

The effect of motivational factor on high school teachers' performance

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Abstract

The purpose of this study was to evaluate the impact of motivational factors on teachers' performance at Yekatit High School. Data were gathered from a group of teachers selected through simple random sampling, specifically the lottery method, while school directors were chosen using a purposive sampling technique. A mixed-methods approach with a descriptive design was employed. Survey questionnaires and key informant interviews were utilized as data collection tools, with the data analyzed through descriptive statistics and thematic analysis. The findings revealed that most teachers were primarily motivated by intrinsic rather than extrinsic factors within the school. The study also indicated that intrinsic and extrinsic motivational factors, including poor working conditions, ineffective administration, weak leadership from the school head, and the low status of teachers in the school environment significantly influenced teachers' performance. Additionally, the study found a notable difference in work motivation between teachers based on their academic qualifications and gender regarding extrinsic motivation. It is recommended that zonal, regional, and national education authorities provide diverse intrinsic and extrinsic motivational incentives to enhance teachers' performance at the school.

Keywords: High school; motivational factor; performance; teachers

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1. INTRODUCTION

Teachers are the pillars of an educational system. The attainment and failure of educational activities depend highly on their performance. Teachers' decisions and behaviors are likely to influence the well-being and prospects of a nation including the lives of the country's next generation (David et al., 2012). Motivation is essential as high motivation improves output which is in the interest of all educational schemes (Seniwoliba, 2013; Zheng & Huan 2022; Forson et al., 2021). Motivation is the inner drive force that pushes an individual to act or perform and it is one of the most important factors that move every human being to achieve his or her goal. This includes personal as well as professional goals and targets. This classifies why states and establishments have become interested in motivation which leads to job satisfaction of their workforce with the view to maintain, retain, and utilize them to the best of their talent (Seniwoliba, 2013). Therefore, motivation is seen as the most important among these factors and the most difficult to manage (Nadia, 2011).

Teacher motivation has become an important issue given their responsibility to impart knowledge and skills to learners. It is argued that satisfied teachers are generally more productive and can influence students' achievement (Kumar, 2023; Kang et al., 2024). Motivation guides people's actions and behaviors toward the achievement of some goals (Farhad, 2000). In work and other contexts, therefore, motivation is often described as being intrinsic or extrinsic (Sansone & Harackiewicz, 2000).

Intrinsic motivation, which stems from within the person or from the activity itself, positively affects behavior, performance, and well-being (Deci & Ryan, 2000). On the other hand, extrinsic motivation results from the attainment of externally administered rewards, including pay, material possessions, prestige, and positive evaluations among others. In contrast to extrinsic motivation, intrinsic motivation is said to exist when behavior is performed for its own sake rather than to obtain material or social reinforcement.

There are a lot of factors have been found to promote teacher motivation. For example, salary and incentive systems whereby employees can be satisfied or dissatisfied with the organizations. Pay system based on the seniority of employees or per the performance appraisal. Employees are satisfied with the existing pay system if they believe that rewards or incentives are paid based on fairness and consider the seniority or performance evaluation of all employees (Proudfoot, 2024). Rewards or incentives has played a significant role in retaining and rewarding high-quality human resources (Alemu, 2021). On the other hand, when employees receive lower salaries and insufficient financial rewards, they tend not to stay longer with the organization. The mindset and emotional balance of a teacher play a major role in the impartation of knowledge (Lüftenegger & Muth 2024). A fringe benefit is a meandering incentive contracted to an employee or a group of employees as a part of executive membership, which affects performance and employee retention (Al Mamun & Hasan, 2017).

A study conducted by Ofoegbu (2004) in Nigeria on Teacher motivation as a factor for classroom effectiveness and school improvement, found that teacher motivation enhances classroom effectiveness and improves schools. On the other hand, a study in Kenya by Wanzare (2012) states that teachers encounter performance challenges, in which irregular work attendance is common professional documents are rarely prepared, supervision of school activities is ignored, class work is inadequate, and generally, learners are left on their own. Therefore, without attempts in place to motivate teachers, improved student performance would be attempted but would be difficult to realize.

