society should a strong feeling of ownership.

School Environment: is a multidimensional construct that includes physical, social and academic dimensions. It is the consciousness of members in a school about the work arrangement, uniqueness of each person in the school supports dependability, equality, remuneration, eradication of danger, disagreement, and harmony of people in the school.

School Leadership: refer to principals and vice principals of secondary schools who have an impact on enhancing or directing teachers' job motivation.

Teachers' Job Motivation: is the attributes in school environment that moves or makes teachers bring out their best in their work places.

Zone: is a division or area marked off developed for administrative purpose with defined authority and responsibility .

1.9. Organization of the Study

The study was organized in to five major chapters, chapter one deals with the problem and its approach. Chapter two treats review of related literature. Chapter three and four deal with research design and methodology plus presentation, analysis and interpretation of data respectively. The last chapter also deals with the summary, conclusion and recommendations of the study. So as to have a brief background of the conducive school environment, factors that affect teachers' job motivation and innovative mechanisms (strategies) to improve teachers' job motivation in secondary schools. Lastly, it will provide the major ones given or written by different authorities or writers in the areas of the problem under the study.

CHAPTER TWO

2.REVIEW OF RELATED LITERATURE

This chapter contains review of related literature that written on; concept of motivation, types of motivation, concept of school environment, types of school environment, factors affecting teachers 'job motivation, and innovative mechanisms / strategies /to improve teachers 'job motivation.

2. 1. Concept of Motivation

Motivation is the willingness to exert high levels of efforts towards organizational goals conditioned by the effort and ability to satisfy some individual needs .Motivation is an inclusive concept including both the direct and energizing of behavior. While controlling people's behavior can produce quick and dramatic results, the desired behavior tends to vanish and external controls fades away. Krause (2003) and Morris (2002) mentioned the concept of motivation is linked closely to other constructs in education and psychology such as constructs of attention, needs, goals and interests which are all contribute to stimulating students' interest in learning and their intention to engage in particular activities and achieve various goals.

2. 2. Teachers' Job Motivation

A review of empirical studies on teacher motivation in developing countries indicates widespread low or decreasing levels of motivation, resulting in lower quality of education (Save the Children, 2016). For example, Bennell and Akyeampong (2007) find that sizeable percentages of primary school teachers are poorly motivated in Sub-Saharan Africa and South Asia. Most of the teacher motivation definitions insist upon three common elements, which describe the phenomenon of motivation:-The factor, which determines and sustains the teacher behavior, the things that give a direction to this behavior and the way in which this behavior is maintained or sustained. Each of these three elements represents an important factor for the understanding of the human behavior in a working place.

The first refers to the energizing forces from the inside of each individual which determines or directs him to behave in certain ways and to the existent forces in the medium which block the first to develop. In the second, we speak about the focus upon the aims: the

individual's behavior is directed towards a certain way. The third factor, takes into consideration the inner forces of the individual or specific to the environment, which offer the feedback capable to rebuild the intensity and direction of the action (Luthans, 2005).

Motivation is the catalyst that spurs teachers' eagerness to work without pressure. To motivate is to provide employees with a motive to do some tasks. It is to cause or provoke teachers to act positively or negatively. To say that nobody can motivate employees at work is like saying there are no influential leaders, that there are no effective managers, that there are no motivational speakers. Effective managers to prompt ordinary people to achieve uncommon results in all fields of endeavors have used motivation. The interest of motivation has been promoted by the realization that schools develop and progress only to the extent to which they succeed in motivating and developing their workers.

Motivation to follow a teaching profession is predominantly imperative in the progress circumstances of teacher shortages (Preston, 2002). Teachers 'motivation takes roots from inner interest of the teachers. Additionally, retaining and attracting properly motivated teaching candidates, have the prospective to not only counterbalance teacher shortages but augment the improvement of effectual educators in the elongated run. Motivation is an intervening variables', which identified as psychological and internal processes that were not directly observable but which in turn mostly accounted for behavior. Teacher motivation is anything done to make teachers satisfied, happy, committed and dedicated in such a way that they bring out their best in their places of work so that both parents, students and society will properly benefit from their services (Tracy, 2000). Teachers play a very important role in the learning process of students who idealize teachers and try to copy them and the motivation of teacher is, therefore, very important as it directly affects the students (Mdeme, 2014).

2. 3. Types of Motivation

There are different types of motivation in motivating teachers at the work place which divided into intrinsic and extrinsic motivation, financial and non-financial motivation, positive and negative motivation (Sarkar, 2001).

2.3.1. Intrinsic Motivation

Intrinsic motivation is type of motivation that is available at performance of work and that provides teachers satisfaction during performance of the work. Intrinsic motivation is associated with praise, recognition, power, delegation of authority, competition and participation in decision making process (Sarkar, 2000).

2.3.2. Extrinsic Motivation

Extrinsic motivation is concerned with external motivators which teachers enjoy pay promotion, status and fringe benefit. This type of motivation is available only after the completion of the job. Increasing in the wages, retirement benefit, risks period for vacation holiday, health wages, health insurance are examples of extrinsic motivation (Fleet, 2001). This type of motivation is also important in the school to motivate teachers.

2.4. Factors that Affect Teachers' Job Motivation

According to Chadwick,G.(2019) five factors that affect employees motivation are:

1.Reward and Recognition:Reward and recognition come hand in hand. Recognition for a good work has a limited shelf life;praise begins to lose its impact if not accompanied by reward. The aim of rewarding and recognizing employees is to encourage and motivate them to exceed within their roles and promote positive behaviors.

2. Development:Development is very important for motivating employees; studies have shown 20% of employees prefer career development opportunities and training to monetary reward.Development makes an employee self-dependent and allows them to contribute more effectively in the work place; it also helps employees their input to your business. When an organization invests in their employees, it breeds loyalty,retention and motivation.

3.Leadership: A study of Gallup found that only 2 in 10 employees strongly agree that their performance is managed in a way that motivates them to do outstanding work –this clearly displays how much a good leader motivates employees .A good leader has the knowledge of what truly inspires loyal and motivates humans to perform at a high level. It is important that a good leader has reasonable expectations, gives credit where is due and appreciates their staff.

4. WorkLife Balance: Providing a good work life balance nurtures employees. Motivated employees are less likely to take sick days leave the organization and will be more prepared to work longer hours. Equally these some employees are more likely to burn out and will feel less motivated if there is not a healthy work life balance. Whilst motivated employees will go above and beyond for the company wanting to do their best if exhaustion strikes they may start to lose the passion for their job.

5. WorkEnvironment: Motivated employees thrive in a positive work environment. This refers to

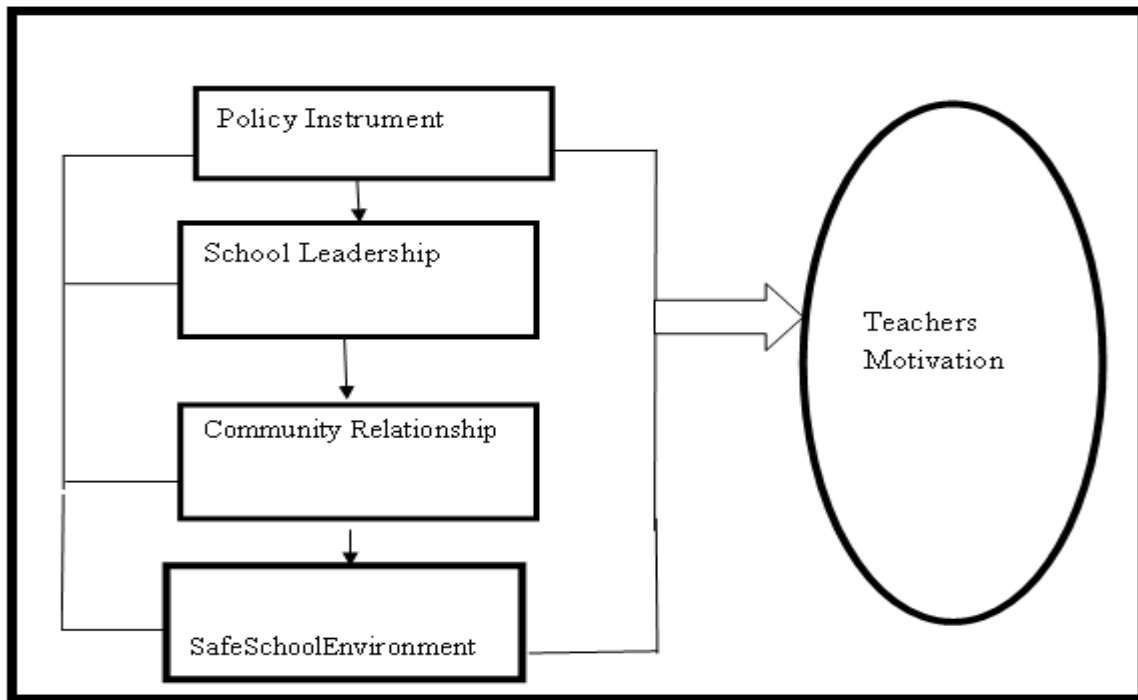


Figure 1: Conceptual Framework

physical and non-physical environment-the physical environment is the office space and surrounding areas regarding the intangible environment, motivated employees value engagement and communication. Alemu (2016) in citation of Bishey's(1996) has no more different study on the title "The Factors Affecting Teacher Motivation" What he added is Policies are considered as one of the external motivational factors affecting teacher motivation. Besides, A Maslow's (1943) motivation factors are put hierarchically in the following figure:

Alemu(2016) revealed that in 2011 save the Children identified several categories that related to teachers motivation that includes 1) Workload and Challenges: There are increasing classroom

challenges and demands placed on teachers, but the following seven motivational supports teachers need to face these challenges and demands are decreasing or stagnant: 2) Remuneration and Incentives: Teacher salaries are generally low and irregularly paid 3) Recognition and Prestige: Social respect for teachers has fallen in many countries 4) Accountability: Teachers often face weak accountability with little support 5) Career Development: Teaching is frequently a second-choice job with few opportunities for professional development 6) Institutional Environment: Teachers face unclear and constantly changing policies as well as poor management 7) Voice: Teachers rarely have an opportunity for input into school management and ministry policy 8) Learning Materials and Facilities: Teachers have few or poor learning materials and poor facilities.

