



**ST. MARY'S UNIVERSITY
SCHOOL OF GRADUATE STUDIES**

**FACTORS INFLUENCING TEACHERS' PERFORMANCE:
THE CASE OF MISRAK POLYTECHNIC TVET COLLEGE, ADDIS
ABABA, ETHIOPIA**

BY:

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**JUNE, 2021
ADDIS ABABA, ETHIOPIA**

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ABABA, ETHIOPIA**

A Thesis submitted to the school of graduate studies of St. Mary's University in partial fulfillment of the requirement for the degree of Master of Art in Project Management

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**FACTORS INFLUENCING TEACHERS' PERFORMANCE: THE CASE
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I, Zakir Elmi, declare that this thesis is my own original work and that has not been presented and will not be presented to any other university for similar or any other degree award.

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This thesis has been submitted to St. Mary's University, School of Graduate Studies for examination with my approval as a University advisor.

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JUNE, 2021

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LIST OF ACRONYM

CSA	Central Statistical Agency of Ethiopia
CSO	Civil Society Organizations
ETB	Ethiopian Birr
OB	Organizational Behaviors
MBO	Management by Objectives
MoE	Ministry of Education
PTA	Parent Teacher Associations
SPSS	Statistical Packages for Social Sciences
TVET	Technical and Vocational Education and Training
TLR	Teaching, Learning and Resource
UNESCO	United Nation Education Scientific and Cultural Organization

ABSTRACT

The purpose of this study was to investigate factors influencing teachers' performance. The study used the quantitative and qualitative approaches in combination. The subject of the study were teachers of Misrak polytechnic TVET college located at Yeka sub-city of Addis Ababa city administration. Stratified random sampling of probability sampling and purposive nonprobability sampling techniques were used for quantitative and qualitative research methods respectively to select sample of teachers. Data was collected through closed-ended questionnaire for quantitative survey method and unstructured interview for qualitative one. Primary data collection tools tested and retested and made sure that the reliability and validity before applying to actual research sample. Questionnaires for the survey were distributed to the sampled teachers of Misrak polytechnic college, and the interview was conducted by the researcher. Both primary quantitative and qualitative collected data were analyzed. The quantitative primary data were analyzed using percentages, frequencies as part of the descriptive statistical method and Pearson correlation and multiple linear regression analysis from inferential statistical method with the aid of SPSS software application. The results obtained from the analysis indicated that there are different determinants that influence the performance of teachers. The study grouped the teacher performance influencing factors and teachers' level of current motivation into two in general: intrinsic and extrinsic factors. The study further examined and discussed the extrinsic factors into remuneration, leadership, and working condition. From the descriptive analysis, it is indicated that teachers have better level of intrinsic motivation for their performance. The respondents are not happy with the current remuneration practices and call for improvements. They showed their level of satisfaction with college leadership practices and enabling environment in the college. Moreover, the study results from multiple linear regression analysis showed that the three targeted independent variables (intrinsic factor, remuneration & leadership practices) in general have positive relationship and effect on the dependent variable (teacher performance). Separately, the leadership practices and remuneration independent variables are found statistically significant and have positive impact on the outcome variable. Moreover, the intrinsic motivational factor has positive impact on the performance of teachers but insignificant. Leadership practices is the number one independent variable that influence the outcome of the dependent variable. The study concluded that teachers in the college is dissatisfied with current remuneration and said that

increasing salary with promotion will have positive impact on their performance. It is believed that this study contributes to and add value to the existing stock of knowledge on this specific study area. As part of the recommendation, all stakeholders including teachers, college leaders, education policy makers and others partners who have stake in the services of colleges should take necessary advocacy and actions in a way that drive teachers to higher performance and their contribution to attainment of organizational objectives. Moreover, the study recommends further research on the topic with diverse populations, including supervisors, students and college leaders at scale.

Key words: Motivation, Job Performance, Remuneration, Leadership, Intrinsic Factor

CHAPTER ONE: INTRODUCTION

Introduction

Ethiopia is the second populous country in Africa, next to Nigeria. It has huge human capital and hence relies on its own national education system and strategy to sustainably develop its human resource. The higher education system supports the country in its economic, social and political growth and development (Ministry of Education, 2008). Especially, it is regarded as a foundation for the success and creation of the employment and business development for the growing and young generation. The Technical and Vocational Education and Training sub-sector, which is part of the higher education structures, is assumed to train the population from all background – both literate and illiterate so as to generate market-driven trained and skilled young population.

The role and contribution of teachers/trainers are massive for the success of education, especially the technical and vocational education and training institutions in the country (Kassa, 2018). Thus teachers, who the country mainly relies on should be motivated on a continuous basis with the influencing factors that keep their performance and the quality of their services, and eventually their contribution to the achievements of organizational objectives. Recognizing and addressing motivating and other enabling factors that play important roles in the performance of teachers are vital (Donkoh, 2016). That was the main reason that the researcher chose and conducted this study under this topic – factors influencing teachers’ performance – by targeting one of the public TVET colleges in Addis Ababa city administration. Both quantitative and qualitative research approaches and techniques used to generate reliable information that help to achieve this study objective and draw conclusions. Accordingly, this study examines factors influencing teachers’ performance at Misrak Polytechnic College located at Yeka Sub-city of Addis Ababa city administration where influencing factors are conceived as predictor variables while teachers’ performance is regarded as an outcome variable. Moreover, the study assesses the relationship between three selected independent variables (college leadership, remuneration and incentive, and teachers’ intrinsic motivating factors) and the dependent variable, which is teachers’ performance.

This thesis paper is organized in five chapters that have their own contents. They are: introduction; literature review; methodology; data analysis, presentation and interpretation; and conclusion and recommendation as discussed below.

1.1. Background of the Study

Education is a backbone of a country. It determines the human, social, economic, cultural and political development of any country. It plays pivotal roles in development and employment creation (Kassa, 2018). It has power that generates and maintains development. The quality of a country's stock of human capital influences the extent to which knowledge and technology can be utilized to enhance productivity and improve the well-being of the citizens. Formal education is the most effective means of skills acquisition and increase the ability to understand, appreciate and critique new ideas. It creates choices and opportunities for people, reduces the twin burden of poverty and disease and gives a stronger voice in society. For nations, it creates dynamic workforce and well-informed citizens who are able to compete globally (Alugchaab, 2011). Skilled human resources that prepared based on the market demand are pivotal for the success of socio-economic development of a country. Technical and Vocational Education and Training (TVET) sector is playing paramount role not only for developing the individual, but also it is well considered important national development in the globe (Ahmed, 2011).

Based on the study by Aschalew (2016), training is regarded as a backbone of advancement and growth while TVET is dominant factor for continuous learnings, improving employment and quality of life. This can be achieved when the required quality TVET program implemented. Ahmed (2011) noted in his study that the openings of improved training and education attract and create motivation in the young populations toward TVET programs. That is the reason that there is a demand for better and quality technical vocational education and training services in particular and higher education system in aggregate in developing continent (in Africa).

In Ethiopia, Technical and Vocational Education and Training (TVET) strategy has been playing important roles ever since evolved as one of the strategic priorities in Ethiopia. The TVET Strategy envisages to create a competent, motivated, adaptable and innovative

workforce in Ethiopia (Ministry of Education [MoE], 2008). The average wage differential between skilled and unskilled labour is 81% in Ethiopia, compared to 14% in China. On average, labour efficiency in medium and large firms in Ethiopia is about 50% of that in similar sized firms in China. In small and micro enterprises, labour productivity is less than 20% of the Chinese level (Amado, 2019). One of the first three priorities of TVET strategy developed by UNISCO as referenced by Amado (2019) is fostering youth employment and entrepreneurship. This strategic goal has clear stand that vocational education has pivotal role of addressing youth unemployment. According to a survey by CSA (2018) as cited by Save the Children international (2019), the youth unemployment rate at national urban level is more than 25% whereas the unemployment rate of youth in Addis Ababa City Administration is 24%. The main cause of this unemployment is the mismatch of the skills of trained graduates with the demand of changing market. This may show that higher education institutions, especially vocational and technical colleges in Ethiopia have limitation in the effectiveness and efficiency of their services because both employers and youth themselves agree that those TVET graduates are ill-prepared for world of work for which the roles of teachers have overriding shares (Amado, 2019).

Quality of education is considered as one of the major elements that guarantee sustainable economic and social development at the national and regional levels of a given economy. The factors that may be responsible for quality of learning could relate to the way the teaching-learning process takes place, also may have linked with factors that motivating teachers for better performance, the extent to which teachers examine their own practice of teaching, how much school leaders are creating enabling environment that favor the performance of teachers (Aschalew, 2016). Teachers in education have increasingly been recognized as the most crucial factor of quality in education. According to Ahmed (2011), the goal of teaching is to support student learning. Teachers are the pillar of an educational system (Donkoh, 2016). The attainment and failure of educational activities depends highly on their performance. Teachers' decision and behaviors are likely to influence the well-being and prospect of a nation including the lives of the country's next generation.

Kassa (2018) stated that teachers are the most important resources in every institution. Through their individualized professional competence, teachers provide valued products

and services. Kassa (2018) in his study noted that teachers' performance level never exceeds 50% of an individual capacity to perform particularly when not effectively motivated. He, as a result emphasized that employee performance and retention is the key concern of all organizations nowadays. There are numbers of factors, which promote the employees to perform better and contribute highly to the achievement of organizational objectives in public institutions in Ethiopia (Worku, 2018). Motivating factors are essential as high motivation improves output which is in the interest of all educational schemes. 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. Motivating factors are seen as most important amongst others and most difficult to manage (Donkoh, 2016).