In Ethiopia, the motivation of teachers to perform their tasks and work is highly affected. Most teachers in the country could not fulfill many of their basic needs. Beyond this, their social status, recognition, advancement, and acceptance by the community have deteriorated, many teachers are de-motivated and unsatisfactory in performing their work properly as well and they are ready to leave their profession as they get an opportunity for a better salary. Contrary to this, increased wage and salary is not the only motivating factor for teachers' performance (Hable, 1967).

According to Hable, (1967) "low salary and social status, lack of rewards and recognition by the school community and society, school maladministration and classroom interaction with their students hurt teachers' motivation in their work." Therefore, schools can achieve their objectives if they have more motivated teachers than anything else (Shibeshi, 2011).

Teachers are the most important resources in a school. They are the key figures for any changes (educational reforms) needed in schools. The provision of a high-quality education system depends on high-quality teachers (Sharma & Jeevan, 2009; Perie, 1997). High teacher morale, relevant subject knowledge, and the teachers' specialized teaching skills (pedagogical knowledge) are central to quality teaching and learning (Bolin, 2007).

The quality of the teachers, their commitment, satisfaction, and motivation are the determinant factors for the students to benefit from the education system. Teachers serve as role models and pillars of society (Sharma & Jyoti, 2009), guiding students not only in their personal growth but also in becoming potential leaders of the next generation, equipped to shoulder the responsibility of advancing their nation.

Teachers' motivation is very much essential for the quality of education. The lack of motivation is perceived to be determined by different factors such as the work environment and the rewards for teachers. According to Jackson (1997), lack of motivation among teachers has been manifested in teacher unwillingness to participate in school activities, poor attendance, unexpected absence, late coming, lack of additional training, uncreative and non-stimulating teaching, lack of interest in meetings, unhelpful attitudes when assistance is needed, occurrence of hold-ups because deadlines aren't kept, resistance to contributing more than what is required of them and development of arguments between colleagues.

The performance of a given school depends entirely on the teacher's effort and if a given teacher is unhappy with his/her job, he/she will not emphasize his/her teaching. Rodgers-Jenkinson & Chapman (1990) found that over a sustained period, the loss of experienced teachers hurts the quality of instruction and drives up the costs of recruiting and training new teachers.

For any education system to flourish and achieve its goals, the role of teachers has to be paramount. This is because teaching is a mass occupation, which accounts for one-half to two-thirds of public sector employment in most developing countries (Bennell, 2004). On the other hand, Tanaka (2010) states that mere enthusiasm and good intentions may not be enough to improve the quality of education; therefore, the relevance of motivation and job performance is very crucial to the long-term growth of any educational system around the world. Also, the researcher initiated to study this problem because there is a strong link between teacher motivation performance and education quality but, improving teachers' motivation is not prioritized as a major concern of national and international policymakers. Therefore, this study tried to fill these gaps by assessing the effect of motivational factors on teachers' performance in secondary school in Yekatit High School in Hosanna Town.

1.1. Scope of the study

There are several schools in Hosanna town. However, the researcher chose Yekatit High School. The researcher selected this area because it is nearest to the researcher. In addition to this; the study was delimited to assess the effect of motivational factors on teacher performance.

The study has thematic, spatial, thematic, and temporal scopes. The thematic scope of the study was focused on assessing the effect of motivational factors on teacher performance. Geographically, the study covered teachers in Hosanna town; specifically, in Yekatit High School. The study is based on a descriptive research design where data is gathered through a questionnaire to gather various kinds of data in relatively minimum resources, to obtain information about the current status of the phenomena, and also to know the existing condition of factors that affect teachers' performance.

1.2. Purpose of study

The main purpose of this study was to assess the effect of motivational factors on secondary school teacher performance in Yekatit High School. This study attempts to answer the following research questions:

1. What is the prevalence of work motivation among teachers in Yekatit High School?
2. What is the effect of intrinsic and extrinsic motivational factors on teacher's performance in Yekatit high school?
3. Is there a difference in motivation across- demographics of teachers in Yekatit High School?

