

İLKÖĞRETİM ÖĞRETMENLERİNİN MOTİVASYONUNU ETKİLEYEN FAKTÖRLER VE OKUL YÖNETİCİLERİNİN UYGULADIKLARI STRATEJİLER: ETİYOPYA ÖRNEĞİ

FACTORS INFLUENCING TEACHERS' MOTIVATION AND STRATEGIES TAKEN TO IMPROVE THEIR MOTIVATION BY PRINCIPALS: ETHIOPIA AS A SAMPLE

Kelemu Zelalem BERHANU²

Ali SABANCI³

Başvuru Tarihi: 11.05.2019 Yayına Kabul Tarihi: 11.09.2019 DOI: 10.21764 /maeuefd.559945
(Araştırma Makalesi)

Özet: Bu çalışmanın amacı, müdür ve öğretmen görüşlerine göre ilköğretim öğretmenlerinin motivasyonunu etkileyen faktörleri ve onların motivasyonunu artırmak için okul yöneticilerinin uyguladıkları stratejileri incelemektir. Çalışma, nitel araştırma yönteminde ve bütüncül çoklu durum çalışması olarak desenlenmiştir. Çalışma grubu iki müdür ve altı öğretmenden oluşmuştur. Veri toplamak amacıyla yarı yapılandırılmış görüşme formu geliştirilmiştir. Çalışmanın geçerliliğini sağlamak üzere iki akademisyenin soru formunu incelemesi sağlanmış ve görüşleri doğrultusunda düzeltmeler yapıldıktan sonra pilot çalışma yapılarak nihai form elde edilmiştir. Sonuç olarak, öğretmenlerin verdiği yanıtlara göre maaşın, okulun yaşam koşullarının, teşvik edici faktörlerin miktarı ve eşitliğinin öğretmenlere eşit olarak dağılımının ilköğretim kurum öğretmenlerinin motivasyonunu etkileyen ana faktörler olarak belirtildiği görülmüştür. Öte yandan müdürler maaşla ilgili faktörlerin öğretmenlerin motivasyonunu etkileyen ana unsur olduğunu bildirmiştir. Öğretmenlere göre en yaygın etkili stratejiler olarak okul müdürlerinin öğretmenleri motive etmek için nakit ödüller, maddi olmayan ödüller ve diğer hediyeler ve fikirlerle destek verdiklerini bildirmişleridir. Müdürler ayrıca açık iletişim oluşturmayı, para ödüllerini, kaynakları ve diğer hediyeleri vermeyi, öğretmenleri güçlendirmeyi, fikirlerle destek vermeyi, katılımcı karar kullanmayı öğretmenleri motive etmek için en yaygın ve etkili stratejiler olarak kullandıklarını bildirmiştir.

Anahtar Sözcükler: *Güdüleme, öğretmen motivasyonu, motivasyon stratejileri, ilkokul öğretmenleri*

Abstract: The overall purpose of this study was to investigate principals and teachers' views about factors influencing primary school teachers' motivation and strategies taken to improve motivation. A holistic multiple case study was used. The working group consisted of two principals and six teachers. The researchers developed a semi-structured interview form and ensured its validity and reliability by doing a pilot study. As a result, teachers' responses reported that school, salary, living conditions, quantity, and equity of incentive-related factors are the major factors influencing primary school teachers' motivation. On another side of the group, principals reported that salary-related factors are the major factors influencing teachers' motivation. Secondly, teachers reported giving cash rewards, free resources, other gifts; and giving support in ideas as the most common effective strategies principals of schools used to motivate teachers. Principals also reported creating open communication, giving cash rewards, resources, and other gifts, empowering teachers, giving support in ideas, making participatory decision making as the most common effective strategies they used to motivate teachers.

Keywords: *Motivation, teacher motivation, motivation strategies, primary school teachers*

¹This paper was presented at 9th, International Congress on New Trends in Education (ICONTE), 10-12 May, 2018

²Kelemu Zelalem Berhanu, Akdeniz University, Institute of Education Sciences, lkelemu@yahoo.com, ORCID ID: 0000-0001-5397-8780

³Prof.Dr. Ali Sabancı, Akdeniz University, Institute of Education Sciences, alisabanci@akdeniz.edu.tr, ORCID ID: 0000-0002-2508-7339

Introduction

It is clear that highly motivated teachers are the key factors for the success of the school. The more the teachers motivated in the school, the more the school becomes successful. The more the schools become successful, the faster the country develops. Any successful educational system depends on qualified and motivated teachers because motivated teachers have positive impacts of learners' learning, are able to create an appropriate classroom atmosphere, have the reasonable control of their work activities, are willing to accept responsibility and are personally accountable for outcomes (Musa, 2014). Teacher motivation has been discussed increasingly in educational literature over the years. The review of the literature indicates varying definitions of the term motivation. For example, Gupta (2009) defined motivation as the process by which the efforts of an individual or group are energized and sustained toward attaining a goal. Moreover, other scholars defined it as a force that deals with the reasons underlying behavior (Guay et al., 2010). Teacher motivation is a subject that has received significant attention in the mainstream educational debate in recent decades. It has become an important aspect of teacher efficacy and professionalism given the teachers' responsibility of imparting knowledge and skills to learners (Musa, 2014).

The theoretical literature on teacher motivation in the developing world context is scarce. However, a review of relevant psychological theories offers important insights into teacher motivation in a developing country context (Admassu, 2014, Guajardo, 2011.). Abraham Maslow's hierarchy of needs is the best-known approach to motivation (Admassu, 2014). He assumed that within every human being there exists the hierarchy of needs. First, basic needs must be met before teachers can be motivated to fulfill their higher-order needs of self-actualization and professional goal attainment. Second, once the more extrinsic (or external) basic needs and environmental factors are adequately met, more intrinsic (or internal) factors more powerfully motivate teacher effort, performance, and professional conduct in the long run (Guajardo, 2011). In order to motivate people, according to Herzberg, the manager should be emphasizing achievement, recognition and work itself as well as responsibility and growth as motivators. These are the characteristics that people find intrinsically rewarding. Another motivational theory based on the idea that work effort is directed toward behaviors that people believe will lead to desired outcomes is expectancy theory(Admassu,2014). Here, principals can benefit this theory from knowing which of teachers' behaviors or attitudes are most valued by teachers (Apolline, 2014).