It is emphasized that motivation enhances employee satisfaction and describes how content people are with their work. According to Ahmed (2011), good work performance and motivating factors go hand in hand. Highly motivated teachers perform better, thus knowing and acting on the motivating factors of teachers are very supreme. Teachers play a very important role in the learning process of students who idealize teachers and try to do better than them. The factors behind the performance of teachers are, therefore, very significant as they directly affect the students eventually (Alam and Farid, 2011). Studies on teachers' performance influencing factors in education have discovered different factors that motivate and demotivate teachers.

The impact of teacher motivation on their teaching and performance, and positive impact on students are supported in various scenarios. So, this study focuses on investigating the factors affecting the TVET teachers' performance and their relationship and influence by targeting teachers in one of the public TVET college in Addis Ababa city Administration.

1.2. Statement of the Problem

Many African countries, including Ethiopia, have been facing severe pressure from youth unemployment. Kassa (2018) pointed out that teachers are the most important resource in every institution. Through their individualized professional competence, they provide valued products and services to various demanding organizations including the education entities. He also notes that teachers' performance level never exceeds 50% of an individual

capacity to perform particularly when not effectively motivated. They may end in low morale often displayed in poor professional conduct and poor work performance. Teachers' productive performance can be enhanced by addressing the influencing motivational practices responsive to their needs. The poor performance of teachers is a global phenomenon that is witnessed more in African and Ethiopia as well. TVET colleges and education institutions require highly motivated teachers whose work performance and professional conduct are exemplary (Ministry of Education, 2008). It indicated that the secret of success, for any business is highly professional and motivated employees who deliver both high quality work and optimum quantity (Kassa, 2018).

The changes and intense international competition have forced countries of the world to give attention to the roles of higher education and technical and vocational training institutions in preparing the youth for productive employment (Aschalew, 2016). Among different factors that affect the quality of technical and education services, the performance of teachers has the most prominent roles. In the study by Nyakundi (2012), high levels of job dissatisfaction by teachers can negatively influence their job motivation and performance. Teachers who report low levels of motivation tend to perceive their students' motivation levels as low. Teachers are possibly the most important group of professionals for any nation's future in the world.

Teachers are having low performance due to the insufficient positively influencing factors that lead to their low performance and high turnover intentions as well (Ministry of Education, 2018; Kassa, 2018). The poor teachers' performance leads to several problems such as low trainees' satisfaction, students' turnover intentions – intention for early drop out, negative image of training providers and additional costs, especially in hiring and providing training cost of new staffs including trainers, and delay in delivery of education and training services. All such poor performances of teachers lead to poor quality of students that become not effective for their societies and may become a burden on their countries. The factors behind the performance of teachers are, therefore, very significant as they directly affect the students eventually (Alam and Farid, 2011). Moreover, the leaving intentions of teachers destroy the good reputations of a school as well. Due to turnover issues, the students' education and time suffer a lot leading to their dissatisfaction

from their studies and school as well. Both poor teachers' performance and high turnover issues impact school performance and reputation (Amado, 2019).

Teachers work performance and professional conduct are a standing pre-requisite for student academic achievement and quality education services. When teachers are work motivated, they demonstrate better performance and professionalism. However, teachers' motivation may be affected by various motivational factors (Kassa, 2018). Teachers' performance (quality of service) depends on many internal and external factors including individual, organizational and environmental ones. Various empirical studies and theories discuss incalculable and contextual motivating factors that influence employees' performance in general and teachers' performance in particular. Many researchers agree that different project implementation problems could be because of the nature and practices of employee performance influencing factors (Worku, 2018; Barbara, 2011). That is the reason this study focused to know the level and key performance motivating factors of employees in any project in general, and the teacher performance affecting parameters, specifically in Misrak polytechnic TVET college. Furthermore, the existing literatures, on performance influencing factors, focuses mainly on teachers in school in general. There have been no or little updated information about the level of and existing influencing factors and their relationship with teachers' performance in technical and vocational education and training higher institutions.

The study, therefore, assessed the motivating factors that influence teachers' performance at Misrak Polytechnic college in Yeka Sub-city of Addis Ababa City Administration. Moreover, the study investigates the relationship and influence of selected independent variables such as college leadership, teachers' intrinsic factors, and remuneration – with dependent variable, which is teachers' performance.

1.3. General and Specific Objectives of the Study

1.3.1. General objective

The general objective of this study was to investigate factors influencing teachers' performance at Misrak Polytechnic College, Yeka Sub-city of Addis Ababa city administration, Ethiopia.

1.3.2. Specific Objectives

The specific objectives of the study were to:

- describe the existing level of teachers' motivation and their teaching performance.
- examine the major teacher performance affecting factors at Misrak Polytechnic College.
- determine the association and impact of selected independent variables with dependent variable.

1.4. Research Questions

The research questions of this study were:

1. What are the level of existing motivation and performance of teachers in Misrak polytechnic public TVET college?
2. What are the major teachers' performance affecting factors in the college?
3. Is there association and impact of selected independent variables on dependent variable?

1.5. Research Hypotheses

The following are the hypotheses:

H1: There is a positive impact of remuneration & incentives on teachers' performance.

H2: There is a significant effect of college leadership practices on the performance of teachers.

H3: There is positive impact of teachers' intrinsic motivation factors on their performance.

1.6. Operational Definition of Terms and Concepts

Motivation: The process of influencing or stimulating a person to take some actions that will accomplish desired goals. It is the set of processes that arouse, direct and maintain human behaviors for effective works. Motivation explain behaviors. A person is described as motivated when a person has urge or encouragement to do something. It represents the reason for people's action and inactions, desire and needs.

Motivational Factors: are representing both intrinsic and extrinsic factors (the whole independent variables) which includes achievement, responsibility, professional growth and development, recognition, policy and administration, advancement, supervision, work itself, work relationship, status, working condition, job security and incentives and benefit.

Intrinsic Factors: are those factors seen based on the satisfaction an individual derives from his or her involvement in an activity without external reward. It is driven by the interest in the task itself rather than the desire for reward.

Extrinsic Factors: are refer to doing something because one expects a separate outcome in the form of reward. Extrinsic motivating factors comes from the influence outside the individual.

Role: The expected function of a person for defined assignment.

Job: A person's role, function or duty. An activity usually regular and performed in exchange for payment. A job, also known as occupation is a person's role in the society. More specifically, a job is an activity, usually regular and usually performed in exchange for payment. It is a position of regular employment, a task or piece of work, especially one that is paid.

Job Satisfaction: is an attitude toward work related condition in organizational perspective. Job satisfaction explains attitude of employees toward their job.

Remuneration: defined as pay or reward given to individuals for work done. Remuneration can also be referred to as monetary or financial benefits in form of salaries, wages, bonuses, incentives, allowances and benefits that is accrued or given to an employee or group of employees by the employer (firm) as a result services rendered by the employees.

Relationship: The way in which one or two things connected and affected by each other.

Salary: in popular term, it refers to monetary payment – it is a reward for service or a source of livelihood for employees.

Leadership: is a process whereby an individual influences the group of individuals to achieve a common goal.

School Leadership: is the process of enlisting the talents and energies of teachers, pupils and parents toward achieving common educational aims.

Supervision: means overseeing the subordinates at work at the working settings.

Incentives: a thing that motivates or encourages one to do something.

Teachers: a person who teaches, especially in a school.

Performance: an act of staging or presenting a play, concert, or other form of entertainment.

Job performance: as used in this study, job performance is defined as a role the organization hire one to do, and do well. Actions that define organizational goals constitute job performance. It is viewed in terms of whether employees' behaviors contribute to organizational goals.

Teachers' Job Performance: can be described as the ability of teachers to combine relevant inputs for the enhancement of teaching and learning outcomes; it can be also said as the duties to be performed by teachers at a particular period in the school system to achieve organizational goals.

1.7. Significance of the Study

This research study sought to draw attention of relevant stakeholders and explore possible strategies for improving the TVET colleges' quality services and students' academic performance that eventually leads the graduates directly to employment. The study, therefore, is expected to benefit researchers and students in academia and contribute to the existing stock of knowledge on the key motivating factors that influencing the performance of teachers in all education institutions in general and TVET colleges and higher education faculties in different settings, including specifically in Addis Ababa city administration.

The findings were hoped to be of essentially momentous to teachers in both Public and Private educational institutions in Addis Ababa city administration. Teachers would gain updated information how to enhance their performance in the distinct professional

accomplishments and get enlightened on the extent to which motivating factors can contribute or affect upon their levels of productivity. Furthermore, teachers at different levels of education, basic, tertiary, as well as higher education society would equally benefit significantly from the study findings by obtaining best human capital management practices to enhance job performance which would benefit both individual employee and the organization.

Moreover, the study would also be significant to the management teams of schools and colleges to gain insights into measures geared towards enhancing performance of teachers and formulate motivational policies that enhance employee performance. Government, policy makers, development partners, the public and all other education stakeholders also stand to benefit from this study, more specifically, the ministry of education, teachers' associations, and employment creation & youth development agencies in contact of outstanding information critical for improving terms and working conditions of teachers in order to increase their level of job performance.

Moreover, other partners, who have stake in the functions and improved training service delivery, such as Parent Teacher Association (PTA) and board or college leadership and management would also consider adopting recommendations of this study right on top of their respective colleges' agenda to take applicable actions that raise teachers' impetus to work harder and facilitate students' performance subsequently.

1.8. Scope of the Study

The study investigated the factors influencing the performance of teachers in Misrak polytechnic TVET college that located at Yeka sub-city of Addis Ababa city administration. The study only aimed to know the opinions and attitudes of teachers in the college on the study topic. In Addis Ababa city administration, there are six public polytechnic colleges (they are under government structure and administration). The six polytechnic TVET colleges are: Akaki-Kality, Nifasilk, Tegbared, Entoto, Misrak and Wingate public polytechnic TVET colleges. The reason that the researcher decided to study the perspectives of teachers in only this college was due to the resources (such as time, money and human resources) limitation during the study. Moreover, the research focused to answer the study questions and achieving objectives by applying mixed research

methods: quantitative survey method as a main research method, and qualitative method as a complementary to understand the views and experiences of teachers on the topic in more details. So, the qualitative primary data obtained from nine teachers' supervisors were supplemented to the findings of quantitative method.