2.5. Concept and Types of School Environment

2. 5.1. Concept of School Environment

School environment is the core and influential factor in teachers' job motivation and is needed to make clear differently in the literature of this research. Dowson(2003) stated that school environment is varying greatly. Whereas some schools feel friendly, inviting, and supportive, others feel exclusionary, unwelcoming and even unsafe. The feelings and attitudes that are elicited by a school are referred to as school environment. Although it is difficult to provide a concise definition for school environment, most researchers agree that it is a multidimensional construct that includes physical, social and academic dimensions.

Kreft (2009), explored that school environment is groups of distinctiveness happening in a school that are confirmed by its members. In adding together, such uniqueness is to; clarify the state of that school, distinguish one school from the other school, be long lasting distinctiveness, and have challenges on the performance of teachers in that school.

According to Millar and Fredericks (2010) the school environment is the consciousness of members in a school about the work arrangement, uniqueness of each person in the school supports dependability, equality, remuneration, eradication of danger, disagreement, and harmony of people in the school. Peterson and Skiba (2001) define school environment as the feelings that teachers have about the school environment over a period of time. These feelings

may have to do with how comfortable they feel in the environment or whether they feel that the environment is supportive or challenging of teaching.

2.5.2.Types of School Environment

2.5. 2. 1.Physical School Environment

Physical school environment is provision of adequate teaching and learning facilities includes standard classroom, library, laboratory, playing fields, textbooks and teachers living house that affect teacher job motivation. School facilities: Physical resources enhance the conducive environment that promotes effective teaching and learning by motivating teachers(Lumuli, 2009).

The key factors are workload which is number of pupils and working hours, general classroom conditions, management support, living arrangements and distance to work. Teachers are likely motivated when they have peaceful and sustainable working environments (Bennell, 2004).

2. 5. 2.2. Social School Environment

School compound which includes effective communication of teachers with school leaders, students, parents and team spirit develop in the school.

2. 5. 2.2. 1.School Leadership

The Kenyan situation is incredibly complex as many schools are caught in authoritarian hierarchies and traditional leadership approach as well as bureaucratic mixed with the modern approach of leadership (Michaelow, 2002).

Currle and Lockett (2007) noted that transformational leaders meet the needs of followers and sensitive to individual differences. Transformational leadership is analyzed into four dimensions namely: idealized influence (behavior and attributes), inspirational motivation, intellectual stimulation, and individualized consideration. Researchers have shown a positive relationship between transformational leadership and teachers' motivation by increasing relation among employees (Bass, 2004, Park and Rainey, 2008).

2. 5. 2. 2.2. Interpersonal Relationship of Teachers with Community

Schools are located in communities and these communities play a significant role in the motivation of teachers. Save the children (2011) referring to tutoring in Romania (Popa and Acedo 2006) and Egypt (Hartmann) and ESDP V (MOE, 2015).

2. 5. 2. 2.3. Interpersonal Relationship of Teachers with Principals

It is regularly recommended the attention by a supervisor for the needs or feelings of his subordinates has positive effects on teachers motivation to perform their jobs effectively. Thus Chandan (2010) pointed out that an employee-oriented supervisor will tend to get better productivity, motivation and work satisfaction.

2. 5. 2. 2. 4. Students' Discipline

Downson (2006) defines student discipline as the readiness or ability to respect school authority, have self-control, restraint, respect for self and respect for others. Discipline therefore calls for sacrifice, perseverance, tolerance, and recognition of human dignity. Indiscipline, however, is misbehavior in any or all of the following areas; respect for school authority, obedience of rules and regulation and maintenance of established standards of behavior.

2. 5.2.3. Psychological School Environment

Psychological school environment enhance the morale of teachers for their teaching activity which include reward, incentive, career structure, involvement in decision-making and delegation of duty.

2. 5.2.3.1 Teacher Reward Systems (Remuneration and Compensation)

Rewarding is a Psychological factor in teachers motivation. Huetal (2007) pointed that reward includes monetary (salary, bonuses) and non-monetary incentives (participation in decision-making, public recognition), is a key exchange resource that employers use to support their differentiation of employees.

2.5.2.3.2. Involvement in Decision Making

Involvement in decision-making refers to a practice by which both superiors and subordinates jointly sit together to discuss the way to run the organization. Involvement in decision-making is a typical characteristic of participatory type of leadership. While lack of involvement in decision making portrays autocratic leadership style is portrayed when leaders may reluctantly involve subordinates in decision making process (Webster 2002). UNESCO(2006) is also supported this issue.

2.5.2.3.3. Delegation of Duties

EduHannagan (2002) delegation is where a leader transfers power, responsibility, authority and decision making procedures to subordinates working in various departments of any given organization and which allow the teachers to use and develop their skills, self confidence, knowledge to full potential and as a dynamic tool for motivating and training teachers to realize their full potential effectively and efficiently.

2.6. Innovative Mechanisms to Improve Teachers' Job Motivation

Teachers and teaching are important to the development of any educational system. Any socioeconomic strategy, aimed at improving schools and human development must emphasize the advancement and working conditions of teachers. Many studies in the past years on the working conditions of teachers and teaching have concentrated on identifying the main characteristics of effective teaching with respect to pupils 'learning outcomes.

However, the status of teacher as well as the environment in which they operate has been deteriorating over the years. Many countries are facing crisis in the teaching profession. It is thus important that if our schools must work well, there is the need to provide workable strategies that will improve the conditions of teachers and teaching in the schools of developing countries.

2.6.1. Improving the Working Conditions of School

Research has shown that the quality of teachers in our classrooms is the most important school related factor in boosting students 'achievement (Lewis, 2004). Therefore, policymakers are

focusing on teachers ‘quality at all levels specifically on the issues of teachers’ recruitment, preparation, licensing and certification standards and professional development. However, it has been observed that the working condition of teachers in most of schools place them at a disadvantage in providing adequate teaching activities. It is necessary to put in place some mechanisms supported by government that will help promote the retention of qualified and competent teachers in schools with a view to improving the quality and working condition of teachers in schools. There are, however, various strategies that can be pursued in improving the working conditions of teachers.

According to ESDP V the strategy to recruit and retain high- caliber teachers in schools must focus on the issue of teachers ‘salaries and other financial incentives. First, all teachers should receive salaries that reflect the value of being part of the teaching profession and their contributions to the society. Second, to attract and retain teachers in isolated communities, they should be compensated with additional financial incentives, in the form of hardship allowance, travel allowance for teachers, etc. Evidently, some measures must be put in place to help mitigate the problems facing teachers in communities (MOE, 2015).

2. 6.2. Provision of Financial Incentives

The main source of improving the working conditions of teachers lies in enhanced salaries and wages. Many governments are quick to point at the size of teachers ‘salaries in their total expenditure. Yet, they remain underpaid when compared to other professions even within the same environment. As a result, many teachers indulge in moonlighting, which affects their commitment and quality of teaching.

The strategy to pursue is not only to increase teachers ‘salaries, but to examine the way salaries are organized, how the teachers are being paid, and their promotion structure that will determine the increase in salaries over time. The idea is to review the general salary system, remuneration patterns and appreciation of teachers ‘role. This should necessarily include the design of a special salary scale for teachers which will take into consideration their qualification and experience. Presently, teachers’ salaries in most countries are linked to the uniform scale implemented by the civil service; hence, all teachers are treated equally as regards salary payments. One strategy will be to have specialized allowances for teachers that will take into

consideration not just their qualifications but also experience. This is at the broad level. Since rural teachers work in difficult conditions, it will be imperative to design special allowances for them (Mulkeen, 2005, Ali and Ahmed, 2009, MOE,2015).

2. 6.3. Provision of Non-Financial Incentives

Incentives may be non-monetary, including special study leave or better training opportunities. The major incentives for teachers are the provision of housing for the teachers. Where teachers cannot live near the school, they are likely to spend a lot of time on travelling, often to the detriment of their school work.

While many teachers may dislike external controls on their teaching decisions and behavior, nearly all teachers appreciate external professional support (Save the Children). To improve teacher motivation, Benn ell and Akyeampong (2007) cited by Save the Children (2011) highlight the need for more attractive career structures and more opportunities for teacher professional development. For instance, in Malawi, official education data reveal a strong association between the availability of housing and the presence of female teachers in the school. Similarly in Uganda, a recent study on teacher attrition considers the provision of housing to be a key factor in ensuring teacher retention, especially in rural areas. In 2005, 15 percent of the school facilities school grant was allocated to the construction of housing for teachers in Uganda (Mulkeen, 2005).

2. 6.4. Improving Career Development of Teachers

The problems in supporting newly qualified teachers and the lack of career development opportunities which often combine to make teachers 'effectiveness difficult. These should be improved by scholarships for certified teachers seeking advanced In-service and on-service training which includes distance learning, seminars and workshops ESDP V (MOE, 2015).

2. 6.5.Improving Teacher Professionalism

There is the need to encourage teacher professionalism in order to improve the working conditions of teachers. Although virtually all countries have teachers 'union, they have failed to organize teaching as a profession. Hence, outside factors and others who are not necessarily teachers have taken over control and regulate the profession. Unlike other professions such as

medicine, finance, banking, accountancy, engineering and law that have professional bodies that control and regulate the actions of their members, the teaching profession does not appear to have such a cohesive professional body to control and regulate the conduct of teachers in most countries in Africa (ACDE, 1998).

A strategy to transform teaching into a profession of choice will be implemented. This strategy will focus on the needs of teachers, with the ambition to re-establish the prestige of the teaching profession which attracts the most able and ensures that all teachers are valued and value their profession. Through this process, teacher retention will rise, teacher attendance will increase and student achievement will be improved. Teacher development policy is a major endeavor, aimed at enriching the professional experiences of teachers. From the time of applying to join CSAs, individuals will have access to motivating career development opportunities, with teacher coaching linked to clear pathways for career progression to subject specialists. Implementation of the existing teacher development policy will be strengthened to improve teacher distribution, equity and balance of skills in all regions. This policy includes provisions related to incentives and placements which will be used to attract teachers to hardship posts. By committing such extensive support to teachers, commitment will be repaid through higher standards of professionalism, competency and motivation. Amongst the public, the image of the teaching profession will be repositioned (ESDP V (MOE, 2015)).