According to Musa (2014), personal factors leading to motivation among the teachers were interpersonal relationships (collegiality), sense of belonging, ability, and interest in teaching and level of education. Further, the study also found that school-based factors leading to teacher motivation included good environment (good working condition), parents' involvement in school issues and learners' discipline. A deep examination of the factors influencing the motivation of teachers in the schools will show that they either fall under extrinsic or intrinsic factors of

motivation (Apolline, 2014). Based on the review of empirical studies on teacher motivation in developing countries, Guajrdo(2011),listed the following factors: Workload and challenges, remuneration and incentives (teacher salaries are generally low and irregularly paid), recognition and prestige, accountability, career development, institutional environment, voice (teachers rarely have an opportunity for input into school management and ministry policy), learning materials and facilities. In addition, a study in Cameroon ascertained that the general economic state of the nation, the character of the school administrator, school physical environment, political image of the nation, school location and the financial status of the school; in that order are the factors that influence staff motivation in secondary schools (Apolline, 2014). Furthermore, the fact that; "the general economic state of the nation" was earmarked by principals as the first influence of motivation among them tie with the arguments of Taylor and Tashakkori (1996, p. 77) who believe that the basic motive of man at work is economic, as money is the principal motivation instrument.

Salary and working condition of teachers were the main reasons for the dissatisfaction of teachers and were far from satisfactory (Agegnehu, 2014; Tollosa,2014). A study conducted by the Addis Ababa University for the Ethiopian Teachers Association in 1990/91 identified the following factors by teachers: Low status of teacher, lack of financial incentives, low standard of living, poor salary scale, lack of hardship allowances, improper handling of transfer requests, difficult and poor pupil behavior, poor living condition, improper evaluation method by unqualified individuals, lack of career ladder, inadequate in-service training opportunity. According to Voluntary Services Overseas (VSO) (2008) reported the factors affecting teachers' motivation in Ethiopia were: School environment, allocation, transfer and career structure, terms and conditions, status, value, managerial support and so forth. A research in turkey themetized the factors influencing teachers as individual, school, system, student, parent, management, colleague-related factors (Ertürk, 2017).Moreover,other study also showed intrinsic and extrinsic motivation tools have any effect on employees' motivations. In addition, intrinsic motivation tools are found to be more effective than extrinsic motivation tools in affecting employees' motivations. On the other hand, the effects of intrinsic and extrinsic motivation tools on employee's motivations do not differ according to gender, age, department, and working time (Dündar, Özutku, ve Taşpınar, 2007).

Regarding on the strategies to improve teachers' motivation, according to Guajardo (2011), 1) ensuring teacher workload is commensurate with the motivational supports and 2) balancing extrinsic and intrinsic motivational supports while prioritizing intrinsic supports as the most effective motivators. The motivational strategies the principals used to motivate teachers, according to Apolline (2014), was classified under empathy, supportive, caring and just on academic and disciplinary matters; positive leadership characteristics/ behaviours; and transformational leadership style. Looking at the motivational strategies related to empathy, supportive and caring attitude of the principals, it is seen that principals acknowledge teachers achievements, care for their egos, give appropriate workloads for teachers, encourage

hardworking teachers, and act as role models to teachers among others. The author also added that school principals should create special financial incentive measures if they are not directly involved with salaries, or they should lobby for special financial incentives for their staff from the relevant authority.

A study conducted by Mbua (2003) found that positive leadership behaviour, transformational leadership style and high-performance leadership initiatives of school principals are necessary strategies for teachers' motivation. This view is also supported by the transformational leadership theory and high-performance theory as outlined by Mortimore (1998) and Sergiovanni (2000). Mortimore (1998) and Bono and Judge (2003) argued that the transformational approaches to leadership inspire teachers to do their best and enunciates meaningful visions for the school. The study in Tanzania has also revealed that the most effective strategies for the principals of schools to use were; Providing of teaching and learning materials and resources, involving teachers in decision making, awarding of token prizes to teachers who produced better results than other teachers (Musa, 2014). A study in Kenya and Uganda showed the school management has to offer the two categories of incentives to motivate teachers which are monetary incentives(satisfy the teachers by providing those rewards in terms of money) and non-monetary incentives (satisfy the ego and self-actualization needs of the teachers in the school, for example, security of service, praise or recognition, suggestion scheme for the teachers, job enrichment and promotion opportunities) (Mumanyire,2005). In order to maintain morale, and find ways to make each teacher more effective, the principal need to gather input from his staff on a regular basis. He should not necessarily know the detailed in and out of every teacher's job, but he can learn, help and guide his teacher to more efficient work habits by listening to their input and putting their ideas to good use (Akerle, 2007; Analou, 2000).

As stated in the Education and Training Policy (Ministry of Education [MOE], 1994), one of the objectives in Ethiopia is "...to improve the working conditions of teachers, to evaluate their status in the community, and to enhance their motivation and professional attitude". In 1994 the Educational and Training policy (ETP), there are also dramatic things impact on teacher motivation: The career ladder and the accompanying salary structure and the certification requirements of teachers. Yet, despite the pivotal nature of the teachers' role and the objective stated in the policy, there is a tendency on the part of the policy-implementers to bypass focusing on teachers' motivation. Educational leaders in general and educational researchers, in particular, have not given serious attention to the issue of teachers' motivation and job satisfaction in Ethiopia (Mengistu, 2012). Few studies have examined the relationship between various styles or behaviours of leadership and different types of motivation among followers (Bono, & Judge, 2003, Roth, & Eyal, 2010).

Generally, this research is believed to have different significance for the ministry of education, teachers, schools, researchers and concerned educational administrators by increasing knowledge and information on teachers' motivation. This study is expected to contribute knowledge to the

existing stock of knowledge on the school's principal in Ethiopian's school specifically in promoting teacher motivation in public primary schools. Thus, the study will be significant to the following categories of the people. First, the findings of the study will be of importance to officials of the Ministry of Education, as they will get to know about factors influencing the teachers' motivation. By this, the Ministry will use the information to come up with the ways of motivating teachers. Second, the findings will also be of importance to teachers as they will get to know how different factors which enhance teachers' motivation. This will help them in deciding to adjust to the prevailing situation to improve their performance. Thirdly, the present study will be of importance to the management of the schools, as it will highlight the strategies employed by principals to enhance teachers' motivation. By this information, the administrative staff of the schools can come up with better ways of improving teacher motivation. The study will be a benefit to all those who are responsible for the management of education in Ethiopia. This will also contribute to the existing literature on teachers' motivation. Data generated from the study could be used for further studies, such as in the area of school management and teacher motivation. Furthermore, it is also anticipated that this study will help educators see the need for adjustments and flexibility in school administration. Lastly, it will serve as a contribution to knowledge in the subject area. In this regard, it will be useful for other researchers who might want to carry out research in related areas.