1.9. Limitation of the Study

There are 11 sub-cities in Addis Ababa City Administration while the selected public TVET college (Misrak public TVET polytechnic college) was located and confined only in one sub-city, which is Yeka sub-city of Addis Ababa city administration. Moreover, the study college was one of the six public TVET polytechnic that are providing the services under the leadership and administration of Addis Ababa TVET agency. Frequencies and percentages were used to describe the perceptions and attitudes of the teachers, and inferential statistic that includes Pearson correlation and multiple linear regression analysis were applied to assess the relationship and influence of independent variables on dependent variable (outcome) of the study. Moreover, the study was aimed and addressed the opinions and attitudes of teachers on the topic in Misrak college. Hence, the generalization of the study might not represent the whole sub-cities, colleges, attitudes and practices of all employees and leaders and managers of all the existing colleges. The rationale for this limitation was due to limited resources (time, money and human resources) to conduct the study at scale with more population size and numbers, collection and analysis techniques.

1.10. Organization of the Study

This research paper was organized into five chapters. The first chapter presents with background of the study, statement of the problem, objectives of the study, significance of the study, scope of the study, limitation of the study and organization of the study. The second chapter is concerned with the review of related literatures while the third chapter deals with research design and methodology of the study. The fourth chapter is concerned with the result and discussion of the findings. The fifth chapter brings to an end of this research with summaries, conclusions and recommendations. Finally, references and appendices are presented.

CHAPTER TWO: LITERATURE REVIEW

Introduction

This chapter briefly reviews the relevant literatures on factors influencing the performance of teachers. Therefore, the chapter presents concepts and definitions of motivation and performance, theories of motivation, empirical literature reviews, relationship of factors and performance, conceptual framework of the study, and finally summaries of the literature reviews.

2.1. Concepts and Definitions

2.1.1. An Overview of Motivation

Motivation is a driving force which prompts people to act in a certain way (Bennel, 2004). Many researchers agree that the word motivation is derived from a Latin word "Movere" which literally means "to move". They defined motivation as "the individual's desire to demonstrate the behavior and reflects willingness to expend effort due to internal and external influences". Thus, the underlying concept of motivation is some driving force that come out of the individuals by which they attempt to achieve some goal in order to fulfill some need or expectation (Rajput, Bakar & Ahmed, 2011). This is, especially in teaching institutions; if the teachers do not have sufficient motivation then there is less performance which directly influences the service delivered of the school and performance of the students in particular, and the education performance system in general (Ali, Dahie & Ali, 2016).

2.1.2. Employee Performance

Calvin (2017) defined performance as the level of an individual's work achievement after having exerted effort. Employee performance can be also known as Job performance. It is the record of outcomes achieved for each job function during a specified period of time. It is the extent to which a member of an organization contributes towards achieving its goals (Kassa, 2018). Employee performance involves quality and quantity of services that the employee is expected to deliver within agreed schedule and resources. Bennel (2004) in

his study described that teacher performance is the teachers' ability to integrate the experience, teaching methods, instructional materials, knowledge and skills in delivering subject matter to students in and outside the classroom. The teachers' commitment, better achievement of the students and their graduation at the end, and the school's good record in the number of graduates with employment are some of the measurable indicators of teachers' performance (Onheachu, 1996; Nduka, 2016). In the organization, performance can be divided into organizational performance and job performance. According to Lisa (2014), there are indicators for assessing job performance. These indicators vary based on the perception of scholars. The most common indicators are quantity of work (volume of work done within a predetermined period); quality of work; creativity (use of initiatives to resolve problems); co-operation (readiness to co-operate with co-workers); dependability (attendance, task completion and commitment) and personal quality (integrity, leadership, hospitality and personality). The performance of organization is subjected to the performance of employee's job and other components such as environment of the organization (Armstrong, 2006; Donkoh, 2016).

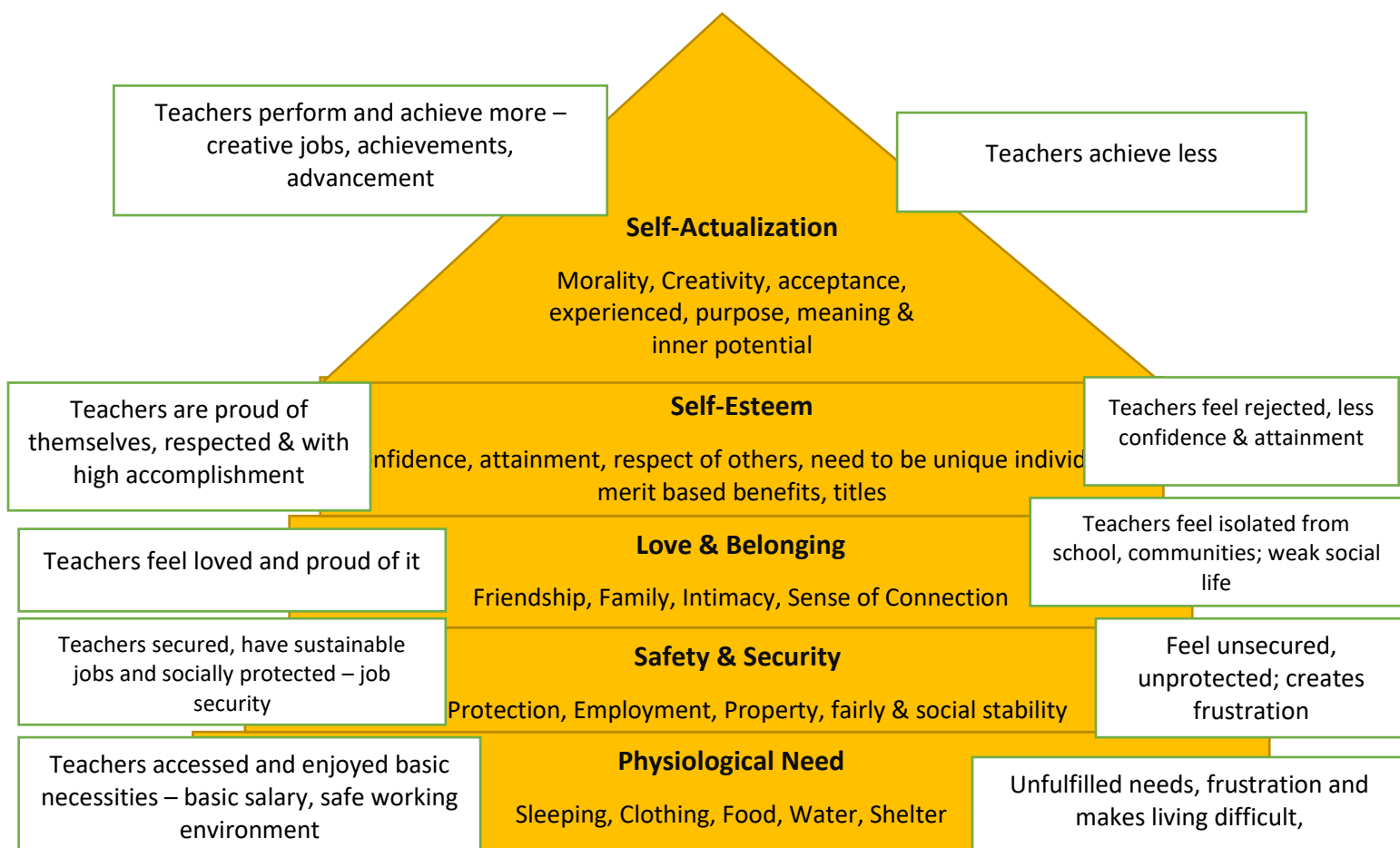
2.2. Theories in Motivation

Various theories on motivation have been playing important roles in academic and organizational performance management arena. Robbin and Judge (2013) mentioned in their organizational behavioral book that there are mainly four theories of employee motivation that evolved during the 1950s. Even though still there are unanswered questions on the context and practical application, these scholars claimed that these motivational theories best known and being used as theoretical framework vis-à-vis employee motivation and fostering organizational performance. They are also being represented as a foundation, on which they have grown, and practicing managers have been still using their concepts and terminology.

2.2.1. Content Theories

Hierarchy of Abraham Maslow's Need Theory

This theory is also known as need based theory. It is the stage five needs – it assumes that within every human being, there is a stage of need. Although no need is ever fully gratified, a substantially satisfied need no longer motivates. Thus, as each becomes substantially satisfied, the next one becomes dominant. According to Maslow (1943) as cited by Akala (2012) human being see themselves in five stage of needs. So if you want to motivate someone, according to Maslow, you need to understand what level of the hierarchy that person is currently on and focus on satisfying needs at or above that level (Kassa, 2018). Maslow suggests that for an employee to be productive, he should be satisfied with these needs otherwise the failure to meet organizational goals. These five stage of needs are the following; (a) **Physiological**. Includes hunger, thirst, shelter, sex, and other bodily needs, (b) **Safety**. Security and protection from physical and emotional harm. (c) **Social**. Affection, belongingness, acceptance, and friendship. (d) **Esteem**. Internal factors such as self-respect, autonomy, and achievement, and external factors such as status, recognition, and attention. (e) **Self-actualization**. Drive to become what we are capable of becoming; includes growth, achieving our potential, and self-fulfillment. Figure 1 below shows the five level of human needs, and the impact of needs at each level are also indicated in the left and right sides. Maslow indicated that dissatisfaction may occur if the required needs are not meet, and vice versa.



