

The status of teachers' motivation and process of quality education: The case of primary school teachers, Ethiopia

Sewagegn Mola, Wachemo University, College of Social Science, Psychology Department, Hosanna, Ethiopia

Asrat Dagne*, Bahir Dar University, Department of Teacher Education and Curriculum Studies College of Education and Behavioral Science, Post Box No: 79, Bahir Dar, Ethiopia <https://orcid.org/0000-0002-2804-1715>

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Abstract

The purpose of this study was to investigate the status of teachers' motivation and process of quality education in primary schools of Ethiopia. A descriptive survey was employed to achieve this purpose. Among the 40 government primary schools found in Banija District, 12(30%) were taken as a sample by using the simple random sampling technique. A sample size of 119 teachers was selected by using the systematic random sampling technique. 12 principals were also purposively included in the study. The instruments of data collection were questionnaire and interview. The data gathered through close-ended questionnaires were analysed quantitatively by frequency, percentages, mean and Pearson's correlation statistics. The data gathered through document analysis and interviews were analysed qualitatively through narration for the purpose of triangulation. The results indicate that the teachers had a low level of motivation with extrinsic motivators. On the other hand, the findings of the study showed that teachers had a good status of intrinsic motivation and the status of their process of quality education was also good. Finally, the research findings revealed that, as teachers' motivation increases their processes of quality education also increases. Thus, this study recommends that in order to deliver quality education, teachers should be motivated with attractive salaries, provision of accommodation and instituting awards, as well as strengthening intrinsic motivators.

Keywords: Teachers' motivation, process, quality education, primary school.

* ADDRESS FOR CORRESPONDENCE: Asrat Dagne, Bahir Dar University, Department of Teacher Education and Curriculum Studies College of Education and Behavioral Science, Post Box No: 79, Bahir Dar, Ethiopia.

E-mail address: asratboza@yahoo.com / Tel.: +1-905-721-8668

1. Introduction

There is no universal definition for education quality. Each country's policy defines quality of education according to its own economic, political, social and cultural vision. Many educators, researchers and politicians have tried to define this term and a number of different definitions can be found in the literature. Quality of education is usually defined and judged by student learning achievements in terms of traditional curriculum and standards. Quality is also related to the relevance of what is taught and learned and how well it fits the present and future needs of the particular learners in question, given their particular circumstances and prospects (Adams, 1993).

Education quality is one of the characteristics of the set of elements in the input, process and output of the education system that provides services which completely satisfy both internal and external strategic constituencies by meeting their explicit and implicit expectations (Hughes, 1988). However, practically, all countries include two key elements as the basis to define education quality: students' cognitive learning (which is what achievement tests usually measure) and learner achievement, where broader social or economic gains can be used; an example is labour market success. It is useful to distinguish between achievement, attainment and other outcome measures, which include broader benefits to societies (Lue, 2005; UNESCO, 2004).

On the other hand, education quality is a rather vague and controversial concept in both research and policy discussions. According to Fuller (1986) and Hughes (1988), different people have their own definitions; indicators used to describe education quality may also be different as some may emphasise the quality of education system on inputs, whereas others emphasise on processes and outcomes. No matter whether referring to input, process and output, all of these definitions of education quality may often be associated with fitness for purpose, the satisfaction of the needs of strategic constituencies (e.g. policymakers, parents, school management committee, teachers, students, etc.) or conformance to strategic constituencies' requirements and expectations.

Therefore, education quality is a multidimensional concept and cannot be easily accessed by only one indicator. In other words, different countries and people may use different indicators to assess education quality and different strategies to achieve education quality. For assessing school education quality, different indicators or parameters may be developed to measure the performance of an education institution in different aspects of input, process and output/outcome (Tenner & Detoro, 1992).

The Government of Ethiopia also expressed its commitment to the expansion of equitable access to education and improvement of education quality and efficiency of education. It has developed an education and training policy and formulated different programmes and strategies that aim at achieving national and international education goals to which it is committed, including Education for All goal and the Millennium Development Goal. Within the framework of the global context, the government launched the first 5years education sector development programme starting from 1997 to 2010/2011, respectively. This programme was part of the 20-years education sector programme.