The present study has the potential to fill these gaps by empirically studying the factors influencing primary school teachers' motivation and the strategies employed by principals to motivate teachers.

The aim of the study was to identify principals and teachers' views about factors influencing primary school teachers' motivation and strategies principals of schools used to motivate teachers. This general objective was achieved by raising the following research questions;

1. What are the teachers and principals' views about factors influencing primary school teachers' motivation?
2. What are the teachers and principals' views about strategies principals of schools used to motivate primary school teachers?
3. What are the teachers and principals' recommended suggestions for improving primary school teachers' motivation?

Methodology

Research Design

This study was qualitative in nature and employed the qualitative research design and specifically a holistic multiple case study because the data were collected from two schools (Yin, 2012). Qualitative research is more concern with understanding individuals' perceptions of the world and seeking insights rather than statistical analysis (Silverman, 2005). In qualitative research design, the case study method allows investigators to retain the holistic and meaningful characteristics of

real-life events (Yin, 2012). Case studies can establish cause and effect, indeed one of their strengths is that they observe effects in real contexts, recognizing that context is a powerful determinant of both causes and effects. Further, contexts are unique and dynamic; therefore, case studies investigate and report the complex dynamic and unfolding interactions of events, human relations and other factors in a unique instance (Cohen, Manion & Morrison, 2007).

Working Group

The study delimits to 2016/ 17 academic year of Debza and Negus Tekle Haymanot primary schools' teachers and principals at East Gojjam province in Ethiopia only. Teachers who were involuntary to participate and those who were not available in the school during the time of data collection were excluded from the study. In terms of content, the study delimits on teachers and principals views about factors influencing teachers' motivation and strategies principals of schools used to motivate teachers in selected schools. To identify these schools, the researchers used a convenience sampling technique. Data were collected through interview with maximum variation sampling from a total eight, four from Debza primary school (one of principal, three teachers) and four from Negus Tekle Haymanot primary school). Involving these two groups (teachers and principals) in interviews was allowed the researchers for the differing and somewhat similar perspectives of each group to emerge and for comparison and at the same time commonality in the analysis to occur. The choice to select principals and teachers was made by considering the topic of the research and to maximize the varieties of views from different school positions. The school management (principals) can be seen as the initiator of behaviour management policies in their school and classroom teachers can be seen as the receiver and the one who implements and follows these policies regarding behaviour management in their school. Therefore, gathering data from a variety of interviewees depending on the role they play in their school could provide a relatively balanced set of viewpoints and a variety of perceptions to analyses.

Data Gathering Instruments

In this study, the school viewed as an instrumental case study, because the investigation of teachers' motivation was carried out in the school setting. In order to investigate teachers and principals' perceptions of factors influencing teachers' motivation and strategies principals of schools used to motivate teachers, a semi-structured interview were used to collect the data. Because semi-structured interviews would provide an in-depth exploration of the topic it will allow the researcher to change the order of questions, simplify the questions and to probe the interviews (Cohen et al., 2007). In addition, it also used to record the teachers' experiences, thoughts and feelings shared during the semi-structured interviews. Thus, the mapping of semi-interview questions was carried out in three major levels. Firstly, the interviewer asked an initial question as What are the teachers' views on the factors that influence primary teachers' motivation? Secondly, what are the strategies heads of schools used to motivate teachers? Finally, what are the recommended strategies for improving teacher motivation? However, within each

question, there were sub-questions based on the participants' response to get in-depth data. The document analysis was also used for increasing the validity of the study and getting more information by exploring teachers' motivation.

Data Analysis Techniques

There is no one way to analyze and present qualitative interview data. The literature does suggest using three steps, which are labeled as organizing, summarizing and interpreting as a guide to data analysis (Ary et al., 2002). For organizing data, the researchers looked at the notes that were taken on the sheets of paper at the time of each interview and noting down the similarities, themes, and interesting responses. If there is missing information, the researchers were listening to the digital recording of the complete interviews repeatedly as necessary. After that, the researcher made the interview data fully transcribed. Transcription of the interview was sent to each participant for checking and they would be invited to make any corrections. The step of summarizing by finding common themes involved looking for repeating words and phrases and categorizing these into similar groups. The last stage is interpretation where the data was examined, analyzed, contrasted and compared. In addition, the data analysis process was aided by the use of a qualitative data analysis computer program called NVIVO, which used to facilitate and assist to analyze the data that have qualitative in nature. That is NVIVO does not perform the analysis but only supports the researcher doing the analysis by organizing data and so on (Cohen et al., 2007). In analysing the data, both descriptive and content analysis methods were used.

Validity and Reliability

Reliability relates to being consistent over time with methods and treating all groups the same when gathering data. Validity is achieved when the researchers' data gathering relates to the concept being studied so it is in line with the actual research aim (Cohen, et al., 2007). In order to establish reliability and validity within this study, the following steps were implemented. Prior to interviewing, the processes of checking both sets of interview questions against the aim have been done by the researchers. After that, the researchers were given to two academics who were experts on the topic to ensure its content validity. The field test of the interview question with two teachers has been done to ensure whether the participants can understand the question or not. Cohen's kappa test was referred and calculated. As a result, reliability was found to be [(K) = 0,79] at good level.

Findings

This chapter presented the analysis of the data collected through the interview with Ethiopian primary school teachers and principals. All six teachers and two principals were chosen from two different primary schools in Ethiopia. There were four from each school. This chapter organized into three parts: First, principals and teachers' perceptions about the factors influencing primary school teachers' motivation, and then the most effective strategies principal of school used to

motivate primary school teachers. Finally, teachers and principals' suggestions for other stakeholders for improving primary school teacher motivation were presented. To do these, NVIVO was employed in the analyses of the variables under consideration. It was organized into three parts. These are:

1. Factors Influencing Primary School Teachers' Motivation

At the beginning of the interview, teachers and principals were asked about the factors influencing primary school teachers' motivation and follow up questions related to this. Then their views were given in table 1.

Tablo 1

Principals and Teachers' Views about the Factors Influencing Primary School Teachers' Motivation.