Source: Adapted from Maslow (1943)

Figure 1: Maslow's Hierarchy of Needs

Nyange (2013) indicated that motivating factors to fulfil basic needs is important especially for teachers in order to keep them driving to quality performance. This theory argues that human needs are supreme. It asserts that teachers' behavior is motivated by desires for creativity choice and self-actualization. Basically, Abraham Maslow, proposes a hierarchy of human needs to account for a range of human motivation. Maslow's theory has received much recognition by various scholars and practicing managers as it is easy to understand and apply. Barbara (2011) in her study highlighted in support of Maslow's theory that people join organizations like education institution to satisfy their varied needs. Teachers for example join the teaching profession to meet their financial and social needs because in turn they are paid salaries and given other incentives to improve their livelihoods.

Douglas Mc Gregor theory – Theory X and Theory Y

Abubeker (2018) explained theory of Douglas McGregor as a theory that see from a two distinct views of human beings: one basically negative, labeled Theory X, and the other basically positive, labeled Theory Y. After studying managers' dealings with employees, McGregor concluded that their views of the nature of human beings are based on certain assumptions that frame their behavior. Under Theory X, managers believe employees inherently dislike work and must therefore be directed or even coerced into performing it. Theory Y in contrast, managers assume employees can view work as being as natural as rest or play, and therefore the average person can learn to accept, and even seek, responsibility. This theory argues that theory Y assumes higher-order needs dominate individuals. McGregor himself believed Theory Y assumptions were more valid than Theory X. He proposed such ideas as participative decision making, responsible and challenging jobs, and good group relations to maximize an employee's job motivation.

Two-factor theory – Herzberg Motivation Theory -Hygiene Factor

Frederik Herzberg divides and looks his motivational theory into two factors, which are job satisfaction and dissatisfaction or hygienic motivating factors. Both hygiene factors and motivators are important, but he suggests to be seen in different ways.

2. 1:Herzberg Motivation Theories

Job Dissatisfaction	Job Satisfaction
Influenced by Job context or Hygiene factors: <ul style="list-style-type: none">• Working conditions• Interpersonal relations• Organizational policies• Quality of supervision• Base wage or salary	Influenced by Job contents or Motivator factors: <ul style="list-style-type: none">• Sense of achievement• Sense of responsibility• Feelings of recognition• Feelings of personal growth• Opportunities for advancement
Rule: Poor job context Increase dissatisfaction	Rule: Good job content Increases satisfaction

Source: (Herzberg, 1959)

According to table 2.1, Herzberg advocates that there are some extrinsic motivating factors which by their presence do not increase workers' satisfaction on job, however their absence creates dissatisfaction and lower productivity of employers. Such extrinsic motivating factors (environmental factors) are those that beyond employees control. These includes payment, leadership/supervision, working condition, organizational policy, relationship with others and etc. Herzberg calls these as hygienic factors, which are factors that dissatisfy employees (Mark, 2015).

Some researchers support Herzberg's theory, by saying that one should not rely only on these hygienic factors to motivate employees for better performance. Intrinsic factors such as advancement, recognition, responsibility, and achievement seem related to job satisfaction Ayele, 2014; Akala, 2012; Donkoh, 2016). Herzberg characterized conditions such as quality of supervision, pay, company policies, physical working conditions, relationships with others, and job security as **hygiene factors**. When they are plenty adequate, people will not be dissatisfied. Herzberg assumes that to motivate people on their jobs, the focus would be factors associated with the work itself or with outcomes directly derived from it, such as promotional opportunities, personal growth opportunities, recognition, responsibility, and achievement. These are the characteristics people find intrinsically rewarding. Somehow, this theory is associated with the study note by Barbara (2011) that informing that the overall salary increases for teachers would be both expensive and ineffective. The best way to improve the quality of teachers would be to lower barriers to becoming the best performing teacher, such as certification, and to link compensation and career advancement more closely with teachers' ability to raise student performance.

2.2.2. Humanistic View of Motivation

This theory is one of the contemporary motivational theories. The reason these theories are called contemporary, because they represent the current state of thinking in explaining employee motivation.

The theories of motivation can be traced far back in the revolution in countries like Japan and Britain where a few capitalists who controlled production used it as a comparative advantage for increasing production. However, its practical and theoretical development was pioneered by Taylor in the 20 century, with his scientific study on the use of economic

incentives as a means of achieving of high levels of performance and was valued more important than the nature of the work or job. This can be linked with remuneration and financial incentives as motivating factor that influence the performance of employees (Robin and Judge, 2013).

Self-determination theory (motivated to do something by willingly than coercive)

This theory of motivation proposes that people prefer to feel they have control over their actions, so anything that makes a previously enjoyed task feel more like an obligation than a freely chosen activity will undermine motivation. Much research on self-determination theory in Organizational Behavior (OB) has focused on **cognitive evaluation theory**, which hypothesizes that extrinsic rewards will reduce intrinsic interest in a task. When people are paid for work, it feels less like something they *want* to do and more like something they *have* to do. Self-determination theory also proposes that in addition to being driven by a need for autonomy, people seek ways to achieve competence and positive connections to others. A large number of studies support self-determination theory. This theory focuses on thoughts as initiation and determinants of behavior. Intervention with human thinking has substantial influence on our motivation. The school leadership should create an environment where, there are lots of tools, where, teachers can develop an understanding (Ibid).

Job engagement

According to Robbin and Judge (2013), job engagement motivating theory is contemporary and focuses on the investment of an employee's physical, cognitive, and emotional energies into job performance. It is all about believing something deeper than liking a job or finding it interesting drives performance. It helps to measure the deeper level of commitment.

Goal-Setting Theory

This theory informs employees from the outset that what needs to be done and how much effort is needed. Various evidences suggest that specific goals increase performance; that difficult goals, when accepted, result in higher performance than do easy goals; and that feedback leads to higher performance than does non-feedback. Specific goals produce a

higher level of output than the generalized Goal Management by Objective (MBO) is good implemented with goal setting theory (Mark, 2015).

Self-Efficacy Theory

This theory is also known as social cognitive theory or social learning theory – refers to an individual's belief that he or she is capable of performing a task. If you have higher self-efficacy, the more confidence you have in your ability to succeed. So, in difficult situations, people with low self-efficacy are more likely to lessen their effort or give up altogether, while those with high self-efficacy will perform better (Robbin and Judge, 2013).

Vroom's Expectancy Theory

Vroom developed this theory in 1964. The theory was built on the assumption that individuals have expectations about outcome that may manifest them as a result of what they do. Another assumption is that individuals have different preference for different outcome. One of the most widely accepted explanations of motivation is Victor Vroom's expectancy theory. Although it has its critics, most of the evidence supports it. Expectancy theory argues that the strength of our tendency to act a certain way depends on the strength of our expectation of a given outcome and its attractiveness. This stresses that people behave the way they behave because they expect success. Expectations of success, directs behaviors" of teachers to perform better to achieve their goals.

Ayele (2014) found that employees incline to develop expectation about the level of performance related outcomes. Employees should set performance goals and can be motivated if they have a certain expectation. The prevalence theory by Vroom, which is expectancy theory, is much liked to the study because much of the teachers' performance are attributed to their expectations from work. This however, relies on the assumption that high performance results into high rewards hence, performance output relationship, but if performance and output are high and motivation is very low, these results into reduced performance. Therefore, an increase in efforts leads to an increase in performance where rewards give actual satisfaction to the working staff.

This theory deals with the comparisons of the following actions in various contexts as indicated below:

- a. Effort–performance relationship: The probability perceived by the individual that exerting a given amount of effort will lead to performance.
- b. Performance–reward relationship: The degree to which the individual believes performing at a particular level will lead to the attainment of a desired outcome.
- c. Rewards–personal goals relationship: The degree to which organizational rewards satisfy an individual’s personal goals or needs and the attractiveness of those potential rewards for the individual.

Arousal Theory

The arousal theory of motivation asserts that unless an individual is stirred or motivated she or he might not be able to do certain things (Robbin & Judge, 2013). Human functioning is most efficient when at an optimum level of arousal. Arousal theory exerts a stimulating force referred to as press. The leadership of the school institution should not force a teacher to work, but to motivate or induce him or her (Masresha, 2018; Endrias, 2019).

Equity Theory

Adams (1963) promulgated equity theory. In this theory, he asserted that employees seek to maintain equity between the inputs and they bring to a job and the outcomes that they receive from it against the perceived inputs and incomes of others. He also mentioned that individuals compare their job inputs and out-comes with those of others and then respond to eliminate any inequities. If their colleagues are given recognition, employees will work towards achieving those rewards. This motivates them to work better. If these incentives are similar, employees feel more satisfied with the treatment received and if not the reverse may be true. The more satisfied the employee is in the institution, the stronger the force to remain in that present job and the better, the performance. Employees perceive equity as fairness of rewards in relation to one’s education, experience, efforts and time used. Adams observed that equal treatment of workers provides equal satisfaction and improvement in performance while unfair treatment breeds unfavorable behaviors among employees. This

theory is well supported by the study by Barbara (2011) that emphasized in education institutions where remuneration is given in merit and on equitable grounds based on performance indicators of individuals including teachers, derive attraction, participation, commitment and improved performance. Theories of motivation should be understood when the teachers' performance is concerned (Akala, 2012). Performance involves the connection of stimuli and responses as a result, teachers' performance needs motivation to be driven higher (Justine, 2011).