However, when the quality issue was assessed, it looked compromising. Less attention was given to quality and in turn the whole education system has been suffering from lack of quality starting from grade 1 through grade 12.

Quality education in schools has been strongly associated with an effective teaching and learning process. This is dependent on high learning, frequent homework given to pupils by the dedicated teachers, use of a variety of teaching strategies and student assessment to identify areas of progress and areas that need further attention. In view of these observations, the teaching and learning process tends to be one of the key factors in determining the achievement of quality education in the sense that it looks at what happens in the actual exercise of teaching and learning and it is dependent on the teacher's attitude and aptitude.

Some arguments hold that despite the provision of good learning conditions, other facilities without consideration of motivating the teacher in charge of the actual classroom performance may not yield positive results. The teacher is made capable and effective by possessing the necessary skills and knowledge for the task of his responsibility and by also receiving basic needs and satisfactory remuneration for his efforts at work. The teacher needs to be motivated as epitomised by Maslow's hierarch of needs ranging from physical to social ones. Frequent homework, which gives pupils more time for individual exercise and development of personal responsibility, also depends on the teacher's attitude towards administering the work.

Based on the above-mentioned idea, conducting a study on the status of teachers' motivation in relation to quality education is necessary to get solutions for those problems encountered by teachers in the provision of quality education. Therefore, this research examines the status of teachers' motivation and quality of education by considering process factors in relation to teachers' role (benchmarks). The study was focused on primary schools teachers in Banija district. This study was undertaken to answer the following questions:

1. What is the status of teachers' motivation?
2. To what extent do teachers carrying out the process of quality education?
3. What is the relationship between teachers' motivation and process of quality education?

Thus, this study aimed at analysing the status of teachers' motivation and process of quality education in the case of Banija district primary school teachers.

Based on the above-mentioned facts, the purpose of this study is:

1. To find out the status of teachers' motivation.
2. To assess the extent to which teachers carry out the process of quality education.
3. To find out the relationship between teachers' motivation and process of quality education.

1.1. Methodology

A descriptive survey method was employed to study this problem. It was aimed at finding out the status of teachers' motivation and processes of quality education in Banija district's primary schools and to explain the relationship between two main variables: teachers' motivation and processes of quality education.

1.2. Subjects

All the 12 primary schools of Banija district were taken purposively for the study. Out of 659 teachers, only 119 teachers were selected by using systematic random sampling techniques. However, the returned questionnaires were 113. Thus, 113 teachers were the primary respondents and 12 principals were key informants in the study.

1.3. Instruments

The instruments used for the study were primary data instruments, such as questionnaire and interview.

1.3.1. Questionnaire

A self-administered questionnaire was the major instrument that was used in data collection. The researcher designed the questionnaires by reviewing the literature. The questionnaires were administered for 119 primary school teachers. This helped to gather quantitative information regarding teachers' motivation and their process of quality education.

1.3.2. Interview

A semi-structured interview guide was designed and administered to key informants to capture qualitative information. The key informants for in-depth interviews included 12 principals. This was purposively intended to get more information about the status of motivation on teachers' process of quality education.

1.4. Method of data analysis

Data from the questionnaires were entered into a computer and the Statistical Package for Social Scientists programme was used to analyse it. The level of teachers' motivation and process of quality education was computed using percentage and mean. The relationship between process of quality education and motivation was established using Pearson's correlation coefficient statistical method. Qualitative data were organised according to themes identified from the research questions and analysed using content analysis.

2. Results and discussion of the study

2.1. The status of teachers' motivation in Banija district's primary schools

Table 1. Intrinsic motivation among teachers in Banija district

Indicators of motivation among teachers	Rates					
	Agree(good)		Not sure		Disagree(low)	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
1. Teaching gives me a great deal of job satisfaction.	90	79.6	4	3.5	19	16.8
2. I enjoy teaching as a profession.	82	72.5	22	19.4	9	7.9
3. The challenging nature of teaching has kept me in the profession.	94	84	11	10	8	6
4. Teaching is a competitive profession in this school	78	69	6	5.5	29	25.5
5. Teaching gives me recognition and respect from the community.	100	89	10	9	3	2
6. I have prospects for career development in the teaching profession.	70	62	23	21	20	18
7. The responsibilities I perform in the school give motivation.	104	92	4	3	5	5
8. Teaching is one of my goals in life.	90	80	4	3	19	17
9. I am more useful to the community as a teacher than being in any other profession.	89	79	10	9	14	13
10. Teaching enables me to interact and develop relationship with people from many areas.	110	97.3	0	0	3	2.65