2. 6.6.Improving Support, Inspection and Supervision Services

Teachers' Training and Professional Development, monitoring and evaluation are important activities that can ensure getting results in any institutions. Over the years, the roles of school inspectors and supervisors have not been taken seriously. This is one of the best ways of improving the educational system of the country. The supervision and inspectorate divisions of many countries' are short-staffed and have enormous capacity gaps to motivate teachers towards their best (MOE , 2015 cited from Sergeant and Hannma, 2005).

Teachers are responsible for communicating effectively all curriculum content. Without high levels of competency, transmission of knowledge, skills and values will be weak. The recent curriculum revision, with a move towards a student-centered approach to teaching and learning, requires active teaching methods and effective classroom management to maximize time on task. The new approaches will benefit all students when effectively applied,

strengthening their confidence, leadership and innovation skills. It has been seen, however, that the largest barrier to effective implementation of the revised curriculum is lack of pedagogical skills amongst teachers.

This is unsurprising given the transition from traditional to modern methods for teachers and teacher educators. The government will therefore provide support to better facilitate this transition by improving qualification processes and standards (pre-service training), enriching CPD and strengthening supervision processes (in-service training) which all teachers are move to the required qualification standard EDSP V(MOE, 2015).

2. 6.7.Improving Community Participation and Recognition

The society in many developing countries is knitted together in such a way that any policy or program can only be successful through the collaboration and involvement of the community. In this regard, government should involve the community in the necessary aspects of teaching and school improvement where they can be involved. The starting point may be appointment of community members as school board members. As members of the school's board, they will be able to monitor and supervise the school and teachers. In addition, they can also serve as early warning system|| if the facilities of the school are deteriorating. By being members of the school's board, they can give adequate recognition to teachers 'accomplishments and invite them to participate in various activities (Hu et al, 2004).

SIP is now a well - established approach to improving school standards. The program focuses on engaging the community in school planning and management, so that funds available to each school namely the School Grant and Block Grant are used effectively to reach and maintain school minimum standards that support improvements in the learning. The current approach to school improvement planning, led by self-assessment and community based decision making is continue. Schools will be encouraged to strengthen their PSTA and these community groups will be provided with more information to make evidence-based decisions for improvement EDSPV(MOE, 2015).

The physical School environment : appearance of the school and its classroom; school size and ratio of students to teachers in the classroom; order and organization of classrooms in the

school; availability of resource; safety and comfort. The social School environment includes: quality of interpersonal relationships among students, teachers and staff; equitable and fair treatment of students by teachers and staff; degree of competition and social comparison between students; and degree of which students, teachers, and staff contribute to decision-making at the school and the academic School environment includes: quality of instruction; teacher expectations for student achievement; and monitoring student progress and promptly reporting results to students and parents (Dowson. M. 2003).

Kreft (2009), explored that school environment is groups of distinctiveness happening in a school that are confirmed by its members. In adding together, such uniqueness is to; clarify the state of that school, distinguish one school from the other school, be long lasting distinctiveness, and have challenges on the performance of teachers in that school.

According to Millar and Fredericks (2010) the school environment is the consciousness of members in a school about the work arrangement, uniqueness of each person in the school supports dependability, equality, remuneration, eradication of danger, disagreement, and harmony of people in the school. Peterson and Skiba (2001) define school environment as the feelings that teachers have about the school environment over a period of time. These feelings may have to do with how comfortable they feel in the environment or whether they feel that the environment is supportive or challenging of teaching.

The sum of the values, cultures, safety practices, organizational structures within a school, teaching practices, diversity, leader-teacher relationships, teacher-teacher relationships, parent teacher relationships, and student-teacher relationships, is the concept of school environment which affect teachers' job motivation .With respect to the above definitions, it can be decided that the school environment is the understanding of members in school to working surroundings, both directly and ultimately

CHAPTER THREE

3. REASERCH METHODOLOGY

This section deals with a precise description of the study area, research design and method, population, sample size and sampling techniques, source of data, procedures of data collection and methods of data Analysis with regard to the titlefactor affectingTeacher job motivation in selected Zone of Tigray Region.

3.1. Description of the Study Area

The study area is found in Tigray Regional State in Central Zone. This zone is the largest zone in Tigray and is considered as half of the region. Axum city- which is the center of ancient civilization and was the capital of Axmite Kingdom .It is located 25 km fromAksum to Adwa,67 km from Aksum to Endabatsahma and100 km from Aksum to Embasneity. In addition, Aksum is the capital city of the central zone, and the main borderlines of the central zone is inEast Adwaworeda, WestTahtaymaychewWoreda, in the North MereblekeWoreda and in the South NaedieradiyetWoreda.

3.2. Research Design

Mixed methods research designs might ultimately be built on post-positivist assumptions and triangulating data sources as means for seeking convergence across qualitative and quantitative methods. Mixed approach research which both a quantitative and a qualitative, was employed depending on the basis of the data gathered. From the original concept of triangulation emerged additional reasons for mixing different types of data. From their combined use provides an expanded understand in of research problems. Quantitative approach is best to show situations as they currently exist and responses obtained by questionnaire were analyzed quantitatively. Then the researcher also reports only what has happened or what is happening. Quantitative research is based on the measurement of quantityor amount. It is applicable to phenomena that can be expressed in terms of quantity.

Qualitative approach is best to discover themes and relationships at the case level. This simply helps to analyze data obtained through interview, open-ended questions. Data on its natural settings and more clarification enable the researcher to interpret a phenomenon. The strategies

under mixed approaches use the concurrent research approaches (qualitative and quantity at same time) mixed approach research practices; anyone who wants or needs to tackle a research challenge from two or more perspectives (by deliberate choice or out of practical necessity) was benefit from a mixed methods approach. Mixed methods research has been employed with real success in every people-focused discipline, from psychology and sociology to education and health care to human resources and marketing (Creswell, John W (1994).

3.3. Research Method

This study was generally intended to assess the factors that affect teachers' job motivation secondary schools of selected in central zone of Tigray region. In case of this descriptive survey method was employed to describe about factors affecting of teacher job motivation, because descriptive survey method is one which is commonly and it provides detail information about the topic under the study as well as to test the research questions related to the current situations of the problems. Survey research method this simply helps to analyze data obtained through interview, open-ended questions of collecting data.

Data on its natural settings and more clarification enable the researcher to interpret from sampling to general phenomenon. And also to show how all of the major parts of the research project; that is, the samples, sampling techniques, sampling procedures, data collection, data analysis and others work together to address the central research question (Creswell, J.W. (1994).

3.4. Sources of Data

The main sources of data for this study were primary and secondary sources of information. Document analysis and the reference documents are secondary whereas the respondents in the questionnaire and interview are primary sources of data.

3.4. 1. Primary Source of Data

Primary data was collected from school leaders (Principals, Vice-principals, PTA members) WEOLs, and teachers.

3.4. 2. Secondary Source of Data

The necessary documents such as, school and *woreda* annual plan (to check budget allocation for teachers 'motivation) and profile of teachers (to check work load of teachers, rewarding system, data for career development) were used as secondary source of data.

3.5. Population, Sample and Sampling Techniques

3.5.1 Population and Sample Size

There were 4 selected governmental secondary schools in central zone of Tigray. Populations for this study were 122 teachers who were teaching at those selected governmental secondary schools in central zone of Tigray. Four(4) school principals, 16 PTA, 1 WEOL, 1 supervisor and 6 vice principals were also considered/included.

Table 1. Population, Sample and Sampling Techniques

Schools	Teachers			Principals			Vice Principals			Education office leader			Supervisors			PTA				
	Pop	ulari	Sam	ple	%	pop	Sam	%	Pop	Sam	%	Pop	Sam	%	Popul	Sam	%	Popul	Sam	%
TadelechHailu2ry School/AdwaWoreda Town/	70		70		100	1	1	100	2	2	100	1	1	100	1	1	100	8	4	50
Weriepreparatory2ry SchoolWoredaEndabaTshama	14		14		100	1	1	100	1	1	100	1	-	-	1	-		8	4	50
GetachewWoldu Preparatory Sch. WoredaEmbasneity	12		12		100	1	1	100	1	1	100	1	-	-	1	-	-	8	4	50
Maiqinetal 2ry sch. WoredaMaiqinetal	26		26		100	1	1	100	2	2	100	-	-	-	-	-	-	8	4	50
Total	122		122		100	4	4	100	6	6	100	3	1	33.	3	1	33.	32	16	50
Sampling	Available			Purposive and Available			Purposive Available			Purposive			Purposive			Simple Random sampling				

3.5.2. Sampling Techniques

In order to get wide range and depth information, the researcher was used both probability and non-probability sampling techniques. In order to select respondents, available, purposive and, simple random sampling were employed to identify sample woredas, schools, leaders, PTA members and teachers in the selected zone. All four Government Secondary schools and woredas were selected by lottery type method. Therefore, Teachers were selected by availability method. School leaders were selected by purposive and available methods. Whereas WOE leader and supervisor were selected by purposive sampling method and PTA members were selected by simple random sampling method.

3. 6. Data Gathering Instruments

3. 6. 1. Questionnaire

Questionnaires were the major instruments to collect information from the respondents of the study. They were used to collect information from large sample with minimum cost and short period. The questionnaires were prepared by English language for school leaders, WEOLs and teachers because the respondents can understand the items. Whereas to PTA members was prepared in Tigrigna in order to understand easily by the respondents.