Empirical Literature Review

2.3. Factors Influencing Teachers' Performance

A good employee performance is necessary for the organization, since an organization's success is dependent upon the employee's creativity, innovation and commitment. Good job performance and productivity growth are also important in creating and maintaining the economy (Akala, 2012). Organizations have a vital need to understand how to improve employee's performance, and therefore they try to find an explanation as to why employees fail to perform. There are numerous causes that affect the level of employee performance. Mohamedi (2013) addressed that the determining factors that influence employees' performance could be internal or external, or even could be both factors in combination.

Ethiopian Ministry of education make priority to ensure system attract, recruit, and maintain quality of TVET Teachers for its best education services (Ministry of Education, 2018, P.81). Professional development provides teachers with the opportunities to go above and beyond their knowledge in the topic they teach because they can learn new ways that help their students to become more engaged and make them successful teachers (Kassa, 2018; Rouadi, Anouti & Mchick, 2020).

Fikru (2016) described that quality TVET teachers are the result of quality TVET teachers' training from all round. Availability of TLR therefore enhances the effectiveness of schools as they are the basic resources that bring about good academic performance in the students. For this, the role of effective leadership of the college and its institutional commitment is immense (Atieno, 2014). In the conclusion of the study by Barbara (2011), it is noted that college leaders and administrators in institutions should always appreciate, evaluate

positively and allocate rewards and incentives more appropriately to their staff for maximum performance. The study by Abwalla (2014) added that involving teachers in decision making have a significant effect on teachers' performance. What is more, Principals' delegation of duty to teachers has a significant effect on teachers' performance in general secondary schools of study areas. This implies that principal delegation of duties to teachers according to their teaching experience, skills, talent, commitment and knowledge of subject specialization has enhanced performance of teachers. As part of the school leadership roles, the organizational commitment has a big role to the teachers' roles in their works. The leaders' role has also important contribution to teachers' professionalism development (Lutfiyana, 2019).

Basic amenities – such as water and electricity – in schools at different places are also very important for teacher job satisfaction and motivation (Worku, 2018). For example, sanitary facilities are especially important to motivate female teachers to work at a given school. Of course, this can be amongst those basic facilities and necessary teaching materials that aid teachers to make teachers to be motivated to progress toward their best performance, which lead to contribute to the achievement of organizational objectives (Iliya and Ifeoma, 2015). The two main forms are intrinsic and extrinsic rewards. The assessment by Uslu, Gokmen and Yilmaz (nd) analyzed motivating factors of teachers from various aspects. Donkoh (2016) described the two motivating factors – intrinsic and extrinsic motivation factors – as different in their source of pressure or pleasure that boost each of them.

Intrinsic motivation refers to being in an activity for itself, recognition & have social status and the pleasure and satisfaction derived from participation (Ayub, 2014). It instead necessitates the feeling of inner pleasure in the activity itself (Bennel, 2004; Michaela and Charlotta, 2011). The intrinsic factors are described as choosing the career from the outset, having enjoyment, satisfaction of curiosity, self-expression, the actual work of teaching, working with the students, and seeing students learn, develop & accessed employment eventually, getting grown professionally and promotion opportunities – all of which are primary motives for becoming a teacher and a main source of satisfaction among teachers and their higher level contribution to their best performance. Techniques such as job enrichment or redesign of a job can be experienced as intrinsically rewarding as it increases

the personal worth of the job, making career structures more attractive, participation and delegation of responsibilities (Iliya and Ifeoma, 2015). Today, however, Study by Kwakye (2016) found that many teachers feel the respect for their profession is decreasing – in the eyes of students, parents, government, and the larger society. Many teachers feel that another way to increase societal respect for teaching is to improve the public image of their profession by making the public more aware of the actual conditions they face (Iliya and Efeoma, 2015).

Extrinsic motivating factors are those integrated actions that are carried out in order to achieve an external reward. They have been something external – when employees (teachers) engage in the work in order to obtain some goal that is apart from the work itself – and may be either positive, such as rewards or negative, such as punishment (Calvin, 2017). Similarly, the study by Ali, Dahie and Ali (2016) highlighted that the source of extrinsic motivation is from an individual physical environment. Iliya and Ifeoma (2015) indicated that remuneration and incentives are largely extrinsic. Calvin (2017) defined remuneration as pay or reward given to individuals for work done. Bonus is defined that it is an additional compensation given to an employee above his/her normal wage According to study by Nyange (2013). More job benefits, bigger salary, incentives and job promotion are some rewards that leads to extrinsic motivation (Kassa, 2018). So, employees can either have intrinsic or extrinsic motivating factors or both altogether (Donkoh, 2016). Some of the factors were inadequate salary and non-salary benefits, work itself, the nature of work environment, personal relation with students and the teacher, disciplinary and behavioral problems of the students, parents, community and teachers' perception to teaching, and administrative problems, appreciation, leadership of the supervisor, supply of various teaching materials, career and professional development opportunities and etc. (Ayele, 2014). These are inadequate salary, which deals with insufficient monthly payment; Incentives and other benefits that deals with the concerns with the lack of job promotion, job satisfaction which is related to the teachers' negative attitude towards their role; nature of work environment which indicates the presence of bad personal relationship with the colleagues. Moreover, the availability and access of teaching and learning materials and facilities; the relation of teachers with students; the discipline and motivation of students; development and growth opportunities for teachers; school's leadership and external

relationship capacities that includes administrative problems; participation and involvement of teachers on some decisions and actions of the school matters and so on are indicated as amongst those factors that could impact performance (Kassa, 2018). Fair has the meaning of financial incentives given the company in accordance with or commensurate with the work and achievements achieved by employees (Novianty & Evita, 2018). Study by Nduka (2016) and Justine (2011) described that financial incentive is another form of direct compensation beyond salary which in other words is called a performance-based compensation system.

Worku (2018) in his study also highlighted that money is still regarded as a motivating factor among employees but if little is paid, results into little or no performance. Monetary rewards should be reasonable and meaningful if they are to have visible results or outputs. Therefore, receiving an increase in salary and wages contribute to individual's status and self-worth both of which are the identified needs that require satisfaction and enables employees to perform better (Kassa, 2018; Justine, 2011). It is reported that monetary incentive is related to all man's needs like housing, food, health and care for himself and his family while others attached its importance on improving the meanings of their lives. The basic argument is that performance-linked remuneration establishments are more prominent when business or economic uncertainty is high. It is noted that uncertainty in the business or economic environment impacts on the sign and magnitude of the link between employee performance and the nature and decision of remunerations (Barbara, 2011). If correctly dispensed, reward system can lead to charming attitude for an organization. On the other hand, if incorrectly dispensed, reward system can lead to the rapid drop of an organization (Nduka, 2016).

Lack of teachers' houses was singled out as a cross-cutting challenge which was reported everywhere (Barbara, 2011). The given the challenge like above, there was strikes that are more pronounce in Uganda based on the study report by Justine (2011) that show a clear signal that the teachers' and university lecturers' difficulties at the work place are not adequately addressed by the concerned authorities. Moreover, the study in Ugandan schools and universities concluded that salaries and wages are still motivators to the junior staff and some academic staff and not to the senior and nonacademic staff.

The following session discussed the relationship and impact of prioritized independent variables – intrinsic motivating factors, Remunerations, and leadership practices – with dependent variable – teacher performance. The researcher prioritized and reviewed the relationship and impact of these three variables on the dependent variable. These are based on the experiences of the author and reviewed related literature findings, which are regarded as independent variables of this paper.

2.4. Relationship and impact of motivational factors on teachers' performance

The Positive Impact of Teachers' Intrinsic Motivation on Their Performance

Academic intrinsic motivation plays significant role in achievement, competency and academic learning (Michaela & Chalotta, 2011). Internal motivation of employees in general and teachers in particular have positive effect on their performance. If they liked the teaching profession from the beginning, recognized for their best achievements, teachers are also upheld by all stakeholders for their contribution, that drives them for best performance and achievement (Rouadi, Anouti & Mchik, 2020). Many researchers and motivational analysts are found that intrinsic factors have positive impact on employees' performance (Kassa, 2018; Donkoh, 2016).

Influence of Remuneration on Teachers' Performance

According to the study by Nyange (2013), teachers' low pay is clearly a major cause of teacher dissatisfaction for their performance. There is a general feeling of teachers that even when starting salaries could be comparable, those moving into other fields such as medical, telecommunication, commerce or agriculture could achieve bigger salaries. School performance is directly linked to quality and quantity of teachers' remuneration. This means that there is a close link between teachers' remuneration and performance. The most provided incentives by schools include housing, transport allowances and salaries (Barbara, 2011). In relation to fringe benefits, teachers have to go without company cars, subsidized medical facilities, mileage allowances, house loan schemes and other allowances that improve a lot of other professions and private sectors. In fact, job satisfaction is generated by individual's perception of how well his job satisfies his basic needs on the whole (Saranya, 2014). Teacher salaries are generally low, especially in

Africa. Corresponding to Maslow's hierarchy of needs, lack of a living wage can undermine the foundation of basic need fulfillment teachers require before they can focus on improving their work. Based on the study by Worku (2018), the provision of an attractive remuneration package is one of the most widely discussed retention factors since employees fulfil their financial, material needs and secure social recognition through remuneration. Remuneration is considered the most important factor for attracting and retaining the talent for best organizational performance (Justine, 2011). Calvin (2017) concluded that there is a significant and positive relationship between remuneration and employees' performance. The incentives effect and the impact on the work performance depend on the individual's need and the way the incentives are offered.