Table 1 indicates that the majority of respondents (92.0%) were intrinsically motivated by the responsibilities they performed in the school that gave them a sense of autonomy. A further 97.3% indicated that teaching enables them to interact and develop a relationship with people from many areas. Such relationships enabled teachers to concentrate on their jobs and be able to perform well. 89.0% of the respondents supported the statement that teaching gave them recognition and respect from the community. Intrinsic rewards, like recognition, created role models and communicated the standards which encouraged great performance. Research findings also revealed that 84.0% of the respondents had remained in the teaching profession because of its challenging nature. By receiving challenging tasks, like solving mathematical problems for pupils, teachers felt they had contributed greatly to knowledge transmission and therefore this motivated them even to perform better.

A further 79.6% of the respondents indicated that teaching gave them a great deal of job satisfaction. This implies that such teachers derived their expectations from teaching and therefore

had morale to perform better. Intrinsic motivation among other respondents was exhibited as follows: I am more useful to the community as a teacher than being in any other profession (rated by 79.0% of the respondents), teaching is a competitive profession in this school (agreed by 69.0% of the respondents), teaching is one of my goals in life (80.0%), I enjoy teaching as a profession (72.5%) and I have prospects for career development in the teaching profession (62.0%).

The above-mentioned statements indicate that the majority of respondents had intrinsic motivation. These findings are in agreement with Hertzberg's (1966) description of tasks as intrinsically motivating when they are characterised by key motivators such as responsibility, challenge, achievement, variety and advancement opportunity.

2.2. The status of teachers' extrinsic motivation

Table 2. Extrinsic motivators of teachers.

Extrinsic motivation among teachers	Response (rating)					
	Agree (good)		Not sure		Disagree (low)	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
1. I am paid a salary that is enough to cater for my basic needs	13	11.5	0	0	100	88.49
2. The school provides me free accommodation	42	37	0	0	71	63.0
3. I get enough instructional materials at school	96	85	2	1	15	14
4. Salary payments are prompt	89	79	10	9	14	12
5. I am satisfied with school facilities.	16	14	0	0	97	86
6 I am motivated with the administrative support I received	50	44.2	33	30	30	27
7. The school offers financial assistance to teachers with parties	59	52.2	6	5	48	42
8. It is possible to get advance payment from the school in case I have a financial problem	62	55	2	1	49	44
9. The school organises end of year party for teachers	46	40	17	15	50	45
10. Teachers who perform well are given prizes	58	52.6	14	12.4	41	37

Table 2 shows the level of extrinsic motivators of teachers in various primary schools in Banija district. The majority of respondents revealed that they got extrinsic motivators like prompt salary payments revealed by 79.0% of the respondents, advance payment from the schools in case teachers had financial problems was rated high by 55.0% of the respondents and medium rated by 44% of respondents. The level of availability instructional materials was medium rated by 85%.

On the other hand, the majority of respondents revealed their rating of the extrinsic motivators: 90.0% indicated that the salary paid to them was low and did not meet their basic needs; 89.5% indicated that teachers were not given instructional facilities; 66.0% of the respondents indicated that their schools did not organise end of year parties to give thanks and motivate teachers; and 63% had no accommodation provided by the schools. Financial assistance to teachers with parties was given to 53.0%, prizes for teachers who performed well were given to 52.6% and availability of administrative support to help with the completion of the syllabus in time was given to 44.2%. Instructional materials at school were rated by 85.0% of the respondents Thus, it is clear that there was a low level of extrinsic motivators available to teachers in the primary schools in Banija district. The findings partly agree with Wayne's (1998) study, wherein the work and living environment for many teachers is poor, which tends to lower self-esteem and is generally de-motivating. Many schools lack basic amenities, such as piped water and electricity, staff rooms and toilets. Housing is a major issue for nearly all teachers.