2. METHODS AND MATERIALS

2.1. Research design

By considering the nature of basic research questions, purpose of the study and the expected research activities, the researcher used a descriptive survey research design because it helps to gather various kinds of data with relatively minimum resources, to obtain information about the current status of the phenomena and also to know the existing condition of factor that affect teacher's performance.

2.2. Participants

The study was conducted in Yekatit High School, which is located in Hosanna town and 230 km far away from the capital city of Ethiopia, Addis Ababa. The population of the study were high school teachers and administrators (vice director, director) in Yekatit High School. The total number of teachers in Yekatit High School is 112 from grades 9th and grade 10th teachers. Among them 79 were males and the rest 33 were females. To make the study more manageable, these 59 teachers were selected by using simple random sampling: to select the intended participants, the researcher used the lottery method because the populations had an equal chance to select. In this section, the background information of the respondents has been presented below (table 1):

Table 1
Background characteristics of the respondents

Variables		Frequency	Percent
Sex	Male	38	64.4%
	Female	21	35.6%
	Total	59	100%
Educational level	Diploma	0	0%
	Bachelor	56	94.9%
	Master	3	5%
	Total	59	100%
Age	18-22	2	3.4%
	23-45	45	76.3%
	46-64	7	11.8%
	65 and above	5	8.5%
	Total	59	100%
Work experience	Below a year	0	0%
	2-5 years	15	25.4%
	6-10 years	26	44%
	Total	59	100%

Monthly income	11-15 years	5	8.4%
	Over 15 years	13	22%
	Total	59	100%
	2400s-3500	3	5%
	3600s-4500	34	57.6%
	4600s-5500	12	20.3%
	5600s and above	10	16.9%
	Total	59	100%
Position	Teacher	57	96.6%
	Director	1	1.7%
	Unit leader	1	1.7%
	Total	59	100%

2.3. Data collection instruments

To collect data for this study, the researcher used primary sources. To get sufficient data for this study, the researchers employed survey questionnaires and key informant interviews. Finally, the instruments such as the survey questionnaire and key informant interview were developed by the researcher due to the researcher's approach to the problem. More specifically, tools were adapted depending on the objective of the research, research question, and literature review in the teacher's context. Furthermore, both the questionnaire and interview were prepared in English language.

2.3.1. Questionnaire

In this study, the questionnaire of the research was composed of both closed and open-ended question items. Accordingly, the questionnaire was administered to high school teachers based on the effect of motivational factors on teacher performance. Specifically, the questionnaire of the research was administered to Yekatit high school teachers.

2.3.2. Interview

Key informant interview was held to obtain first-hand information from administrators (vice director, director) about the effect of motivational factors on teacher's performance in Yekatit high school. In our case, we select 5 respondents for key informant interviews.

2.4. Data collection procedure

The researcher first obtained permission from the school director and assessed the participants' willingness to ensure accurate data collection. Subsequently, information was gathered from all samples using questionnaires.

2.5. Data analysis

In this study, the researcher used descriptive statistics to analyze the collected data. Descriptive statistics, such as percentage, was used to show respondents' demographic characteristics, qualifications, fields of specialization, salary, and experience. The researcher also used a qualitative approach to analyze the qualitative data drawn from interviews. Data obtained through interviews was presented through thematic descriptions.

3. RESULTS

The first objective of this study was to assess the prevalence of work motivation among teachers in Yekatit High School. To attain this end, a descriptive statistic was computed and the results are presented in this section.

3.1. The prevalence of work motivation among teachers in Yektit High School.

As indicated in Table 2, out of 59 participants, 49 (83%) of the respondents were highly motivated intrinsically while 11(18.6%) of respondents were low intrinsic motivation. On the other hand, intrinsic motivation, 23 (39%) of teachers were low extrinsic motivation while 36 (61%) of respondents were high extrinsic motivation. Therefore, the prevalence rate of work motivation among teachers appears to differ between intrinsic motivation and extrinsic motivation. This study demonstrated that the majority of the respondents (83%) were motivated intrinsically than extrinsic motivation (61%).