Effect of Leadership Practices on the Performance of Teachers

Leadership behavior is an effort made by a leader using one's influence in motivating individuals. Leadership has insightful influence on the employee's morale and motivation and organizational culture. Effective leaders tend to solicit employees' involvement in steering their organization forward. They encourage suggestion, trust them, encourage taking risk and elicit full mental participation of their employees in improving organizational performance (Kohli, 2008). Work effectiveness is determined by a number of factors including leadership behavior, interpersonal communication, organizational climate, office layout, job satisfaction, and emotional intelligence. Leadership in organizations can be an influential factor in facilitating individuals and groups to achieve the expected goals. The primary roles of a leader are to strengthen values and goals, to develop vision and strategy, to build communication, and to initiate appropriate organizational change. This means that the leadership behavior showed by the principal can affect the behavior of the teachers (Syarif, Akbar, & Supriyati, 2020). It is indicated that there is also evidence that other factors, for instance school leaders' ability and roles to identify and maintain quality teachers; and the effect of poor working conditions may be contributing factors.

In the school environment, the principals or leaders of the education institution should play contextual leadership styles. As emphasized by Ayene (2016), the effective styles could be supportive leadership/relationship, directive leadership, participative leadership,

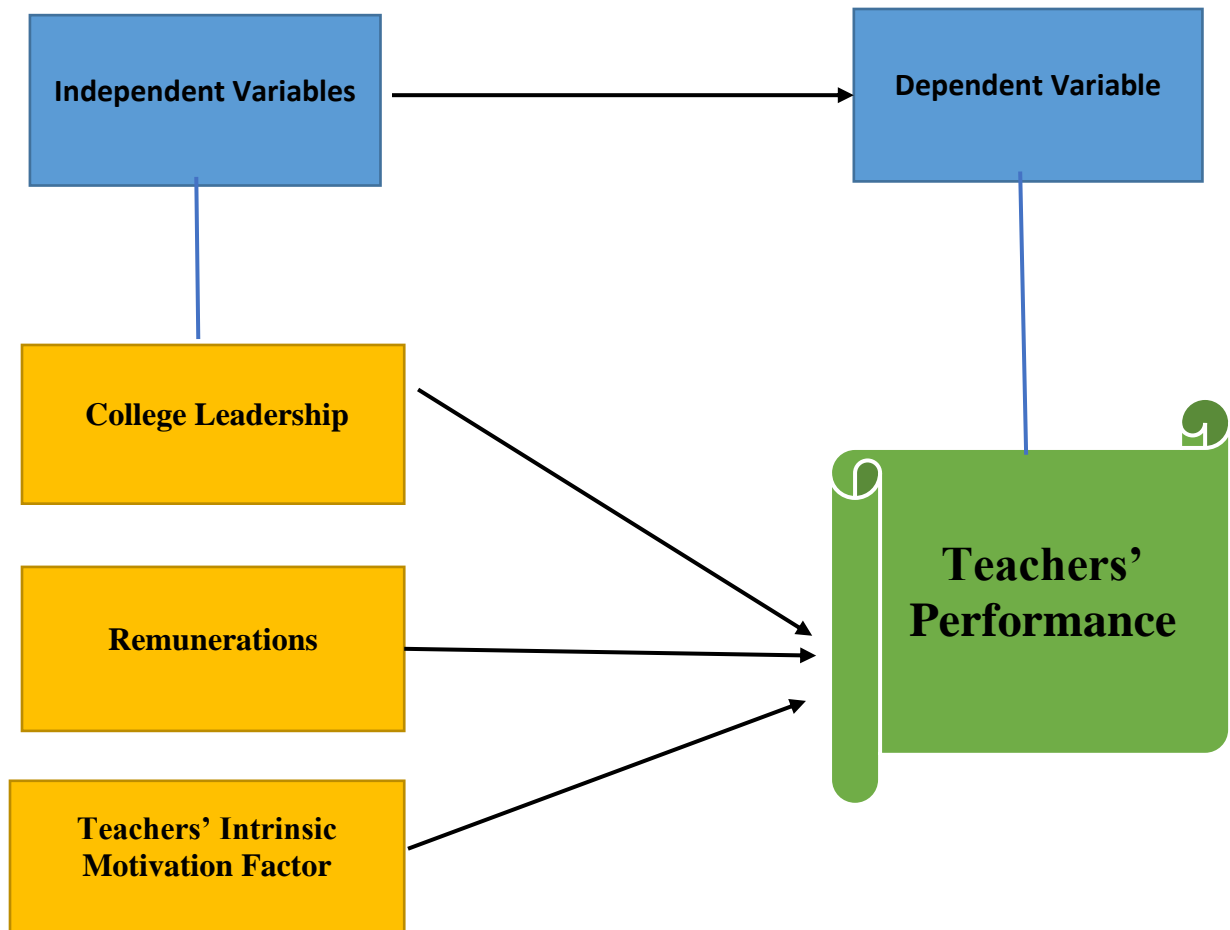
achievement oriented leadership and so on. These kind of leadership styles can be amongst the factors that influence the performance of teachers in the institutions (Kohli, 2008). Supervisor leads the teachers by guiding them the way of perform their daily tasks. In fact, he plays a role of an inspire by creating enabling environment (Iliya and Ifeoma, 2015). School leaders have an important role in staff and teachers' development in schools. There is influences between effective leadership toward teacher professionalism development. It means that principals play a significant role in teacher professional development. The major role of school principals in the area of teacher professional development is to grow teacher confident, improve their learning capability and build leadership capacity among staff and teacher in their schools (Lutfiyana, 2019). The study by Ayene (2016) indicated that the leaders of any educational institution can have the mix of the following a variety of roles: (a) creating and promoting good learning and teaching process; (b) developing good school and community relationship; (c) promoting, guiding & encouraging teachers career and professional development; (d) creating a conducive climate and positive staff relation and harmony; (e) monitoring student progress and achievements.

The study by Abwalla (2014) emphasized that the better performance of teachers showed because of the support and feedback of principals. It is indicated that the caliber of the leaders and supervisors has an effect on the working environment and teachers' performance (Nyange, 2013).

2.3. Conceptual Framework

Below is the conceptual framework of the study. The researcher developed the below conceptual framework, by taking lesson from the reviewed related literatures and the experiences of the researcher on the areas. The conceptual framework shows the independent and dependent variables that considered in this study.

The independent – the predictor – factors affecting teachers' performance and the relationship between the leadership of the college, teachers' intrinsic motivational factor, and the remuneration & incentives and performance. The dependent – outcome – variable is teachers' performance.



Source: Author's own construct based on literature

Figure 2: Conceptual Framework of the study

This study investigates the factors influencing the performance of teachers at Misrak Polytechnic college in capital city of Ethiopia. It also establishes the relationship and influence of the three selected independent variables with dependent variable. The independent variables are college leadership, remuneration & incentive, and teachers' intrinsic motivation. Moreover, the dependent variable is the teachers' performance. The predictors – independent variables are mainly considered based on frequently used motivating factors in various literature and researcher's practical experiences on the study topic. They are important background of employees in general and teachers in particular.

2.4. Summary of the Literature Review

Many researchers reviewed and practically tested both traditional and contemporary theories on motivating factors for employees' performance in general. It is understood that

content based theories focused on the identification of things that influence the performance of employees. These motivational theories focused on people's need, they say that if employees are demanded for better performance, their need should be fulfilled. Abraham Maslow is the first person who apply human need as motivating factor, the other motivational psychologies continued building on his need based theories. The other motivational scholars, who are called contemporary motivational theories, they focused on process based theories. They have analyzed the relationship of dynamic performance influencing factors that enhance the behaviors and actions of employees toward performance in general.

Moreover, various findings and recommendations of empirical studies on the topic of this paper, which is investigating the motivational factors that affecting teachers' performance, have been reviewed. From the reviewed literatures on the study topic, various authors, researchers and educational managers agreed that favorable conditions should be created and played in sustainable manner to enhance the employees' performance in general and teachers' performance and productivity in particular. It is learnt that intrinsic and extrinsic factors in different forms could be a motivating factors that affects the performance of teachers, that as a consequence could impact the services of the organizations and the academic achievements of the students.

Most motivational theorists suggest that multiple reasons can be presented for the application of various motivational factors to boost the efficiency and performance of employees. The traditional -time theorists assume motivational factors from the point of getting work done, not on the morale of the employees. From humanistic theories standpoint, motivating factors should also be seen from the development of employees, and seeing everything from the lens of humanistic perspectives. From the review and analysis of the findings of various studies vis-à-vis the study topic, one can generate learnings. There are similarities and differences on the application and recommendation of various motivational factors. There are similarities of motivational theories that they more focused on things that enhance performance of employees. Most of motivational theories focused on need of employees that built on Abraham's Maslow theory. The contemporary motivational theories, whereas focused on process by studying and applying the

characteristic of emerging human need and working environment. Furthermore, scholars in their empirical studies and findings, which are also aligned with the reviewed theoretical framework on motivating factors that affects employees' performance. Various authors show agreement that motivational factors in various forms can be considered to inspire and maintain the performance of employees in general, and teachers in particular in order to achieve organizational objectives and student academic attainments. Researchers advocate that understanding and addressing the factors affecting performance of employees are paramount by taking the nature of the work and the objectives of the organizations into account. Whereas, there are also researchers from empirical studies and theories are seen recommending different type of employee motivating factors for their work and organizational performance.

Some findings emphasize that extrinsic motivating factors should be applied in a way that ensures merit and sustainable benefits and keep the employee to quality and productive performance in an increasing manner. In the other hand, there are another school of thoughts that support both intrinsic and extrinsic motivating factors to be applied altogether to get the employees with anticipated performance. Another literature, which are reviewed support the extrinsic motivating factors for employees' performance, despite arguments presented by different authors in their studies. It is seen that the suggestion is to apply different factors of motivation for various tasks and works. There is support of various researchers on the existing of relationship between various motivating factors and employee performance. The proper remuneration of teachers is associated with higher performance and poor remuneration of teachers is the reason for poor performance of schools.