Interview question guide	Themes										
		T-1	T-2	T-3	T-4	T-5	T-6	P-1	P-2		
Factors influencing primary school teachers' motivation	School-related factors	✓	✓	✓		✓	✓	✓			
	Salary-related factors		✓	✓		✓	✓	✓	✓		
	Living conditions-related factors	✓	✓			✓	✓			✓	
	Quantity and equity of incentives-related factors	✓	✓	✓							
	Principals-related factors	✓				✓	✓				
	Students-related factors	✓				✓	✓	✓			
	Low status perception for teaching profession-related factors	✓	✓				✓			✓	
	Other education bureaus-related factors		✓	✓					✓		
	Families of students-related factors					✓					
	Teacher-related factors								✓		

As showed in table1, the responses of primary school principals and teachers' views about factors influencing teachers' motivation were classified into ten main themes. The majority reported school-related, salary-related and living conditions-related factors were the major factors influencing primary school teachers' motivation at two Debre Markos primary schools.

School-related factors- include banning student corporal punishment, limited access to training and workshops, strong control of teachers over school atmosphere, lack of adequate resources, unfair number of periods during the school week, not pay teachers as an extra duty.

In addition, lack of befitting accommodation office, not given an opportunity to demonstrate teachers' skills, low participation of teachers in school's decision-making process, its limited budget are the factors influencing teachers' motivation as perceived by teachers.

Because of the limitation of space, some participants' opinions on the subject were cited below.

Let us see in-depth:

For me, nothing discourages me in a school than idleness. If I am not given an opportunity to demonstrate my skills, I may never enjoy my total performance and become demotivated (T-4).

T-5 added on it that:

The chance of teachers to participate in our school's decision-making process is low. I think participating teachers in decision-making is good to enhance teachers' motivation and goal attainment. When all concerned discuss important issues, teachers will feel that they are part of the school management. In such a situation, teachers will be supportive in enforcing school rules that might emanate from the decision taken by the school. Participation in decision-making gives teachers the feeling that their contributions are valued and this fulfills the teacher needs for belonging and self-esteem.

P-1 also reported, "Lack offices to prepare for the teaching of pupils and students and even rest after successful teaching might also affect their motivation. Lack of office in our school to rest after each day's activities and to attend to issues that arose from interactions with pupils and students in class such as assignment, lesson note and even to prepare for the next day's activities might also affect teachers' motivation".

Salary-related factors- inadequate salaries and allowances, low level of salary increment are salary-based factors influencing teachers' motivation.

T-6 described salary's effect on teachers' motivation as:

Teacher salaries are generally low, especially in Ethiopia. Lack of a living wage can undermine their work. When teachers do not have enough money to live, how they will teach and they often resort to secondary employment activities such as private tutoring, other business can be especially harmful to student achievement. These secondary employment activities can undermine their motivation to perform in their primary job and lead to increased absenteeism.

In addition, other participant expresses as:

The amount of salary as compared to other person working in other organization having the same qualification and years of service is very low. In addition, the salary increment as compared to other person working in other organization having the same qualification and experience is very low. For these reasons, teachers are not interested and motivated to teach as expected (T-5).

Moreover, both P-1 and P-2 reported, “Due to the living condition is above teachers’ salary, lack of good salary de-motivated teachers”.

Living conditions-related factors- Due to limited access to adequate accommodation, unaffordable cost of rent, teachers are involved in secondary employment activities, which make indirectly them de-motivated.

Teacher-5 explained about as:

Due to this poor salary and high living standard, teachers cannot cover their physiological needs thus they are forced to engage in extra jobs to cover their expenses, as a result, they do not have enough time to prepare themselves and teach as expected. This has its own effect on students’ result, which in turn leads teachers to be demotivated.

P-2 reported that the living condition is above teachers’ salary, which de-motivates teachers.

Quantity and equity of incentive-related factors-Lack of incentive usage, the absence of uniform incentives, invaluable reward and unfairness of reward are factors influencing teachers’ motivation.

T- 4 expressed it as follows: “Even if some teachers perform special duties, apart from their statutory duties, because of limited incentives, they do not get any incentives”.

Other participant added to it that:

As we know, the school administrators to encourage and motivate teachers mainly provide incentives. However, the way they give was not good. They also should give an incentives-based his/her academic performance, not for participating in different clubs or personality. Lack of incentive usage in some of the schools have made teachers feel like their hard work is not being recognized and thus opting to move to another area of professions where they feel that they can be highly motivated and their efforts recognized and appreciated through incentives(T-1).

Principal-related factors-Principals’ lack of appropriate punishment of students, not respect teachers’ rights, autocratic leadership styles are also influencing as mentioned by participants.

T-1 expressed it, as “one of the factors affecting teachers’ motivation is lack of appropriate punishment of students by school or principal when they showed undesirable behaviors. Most actions, which have been done by the school never, stop students’ undesirable behavior”.

Student-related factors-Students’ abilities, capacities, talents, disciplines, absenteeism, attention, and success are student-related factors influencing teachers’ motivation.

Since students’ abilities, capacities, and talents are different, teachers face a great challenge to teach equally. For instance, when I am teaching the topics of simple regression, the students who have low academic talent may feel good, but highly talented student feels bad since s/he already knows it. Therefore, when teachers see talented students being dissatisfied with his/her teaching, teachers also become demotivated (T-1).

Other student-related factors, as T-5 reported, “I strongly motivated when students become successful. It gives me the strength to work hard. However, most of the students do not give due

attention to their education which leads them to work below their teachers' expectation. As a result, teachers would be demotivated from seeing their students' low academic performance”.

Teacher-3 expressed the teaching and learning process is being comprised of many stakeholders like teachers, parents, communities, and students just to name a few who can also motivate one another so that, there will be a greater output and contribute for students' success.

P-1 also suggested, “Students' undesirable behavior might affect teachers' motivation. Even if self-discipline of all students is our goal, very small numbers of students are not to respect and obey all persons in authority and be ready to accept the consequences of their own actions”.

Low-status perception for teaching profession-related factors-T-6 expressed its impact on teachers as follows”

In Ethiopia, teaching has historically enjoyed a large degree of prestige. Today, however, many teachers feel respect for their profession is decreasing – in the eyes of students, parents and the larger society. This affects teachers' morale and motivation to work hard.

P-2 also stated, “For me, the respect teachers got from the community as one of the basic factors which highly affects their motivation level and for this reason, many experienced teachers leave the teaching profession seeking better social status and have a great impact on the educational system as well. Three decades ago, teaching was considered as the most respected profession. There were sayings praising teachers. At a wedding it would be sung “she is lucky, she is marrying a teacher.” However, now a day teaching is one of the professions which have low respect in the community”.