Table 2

Prevalence of work motivation among teachers

Types of motivation	Status of screening	Frequency	Percentage
Intrinsic motivation	High	49	83%
	Low	11	18.6%
Total		59	100%
Extrinsic motivation	High	36	61%
	Low	23	39%
Total		59	100%

3.2. The effect of intrinsic motivational factors on teachers

Table 3

Intrinsic motivation among teachers

No	Items	Agree		Disagree		Strongly agree		Strongly disagree	
		F	P	F	P	F	P	F	P
	Teaching gives me a great deal of job satisfaction	25	42.4%	12	20,3%	16	27.1%	6	10%
	I enjoy teaching as a profession	40	67.8%	7	11.8%	9	15.3%	3	5%
	The challenging nature of teaching has kept me in the profession	32	54.2%	8	13.5%	15	25.4%	4	6.7%
	Teaching is a competitive profession in this school	27	45.7%	12	20.3%	17	28.8%	3	5%
	Teaching gives me recognition and respect from the community	36	61%	11	18.6%	7	11.8%	5	8.5%
	I have prospects for career development in the teaching profession	30	50.8%	9	15.2%	17	28.8%	3	5%
	The responsibilities I perform in school give me a sense of control over others.	32	54.2%	9	15.2%	14	23.7%	4	6.7%
	Teaching is one of my goals in life	31	52.5%	3	5%	14	23.7%	11	18.6%
	I am more useful to the community as a teacher than any other profession	29	44.8%	11	12.6%	15	25.3%	4	17.2%
	Teaching enables me to interact and develop with people from many areas	32	54.2%	10	16.9%	12	20.3%	5	8.5%

Table 3, indicated the response of the teachers on the effect of intrinsic motivational factors, as presented in the table out of 59 respondents about 12(20.3%) and 6(10%) of them are replied their response on the statement "teaching gives a great deal of job satisfaction" as disagreed and strongly disagreed respectively. About 16(27.1%) and 40(67.8%) of them support the above statement with the level of agreement as agreed and strongly agreed respectively. Other results in the above table illustrated the degree to which respondents agree with the statement "I enjoy teaching as a profession" 7(11.8%) and 3(5%) disagreed and strongly disagreed respectively. While 9(15.3%) and 32(54.2%) of them support the above statement with the level of agreement as agreed and strongly agreed respectively. In the same table, respondents disagree and strongly disagree with the statement "The challenging nature of teaching has kept me in the profession" 8(13.5%) and 4(6.7%) disagreed and strongly disagreed respectively. About 32(54.2%) and 15 (25.4%) of them support the above statement with the level of agreement as agreed and strongly agreed respectively. Other results in the above table illustrated the degree to which respondents agree with the statement "teaching is a competitive profession in this school" 12(20.3%) and 3(5%) disagreed and strongly disagreed respectively. While 27(45.7%) and 17(28.8%) of them support the above statement with the level of agreement as agreed and strongly agreed respectively. Other results in the above table illustrated the degree to which respondents agree with the statement "Teaching gives me recognition and respect from the community" 11(18.6%) and 5(8.5%) disagreed and strongly disagreed respectively and 36(61%) and 7(11.8%) of them support the above statement with the level of agreement as agreed and strongly agreed respectively.

Other results in the above table illustrate the degree to which respondents agree with the statement "I have the prospect for career development in the teaching profession". To this question, 3(5%), 9(15.2%) of the respondents disagreed and strongly disagreed respectively and 30(50.8%) and 17(28.8%) of them support the above statement with the level of agreement as agreed and strongly agreed respectively. In the same table, respondents disagreed and strongly disagreed with the statement "The responsibilities I perform in the school give a sense of control over" 9(15.2%) and 4(6.7%) disagreed and strongly disagreed respectively. About 32 (54.2%) and 14(23.7%) of them support the above statement with the level of agreement as agreed and strongly agreed respectively. Other results in the above table illustrate the degree to which respondents agree with the statement "Teaching is one of my goals in life". To this question, 3(5%) and 11(18.6%) of the respondents disagreed and strongly disagreed respectively and 31(52.5%) and 14(23.7%) of them support the above statement with the level of agreement as agreed and strongly agreed respectively.