Thus, it is safe to say that teachers 'remuneration is the core for agreed level of performance in schools, and recommend that the concerned stakeholders including the government should act on the motivating factors for teachers at all levels to make sure their performance is at the expected level and highly contribute to the attainment of organizational objectives. Moreover, it is also noted that intrinsic factors and organizational leadership types are highlighted as may be the cause of and directly related to the employees' performance. . Moreover, it is learned that the specific performance influencing factors such as intrinsic,

leadership practices, working environment and adequate salary and benefits could play major impact on the performance of employees in general and teachers' performance in particular.

Though, there have been studies on motivational factors to employee performance in general, and to school teachers in particular, there is not seen the studies on the performance influencing factors that targeted vocational and technical education and training institutions in different settings. Specifically, the empirical study on the factors that influencing the performance of teachers at Misrak Polytechnic college. This study focuses on teachers of public TVET colleges – by selecting Misrak polytechnic – the teachers are teaching and equipping the students with knowledge and skills that are relevant for employment in the end. So, this study addresses the gaps and contributing to the academy and generate recommendation for the college and for all concerned stakeholders and similar actors in the sector.

CHAPTER THREE: RESEARCH METHODOLOGY

Introduction

As indicated in chapter one, this study was aimed to examine the factors influencing teachers' performance. This chapter outlined the methodology to achieve the objectives of this study. It gives an account of how the study carried out to obtain data for the results. The chapter highlights the research approaches, design, target population, sampling technique, sample size, data source, data collection instrument and procedure, data analysis, and ethical procedures and consideration.

3.1. Research Approach and Design

Research approach can be seen as a general mechanism a study uses to conduct business research. There are two types of research approaches; they are qualitative and quantitative approaches (Creswell, 2014). Both quantitative and qualitative approaches were used in a combined manner– quantitative research approach as a main and qualitative method as supplementary method. This mixed approach was used to strengthen and triangulate the findings from each method. Greener (2008) noted that survey method is used to map out a broad range of perspectives of the research questions whereas interview gives theme investigation in more depth. The other reason for using the combined research approaches is that the study is cross- sectional research – a point in time approach.

Quantitative research involves gathering data that is absolute, such as numerical data, so that it can be examined in unbiased manner as much as possible. Mugenda & Mugenda as cited by Odembo (2013) said that descriptive survey design helps a researcher to gather, summarize, present and interpret information. Descriptive research design was used, specifically the survey strategy to investigate the key factors influencing the performance of teachers and establish the relationship between dependent and independent variables. The research design is an outline of what the researcher was done from writing the hypothesis and its operational implications to the final analysis of data. It is also known as the plan of action that links the philosophical assumptions to specific methods (Creswell, 2014). Whereas the research method is a style of conducting a research works. The rationale for applying this method was because it allows the collection of a large amount

of data from a sizable population in an economical manner. This method helped the researcher to obtain information thereby maximizing objectivity.

Qualitative approach is common in descriptive research such as survey. It gives the researcher freedom to understand about the experiences and opinions of targeted teachers through individual interview primary data collection method. Qualitative research is concerned with qualitative phenomenon that related to attitude or opinion research. It is a research designed to find out how people feel or what they think about a particular topic (Goundar, 2012). Qualitative research method enriches and confirm the picture the researcher collected about the study topic. Through open-ended question, the researcher detailed the transcripts and in iterative ways to dig into text to look for category of themes or areas of the data which was built into better and improved ideas or theory. Moreover, qualitative approach was used through interviewing targeted teachers' supervisors that deliberately and purposely selected by the researcher in a way that help the researcher to gather adequate qualitative data to complement the findings of the quantitative data that collected from sampled teachers in the college. Furthermore, the study applied both descriptive statistical includes frequencies and percentage, and inferential statistical by focusing on correlation and multiple regression design because the study sought to investigate the influence of motivating factors on teachers' performance. This means motivating factors – as predictor and can be also called independent variables, and teachers' job performance – which is outcome, and can also be outcome (dependent variable).

3.2. Target Population

Onen (2008) described the study population as the number of subjects or the environment of interest to the researcher. It is any group of individuals or institutions which have one or more characteristics in common that are of interest to the researcher.

The target population for this study was taken from the college report. The targeted population for this study was 360 teachers in total (Misrak Polytechnic College, 2020). The researcher aggregated the targeted population into three categories (44-Level-C, 272-Level-B, and 44-Level-A) of teachers in their education qualifications. According to the information from the college, Level-C teachers are those 10th grade complete and trained

and certified in TVET teaching for three years, Level-B teachers are Degree holder, and Level-A teachers are Master Holders.

3.3. Sample size and Sampling procedures

1.3.1. Sampling Procedures

According to the study by Creswell as cited by Getamesay (2016), stratified random sampling technique enables to get more and diversified representative samples. He noted that once the population categorized in the strata; simple random probability technique shall be applied to select sample from each stratum in fair manner. Simple random sampling technique gives all teachers equal chance to be chosen from each stratum.

The researcher used stratified sampling techniques for dividing the total targeted population into three based on teaching and education qualification of the teachers in Misrak polytechnic college. This procedure helped the researcher to make sure fair chance is given for teachers in each category. Moreover, the procedure helped the researcher to generate comprehensive views about the study topic. Subsequently, the researcher used purposive sampling for Level-C and Level-A strata by taking the availability of teachers and resource constraints (human, time and money) into account. Whilst simple random sampling was applied for collecting data for teachers in Level-B stratum. When using simple random sampling technique, every member of the accessible population was given a number and then those numbers were placed in a container, after subjects were requested to pick numbers at random. The subjects corresponding to the numbers picked were included in the sample. This technique was used in that it gave chance to every sample of accessible population an equal opportunity of being selected and which enable the researcher to achieve the heterogeneity that exist in all target population of the three strata which in turn led to accurate information.

In the study, qualitative data was used to supplement the findings of quantitative information. Qualitative method helped the researcher to get in-depth data about the perception and practices of teachers on the study topic. The qualitative information can be used to provide greater clarity and understanding of the information obtained from the quantitative survey response (Creswell, 2014).

Accordingly, the researcher applied purposive nonprobability sampling technique for collecting qualitative primary data. The purposive sampling technique was used by the researcher to be managed by him and contextually consider the availability of teachers for interview.; the technique was also given more freedom for the researcher in collecting qualitative information as much as required for the study. The researcher confirmed that more and diversified views generated from the nine teachers interviewed and so as data collected as required based on interview guide.

1.3.2. Sample Size

Population refers to the total of items about which information is desired (Creswell, 2014). The targeted population was 360 teachers (Misrak Polytechnic college, 2020). Sample size could be explained as the suitable number of participants required to attain the desired study results. Determining sampling size is important to establish statistically reliable results. Singh and Masuku (2014) noted in their study that sampling size could be different vis-à-vis the nature of the research topic and selected study method. These scholars say different sampling size determining techniques can be applied in the quantitative survey sampling if the population is heterogeneous involving stratified sampling technique used. The sample size in each stratum varies according to the relative importance of the stratum in the population (Ibid). Moreover, the study by Amedeho cited by Odembo (2014) suggested that sample between 5% and 20% of the targeted population is ideal to represent the whole population.

For this study, the researcher adapted Amedeho sample size determining procedure for the bigger stratum, which had 296 Level-B teachers as a targeted population. So, the researcher considered 16% of this stratum - that had 296 teachers – in the sample given the availability of teachers during the study. This percentage is within the range that Amedeho suggested sample size determining percentage. Thus, 48 teachers were considered in the study from the stratum. Whereas the researcher applied different sampling technique to determine the sample size for the remaining two strata – Level-C and level-A to increase the sample size. Purposive sampling procedure for these two deployed given the fact that they had small numbers of teachers in each. Furthermore, the availability of teachers of these two strata during the study was taken into account. So, 34% and 40% of Level-A and Level-C population respectively included in the sample for the study. The researcher wanted to have fair and representative views of the teachers on the study topic.

In aggregate, 71 sample of responses generated from the quantitative survey study from the total 360 targeted populations as it was enough to generate the required quantitative data to achieve the study objectives and the scarce resources for the study were considered into account. See table 3.1 for detail.

For the qualitative primary data, the researcher conducted interview with 9 supervisor of teachers based on the developed interview guide. These nine supervisors were purposely targeted and interviewed by the teachers with the designed interview guide. The purpose of interviewing teachers' supervisor was to supplement the findings of teachers in quantitative survey, and increase understanding of the topic better from the supervisor point of views. The researcher ensured that three interviewees from each stratum included during the interview session in various time during the study period. So that adequate perspectives were generated and supplemented the findings of quantitative survey results.

3. 1:Target Population and Sample Size

Strata based on Teaching qualification and education	Total Target Population (N)	Multiplier Factor	Sample Size from each strata (n)	Sampling Techniques
Level-C	20	40%	8	Simple random sampling
Level-B	296	16%	48	Simple random sampling
Level-A	44	34%	15	Simple random sampling
Total	360		71	

Source: Misrak Polytechnic College, (2020)

3.3.3. Data Sources

Using a combination of qualitative and quantitative data can strengthen and improve the results of the study. Both primary and secondary data were collected and used for this study. The aim of collecting the primary data was to obtain first-hand information from the teachers. Quantitative primary data was collected and analyzed from 71 respondents (probability sampled teachers) in quantitative. Moreover, individual interview data from nine selected teachers was used as source of primary data for qualitative method.

Secondary information was collected and used in this study from past and existing other related researches, Journals, various reports. The purpose of using secondary data during the actual data collection and analysis was to strengthen the reliability of the research data, and supplement the information missing in the primary information. The researcher used the secondary information to compare the findings of the primary information with other research on similar topic.