Other education bureaus-related factors-since the top education bureaus such as province education bureau used top-down approaches of the decision-making process and not gave timely rewards and accurate feedback, teachers become de-motivated. In addition, there is a disparity in the authority and responsibility between school staff and other education bureaus since the staff on school has little control or authority over resources deployed to their schools” (T-2).

P-1 also reported that” Teachers' high expectations of reward from province affect teachers' motivation”. That means the amount of reward given by province has both positive and negative impact on teachers' motivation.

Family-related factors- T-5 reported that “In related to students' undesirable behavior, when students absent from class, teachers ask students to bring their parent to give advice and aware. However, parents do not come to school to get information about their child, which indirectly affects teachers' motivation. Moreover, some students' parents are not attending the conference where the school determines how parents support schools economically and psychologically. These actions of parents affect teachers' motivation”.

Teacher-related factors-P-1 described teachers-related factors influencing teachers' motivation as:” Teachers' high expectations of reward from province or school affects teachers' motivation. They need a more valued reward. They do not give value for recognition letter and small amount of money”.

Generally, when the researchers compare teachers and principals' views, school principals did not mention any factors related to family and principals. However, the teachers mentioned them as factors.

2. The Strategies Principals of Primary Schools Used to Motivate Teachers

In this part, teachers and principals' views about the strategies principals of primary schools used to motivate teachers were presented in table 2.

Table 2.

Principals and Teachers' Views about the Strategies Principal of Their School Used to Motivate Them.

Interview question guide	Themes	T-1	T-2	T-3	T-4	T-5	T-6	P-1	P-2
The strategies principals of primary schools used to motivate teachers	Giving rewards	✓	✓	✓	✓	✓	✓	✓	✓
	Giving support in ideas	✓		✓	✓	✓		✓	✓
	Recognizing teachers' efforts		✓	✓		✓			✓
	Making participatory decision				✓			✓	✓
	Creating a positive school climate						✓	✓	✓
	Empowering teachers							✓	✓
	Giving autonomy		✓					✓	
	Making teachers to share experiences							✓	

As in table three showed, the responses were classified into eight main themes. Though all teachers and principals reported giving cash rewards, free resources and gifts; and six out of eight teachers and principals stated giving support in ideas as most common effective strategies principals used to motivate teachers, they have also perceived other unique strategies. Here, because of the limitation of space, some participants' opinions on the subject were cited below:

Giving rewards - is top among the most important strategies used by principals, which include give free access to resources for tutorial, summer and winter classes with a bit taxi, give free land to build their house, give cash rewards, other gifts, tangible incentives, complete cloth gives smart mobile or suit.

T-1 described it as

Both school and zone education bureau supported and tried to motivate us economically. For instance, they give free land to build our house, give free access to resources for tutorial, summer and winter classes with a bit taxi.

T-5 added on it that,

For the more experienced teacher, the school gives a smart mobile and complete cloth or

suit in the conference room. For me, I am getting appreciation and prize from the principal for my performance. Appreciation can be one of motivation mechanism if schools adopted such kind of culture most of the teachers have a good relation.

As P-2 reported:

To enhance their motivation and doing, in addition to providing recognition letter, we recognize teachers and their accomplishments by giving cash rewards or money based on our capacities

Giving support in ideas- giving support and feedback to teachers by walking around the class, and encouraging them to do more by supporting ideas of teachers psychologically in the classroom. Both of principals stated, they supported, guided, counseled teachers when teachers are in need of help to improve their academic performance.

T-3 stated that:

Principal motivating by walking around the class and can also do it by giving a warm handshake, through celebration, a good word and a short written comment on a piece of paper just to name a few.

Recognizing teachers' efforts- The principals of the schools recognizing teachers' efforts by giving recognition letter, thank you letter , recognizing and encouraging those teachers that perform extra duties, acknowledging good behavior or actions, giving a warm handshake, good word and a short written comment, sending three top teachers to Woreda(district) Educational Bureau for further reward.

P-2 explained that, "To enhance their motivation and doing, we recognize teachers and their accomplishments by providing recognition letter and money based on our capacities.

T-2, described his school principal's ways of recognizing teachers' efforts as follows:

Based on criteria determined at the beginning of the first semester, the principal gives us recognition letter and thank you letter for teachers based on teachers' performance they showed. Moreover, the school sends three top teachers to the Woreda Educational Bureau for further reward. Apart from praising teacher, letter of commendation can be given to these teachers to motivate them for more work.

Making participatory decision- Both P-1 and P-2 reported that they have made teachers participating in the school's decision-making process and have held a meeting with the teachers to motivate teachers.

P-1 explained his ways of making teachers to participate in decision making as follows: “Administrators of school provide structure for a collective practice to motivate teachers. Moreover, when the decisions are concern about teachers’ work, we consulted them irrespective of age, qualification, and experience. However, we have not consulted teachers about some decisions that come from top education bureaus (regional, province and district education bureau). As a principal, I know a participating member of the school to the decision-making process is crucial to the realization of school objectives and better facilitated. There is a saying that ‘two heads are better than one’, which is an indication that problems are better solved when two or more individuals brainstorm on them”.

T-4 also stated that sometimes-principal used participatory decision making if the issues arise from the school to increase a sense of ownership in the school.

Creating a positive school climate- is one of the tops among the most important strategies used by principals, which include having good relationship with teachers, open communication, sharing of ideas and honest exchange of thoughts between teachers and school principals.

P-2 added on it that, “We allocate reasonable periods to motivate teachers”.

T-6 stated that “Even if the school has a limited budget, the principal tried to create a positive school climate to motivate teachers”.

Empowering teachers – is mentioned by both principals as a factor influencing teachers’ motivation. P-2 described it as:

By providing experiences and giving a position for teachers to grow, teachers become more committed to the school's mission. When giving the opportunity to lead, teachers are vested and want to see their work be successful. We give an opportunity to grow and upgrade as a professional and recognized for their efforts and teachers will become more empowered and willing to explore future experiences leading to continued growth. However, access is very limited.

P-1 added on it as follows:

We empower teachers to motivate and do their best. Empowerment of teachers also increases their motivation and productivity when teachers have more time to collaborate. Sometimes, we placed teachers in situations where they can learn from other teachers.

Giving autonomy- T-2 described teachers’ autonomy status in his school in such a way that:

Before years ago, most of the teachers work with close supervision and control of school administrators. There was a strong control of teachers over school atmosphere. However, within this year, they gave freedom to teachers by considering them responsible, time conscious and

enthusiastic to handle their duties without close supervision, which motivates us Principals' views about the strategies they used to motivate teachers.