The researcher was prepared both close-ended and open-ended questions. For closed ended question, the researcher used five point Likert type rating scale ranging from 1 to 5. The questionnaire was distributed for educational leaders and teachers. The questionnaire has three parts namely; investigate to teachers' job motivation, school environment, factors and alternative strategies through which teachers' job motivation were improved that designed in the form of five rating scales. These are strongly disagree, disagree, undecided (medium), agree and strongly agree. The values given were, 1, 2, 3, 4, and 5 respectively and accordingly. The average value was obtained by dividing the sum of ratio scales ($1+2+3+4+5=15$) by number of rating scales that is 5. Thus, the average value is 3.0. In the interpretation, effort was put to show that the mean score indicates. The result obtained from the score was interpreted as following. If $1.0 \leq \text{mean score} \leq 1.49$, it was interpreted as strongly disagree, $1.5 < \text{mean score} \leq 2.49$, it was interpreted as disagree, if $2.5 < \text{mean score} \leq 3.49$, it was interpreted as average or undecided, if

3.5 < mean value ≤ 4.49, it was interpreted as agreed. If the mean value was above 4.5, it was interpreted as highly agreed (Bluma, 2012).

Validity refers to the credibility or believability of the study or the development of sound evidence to demonstrate that the test interpretation matches its objectives. The validity of instruments was checked by advisors and co-advisors and in an attempt to get more valid information for the study draft instrument was checked by pilot test. Reliability: refers to the stability and consistency of test scores of instruments. If the scale is very reliable the two results of test-retest should be similar. The researcher checked reliability (internal consistency) of instruments by using Cronbach Alpha technique similarly. A reliability coefficient (alpha) of 0.70 or higher was considered acceptable reliability. Therefore, the Cronbach's alpha reliability coefficient was obtained to check for internal consistency for all items. Accordingly, consistencies and weaknesses noted during pilot test were corrected. Besides, the calculated Cronbach's Alpha coefficient for this study was 0.892 after some modifications were made.

3.6.2. Interview

In addition to the questionnaire, interview was used to collect deep information, to obtain the relevant data that may be obtained by the questionnaires (Creswell, 2012). In this study, the researcher takes some idea from questionnaire about major factors that affect teachers' job motivation and prepared semi-structured interview questions for WOE, Supervisor and school leaders because they are small in number and their position is important for describing factors that affect teachers' job motivation. The researcher prepared face-to-face interview with participants. The questions are semi-structured because of their flexibility and to make clear any time when there are ambiguities. The interview questions are prepared in English but translated to Tigrigna language, in order to obtain the necessary in-depth information and make communication easier. The information obtained was transcribed and then through support of language teachers the interview was translated into English.

3.6.3 Focus Group Discussion

To enrich data Focus Group Discussion was used. As PTA members are eight in each school, the researcher selected four members using simple random sampling method from school

Sixteen total PTA members were participated in the discussion. The researcher was prepared open-ended question for the discussion.

3. 6.4. Document Analysis

In addition to questionnaire and interview, the researcher used school documents as sources of data to identify profile of teacher, check career structure, promotion, salary increment, education opportunity and reward system.

3.7. Procedures of Data Collection

At first place, the researcher was submitted a letter that obtained from department of educational planning and management from University of Mekelle to sample secondary schools of Central Zone. Before the main data gathering, the researcher was conducted Pilot test study. The pilot test was also conduct at Gelfand Family Preparatory School, which is out of sample schools. Second, after agreement and appointment date demarked from the informed about the objective of the study and orientation was given to them for more respondents and before questionnaires was distributed to respondents, all respondents were clarification of the questionnaire by researcher's and data collectors in sample schools. Thirdly, the questionnaire was administered to respondents by the help of data collectors. Lastly, the researcher was conducted interview with supervisors and school leaders. Researcher and data collectors collected the questionnaires after ten days from each school.

3. 8. Methods of Data Analysis

In order to analyze the collected data, the data collected during the study from questionnaire (quantitative data) was analyzed quantitatively by using the descriptive statistics such as mean, percentage, frequency and inferential statistics such as T-test by SPSS version 22 which is used to check whether or not there exist a significant difference between groups respondents (teacher and school leaders) and also used for quantitative data analysis. Frequency and percentage distribution was analyzed various characteristics of respondents such as sex, academic qualification and experience.

The qualitative data drawn from semi-structured interview, open-ended questions, focus group discussion and document analysis were organized and coded for further analysis. Then the categories were combined to describe the item both as expressed by the respondents and

as understood by the researcher. In other words, the qualitative data was quoted, and narrative analysis and data collected by interview was triangulated the information obtained through questionnaire. Finally, the overall course of the study was summarized with findings and conclusion.

3.9. Pilot Test

Before the main data gathering, the researcher was test study. The pilot test was also conducted at Gelfand's Family Preparatory School, which is out of sample schools. Validity refers to the credibility or believability of the study or the development of sound evidence to demonstrate the test interpretation matches its objectives. Advisors checked the validity of instruments and in an attempt to get more valid information for the study draft instrument was checked by pilot test. Reliability: refers to the stability and consistency of test score of instruments. If the scale is very reliable the two results of test-retest should be similar. The researcher checked reliability (internal consistency) of instruments by using Cronbach Alpha technique similarly. A reliability coefficient (alpha) of 0.70 or higher was considered acceptable reliability. Therefore, the Cronbach's alpha reliability coefficient was obtained to check for internal consistency for all items. Accordingly, consistencies and weaknesses noted during pilot test were corrected. Besides, the calculated Cronbach's Alpha coefficient for this study was 0.892 after some modifications were made.

3.10. Ethical Consideration

Ethics as applied to research and other related undertakings generally refer to consideration to protect and respect the rights and welfare of participants and other parties associated with these activities (Reynolds, 1982). It has been repeatedly explained by different scholars that ethical issues are issues needing to be thought about carefully in any research work and researchers are recommended to mind and treat those in a careful and sensible way. That is why national associations have published standards or codes of ethics on their websites for professionals in their fields. So during the whole process of this study, the researcher tried to obey and strictly follow ethical procedure.

CHAPTER FOUR:PRESENTATION, ANASLYSIS AND INTERPRETATION OF DATA

This chapter contains two parts; the first part deals with the characteristics of the respondents; and the second part deals with presentation, analysis and interpretation of the data. The main purpose of the study was factor affecting teachers ‘job motivation. The study was mainly emphasized in investigating the teachers’ job motivation, school environment, factors affecting teacher job motivation and alternative strategies to be employed to enhance factor affecting teachers ‘job motivation.

4.1. Background of the Respondents

Table 2 : Respondents Characteristics

N O.	Variables		Participants				Total	
			Teachers		Leaders			
			F	%	F	%	F	%
1	Sex	Male	110	90.2	7	70	117	88.63
		Female	12	9.8	3	30	15	11.37
		Total	122	100	10	100	132	100
2	Qualification	BA/BSc	102	83.6	4	40	106	80.30
		MA/MSc	20	16.4	6	60	26	19.70
		Total	122	100	10	100	132	100
3	Service in school	1-2	-	-				
		3-5	37	30.3	4	40	37	30.3
		Above 5	85	69.7	6	60	85	69.7
		Total	122	100	10	100	122	100
4	Service in current Position	1-2	19	15.5	3	30	22	16.6
		3-5	46	37.7	4	40	50	37.8
		Above 5	57	46.7	3	30	60	45.4
		Total	122	100	10	100	132	100

As indicated in **Table 2** above, among teachers respondent 110 (90.2) and 12(9.8%) were males and females respectively. Again among leaders respondents 7(70%) males and 3(30%) were females .Majority of the respondent were male (88.63%) followed by female (11.37%).

Regarding to educational background, staff qualification shows that BA/BSc 102(83.6%) and MA/MSc 20(16.4%) holder. On the other hand, leaders qualified in BA/BSc 4(40%) and MA/MSc 6(60%).Among the teachers respondent majority of them were BA/BSc. holders (83.6%) and among the leaders majority of them were MA/MSc holders (60%).

Regarding Table 2 item 3, service in school 85(69.7) teachers and 6(60) school leaders above 5 year. Again the Table 2 above depicts that regarding the Service of leaders in the current position, the composition reflects below 1-2 years 3(30%),3-5 years 4(40%) and above 5 years 3(30%). The table above revealed that, majority of the leaders served from 3-5 years with their current position.

4.2.Searching the School Environment

The following table was developed to analyze in selected secondary schools of the central zone. Accordingly, they were different items were analyzed to answer the basic question.

Table 3. The Extent of Conducive School Environment

No.	Item	Respondents	N	Mean	Total mean	T	Sig.diff
1	Adequate and quality physical materials	Edu. Leaders	10	3.90	4.02	.322	.493
		Teachers	122	4.14			
2	Active leadership that create attractive teaching-learning environment	Edu. Leaders	10	4.20	4.14	.341	.773
		Teachers	122	4.08			
3	Strong relationship between teachers and Parents	Edu. Leaders	10	4.20	4.16	.221	.825
		Teachers	122	4.12			
4	Clear rules and regulation regarding teachers benefit packages	Edu. Leaders	10	4.20	4.11	.463	.758
		Teachers	122	4.02			
5	Attractive and safe school environment	Edu. Leaders	10	4.10	4.10	.198	.985
		Teachers	122	4.02			
6	Teachers professional recognition	Edu. leaders	10	4.00	3.97	1.48	.972
		Teachers	122	3.94			
7	Access to technology	EduLeaders	10	4.50	4.36	1.02	.306
		Teachers	122	4.23			
8	Fair transfer	Educ.Leaders	10	4.50	4.4	.74	.455
		Teachers	122	4.30			

As shown in **item 1**, of Table 4.3, educational leaders and teachers respondents were asked to rate physical materials adequacy and quality. Consequently, the mean score of educational leaders and teachers were 3.9 and 4.14 respectively poor that a show physical materials. Similarly, the average mean of the respondents was 4.02 was also very poor on the item. As a t-test result showed the difference between the two groups was not significant (0.493, $P > 0.05$): the calculated t-value of both groups is 0.322. It shows that the calculated t-value is less than the critical value (1.67) at $\alpha = 0.05$.

Regarding physical facilities for teachers in our schools no attention is given for teachers' morale...by far teachers were no access even available rest room...this may affect teacher's readiness for class preparation.