In the same table, respondents disagree and strongly disagree with the statement "I am more useful to the community as a teacher than any other profession" 11 (12.6%) and 4(17.2%) disagreed and strongly disagreed respectively. About 29(44.8%) and 15(25.3%) of them support the above statement with the level of agreement as agreed and strongly agreed respectively. Other results in the above table illustrate the degree to which respondents agree with the statement "Teaching enables me to interact and develop with people from many areas". To this question, 10(16.9%) and 5(8.5%) of the respondents disagreed and strongly disagreed respectively and 32(54.2%) and 12(20.3%) of them support the above statement with the level of agreement as agreed and strongly agreed respectively. Therefore, the finding indicates that teachers' high job performance was affected by intrinsic motivational factors like recognition; personal satisfaction and moral support are some affect them. This finding is supported by Herzberg (1979), who shows that recognition, achievement, responsibility, and the challenge of work itself are vital parts of the reward system that can be offered by the management, as positive motivation irrespective of money.

3.3. The effect of Extrinsic motivational factors on teachers

Table 4
Extrinsic motivation among teachers

Items	Agree	Disagree	Strongly agree	Strongly disagree
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	F	P	F	P	F	P	F	P
I am paid a salary that is enough to cater for my basic needs	20	33.8%	24	40%	6	10%	9	15.2%
I enjoy teaching as a profession	14	23.7%	23	38.9%	10	16.9%	12	16.9%
The challenging nature of teaching has kept me in the profession	18	30.5%	22	37.2%	8	13.5%	11	18.6%
Teaching is a competitive profession in this school	24	40.6%	16	27%	6	10%	13	22%
Teaching gives me recognition and respect from the community	24	40.6%	18	30.5%	11	18.6%	6	10.1%
I have prospects for career development in the teaching profession	25	42.3%	13	22%	14	23.7%	7	11.8%
The responsibilities I perform in school give me a sense of control over others.	30	50.8%	16	27.1%	8	13.5%	5	8.4%
Teaching is one of my goals in life	29	49.1%	15	25.4%	7	13.5%	8	11.8%
I am more useful to the community as a teacher than any other profession	23	39%	12	20.3%	11	18.6%	13	22 %
Teaching enables me to interact and develop with people from many areas	26	44%	8	13.5%	4	6.8%	21	35.6%

The above table 4 shows the response of teachers on the effect of extrinsic motivational factors, as presented in the table out of 59 respondents about 20(33.8%) and 6(10%) of them are replied their response on the statement "I am paid a salary that is enough to cater for my basic needs" as agreed and strongly agreed respectively. About 24(40%) and 9(15.2%) of them support the above statement with the level of agreement as disagreed and strongly disagreed respectively. Other results in the above table illustrate the degree to which respondents agree with the statement "I enjoy teaching as a profession". To this question, 23(38.9%) and 12(16.9%) of the respondents disagreed and strongly disagreed respectively and 14(23.7%) and 10(16.9%) of them support the above statement with the level of agreement as agreed and strongly agreed respectively. In the same table, respondents disagree and strongly disagree with the statement "The challenging nature of teaching has kept me in the profession" 22(37.2%) and 11(18.6%) disagreed and strongly disagreed respectively. About 18(30.5%) and 8(13.5%) of them support the above statement with the level of agreement as agreed and strongly agreed respectively.