P-1 also stated, “We focused on the teacher-oriented supervisor to get better productivity in the teaching-learning process. Before years ago, we had not a good relationship with teachers. However, this year, we have a good relationship with teachers and teachers also have good relationships and give freedom to do their work based on their interest, personal beliefs”.

Making teachers to share experiences- P-1 stated that” Sometimes, we placed teachers in situations where they can learn from other teachers. Therefore, administrators of school provide structure for a collective practice to motivate them”.

3. The Suggestions to Improve Primary School Teachers' Motivation

Lastly, teachers and principals were asked to suggest based on their experiences for other stakeholders regarding ways of improving primary school teachers' motivation. Their responses to this question shortly presented below in table 3.

Table 3.

Principals and Teachers' Suggestions to Improve Primary School Teachers' Motivation.

Interview question guide	Themes	T-1	T-2	T-3	T-4	T-5	T-6	P-	P-2
Suggestions	Principal- based suggestions	✓		✓	✓	✓	✓	✓	✓
	Incentive - based suggestions	✓	✓	✓	✓				
	School-related suggestions	✓		✓	✓			✓	
	Other education bureau-based suggestions					✓	✓		✓
	All stakeholder-related suggestions			✓					✓
	Teacher-related suggestions								✓
	Student-related suggestions								✓

As in table 3 indicated, principals and teachers' responses to the last interview question were classified into five basic themes. All teachers provided suggestions to principals. Their responses presented as follows:

Principal-based suggestions- Even if nearly all teachers gave principals-based suggestions, they are reported somehow difference ideas. For example,

T-1 suggested, “Principals must create a work environment that provides employees with the opportunity to satisfy their needs on a consistent basis, help subordinates achieve their objectives”. And, T-3 and T-4 reported that ”Principals of schools a need to make the school

environment more attractive and friendly with constructing recreational facilities such as planting of flowers and trees by looking inward to generate money internally such as contacting wealthy parents and guardians”. In addition, T-5 also suggested for motivating teachers, “Principals should participating teachers in decision-making and finding various ways of motivating the teachers. Moreover, the principals should implement activities that come from top education bureaus based on the situation and doing some actions at the first stage and act as a role model”. Lastly, but not the least, T-6 also stated, “Schools’ administrators should liaise with government on the need for more staff office”.

P-1 suggested other principals” To use a varied number of performance appraisal techniques, to develop a participatory decision-making type, serve as lead learners and as catalysts for change, identify the strengths in all teachers”.

He also added, principals “Should offering opportunities for teachers to serve as leaders, sharing of resources,co-teaching, mentoring, serving as a curriculum/instruction specialist or facilitator, developing a positive school climate and motivating and energizing teachers to dig in and do the difficult work”.

P-2 suggested principals” To serve as a part of school improvement team, allow and empower teachers to gain new experiences and grow as leaders on different issues”.

Incentive-based suggestions-Teachers reported about how, when and how much the school or principal should give an incentive to teachers. Here are examples:

T-1 and T-4 the school or principal should give incentives based on teachers’ academic performance, not for participating in different clubs or personality. T-4 expresses in-depth as follows:

Incentives they give to teachers are not fair and reason-based. They give for teachers who complete the year annual plan with 3 months (for lower grades such as 1, 2, and kindergarten). For me such type of reward kills generation and affects teachers’ motivation. However, they should be considering how much students know, become competent and mastered the lessons; and how much teachers fulfilled the year annual plan as an input to give incentives.

T-2 reported the incentives should be accurate, timely and equitable among teachers

T-3 stated the school or principal should think and understand the incentive payment is enough as an incentive and incentives need to be both intrinsic and extrinsic to ensure the teacher is properly motivated.

School-based suggestions-T-1, T-3, T-4, and T-6 have made suggestions about what school should do as follows:

T-1 reported, “The schools should have responded appropriately to tackle undesirable behavior of students, consider and identify classroom based on students’ talent. Moreover, T-3, T-4, and T-6 said, “The school should arrange programs and workshops center to demonstrate and update teachers and students’ skills. T-3 added the schools should ensure new ways and mechanisms to supplement the salaries/wages of the teachers. T-4 also suggested the schools should give feedbacks, outdoor tours, and provision of gifts and make them interact with colleagues.

Other education bureau-based suggestions –T-5 suggested “the zone (province) and woreda (district) education bureau to give transport allowance, teachers’ uniform, extra duty and give complete cloth like coat and suit to motivate teachers”.

T-6 also reported that “higher education bureaus increase teachers’ salaries and pay the salaries promptly worthy, and the Ethiopia ministry of education should train principals on teacher motivation”.

All stakeholder-based suggestions-T-3 reported, “The teaching and learning process is being comprised of many stakeholders like teachers, parents, communities, and students just to name a few who can also motivate one another “. In addition, P1 stated, “All stakeholders of school should feel valued and see themselves as critical to the success of all students, which important for improving teachers’ motivation”.

Teachers-based suggestions- P-1 suggested teachers” Should also be involved in the developing of a varied number of performance appraisal techniques”.

Students-based suggestions-P-1 reported, “It is necessary for students to be well behaved and show desirable behavior in school and comply with all policies, rules, and regulations

Discussion

The present study attempted to examine teachers and principals’ views about the factors influencing primary teachers’ motivation and the strategies principal of school used to motivate teachers. As participants reported, the factors includes-school, teachers, low perception of the teaching profession, students and salary-related factors and so on. This study consistency with the study of Guajardo (2011), Apolline (2014) who reported extrinsic (or external) basic needs and environmental factors are more powerfully motivate teacher effort. Other findings of Apolline, (2014) also consistent with the present study with the ideas of workload and challenges, remuneration and incentives (teacher salaries are generally low and irregularly paid), recognition and prestige, accountability, career development, institutional environment, voice (teachers rarely have an opportunity for input into school management and ministry policy), learning materials and facilities. However, the present finding is consistent with the finding of Musa (2014), in the way that interpersonal relationships (collegiality), sense of belonging, ability, and

interest in teaching and level of education as factors. This study also in line with the studies conducted in Ethiopia in the other provinces and regions (; VSO, 2008; Agegnehu, 2014; Tollosa, 2014).The present study also consistent with a study in Turkey, for example, Ertürk (2017), classified factors into school, system, student, parent, management and colleague-related.