The contrast between these two environments does not mean that life in the business sector is better than life in the public education field. But as educators, we can and should learn some lessons from the best corporate environments about creating the kind of workplace that motivates employees and inspires them to perform at the highest levels (Scherer, 2003). It is therefore evident that such an integral part of the infrastructure must be sound in basic psychological terms i.e. their morale and motivation must be high for them to perform at a satisfactory level (Chigbu, 2006). From such supportive source, it is possible to conclude that there is poor physical material arrangement for teachers in the schools under study.

As shown in **item 2**, of Table 3, educational leaders and teachers respondents were asked to rate active leadership that create attractive teaching-learning environment. Consequently, the mean score of educational leaders and teachers were 4.20 and 4.08 respectively which is very poor active leadership that create attractive teaching-learning environment. Similarly, the average mean of the respondents was 4.14 also very poor on the item. As a t-test result showed the difference between the two groups was not significant (.773): the calculated t-value of both groups is 0.341. It shows that the calculated t-value is less than the critical value (1.67) at $\alpha = 0.05$. From FGD among the respondents (R5) explained that:-

...Leadership in our school not focus for facilitating teaching learning process for students other than running here and there for routine activities...they only focus for immediate report of

Woreda education office .however, leaders should have to facilitate instructional activities as far as teaching learning process have to be improved.

On the other hand, When a principal makes student learning central to the school's daily operation, teachers are inspired to be there day after day and year after year, focusing on their students' learning and improving their own pedagogical skills and knowledge(Scherer,2003).Culture change in any organization usually begins with the leader. The tone and climate of the school reflects the education leader's values and actions and if the leader supports, demonstrates, and models caring and fun, the school will usually follow. Leadership by example is one of the most powerful means of rejuvenating an environment (Scherer, 2003). Regardless of state or district mandates, regardless of the abilities and motivation of a faculty, the greatest influence on the real workings of a school is the principal(Scherer,2011).It is possible to conclude there is poor leadership in facilitating teaching learning environment.

As shown in **item 3**, of Table 3, educational leaders and teachers respondents were asked to rate Strong relationship between teachers and Parents. Consequently, the mean score of educational leaders and teachers were 4.20 and 4.12 respectively Strong relationship between teachers and Parents. Similarly, the average mean of the respondents was 4.16 was also very strong on the item. As a t-test result showed the difference between the two groups was significant (.825): the calculated t-value of both groups is .221. It shows that the calculated t-value is less than the critical value (1.67) at $\alpha = 0.05$. From the group respondents one of the respondents explained that:-

“Currently students misbehaviours were at a dangerous stage... when we invite parents to discuss the case of their students they are not willingness to present for...on the other hand the government enforce the school leadership to report for every case of student dropout...now teaching profession is becoming harming job” (R4).

Family-friendly policies reduce teacher attrition by relieving the tension that many teachers feel when they try to balance the duties of being both responsible parents and dedicated teachers (Scherer, 2003). In many developing countries teaching has historically enjoyed a large degree of prestige and today, however, many teachers feel the respect for their profession is decreasing – in the eyes of students, parents, government, and the larger society (Save the Children, 2011).From

the above reference, it is possible to conclude that there exist poor relationship between teachers and parents under the study area.

As shown in **item 4**, of Table 3, educational leaders and teachers respondents were asked to rate Strong relationship between teachers and Parents. Consequently, the mean score of educational leaders and teachers were 4.20 and 4.02 respectively clear rules and regulation regarding teachers' benefits packages. Similarly, the average mean of the respondents was 4.1 which is also poor on the item. As a t-test result showed the difference between the two groups was not significant (.758, $P > .05$) showed by the calculated t-value (.463) of both groups. It shows that the calculated t-value is less than the critical value (1.67) at $\alpha = 0.05$.

It is critically explained by the respondents about teachers' packages. It is agreed upon as there are no available financial packages other than waiting for monthly salary. From the FGD respondents one explained that:-

We teachers were month serving people...we are only working to feed the richer through paying debt ... I believe that such harming scenario may emanates from the rules and regulation.

Family-friendly policies reduce teacher attrition by relieving the tension that many teachers feel when they try to balance the duties of being both responsible parents and dedicated teachers (Scherer, 2003). In many developing countries teaching has historically enjoyed a large degree of prestige. Today, however, many teachers feel the respect for their profession is decreasing – in the eyes of students, parents, government, and the larger society (Save the Children, 2011). Therefore, it is possible to conclude that there is no available packages for teachers .

As shown in **item 5**, of Table 4.3, educational leaders and teachers respondents were asked to rate about attractive and safe school environment. Consequently, the mean score of educational leaders and teachers were 4.20 and 4.02 respectively regarding attractive and safe school environment. Similarly, the average mean of the respondents was 4.1 also poor on the item. As a t-test result showed the difference between the two groups was not significant (.985) showed by the calculated t-value (.463) of both groups. It shows that the calculated t-value is less than the critical value (1.67) at $\alpha = 0.05$. Teachers in developing countries also face difficult working and living conditions and a lack of school infrastructure and equipment often handicaps their efforts (Philips, 2016). As to create a more participatory and inclusive environment, the dialogue

between teachers and officials should amount to establish a more open environment where the primary common goal is to provide adequate conditions to achieve quality education and inclusive development in the country (Giertz, 2016).The finding shows that as there is no attractive and safe school environment arranged for teachers.

As shown in **item 6**, of Table 3, educational leaders and teachers respondents were asked to rate about teachers' professional recognition. Consequently, the mean score of educational leaders and teachers were 4.00 and 3.94 respectively regarding teachers professional recognition regarding teacher's benefits packages. Similarly, the average mean of the respondents was 3.97 also rated as poor on the item. As a t-test result showed the difference between the two groups was not significance (.972) difference showed by the calculated t-value (.148) of both groups. It shows that the calculated t-value is less than the critical value (1.67) at $\alpha = 0.05$.The most productive schools depend on thoughtful, sensitive administrators who support their teachers and allow enthusiasm for learning to spread throughout the building and every school has some problems, but the principal who has a positive demeanor, a good sense of humor, and a genuine love of students and staff does much to eliminate these problems (Scherer, 2003). As recognition is an important component, the work of employee should be recognized and to enhance the esteem, teachers should receive more respect from the society (Giertz, 2016).From such supportive materials and findings of the study one can conclude that there is a poor practice of teacher's professional recognition.

As shown in **item 7**, of Table 3, educational leaders and teachers respondents were asked to rate about access to technology. Consequently, the mean score of educational leaders and teachers were 4.50 and 4.23 respectively about teachers' access to technology. Similarly, the average mean of the respondents was 4.36 which were very poor on the item. As a t-test result showed the difference between the two groups was not significance difference (.306) showed by the calculated t-value (1.02) of both groups. It shows that the calculated t-value is less than the critical value (1.67) at $\alpha = 0.05$. From interview it was explained that:-

Teachers were always complaining for internet access...in fact such access may facilitate teaching learning and help teachers to update their knowledge however, the school budget don't allow us to pay for monthly internet fee(R3).1

Teachers, often from developed Western nations, have been seduced to take up digital technologies through advertising campaigns sponsored by hardware and software companies, influenced by aspiration statements made by political parties and compelled to achieve digital technology standards set by teacher registration organizations and extensive financial investment by schools in digital infrastructure coupled with a raft of professional learning opportunities (Philips, 2016). From the finding and supportive source it is possible to conclude that there is low access of teachers to technology.

As shown in **item 8**, of Table 3, educational leaders and teachers respondents were asked to rate about fair transfer. Consequently, the mean score of educational leaders and teachers were 4.50 and 4.30 respectively about teachers access to technology. Similarly, the average mean of the respondents was 4.40 which were very poor on the item. As a t-test result showed the difference between the two groups was not significantly different (.306) showed by the calculated t-value (.749) of both groups. It shows that the calculated t-value is less than the critical value (1.67) at $\alpha = 0.05$. From interview it was explained that:- *transfer in our Woreda is not free and fair...if you have peer from the education office your transfer is easily done however this may harm the teaching learning activity...the Woreda and Zone education office should have to improve such harming practice.*

From this finding, it is possible to conclude that there is no the affecting of fair transfer for teachers in the study area.

4.3. Factors that Affect Teachers' Job Motivation

The following table presented factors that affect teacher's motivation. Accordingly; several items were analyzed to answer the question.

Table 4. Factors That Affect Teachers' Job Motivation

No.	Item	Respondents	N	Mean	Total mean	T	Sig.diff
1	Poor school leadership	Edu. Leaders	10	3.70	3.85	.719	.271
		Teachers	122	4.00			
2	Low salary	Edu. Leaders	10	4.10	4.00	.492	.381
		Teachers	122	3.91			
3	Low communities awareness about teachers' value	Edu. Leaders	10	3.80	3.85	.369	.204
		Teachers	122	3.91			
4	Low school facilities	Edu. Leaders	10	4.20	4.08	.581	.265
		Teachers	122	3.97			
5	Poor reward system	Edu. Leaders	10	4.00	4.03	.228	.142
		Teachers	122	4.07			
6	Low training opportunity	Edu. leaders	10	3.70	3.82	.555	
		Teachers	122	3.94			

As shown in **item 1**, of Table 4, educational leaders and teachers respondents were asked to rate about poor school leadership. Consequently, the mean score of educational leaders and teachers were 3.70 and 4.00 respectively which were agree about poor school leadership as a factor that affect teachers motivation. Similarly, the average mean of the respondents was 3.85 also sows an agreement on the item. As a t-test result showed the difference between the two groups was not significance (.271, $P > .05$) showed by the calculated t-value (.719) of both groups. It shows that the calculated t-value is less than the critical value (1.67) at $\alpha = 0.05$. From the focus group discussion it is explained that:-

The school principal in our school interested in deciding all activities individually ...they affects and perform activities that always de-motivate teachers...personally I'm working as not motivated teachers other than attending my class not to be warned(R6).

It is possible to conclude that there exist no school leadership that motivates and inspires teachers for the realistic future of area under study.