Notable among the lacking extrinsic motivators was the salary paid to them, which was inadequate to meet their basic needs (revealed by 90.0% of the respondents). Yet, Wayne (1998) asserts that a reward in the form of pay has a strong impact on the employees 'performance'. Wayne (1998) stated

that payment is one of the most powerful motivating tools. Similarly, Armstrong (1996) emphasises the value of extrinsic motivation when he says that money provides the means to achieve a number of different ends. Above all, he asserts that money in the form of payment is the most obvious extrinsic reward. However, prompt salary payments revealed by 88.0% of the respondents were further recommended that salaries of workers should be paid promptly. It is observed that salary was a strong force that kept teachers at their jobs. The researcher indicated that salary was vital in causing satisfaction among workers and hence likely to influence performance.

2.3. Process of quality education

A process is the transformation of a set of inputs, which may include materials, actions, methods, people and operations into desired outputs, in the form of products, information, services, skills or results. Any process can be analysed by an examination of the inputs and outputs. This will determine the action necessary to improve quality of education. Defining the scope of a process is vital; it will determine both the inputs and the ensuing outputs of quality of education.

Table3.Processindicators

Process indicators among teachers	Response(rating)					
	Agree (good)		Not sure		Disagree(low)	
	f	%	f	%	f	%
1. Continuous assessment (tests, quiz, attendance, etc.) are practiced effectively.	100	88	4	4	9	8
2. Summative evaluation is given effectively.	92	81.4	0	0	21	18.6
3. Group work assignment in the classroom is given effectively.	98	87	5	4	10	9
4. Individual assignment.	79	70	6	6	28	25
5. Maintenance of students discipline is efficient.	109	96	0	0	4	3.5
6. Demonstration method is done effectively when it is appropriate.	94	83	8	7	11	10
7. Questioning and answering method is done effectively when it is appropriate.	88	78	6	5	19	16.8
8. Role playing method is done effectively when it is appropriate.	58	51.3	22	1.9	33	29
9. I use Group discussion method when it is appropriate.	97	86	8	7	9	8
10. Extensive time is devoted to proactive techniques of classroom management.	99	87.6	4	3	10	9

Table3 indicates that continuous assessment (88.4%), regular testing and examination of pupils (81.4%), and group work assignment (87.0%) were implemented effectively at a high level, whereas individual assignment (70%), efficient maintenance of students discipline (96%), demonstration method (83%), questioning and answering method (78%), role playing (51.3%), group discussion method (86%) and extensive time devoted to proactive techniques of classroom management (87.6%) were implemented at a medium level. In addition, only few respondents rated their activities with a low and high level rate.

Based on the above-mentioned responses, teachers' process of quality education was good despite the fact that their extrinsic motivation was inadequate.

2.4. Teachers' motivation and process quality education

2.4.1. The intrinsic motivation and process of quality education

Another research question was stated: What is the relationship between intrinsic motivation and process of quality education? Intrinsic motivation is derived from within the person or from the activity itself and positively affects behaviour, performance and well-being. Therefore, in order to

assess intrinsic motivation among teachers and how it affects their performance, this study investigated various indicators of intrinsic motivation. These were job satisfaction derived from teaching, enjoyment of teaching, the challenging and competitive nature of teaching, recognition, career development, control over others, teaching as one's goal in life and usefulness to the community among others. The relationship between intrinsic motivation and process of quality education was further established by computing Pearson's product moment correlation to determine the significant relationship. The statistical analysis is presented in Table 4.

Table 4. Pearson's correlation statistics for intrinsic motivation

		Intrinsic_sum	Quality_sum
Intrinsic_sum	Pearson's correlation	1	0.936*
	Sig. (2-tailed)		0.000
	n	113	113
Quality_sum	Pearson's correlation	0.936*	1
	Sig. (2-tailed)	0.000	
	n	113	113

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

Table 4 indicates that there is a positive relationship between intrinsic motivation and quality teaching of teachers ($r = 0.936$). The relationship is statistically significant ($Sig. = 0.000$) at 0.01 level of significance. This implies that an increase in intrinsic motivation of teachers (like increasing their recognition, job satisfaction, career development and control over people among others) helps to increase their performance at work. Since intrinsic motivation is said to exist when behaviour is performed for its own sake rather than to obtain material or social reinforces, it is the best form of motivation that positively affects the process of quality education. Therefore, this study's findings indicate that there is a positive relationship between intrinsic motivation and process of quality education by teachers in primary schools in Banija district.