The present study also found that giving cash rewards, free resources, other gifts; empowering teachers, giving support in ideas, making participatory decision making as the most common effective strategies principals used to motivate teachers. This study is coherence with the study found out in secondary school principals in the Fako division of Cameroon motivate their teachers through different motivational strategies to include supportive, caring and just on academic and disciplinary matters; positive leadership characteristics/ behaviors; and transformational leadership style of the principals (Apolline, 2014). Some parts of the study of Apolline (2014) are not conformity with the present study in that disciplinary matters as strategy. The present study also concordance with Mortimore (1998) ,Sergiovanni (2000), and Musa, (2014) who were found when principals involving teachers in decision making, awarding of prizes to teachers who produced better results than other teachers. Consistently to this study, few studies have examined the relationship between various styles or behaviors of leadership and different types of motivation among followers (Bono & Judge, 2003, Roth,& Eyal, 2010). In addition, regarding on the strategies to improve teachers' motivation, the present study is in line with Guajardo (2011), who mentioned ensuring teacher workload is commensurate with the motivational supports and 2) balancing extrinsic and intrinsic motivational supports while prioritizing intrinsic supports as the most effective motivators. The present finding also congruent with Apolline (2014), who found being empathy, and creating supportive environment as startegies principals to used. Moreover, the present study is in linew with a study in Kenya and Uganda that showed the school management has to offer the two categories of incentives to motivate teachers which are monetary incentives and non-monetary incentives (for example, praise or recognition, job enrichment and promotion opportunities) (Mumanyire,2005). In order to maintain morale, and find ways to make each teacher more effective, Akerele, (2007) and Analou (2000) found the principal should gather input from his staff on a regular basis. This is also in line with the findings of the present study.

Conclusion, Implication and Recommendations

The overall aim of this study was to identify factors influencing two Debre Markos primary schools' teachers' motivation, strategies principal of school used to motivate teachers and at the last, their strategies for improving teachers' motivation. The researchers employed qualitative research design and analyzed with the help of NVIVO-11 plus software.

The researchers found from the study that improving teachers' motivation was a big challenge and task at two primary schools of Debre Markos town. The overall problem statement of this study is – What are the factors influencing teachers' motivation and the most effective strategies principal of school used to motivate teachers. To answer this major question, the researchers

raised the following three sub-questions. Firstly, teachers and principals were asked factors influencing teachers' motivation. Their responses were classified into 10 main themes. The majority of them reported school-related factors are the major factors influencing teachers' motivation at two Debre Markos primary schools. Then salary-related factors; living conditions-related factor and quantity and equity of incentives-related factors are the major factors influencing teachers' motivation..Secondly, the researchers were asked about what were the most effective strategies principals of school used to motivate teachers. Their responses were classified into eight main themes. All reported giving cash rewards, free resources, other gifts; and then giving support in ideas as a most common effective strategies principals of schools used to motivate teachers. At the end of the interview, teachers and principals were asked to suggest based on their experiences for other stakeholders regarding ways of improving teachers' motivation.

The findings of the study have implications for practice. Based on the findings, the researchers have made the following recommendations:

1. The researchers also believed all suggestions recommended by teachers and principals should be considered and have been given credibility.
2. Principals of the school should find various ways of motivating the teachers such as presentation of awards, special ceremonies (parties), provision of proper staff room and space to work should be attended to in order to boost individual teacher morale
3. To tackle the teachers' motivation related problems, the administrators of education bureaus and principals should advocate and give their ears to teachers' views and problems.
4. All school's stakeholder should be committed to improve teachers' motivation by removing barriers hamper teachers' motivation in a professional manner.
5. Studies need to be carried out on all school community by asking more participants to see whether findings from the study will encounter with the ones from this research.
6. There is a need to conduct an action-research for scanning the internal and external environment pertaining to low teachers' motivation.
7. Comprehensive studies should be undertaken to include a larger population and more schools in order to establish whether the problem transcends other provinces, districts, ro schools.

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Uzun Özet

Giriş- Okulun başarısında öğretmenlerin yüksek motivasyona sahip olması en önemli unsurlardan biridir. Öğretmenler okulda ne kadar motive olurlarsa okul o kadar başarılı olur. Okulların başarısı ne kadar artarsa, ülkenin başarısının artmasına ve kalınmasına da o kadar olumlu etki etmeleri beklenir. Öte yandan öğrencilerin başarısında da nitelikli ve motive öğretmenlerin önemli bir role sahip oldukları söylenebilir. Okullarda öğretmenlerin motivasyonunu etkileyen faktörler, derinlemesine incelendiğinde ve içsel motivasyon faktörleri olmak üzere iki grupta toplanmaktadır.

Öğretmenlerin eğitim politikalarında belirtilen başlıca rollerine ve hedeflerine rağmen politika yapıcıların ve uygulamacıların öğretmenlerin motivasyonlarının önemini görmezden gelme eğilimi söz konusudur. Genel olarak eğitim liderlerinin ve özellikle eğitim araştırmacılarının, Etiyopya'da öğretmenlerin motivasyonuna ve iş tatmini konusuna ciddi bir önem vermedikleri, yapılan araştırmalarda ise genel eğilimin liderlik tarzları ile motivasyon türleri arasındaki ilişkiyi incelemeye yönelik olduğu söylenebilir. Çeşitli liderlik tarzlarını ele alan ve liderlik tarzları ile motivasyon türleri arasındaki ilişkileri inceleyen çalışmalar bulunmaktadır. Bu çalışmanın amacı Etiyopya'daki müdürlerin ve öğretmenlerin, ilköğretim kurum öğretmenlerinin motivasyonunu etkileyen faktörleri ve öğretmenlerin motivasyonunu artırmak için kararlaştırılan stratejileri incelemektir.

Yöntem-Çalışma, nitel araştırma yönteminde ve bütüncül çoklu durum çalışması olarak desenlenmiştir. Çalışma grubu iki müdür ve altı öğretmenden oluşmuştur. Veri toplamak amacıyla yarı yapılandırılmış görüşme formu geliştirilmiştir. Yarı yapılandırılmış görüşme formu üç temel soru gerçekleştirilmiştir. İlk olarak, öğretmenlerin motivasyonuna etki eden faktörler incelenmiştir. İkinci olarak, öğretmenlerin motivasyonlarını artırmak için uygulanan stratejiler değerlendirilmiştir ve son olarak, öğretmen motivasyonunu geliştirmek için önerilen stratejiler belirlenmiştir. Çalışmanın geçerliliğini sağlamak üzere iki akademisyenin soru formunu incelemesi sağlanmış ve görüşleri doğrultusunda düzeltmeler yapıldıktan sonra pilot çalışma yapılarak nihai form elde edilmiştir. Güvenirlilik, Cohen'in kappası testiyle hesaplanarak iyi düzeyde [(K)=0,79] olduğu bulunmuştur. Verilerin analizinde hem betimsel hem de içerik analizi yapılmıştır. Veri analizinde, NVIVO adlı nitel veri analizine olanak sağlayan paket programdan yararlanılmıştır.