As shown in **item 2**, of Table 4, educational leaders and teachers' respondents were asked to rate about low salary as factor that affect teacher's motivation. Consequently, the mean score of educational leaders and teachers were 4.10 and 3.91 respectively which shows an agreement about low salary as a factor that affect teachers' motivation. Similarly, the averages mean of the respondents was 4.00 also shows an agreement on the item. As a t-test result showed the difference between the two groups was not significance ($P=.381$, $P>.05$) showed by the calculated t-value ($=.492$) of both groups. It shows that the calculated t-value is less than the critical value (1.67) at $\alpha = 0.05$. Two key assumptions underlie this system: that the greater the teacher's experience and education level, the better he or she performs; and that basing teacher compensation on these measures will motivate teachers throughout their career (Scherer, 2003). Giertz (2016) among major factors of teacher's motivation in Ethiopia founded that the most significant factor is salary, therefore it is suggested that the salary should be increased as for the teachers to be able to survive and to be able to perform at work. Again the researcher added that Salary is also closely related to other factors, mainly occupational status, which should be raised by improving salary and provide quality teacher training.

The broad consensus among occupational psychologists in developed country contexts is that pay on its own does not increase motivation Iliya and Grace (2015). However, pecuniary motives are likely to be dominant among teachers in those LDCs where pay and other material benefits are too low for individual and household survival needs to be met. Only when these basic needs have been met is it possible for higher-order needs, which are the bases of true job satisfaction, to be realized (Bennell&Akyeamong, 2007) cited in Iliya and Grace (2015). Teacher salaries are generally low, especially in Africa...corresponding to Maslow's hierarchy of needs, lack of a living wage can undermine the foundation of basic need fulfillment teachers require before they can focus on improving their work (Iliyaand Grace,2015) from such supportive source it is possible to conclude that there is low salary of teachers in the area under study.

As shown in **item 3**, of Table 4, educational leaders and teachers' respondents were asked to rate about low communities' awareness about teachers' value as a factor that affect teachers' motivation. Consequently, the mean score of educational leaders and teachers were 3.80 and 3.91 respectively agreed about low salary as a factor that affect teachers motivation. Similarly, the averages mean of the respondents was 3.85 also shows an agreement on the item. As a t-test result showed the difference between the two groups was not significance (.204) showed by the calculated t-value (.369) of both groups. It shows that the calculated t-value is less than the critical value (1.67) at $\alpha = 0.05$. From the group respondents one of the respondents explained that: -

“Currently students misbehaviours were at a dangerous stage... when we invite parents to discuss the case of their students they are not willingness to present for...on the other hand the government enforce the school leadership to report for every case of student dropout...now teaching profession is becoming harming job” (R4).

At intangible or psychological rewards like appreciation and recognition plays a vital role in motivating teachers and increasing their performance which indicate commitment of teachers are based on rewards and recognition(Andrew 2004).It is possible to conclude as there is low teachers value from the parents.

As shown in **item 4**, of Table 4, educational leaders and teachers' respondents were asked to rate about low school facilities as factors that affect teacher's motivation. Consequently, the mean score of educational leaders and teachers were 4.20 and 3.97 respectively strongly agree about low school facilities as a factor that affect teachers motivation. Similarly, the averages mean of the respondents was 4.08 also strongly agree on the item. As a t-test result showed the difference between the two groups was not significance (.265) difference showed by the calculated t-value (.581) of both groups. It shows that the calculated t-value is less than the critical value (1.67) at $\alpha = 0.05$. Teachers in developing countries also face difficult working and living conditions and a lack of school infrastructure and equipment often handicaps their efforts (Philips, 2016). According to Hoy and Miske (1987), when a healthy school environment exists and teacher morale is high, 'teachers feel good about each other and, at the same time, feel a sense of accomplishment from their jobs' (Chigbu, 2006).It is possible to conclude that there is low school facilities in the study area.

As shown in **item 5** , of Table 4, educational leaders and teachers respondents were asked to rate about poor reward system as factors that affect teachers motivation. Consequently, the mean score of educational leaders and teachers were 4.00 and 4.07 respectively which were agreed about poor reward system as a factor that affect teachers motivation. Similarly, the averages mean of the respondents was 4.03 which shows an agreement on the item. As a t-test result showed the difference between the two groups was not significance (.142) difference showed by the calculated t-value (.228) of both groups. It shows that the calculated t-value is less than the critical value (1.67) at $\alpha = 0.05$.

Nyakundi (2012) in her study suggests that rewarding employees is an important factor in employees' motivation and most organizations have gained significant progress by complying with their business strategy through a well-balanced reward and recognition programs for their employees cited by Alemu(2016).Therefore, it is possible to conclude that there is poor reward system in the study area.

As shown in **item 6**, of Table 4, educational leaders and teachers' respondents were asked to rate about low training opportunity as factors that affect teacher's motivation. Consequently, the mean score of educational leaders and teachers were 3.70 and 3.94 respectively strongly agree about low training opportunity as a factor that affect teachers motivation. Similarly, the averages mean of the respondents was 3.82 also strongly agree on the item. As a t-test result showed the difference between the two groups was not significance (.580) showed by the calculated t-value (.555) of both groups. It shows that the calculated t-value is less than the critical value (1.67) at $\alpha = 0.05$.From the document analysis there was no plan found for teachers training opportunity. To ensure the highest return on professional development investments, it is important to make sure that teachers are willing, committed and motivated to develop themselves as well as their schools (Fekede,2015). It is possible to conclude that training was not arranged for teachers as far as to enhance professional development

4.4. Alternative Mechanisms to Improve Teachers' Job Motivation

The following table analyzed strategies to be followed by concerned body as far as to enhance teachers' job motivation in study area. Accordingly,improvingpolicyinstrument, developing

inclusive reward system, strengthening community relationship, creating participative school leadership and creating safe and health school environment will be analyzed.

Table 5. Alternative mechanisms to Improve Teachers' Job Motivation

No	Item	Respondents	N	Mean	Total mean	T	Sig.diff
1	Improving policy instrument	Edu. Leaders	10	4.10	4.15	0.43	.025
		Teachers	122	4.20			
2	Developing inclusive reward system	Edu. Leaders	10	3.50	3.75	.34	.172
		Teachers	122	4.00			
3	Strengthening communities relationship	Edu. Leaders	10	4.00	3.97	.106	.916
		Teachers	122	3.95			
4	Creating participative school leadership	Edu. Leaders	10	3.70	3.81	.534	.594
		Teachers	122	3.92			
5	Creating safe and health school environment	Edu. Leaders	10	4.10	4.00	.405	.686
		Teachers	122	3.93			

As shown in **item 1**, of Table 5, educational leaders and teachers' respondents were asked to rate about improving policy instrument as strategy to improve teachers motivation. Consequently, the mean score of educational leaders and teachers were 4.10 and 4.20 respectively strongly agree about improving policy instrument as a strategy to improve teachers motivation. Similarly, the averages mean of the respondents was 4.15 also strongly agree on the item. As a t-test result showed the difference between the two groups was not significance (.025) showed by the calculated t-value (.43) of both groups. It shows that the calculated t-value is less than the

critical value (1.67) at $\alpha = 0.05$. Teachers prefer meritocratic promotion, deployment, and pay; but instead politics and patronage networks usually dominate and thus undercut teacher motivation (Iliya and Grace,2015). Pressure to quantify the results of teachers' labor in terms of test scores has become pervasive, but the far more powerful results of teachers' labors are largely unseen by politicians; they are also impossible to quantify instantly and persist for years after a child leaves the classroom for the next grade(Koplow,2002).Therefore, it is possible to conclude that improving policy as strategy to enhance teachers motivation.

As shown in **item 2**, of Table 5, educational leaders and teachers' respondents were asked to rate about developing inclusive reward system as strategy to improve teacher's motivation. Consequently, the mean score of educational leaders and teachers were 3.50 and 4.00 respectively which shows an agreement about developing inclusive reward system as a strategy to improve teachers' motivation. Similarly, the averages mean of the respondents was 4.75 also indicate an agreement on the item. As a t-test result showed the difference between the two groups was not significance (.172) showed by the calculated t-value (.34) of both groups. It shows that the calculated t-value is less than the critical value (1.67) at $\alpha = 0.05$.Financial and nonfinancial incentives are one possible mechanism for teacher motivation (world Education Report, 2018).

The system that an organization uses to reward employees can play an important role in the organization's effort to gain the competitive advantage and to achieve its goals. Compensation system should attract and retain the talent an organization needs, encourage employees to develop the skills and abilities they need, motivate employees and create the type of team culture in which employees care about the organization's success(Alemu,2016).It is possible to conclude that developing inclusive reward system for teachers as strategy to improve teachers motivation.

As shown in **item 3**, of Table 5, educational leaders and teachers' respondents were asked to rate about strengthening communities' relationship as strategy to improve teacher's motivation. Consequently, the mean score of educational leaders and teachers were 4.00 and 3.95 respectively strongly agree about strengthening communities relationship as a strategy to improve teachers motivation. Similarly, the averages mean of the respondents was 3.97 also strongly agree on the item. As a t-test result showed the difference between the two groups was not significance (.916) difference showed by the calculated t-value (.106) of both groups. It

shows that the calculated t-value is less than the critical value (1.67) at $\alpha = 0.05$. From the interview it is confirmed that:-

Students parents at this time do not provide recognition for teachers...again every community disgrace the teachers through developing negative attitude towards teacher's profession...to improve such factors at policy level the government should have to improve through researching such Affecting phenomena that impede teacher's personality (R2).

As recognition is an important component, the work of employee should be recognized and to enhance the esteem, teachers should receive more respect from the society (Giertz, 2016). Family-friendly policies reduce teacher attrition by relieving the tension that many teachers feel when they try to balance the duties of being both responsible parents and dedicated teachers (Scherer, 2003). In many developing countries teaching has historically enjoyed a large degree of prestige and today, however, many teachers feel the respect for their profession is decreasing – in the eyes of students, parents, government, and the larger society (Save the Children, 2011). From such supportive sources it is possible to conclude that strengthening community relation as strategy to enhance teachers' job motivation.