2.5. The relationship between extrinsic motivation and the process of quality education

The final research question investigated by the study was: What is the relationship between extrinsic motivation and process of quality education? Previous researches have established that extrinsic motivation results from the attainment of externally administered rewards, including pay, material possessions, prestige and positive evaluations from others. Based on this description, therefore, this study investigated whether teachers received various externally administered rewards (extrinsic motivators), like salary, free accommodation, advance payments in case of financial problems, leave of absence and free medical care among others.

Further analysis of the relationship between extrinsic motivation and process of quality education was undertaken by computing Pearson's correlation coefficient statistics. This was to establish if extrinsic motivation had a relationship with the process of quality education by teachers in the primary schools in Banija district. The details are presented in Table 5.

Table 5. Pearson's correlation statistic for extrinsic motivation

		Quality_sum	Extrinsic_sum
Quality_sum	Pearson's correlation	1	0.452*
	Sig. (2-tailed)		0.000
	n	113	113
Extrinsic sum	Pearson's Correlation	0.452*	1
	Sig. (2-tailed)	0.000	
	n	113	113

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

Table 5 indicates that there is a positive relationship between extrinsic motivation and process of quality education ($r = 0.452$). The relationship is statistically significant ($Sig. = 0.000$) at 0.01 level of significance. This implies that an increase in extrinsic motivation of teachers (like salary, free accommodation, advance payments in case of financial problems and leave of absence among others) helps to increase their process of quality education. This further implies that extrinsic motivation affects the process of quality education by teachers.

However, it can be observed that the Pearson coefficient for the relationship between intrinsic motivation and quality teaching of teachers ($r = 0.936$) is higher than the Pearson coefficient for relationship between extrinsic motivation and quality teaching of teachers ($r = 0.452$). This means that the probability of intrinsic motivation affecting the process of quality education by teachers is higher (93%) than the probability of extrinsic motivation affecting the process of quality education by teachers (45%). This is in spite of the fact that both sets of variables exhibited positive relationships.

3. Discussion

3.1. The role of intrinsic motivation

As regards recognition, teachers were satisfied with their status and respect from the students, parents and their supervisors. This study found that many of the primary school teachers spoke positively about their profession and the value of their profession for the development of children. This finding is consistent with the findings in the studies of Jyoti and Sharma (2006), which revealed that teachers found teaching interesting.

According to Kim (2000), individuals who score high on aspects related to the work itself have high possibilities for reporting satisfaction. Intrinsic motivation in individuals and personal development was positively correlated. The data from both the interview and questionnaire revealed that the teachers were happy with their participation in decision-making. It is interesting to note that a significant number of teachers were pleased with their teaching responsibilities. This may be attributed to the fact that teachers in this sample professed their love for teaching. The teachers clearly voiced their concern for their students and the belief they had that their teaching developed the children.

Teachers were, satisfied with the workload within their department, with their work hours and the time they had to socialise. This study revealed that the teachers had satisfying relationships with the colleagues in their departments, and this sense of collegiality implied shared responsibilities, and thus created satisfaction. In addition, as more teachers had been appointed in Ethiopia in comparison to previous years, this may have decreased the teachers' workloads.

The results of the present study indicate that primary school teachers who participated in the study were generally satisfied with some of their interpersonal relationships. They reported deriving most satisfaction from their interpersonal relationships with their colleagues and other staff members. The majority of teacher respondents mentioned collegial relationships as a strong satisfactory aspect of their teaching job.

Based on these research findings, therefore, it is fair to conclude that the majority of respondents had intrinsic motivation evidenced by increased recognition, job satisfaction, career development, sense of responsibility in the community, the challenging and competitive nature of the teaching profession and having realised their goal in life, which was training the nation.

3.2. The role of extrinsic motivators

The results of the study showed that salary and benefits had an effect on the motivation of teachers. Quantitative data clearly showed that the majority of teachers were not motivated with their remuneration packages. Of all the motivators that were investigated in this study, salary and

benefits had the lowest mean motivation rating. Their motivation with their poor salaries was influenced by the inflation rates in Ethiopia. In addition, no other fringe benefits or allowances are provided. Moreover, free accommodation is limited. All these and other unfavourable conditions have a strong negative impact on the motivation of teachers. Low and insufficient salaries and benefits remained a major dissatisfying issue. This low motivation impacted the quality of teaching.