Other results in the above table illustrated the degree to which respondents agree with the statement "teaching is a competitive profession in this school" 16(27%) and 13(22%) disagreed and strongly disagreed respectively. 24(40.6%) and 6(10%) of them support the above statement with the level of agreement as agreed and strongly agreed respectively. Other results in the above table illustrated the degree to which respondents agree with the statement "Teaching gives me recognition and respect from the community" 18(30.5%) and 6(10.1%) disagreed and strongly disagreed respectively and 24(40.6%) and 11(18.6%) of them support the above statement with the level of agreement as agreed and strongly agreed respectively. Other results in the above table illustrate the degree to which respondents agree with the statement "I have prospects for career development in the teaching profession". To this question, 13(22%), and 7(11.8%) of the respondents disagreed and strongly disagreed respectively and 25(42.3%) and 14(23.7%) of them support the above statement with the level of agreement as agreed and strongly agreed respectively. In the same table, respondents disagree and strongly disagree with the statement "The responsibilities I perform in the school give a sense of control over" 16(27.1%) and 5(8.4%) disagreed and strongly disagreed respectively. About 30(50.8%) and 8(13.5%) of them support the above statement with the level of agreement as agreed and strongly agreed respectively. The above table illustrates the degree to which respondents agree with the statement "Teaching is one of my goals in life". To this question, 15(25.4%) and 8(11.8%) of the respondents disagreed and strongly disagreed respectively and 29(49.1%), and 7(13.5%) of them support the above statement with the level of agreement as agreed and strongly agreed respectively.

In the same table, respondents disagree and strongly disagree with the statement "I am more useful to the community as a teacher than any other profession" 12 (20.3%) and 13(22 %) disagreed and strongly disagreed respectively. About 23(39%) and 11(18.6%) of them support the above statement with the level of agreement as agreed and strongly agreed respectively. Other results in the above table illustrate the degree to which respondents agree with the statement "Teaching enables me to interact and develop with people from many areas". To this question, 8(13.5%) and 21(35.6%) of the respondents disagreed and strongly disagreed respectively and 26(44%) and 4(6.8%), and 12(20.3%) of them supported the above statement with the level of agreement as agreed and strongly agreed respectively. Therefore, the finding indicates that teacher's high job performance was affected by extrinsic motivational factors like gift certificates, material possessions; incentives, prestige evaluations, and financial support motivate teachers in the school. Similarly, the findings by Hassel et al., (2011) show that giving promotions and other benefits in the educational system will make teachers work effectively and efficiently.

3.4. Difference in work motivation on a cross-demographic of teachers

The third purpose of this study was to recognize the difference in work motivation a cross-demographic characteristics of teachers. Therefore, based on the results of the frequency summary table,

Table 5

The difference in motivation across- demographics of characteristics of teachers

Variables		Frequency	Percent
Sex	Male	38	64.4%
	Female	21	35.6%
	Total	59	100%
Educational level	Diploma	0	0%
	Bachelor	56	94.9%
	Master	3	5%
	Total	59	100%

As indicated in Table 5, the results show that there is a significant work motivation difference in a cross-teacher's academic qualification. Therefore, a bachelor's degree shows higher motivation than a master's degree in both intrinsic and extrinsic motivation. Also, the study demonstrated that there is a significant work motivation difference in a cross-sex group in extrinsic work motivation. Similarly, the findings of the study by Gilbertson & Ewert (2015), on motivational patterns are different among men and women in developing countries with men more concerned with extrinsic motivation than women. However, there is no significant work motivation difference among teachers in both intrinsic and extrinsic motivation regarding age, teaching experience, and monthly salary.

3.5. The effect of intrinsic and extrinsic motivational factor on teachers' performance

The second purpose of this study was to assess the effect of intrinsic and extrinsic motivational factors on teachers' performance. The qualitative results revealed that teachers' high job performance was affected by both intrinsic and extrinsic motivational factors on teachers' performance like salary increments, positive motivation, short training, and promotion mechanisms, among other things.

On the other hand, the qualitative results revealed that different factors affect teachers' motivation and performance lack of involvement of parents in the school, low salary payment, bad administration, and leadership style, low standard of living, low socio-economic status, policy, and related problems are factors affect teachers' performance and motivation. Similarly, a study conducted by Nadeem et al., (2011) indicated that the social and economic conditions of teachers have an effect on their performance, that is, low salary, lack of facilities, the status of teachers in society, teachers' mental health, and morale, the stress of work, relation with staff and head teachers, working environment are those factor that has a strong impact on teachers' performance.

4. DISCUSSIONS

The first purpose of this study was to find out the prevalence of work motivation among teachers in the Hosanna Town Administration.