As shown in **item 4**, of Table 5, educational leaders and teachers' respondents were asked to rate about creating participative school leadership as strategy to improve teacher's motivation. Consequently, the mean score of educational leaders and teachers were 3.70 and 3.92 respectively which were agree about creating participative school leadership as a strategy to improve teachers motivation. Similarly, the averages mean of the respondents was 3.81 also agreed on the item. As a t-test result showed the difference between the two groups was not significance (.594) difference showed by the calculated t-value (.534) of both groups. It shows that the calculated t-value is less than the critical value (1.67) at $\alpha = 0.05$. From the Focus group discussion it is recommended that:-

School principal should have to participate teachers in planning of school activities, however planning in our school is prepared by only single principal...this may affect implementation. Again, school director should have to facilitate the way for empowerment and empower teachers for better improvement.

The school principal must set the interactive tone throughout the building, communicate the importance of emotional well-being as a precursor to learning to all staff with the building, and create school wide policies and practices that support the needs of the children and staff and if the principal lends only nominal support to making emotional well-being a priority, it will not be a priority (Koplow,2002). All teachers, whether young or old, extraordinarily competent or staggeringly inept, deserve systematic support and assistance to change, grow, improve, and share (Glickman, 2002).Therefore, from the finding it is possible to conclude that creating participative school leadership to enhance teachers job motivation.

As shown in **item 5**, of Table 5, educational leaders and teachers' respondents were asked to rate about creating safe and health school environment as strategy to improve teacher's motivation. Consequently, the mean score of educational leaders and teachers were 4.10 and 3.93 respectively strongly agree about creating safe and health school environment as a strategy to improve teachers motivation. Similarly, the averages mean of the respondents was 4.00 also strongly agree on the item. As a t-test result showed the difference between the two groups was not significance (.686) difference showed by the calculated t-value (.405) of both groups. It shows that the calculated t-value is less than the critical value (1.67) at $\alpha = 0.05$. From focus group discussion it is explained that: -

It is difficult to enhance quality education and thereby achieve student's academic achievement without facilitative teaching learning in school and as far to achieve school vision school principals should have to arrange resting room, internet center and recreation center for teachers.

There can be no real possibility of creating a healing school environment without the commitment, energy, and compassion of the school principal (koplow, 2002). Regarding other essential working conditions such as facilities, these needs to be improved to be able to create an adequate teaching and learning environment (Giertz,2016).So it is possible to conclude that improving safety of school improvement as strategy to improve teaching learning environment to enhance teachers job motivation.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1. Summary

The main objective of this study was to look into the factors affecting teachers' job motivation in selected secondary schools of the central zone. To this end, descriptive survey research design was adopted to carry out the study.

So as to achieve the intended general objective, the following procedural steps were also undertaken: searching related resources to frame background of the study, formulating basic question, developing instrument for data collection, selecting methods of identification of respondents, complete analysis of the study and finally writing report. Based on the analysis of the data, the following findings were obtained from the study.

Findings of the study showed that, majority of the respondents rated that teacher's motivation in central zone Tigray was at the unsatisfactory extent. This is confirmed by the mean value for adequate and quality physical materials (4.02), active leadership that create attractive teaching-learning environment (4.14), strong relationship between teachers and parents (4.16), clear rules and regulation regarding teachers benefit packages (4.11), attractive and safe school environment (4.10) and teachers professional recognition (3.97) which all showed the searching of the school environment in this item agree.

Among factors that developed to measure teachers job motivation with mean value includes low salary (4.00), Poor school leadership (3.85), low communities' awareness about teachers' value (3.85), low school facilities (4.08), poor reward system (4.03) and low training opportunity (3.82) which all were agreed by the respondents as a major factor that affect teacher job satisfaction in that zone. From the respondent's response majority of the response showed that with mean score improving policy instrument (4.15), developing inclusive reward system (3.75), strengthening communities' relationship (3.97), creating participative school leadership (3.81) and creating safe and health school environment as alternative strategies to enhance teachers job motivation in secondary schools of central zone of Tigray.

5.2 .Conclusion

Based on the major findings of the study the following conclusions were drawn.

The findings of the study showed that teachers' motivation in the secondary schools of the selected woredasin central zone was at low level. This is indicated by adequate and quality physical materials , active leadership that create attractive teaching-learning environment, strong relationship between teachers and parents,clear rules and regulation regarding teachers benefit packages , attractive and safe school environment and teachers professional recognition variables were at very poor condition of teachers' motivation in the selected wordas central zone of Tigray. Based on such inference, it is possible to conclude that teacher's motivation in the secondary schools of the selected woreda central zone of Tigray was at unsatisfactory. Again among the factors that affect teachers' job satisfaction in secondary schools of central zone woredas includelow salary, poor school leadership, lowcommunities' awareness about teachers' value, low school facilities, poor reward system and low training opportunity as major factors that affect teacher job satisfaction in the woredas. So it is possible to conclude as factors related to government, school and community that harm teachers job motivation in the secondary schools of the zone. As alternative strategies it is concluded that improving policy instrument, developing inclusive reward system, strengthening communities relationship, creating participative school leadership and creating safe and health school environment to enhance teachers' job motivation in secondary school of the selected woreda in central zone.

5.3. Recommendations

- Policy makers had better todesign the way in which teachers gain additional benefit from his profession through overtime payment and giving development chance for best performing teachers. In such a way it is possible to reduce the number of leavers and have experienced teachers in school.
- Ministry of education, Tigray Education Bureau ,central Zone education office and Woreda education office should allocate sufficient budget to fulfill school facilities and create conducive school climate. They should also select school leader based on experience, qualification and effectiveness of work to increase leaders' acceptance.

- Woreda education office would have to implement proper teachers promotion and transfer as per rule and regulation
- School leadership would have to work on the way teachers have to recognized and valued by stakeholders through organizing.
- School Leadership has to facilitate teaching learning environment through establishing technological output center for teachers.
- Broadly speaking, politicians of our country should have to bring fundamental with practical change on the teaching profession, standard living of the teachers and political independence of school leaders.

References

- Acker, Sandra. 1999. *The Realities of Teachers' Work: Never A Dull Moment*, New York, USA.
- Airasian, Gay, Peter L. R., and Mills, Geoffrey E. 2012. *Educational Research: Competencies for Analysis and Applications*, 10th Edition, Pearson Education, Inc, USA.
- Alemu Hordofa. 2016. *Determinants of Teachers' Work Motivation in Government Secondary Schools of Bole Sub-City, Addis Ababa*. MA Thesis, Addis Ababa University, Ethiopia. Unpublished.
- Bahadur, Jit and Prasad, Narayan. 2018. *An Analysis of Intrinsic And Extrinsic Factors Of Teacher Motivation At Surkhet*.
- Baron, R. A. (1998), 'Cognitive Mechanisms in Entrepreneurship: Why and When entrepreneurs think differently than other people', *Journal of Business Venturing*, Vol 13, pp 275–294.
- Bennell, Paul. 2004. *Teacher Motivation and Incentives in Sub-Saharan Africa and Asia. Knowledge and skills for development*, Brighton.
- Bennell, Paul and Akyeampong, Kwame. 2007. *Teacher Motivation in Sub-Saharan Africa and South Asia*, Brighton, UK.
- Bottery, Mike. 2004. *The Challenges of Educational Leadership: Values in a Globalized Age*, Paul Chapman Publishing, UK.
- Bishey's (1996). 'The Factors Affecting Teacher Motivation'
- Chadwick, G. (2019). *5 Factors that Affect Employee Motivation* Penguins.
- Co. UK. Covey, Stephen R. 2004. *The Seven Habits of Highly Effective People the Seven Habits of Highly Effective People*. New.
- Creswell, J.W. (1994) *Research Design*. London: Sage Publications.
- Currie, Graeme, Lockett, Andy. 2007. *A critique of transformational leadership: Moral, professional and contingent dimensions of leadership within public services organizations*, available at <https://doi.org/10.1177/0018726707075884>.
- Dahie, Abdulkadir Mohamud, Jim'ale, Mohamed Mire and Ali, Ali Yassin Sheikh. *Employee Motivation and Organizational Performance: Empirical Evidence from Secondary Schools in Mogadishu-Somalia*. *Academic Research International* Vol. 6(5) September 2015 ISSN: 2223-9944, eISSN: 2223-9553.

- Dessler, G (2008). Human Resource management (11th Ed.). Upper Saddle River, NJ: Pearson, Prentice Hall.
- Dowson. 2003. What do students say about their motivational goals? Towards a more complex and dynamic perspective on student motivation, Contemporary Educational Psychology 28 (2003) 91–113.
- Fred. Lunenburg and Allan C. Ornstein.2004.Educational Administration: Concepts and Practices, Sixth,Linda Schreiber-Ganster, Belmont,USA.
- Glickman, Carl D. 2002.Leadership for Learning: How to Help Teachers Succeed, Institute for Schools, Education, and Democracy, Inc., Alexandria,USA.
- Hall, Nathan C..2013. Emotion, Motivation, and Self-Regulation: A Handbook For Teachers,Emerald,USA.
- Iliya, Amos And Grace, Loko .2015. Assessment of Teacher Motivation Approaches In The Less Developed Countries, Journal of Education And Practice Www.Iiste. OrgISSN 2222-1735 (Paper) ISSN 2222-288X (Online) Vol.6, No.22, 2015 10.
- Kayuni, Happy and Tambulasi, Richard .2007. Teacher Turnover in Malawi’s Ministry of Education: Realities and challenges. International Education Journal, 2007, 8(1), 89-99
- MOE.1994.Education and Training Policy of Current Education System of Ethiopia, Addis Ababa, Ethiopia.
- Koplow,Lesley. 2002. Creating Schools That Heal: Real-Life Solutions, New York,USA
- Luthans, Fred.2005. Developing the Psychological Capital of Resiliency,Published in Human Resource Development Review, vol. 5, no. 1 (March 2006), pp. 25-44,
- Michaelowa, Katharina (2002): Teacher job satisfaction, student achievement, and the cost of primary education in Francophone Sub-Saharan Africa, HWWA Discussion Paper, No. 188, Hamburg Institute of International Economics (HWWA), Hamburg
- MOE .2015. Education Sector Development Four (ESD IV). Addis Ababa, Ethiopia.
- OECD.2005. Teachers Matter: Attracting, Developing and Retaining Effective Teachers, OECD,Paris
- Phillips, Michael. 2016. Digital Technology, Schools And Teachers’ Workplace Learning: Policy, Practice And Identity Australia
- Santrock, J.W. 2005. Psychology: Essentials. 2nded. New Delhi: Tata McGraw-Hill companies Inc.