The majority of the teachers surveyed were not satisfied with most of the leadership and administrative support practices. The administrative support and leadership practices which were viewed and perceived negatively and as most dissatisfying included the following, namely poor administrative support at the schools, leading to decreased teacher commitment, lack of availability of instructional materials, inefficient administrative support with regard to student disciplinary problems and evaluation of teachers' work by the school and a lack of recognition for the teachers for work done well.

In line with the above-mentioned results, Baker (2007) reported that the teacher respondents in his study viewed administrative support as inadequate, and this was one of the primary reasons for teachers leaving the profession.

As regards leadership practices (decision-making, the leadership of the principal, leadership quality and teacher handling systems), this study indicates that more than half of the sample (57.8%) of teachers were dissatisfied with this aspect of their work. This is in line with the study by Weiqi (2007) that found that teachers were dissatisfied with school leadership and administration systems.

Based on the analysis, therefore, it is fair to conclude that the majority of the respondents had extrinsic motivation evidenced by increased recognition, job satisfaction, career development, sense of responsibility in the community, the challenging and competitive nature of the teaching profession and having realised their goal in life which was training the nation. Consequently, a significant positive relationship between motivation and process of quality education of teachers was found to exist in primary schools in Banija district.

4. Conclusion

Basically, this study tried to examine the status of teachers' motivation and process of quality education in Banija district. Based on the findings, the level of teachers' motivation was low in terms of salary and benefits, management and other form of extrinsic motivators. But those teachers had intrinsic motivation like job satisfaction, respect, professional advancement, teaching enjoyment and others. It was also observed that there was a positive relationship between teachers' motivation and quality teaching in Banija district's primary schools.

5. Recommendations

Based on the conclusion of this study, the following recommendations are suggested:

1. Since the teachers were highly demotivated with their extrinsic motivators, like salary, the Government of Ethiopia, education leaders and the Ethiopian Teachers' Association should understand the importance of implementing appropriate extrinsic benefits for teachers. This will be a means of improving the teachers' motivation and effectiveness, and in the end for the overall quality in the education system. Inadequate salaries have serious negative implications for the morale, status and effectiveness of teachers, the quality of the education system and for the development of the country as a whole. It is, therefore, very fundamental to ensure that the salaries of teachers are linked to the cost of living and inflation rates. The education system managers should analyse the living conditions of teachers in Ethiopia and advise those in charge of setting the teacher salaries (namely the national government). Education leaders and stakeholders (Ethiopian Teachers Association) should design mechanisms for non-salary incentives to teachers that may include allowances, health

- insurance and low-interest loans to buy and build their own homes, as well as other accommodation for teachers.
2. The teachers need to be empowered through in-service training and by using educational opportunities to maximise the problem-solving abilities of the teachers and the school's collective expertise. Education leaders need to closely supervise and establish systems to monitor and evaluate whether rules and regulations are being implemented fairly and transparently by school principals.
 3. What is most important for improving teaching and learning at school is the management and leadership styles and qualities that the school principals display in their schools. Addressing the factors that negatively affect the motivation of teachers should be a primary concern of the school principals. The school principals should have quality and participatory school policies in place, and make fair decisions; they should promote open discussions and sharing of good experiences between themselves and teachers. The principals should follow a transformational style of leadership, based on feedback from teachers.
 4. The school principals should be given continuous in-service training regarding leadership and school management. It is the responsibility of the education leaders to design training programmes for school principals on how to manage and lead others. The education stakeholder leaders can design feedback systems as a means to oversee the leadership and management systems prevailing in the schools. The teachers could be given the opportunity to anonymously reflect on the type of leadership practices being implemented in their schools. These reflections should then be used to design a training programme for school principals. Moreover, the regional education bureaus should monitor and regularly evaluate whether the learning from the training is being implemented in the schools.
 5. This study indicated the importance of interpersonal relationships for teachers' motivation. The teachers need their significant others to be supportive, friendly and free from bias. The school principal should create a working environment with good interpersonal relationships. Positive relationships with the principal, students and parents need to be nurtured and improved.

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