The results of a descriptive survey design in Table 2 indicate that the majority (84.6%) of teachers in Yekatit High School were motivated intrinsically than (61.5%) extrinsic motivation. This study was supported by local studies. Similarly, the study by Owusuwaa et al., (2013), shows that low salaries and inadequate accommodation facilities as factors that de-motivate school teachers in Bongo District. In line with the above finding, the study demonstrated that lack of enough salary, absence of financial assistance, and lack of extra teaching allowances as factors that extrinsically de-motivate teachers.

The second purpose of this study was to assess the effect of intrinsic and extrinsic motivational factors on teachers' performance. The results revealed that teacher's high job performance was affected by both intrinsic and extrinsic motivational factors. Similarly, a study by Aacha (2010), noted a significant positive relationship between intrinsic motivation and teacher performance and a significant positive relationship between extrinsic motivation and teachers' performance among schools in Uganda. In addition, Mustafa & Othman (2010) show that there is a significant relationship between motivation and performance. However, this study demonstrates that intrinsic motivational factors have a stronger effect on teachers' job performance than extrinsic motivational factors. Similarly, Ahiauzu & Osiah (2011), show that motivation through rewards and incentives helps teachers improve their job performance.

The third purpose of this study was to recognize the difference in work motivation a cross-demographic characteristics of teachers. As indicated in Table 5, the results show that there is a significant work motivation difference in a cross-teacher's academic qualification. Therefore, a bachelor's degree shows higher motivation than a master's degree in both intrinsic and extrinsic motivation. Also, the study demonstrated that there is a significant work motivation difference in a cross-sex group in extrinsic work motivation. However, there is no significant work motivation difference among teachers in both intrinsic and extrinsic motivation regarding age, teaching experience, and monthly salary. The study observed that many factors affect the teaching performance of the teachers in the school, such as bad approach of leadership lack of parent participation in the school, low salary payment, bad administration, and policy, low standard of living, low status of teacher affect teachers' performance and motivation. On the contrary, the findings of the study by Gilbertson & Ewert (2015), on motivational patterns are different among men and women in developing countries with men concerned with extrinsic motivation more than women.

5. CONCLUSIONS

Based on the major findings of the study, the following conclusion was made:

The finding indicates that teachers' high job performance is affected by both intrinsic and extrinsic motivational factors. The motivation of teachers has a significant effect on their job performance. Therefore, teachers' performance is primarily affected by the level of motivation they gain or have. Also, the result of the study shows that there is a difference in work motivation between bachelor's and master's degrees. However, there is no work motivation difference regarding age, teaching experience, and monthly salary.

There are a lot of factors that affect the teaching performance of the teachers. The major problems are lack of parent participation in the school, low salary payment, bad administration and policy, low standard of living, and low status of teachers affect teachers' performance and motivation.

6. RECOMMENDATIONS

Based on the findings of this study, the following recommendations are forwarded:

- Teachers are mainly affected by their level of motivation and the mystery of education. So, the educational bureau of Hosanna Town should provide different forms of motivational factors to improve teachers' performance in secondary schools.
- Since teachers are the pillar of the educational system; it should be giving attention to teacher's motivation to create an educated generation in the future.
- The school should create good work conditions, democratic administration, develop impartiality, make the school attractive and green, evaluate teachers based on their duty, promote job satisfaction, give continuous training on their subject matter, increase the salary of the teacher, develop the habit of continues professional development and keep and allow freedom of school teachers to improve the performance and motivation of the teacher.
- To maintain the teaching efficacy of teachers' Zonal, regional, and ministry of education the concerned bodies should prepare short-term training on subject matters to foster their motivation.
- Zonal, regional, and Ministry of Education should work on regular inspection of school teachers to encourage and monitor the progress of their motivation.
- Moreover, Zonal, regional, and Ministry of Education solves the problems of teachers and create a good work environment, allow freedom to teachers, develop impartiality, respect workers' rights, and make the school attractive and green.
- Furthermore, educational organizations and school systems should pay great attention to motivating teachers for better performance and achieving the expected educational goals and objectives for the future development of the country.

Conflict of interest: No potential conflict of interest was reported by the authors.

Ethical Approval: The study adheres to the ethical guidelines for conducting research.

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