- Sarkar, Sudeep.2001. Perceptual Organization for Artificial Vision Systems,Kluwer Academic Publishers, New York, USA.
- Scherer, Marge. 2003. Keeping Good Teachers. Association FOR Supervision AND Curriculum Development, Virginia, USA
- Tayyab, Muhammad and Farid, Sabeen.2011. Factors Affecting Teachers Motivation. International Journal of Business and Social Science Vol. 2 No. 1; January 2011 298
- Teacher Motivation in Sub-Saharan Africa and South Asia.2007.
- Teresa, Kemunto Nyakund.2012. Factors Affecting Teacher Motivation in Public Secondary Schools in Thika West district, Kiambu County.MA Thesis.

APPENDICES

APPENDIX-I

MEKELLE UNIVERSITY

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Questionnaires to be filled by Teachers

Dear Respondent,

This questionnaire is designed to gather information about Teachers Motivation in Central Zone selected Woreda Secondary Schools. The purpose of the study is purely academic that will have no any negative effect on you as an individual or on your organization. The success of this study depends on your genuine view, opinion and timely responses to all parts of the questionnaire which will be kept confidential. Therefore, I kindly request you to fill this questionnaire as openly and honestly as possible.

Thank you!

TSIGE AMARE G/MESKEL

General direction

- No need to write your name
- Each question has its own instruction to follow
- You have to return the questionnaire as soon as possible after completion

Personal information for Respondents

The following questions concern your personal information. Completion of this Information is voluntary and its confidentiality is assured. No individual data will be reported.

1. Your Sex Male Female
2. How long have you worked for in secondary School?
Below 1 1-2 3-5 above 5
3. How long did you teach?
Below 1 1-2 3-5 above 5
4. What is your highest level of Education?
BA/BSC MA/MSc

Part I.About School Environment.

Direction 1:-Please indicate your response by putting (X) mark in one of the boxes against each other depending on the teachers motivation in your schools.

.1.Srongly Agree(SA),2,Agree(A),3Undecided,4,Disagree(D)and5,,Strongly Disagree(SD).

NO	Teachers motivation	SA	A	UD	D	SD
1	Adequate and quality physical materials					
2	Active leadership that create attractive teaching-learning environment					
3	Strong relationship between teachers and Parents					
4	Clear rules and regulation regarding teachers benefit packages					
5	Attractive and safe school environment					
6	Teachers professional recognition					
7	Access to technology					
8	Fair transfer					

7. What do you think about teacher’s motivation in your schools?

Part II. Factors That Affect Teachers' Job Motivation in Secondary Schools.

Direction 1: please indicate your response by putting (X) mark in one of the boxes against each other depending on Factor that affect teachers job motivation.

1. Strongly Disagree (SD), 2. Disagree (D), 3. Undecided (UD), 4. Agree (A) and 5. Strongly Agree (SA).

NO	Attributes	SD	D	UD	A	SA
1	Poor school leadership					
2	Low salary					
3	Low communities awareness about teachers value					
4	Low school facilities					
5	Poor reward system					
6	Low training opportunity					

6. What do you think others factor affect teachers motivation.

Part III. Mechanisms to improve Teachers' Job Motivation in Secondary School.

Direction 1: please indicate your response by putting (X) mark in one of the boxes against each other depending on Mechanism (strategies) to improve teacher motivation.

1. Strongly Disagree (SD), 2. Disagree (D), 3. Undecided, 4. Agree (A) and 5. Strongly Agree (SA).

N O	Question on Mechanism (strategies) to improve teachers job motivation	SD	D	UD	A	SA
1	Improving policy instrument					
2	Developing inclusive reward system					
3	Strengthening communities relationship					
4	Creating participative school leadership					
5	Creating safe and health school environment					

5. What do you think other strategies to improve teachers' motivation?

APPENDIX-II

MEKELLE UNIVERSITY

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Questionnaires to be filled by WEO and School Leaders

Dear Respondent,

This questionnaire is designed to gather information about Teachers Motivation in Central Zone Secondary Schools. The purpose of the study is purely academic that will have no any negative effect on you as an individual or on your organization. The success of this study depends on your genuine view, opinion and timely responses to all parts of the questionnaire which will be kept confidential. Therefore, I kindly request you to fill this questionnaire as openly and honestly as possible.

Thank you!

General direction

- No need to write your name
- Each question has its own instruction to follow
- You have to return the questionnaire as soon as possible after completion

Personal information for Respondents

The following questions concern your personal information. Completion of this Information is voluntary and its confidentiality is assured. No individual data will be reported.

1. Your Sex. Male Female

2. How long have you worked for in secondary School?

Below 1 1-2 3-5 above 5

3. How long have you worked with your current leader?

Below 1 1-2 3-5 above 5

4. What is your highest level of Education?

BA/Bsc MA/MSc

Part I. About School Environment.

Direction 1:-Please indicate your response by putting (X) mark in one of the boxes against each other depending on the teachers motivation in your schools.

1.Strongly Agree(SA),2,Agree(A),3Undecided (UD),4,Disagree(D)and5,,Strongly disagree(SD)

NO	Teachers motivation	SA	A	UD	D	SD
1	Adequate and quality physical materials					
2	Active leadership that create attractive teaching-learning environment					
3	Strong relationship between teachers and Parents					
4	Clear rules and regulation regarding teachers benefit packages					
5	Attractive and safe school environment					
6	Teachers professional recognition					
7	Access to technology					
8	Fair transfer					

7. What do you think about teacher's motivation in your schools?

Part II. Factor that Affect teacher job motivation in secondary school.

Direction 1: -please indicate your response by putting (X) marks in one of the boxes against each other depending on Factor affect that teacher motivation.

1.StronglyDisagree(SD),2,Disagree(D),3Undecided,4,Agree(A)and5,,Strongly Agree(SA).

NO	Attributes	SD	D	UD	A	SA
1	Poor school leadership					
2	Low salary					
3	Low communities awareness about teachers value					
4	Low school facilities					
5	Poor reward system					
6	Low training opportunity					

6. What do you think others factors that factor affect teachers motivation.

Part III. Mechanism to improve teacher job motivation in secondary school.

Direction 1:-please indicate your response by putting (X) mark in one of the boxes against each other depending on Mechanism (strategies) to improve teacher motivation.

1.StronglyDisagree(SD),2,Disagree(D),3,Undecided ,4,Agree(A)and5,,Strongly Agree(SA).

NO	Question on Mechanism (strategies) to improve teachers job motivation	SD	D	UD	A	SA
1	Improving policy instrument					
2	Developing inclusive reward system					
3	Strengthening communities relationship					
4	Creating participative school leadership					
5	Creating safe and health school environment					

6. What do you think others strategies to improve teachers motivation?

APPENDIX-III

MEKELLE UNIVERSITY

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Interview Question

Semi structured interview guide line for school leaders, WOE and supervisor

1. Does your school have program (budget) to motivate teacher?
2. In your school what are things that motivate teachers?
3. According to your practice and observation what measure should be taken to improve teacher's job motivation?
4. Do you think increasing Salary motivate teachers?
5. What do you say about your school stake holder to motivate teachers?
6. According to your idea,do you think students' discipline motivate teachers job?
7. Do you have other comment (suggestion) about teachers' job motivation in your school?

APPENDIX-IV

MEKELLE UNIVERSITY

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Document Analysis

Document review check list For the School principal

No	Item	Yes	No
1	Documents like school agenda that show participatory to teacher participation decision making		
2	Annual budget for teacher reward		
3	Clear rules and regulation regarding teachers remuneration and compensation		
4	Document in schools regarding training opportunity program for teachers		

APPENDIX-V

MEKELLE UNIVERSITY

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Focus Group Discussion Questions for PTA:

1. What do you think about teachers' motivation in your school?
2. What do you think about major factors hindering teachers' motivation?
3. What do you think about alternative strategies to enhance teachers' motivation?

APPENDIX-VI

MEKELLE UNIVERSITY

That translated in to Tigrigna

ሕዳር

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

ቃልሙሕተት

ትምህርቲ-ሓላፊንሱ-ፐርቫዘርንምክትላትንር/መምህራን-ተመያይጥምዝመሎስዎምሕዳር

1. መምህራን ንምብርታዕዘተበጀተኡኩልበጀትኣሎ ዶ?
2. ኣብ ቤትትምህርቲውሽጢ መምህራን ከተባብዑ ኣንታይ ኣንታይ ኣለዉ?
3. ኣብ ከይዲስራሕኩም ዘተዕዘብኻምውዎ መምህራን ከተባብዑ ዝኸኣሉ መዕቀንታት ኣለዉዶ?
4. መምህራን ደመወዝምውሳክ መምህራን የባራታዕ ዶ?
5. ደ.ቤትትምህርቲ ኣማራርሒን መምህራንን ንምብርታዕ ዘለዎ ኣማላካክታ ኣንታይ ደመስል?
6. ጽቡቕስንምግባር ተምሃሮም ህላውን መምህራን የባራታዕ ዶ ኢልኩምትሃስቡ?
7. ኣብ ቤትትምህርትኩም መምህራን ከተባብዕዎ ዝከኣሉ ኣትብልዎም ተወሰኽቲ ሃሳብ እንተሃልዮም ዘርዝሩ?

APPENDIX-VII

MEKELLE UNIVERSITY

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

ጉጅለምደይጥንወለዲ መምህራን ሕብረት

1. መምህራን ንምትብብባዕ ኣብ ቤት ትምህርት ኩም ኣንታይት ኣስቡ?
2. መምህራን ንምትብብባዕ ዕንቕፍት ዝኮነ ነገራት እንታይ ኣሎ ኢልኹምት ኣስቡ?
3. ዕብዮት መምህራን ንምትብብባዕ ዝሕጽዱ መጣረጽታት እንታይ ኣሎ ኢልኹምት ኣስቡ?