Bulgular, tartışma ve sonuç- Bulgulara göre, öğretmenler okulla ilgili faktörlerin, öğretmenlerin motivasyonunu etkileyen ana unsurlardan biri olduğunu belirtmişlerdir. Ayrıca öğretmenlerin verdiği yanıtlara göre maaşın, yaşam koşullarının, teşvik edici faktörün miktarı ve eşitliğinin, öğrenci davranışlarının, öğretmenlik mesleğine bağlı düşük statü algısının, eğitim bürosunun, öğrenci ailesinin ilköğretim kurum öğretmenlerinin motivasyonunu etkileyen faktörler olarak belirtildiği görülmüştür. Eğitime ve atölye çalışmalarına sınırlı erişim, öğretmenlerin okul atmosferi üzerindeki güçlü kontrolü, yetersiz kaynak, öğretmenlerin ders yüklerinin adil

dağıtılmaması, öğretmenlerin becerilerini göstermelerine yeterli fırsat verilmemesi, öğretmenlerin okulun karar alma sürecine düşük katılımı, okul bütçesinin yeterli olmaması, öğretmenler tarafından ifade edilen öğretmenlerin motivasyonunu etkileyen okulla ilgili başlıca faktörler olarak gösterilmiştir. Öte yandan yetersiz maaşlar ve maaş artışlarının yeterli olmaması, öğretmenlerin motivasyonunu etkileyen maaş temelli faktörler olarak belirlenmiştir. Öte yandan müdürler maaşla ilgili faktörlerin öğretmenlerin motivasyonunu etkileyen ana unsur olduğunu bildirmiştir. Ayrıca müdürler, okula, yaşam koşullarına, teşvik edici faktörün miktarına ve eşitliğine, öğrenci davranışlarına, öğretmenlik mesleğine bağlı düşük statü algısına, eğitim bürosuna, öğrenci ailesine dayalı faktörlerin ilköğretim kurum öğretmenlerinin motivasyonunu etkilediğini düşünmektedir. Okul müdürleri öğretmenlerin motivasyon seviyesini yüksek oranda etkileyen temel faktörlerden birisinin de toplumdaki beklenen saygınlığın yeterli olmaması olduğunu belirtmektedir. Okul müdürleri, yaklaşık olarak otuz yıl önce, öğretmenlik mesleğinin en saygın mesleklerden biri olduğunu söylemişlerdir. Genel olarak, araştırmacılar öğretmenlerin ve müdürlerin görüşlerini karşılaştırdığında, okul müdürleri öğretmenlerden farklı olarak, aile-veli konusunda ve müdürlerle ilgili herhangi bir faktörden söz etmemişlerdir. Öğretmenlere göre en yaygın etkili stratejiler olarak okul müdürlerinin öğretmenleri motive etmek için nakit ödüller, maddi olmayan kaynaklar ve diğer hediyeler ve fikirlerle destek verdiklerini bildirmişleridir. Müdürler ayrıca açık iletişim oluşturma, para ödülleri, kaynaklar ve diğer hediyeler verme, öğretmenleri güçlendirme, fikirlerle destek verme, katılımcı karar kullanarak öğretmenleri motive etmek için en yaygın etkili stratejiler olarak kullandıklarını bildirmiştir. Okul müdürlerinin öğretmenlerin motivasyonlarını artırmak için başvurdukları en önemli stratejilerden biri öğretmenlerle aralarında açık iletişim süreci oluşturmak ve karşılıklı fikir alış-verişini yapmaktır. Okul müdürleri, öğretmenlere farklı sorumluluklar vererek onları güçlendirmenin ve motive etmenin mümkün olduğu görüşündedir. Okul müdürleri bu yolla öğretmenlerin okul amaçlarıyla daha etkili bir şekilde bütünleşebildikleri kanaatinde-dir. Son olarak, öğretmenlerden ve müdürlerden ilköğretim öğretmenlerinin motivasyonunu geliştirmenin yolları hakkındaki diğer paydaşlara yönelik deneyimlerine dayanarak önerilerde bulunmaları istenmiştir. Öğretmenler, müdürlerin, çalışanlara ihtiyaçlarını tutarlı bir şekilde karşılama fırsatını sağlamalarının, astlarının hedeflerine ulaşmalarına yardımcı olacak bir çalışma ortamı yaratmalarını gerektiğinin uygun olacağını belirtmişlerdir. Ayrıca, öğretmenler ödül vb. motivasyon araçlarının öğretmenler arasında doğru, zamanında ve adil bir şekilde uygulanması gerektiğini bildirmişlerdir. Okul müdürleri, öğretmenlerin motivasyonunu artırmak için diğer okul müdürlerine, çeşitli sayıda performans değerlendirme tekniklerini kullanmalarını, katılımcı bir karar alma tipi geliştirmelerini, öncü öğrenciler ve değişim için katalizör olmalarını, tüm öğretmenlerin güçlü yönlerini belirlemelerini önermiştir. Ek olarak, müdürler öğretmenlerin çeşitli performans değerlendirme tekniklerinin geliştirilmesinde yer almasını önermiştir. Okul müdürleri, okulun tüm paydaşlarının kendilerini değerli hissetmelerinde ve öğretmenlerin motivasyonunu geliştirmede önemli olan başlıca faktörün tüm öğrencilerin başarısı olduğu görüşündedir. Öte yandan, okul müdürleri, öğretmen motivasyonu açısından, öğrencilerin olumlu davranışlara sahip olmalarının ve okulda istendik davranış geliştirmelerinin, tüm politika, kural ve düzenlemelere uymalarının gerekli olduğunu bildirmiştir. Bu çalışmada okul müdürlerinin ve öğretmenlerin

görüşlerine göre öğretmenlerin motivasyonuna etki eden faktörler ve motivasyonu artırma konusunda geliştirilen stratejiler incelenmiştir. Bu konuda üst yöneticiler, aile-veli, öğrenciler gibi diğer paydaşların görüşleri de önemlidir. Bu bakımdan okulun tüm paydaşlarını içeren benzer araştırmalara ihtiyaç olduğu söylenebilir.