3.4. Data Collection Instrument

Interview and questionnaires are the two of the most widely used primary data collection methods (Greener, 2008). The instrument of data collection for survey method is structured questionnaire whereas interview guide is for interview. The primary data source for both quantitative and qualitative research methods were closed-ended questionnaire and interview guide respectively. The questionnaire for quantitative data collection was administered by the researcher – the primary data were collected from sampled (71) teachers by actual visits (face-to-face) at Misrak polytechnic college. Whereas the interview with the nine teachers' supervisors were conducted by the researcher, in appearing and meeting with the targeted supervisors in their appropriate time in the college. The reason the structured questionnaire (for quantitative survey method) was used that to help the respondents to simplify the process, and choose the best degrees of their opinions and experiences on the common given topics. Moreover, the instrument helped the researcher to arrange, code and make the data collection and analysis in more objective manner.

Closed questionnaire describe various degrees of something. It enabled respondents to get accurate assessment of beliefs or opinion with Likert-scale type of statements. Closed questionnaires are normally used in assessment for survey that have category of responses to choose one. The researcher used Likert rating scale (with a set of items) in this study as this technique is recommended if the strength of value of the response demanded on study topics related to assessment of attitude, opinion, knowledge and experiences of respondents assessed (Greener, 2008). As part of rating scale, the 'Likert' rating scale provided statement or item with response options and instruct the respondents to select a single response that they made agreement with.

The researcher used English language in all the instrument after confirming that all the respondents can be easily understood the questionnaires in the language. Furthermore, the questionnaire was designed by using very simple technical word. Moreover, the instruments (the questionnaires) were tested before actual use in the study. The researcher used interview guide (open interview question) for generating qualitative primary data. The guide was designed by reviewing literatures on similar topics and also taking the study areas aligned and supported the responses in quantitative method. Because, this method designed to supplement the main research method, which was quantitative survey method.

3.5. Measurement of Variables

The major variables in the study were the factors that influence the performance of teachers. These motivating factors are independent – predictor variables – and teachers’ performance is dependent or outcome variable. In this study, the researcher selected the three independent variables in order to test their relationship and impact on dependent variable. There were selected based on the reviewed literatures on the topic. These independent variables are: leadership practices, remuneration, and teachers’ intrinsic motivation factors. Besides, a lot of contemporary literature makes their findings and recommendations on the areas of these three predictor variables. So, for these three variables, the researcher tested the directional (one-tail) hypothesis that they each have relationship and influence with the dependent variable, which is teacher performance. So, the teacher performance was seen as academic performance of students, and the hard effort of teachers toward the contribution to the attainment of organizational objectives. The researcher considered various measurement indicators of the dependent variable – teacher performance in data collection and analysis tools. The researcher assessed the views and experiences of teachers about their performance in the college, and supervisors in qualitative method triangulated on the indicators of teacher performance.

3.6. Data Processing, Presentation and Analysis

Analysis is the process of obtaining findings from data derived from respondents. It goes beyond raw data; it entails organizing, describing, interpreting, discussing and presenting the data to readership (Creswell, 2014). For quantitative survey data, the analysis was

conducted by using the Statistical Package for Social Sciences (SPSS). Descriptive statistical method, such as frequencies and percentage were used in order to describe the opinions and views of teachers on this study topic. Moreover, inferential statistics tools such as correlation and multiple regression analysis were applied to examine the relationship, contribution and impact of independent variables with the outcome variable (dependent) of this study – teacher performance. The measurement questions of teacher performance were part of both quantitative and qualitative assessment tools. In quantitative assessment tools, agreement of teachers on the proposed performance indicators were checked, and more information from their supervisors in open-ended questionnaire considered.

As the interview was conducted by the researcher, the detailed transcripts were captured and put in iterative ways to dig into text to look for category of themes or areas of the data which can be built into better and improved ideas or theory. Then, the qualitative data analysis was analyzed by using content analysis method. This was involved activities including organizing the data into categories, coding and sorting them to identify patterns with this study area and interpret the meaning of the responses. This method allowed the researcher to categorize the information and organize them into themes and patterns for easy interpretation. Afterward, the researcher presented and narrate the analyzed interview results next to the applicable themes of quantitative results.

3.7. Reliability and Validity of the instrument

Reliability is fundamentally concerned with issues of consistency of measures. The researcher applied one of the Bryman (2012) reliability and validity models to the research. The model is said to be test-retest of the instrument to ensure consistency. Accordingly, the researcher first tested the instrument with 20 teachers from college other than the targeted one in the city and then after two weeks, the same instrument retested by the 20 teachers and finally 0.89 reliability correlation coefficient obtained. Therefore, the pre-testing of the instrument, especially the questionnaire for quantitative survey, was done to establish their validity and reliability. The observed gaps during the pre-testing, the researcher corrected the inadequacies in the instruments before administering them to respondents (targeted teachers). Moreover, the research advisor was shared with the

assessment tools and endorsed the final version of the instruments of this research. The respondents were encouraged to give suggestions and comments concerning instructions and clarity of the questions and relevance to ensure accuracy and meaningfulness of the inferences that also included the issues of validity. So, the content validity was used to establish the extent to which the content of the instrument corresponds to the content of the theoretical concept it is designed to measure. In regard to the interview guide, it was ensured that reliability and validity of the instrument was taken into account. Because of the interview with the teachers' supervisors was conducted by the researcher.

3.8. Ethical Consideration

In this research study, issues relating to the ethical conduct of research such as informed consent, confidentiality, privacy and anonymity were upheld. Ethics is the norms or standards of behavior that guide moral choices about our behavior and our relationships with others. Participants and respondents were given full information on the purpose and objectives of the study in order for them to make informed decisions as to whether to partake or not. Moreover, all information concerning the identity and personality of respondents were treated with utmost confidentiality. Additionally, this research participant was informed that all information gathered are used for the sole purpose of this research study (Odembo, 2013).

CHAPTER FOUR: PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

Introduction

This chapter presents and discusses the results of the analysis of the data obtained from the field. The study was primarily conducted to identify factors influencing teachers' performance. Specifically, the study was conducted to address four research objectives; the first objective was to identify factors influencing teachers' performance in Misrak polytechnic college, the second objective was to determine the impact of the remuneration and incentives, and teachers' performance, the third objective was to investigate the extent college leadership practices affect teachers' performance, and the fourth objective was to assess whether there is positive impact of teachers' intrinsic motivation on performance.

To this end, survey data were collected from a total of 71 participants using questionnaire with 100% return rate. Besides, the quantitative data collected and analyzed were also supplemented with the findings from individual interview with nine teachers 'supervisors. The results obtained from the combined analysis methods are presented below. Socio-economic characteristics of the respondents are presented first. Then the discussions of the findings collected from the respondents are presented.

4.1. Demographic Characteristics of the Respondents

This section includes the background of respondents. It includes gender, age, marital status, education and teaching qualification, and professional experiences of sampled respondents. The results are presented as follow.

4. 1:Background Information of Respondents

Bio data		Frequency	Percent
Gender	Female	14	19.7
	Male	57	80.3
	Total	71	100
Age of the respondents	18-25 years	4	6
	26-35 years	59	83

	36-35 years	4	6
	46-55 years	3	4
	56-60 years	1	1
	Total	71	100
Marital Status	Married	31	44
	Single	40	56
	Total	71	100
Education and Teaching qualification	Level C----Teaching Certificate Holder	10	14.1
	Level B-----Degree Holder	44	62
	Level A---Master Holder	17	23.9
	Total	71	100
Work experiences of respondents	Less than 1 year	1	1
	1-3 years	16	23
	4-6 years	19	27
	Above 6 years	35	49
	Total	71	100

Source: Survey data (2021)

Table 4.1 shows gender disaggregation of the respondents. Accordingly, 14 (20%) of the respondents were female teachers while 57 (80%) were male respondents. Thus, from the table information, it is possible to conclude that the majority of respondents were male sex category. Hence, men's views and experiences have found dominant in the study.

According to the years of respondents in table 4.1, the study found that 4 (6%) of respondents were aged between 18 to 25 years, 59(83%) respondents whose age were ranged from 26 to 35 years, 4(6%) of respondents were from 36 to 35 years, 3(4%) were in the range of 46 to 55 years, and 1% of the respondents was in the age ranged from 56 to 60 years. Therefore, the

study indicated that most of the college teachers (83%) that had a chance to participate in this study was in the age ranging from 26 to 35 years. As a result, the motivational factors that influence their performance may dominate the study. These age-group of teacher demand more motivational factors that go with their age categories. More encouragement, recognition, career development, better remuneration, rewards, appropriate leadership styles, and enabling environment in general. So, the study suggests the college supervisors'/leaders' attention in their leadership practices and deploying application motivational factors to their contexts.

From the Table 4.1, the study showed that 31(44%) of respondents were married whereas 40(56%) were single respondents. So that it is clear from the information that most of the respondents were not married teachers. These two categories of respondents may need different motivating factors that positively influence their teaching performance in the college. It is indicated that more teachers who had a chance for this study were single. According to Maslow's hierarchy of need, this kind of teachers who are single require different level of basic motivation. Specially, the third level of need hierarchy of Maslow suggest that these people need to form social life, need to be loved and established families and marriage. To make this possible, these teachers should be motivated to fulfill the needs of the other first-two levels (Physiological need, Safety & security) of need ladders as indicated by Maslow. These can be categorized as career development support, sustainable employment & income, promotion, protection, social belongings and friendship and tailored enabling environment and leadership practices.

Table 4.1 indicates that majority of the respondents, 44 (62%) were degree holders in education and teaching at Misrak polytechnic college in Level-B teaching competency, 17 (24%) respondents were master degree holders, who teaching in level-A college students, and 10 (14%) of respondents were certified for teaching and serving the college as Level-C trainers. The study shows that majority of the respondents were degree holders. As a result, the study may have included more views of these category of the teachers. Furthermore, it is likely that these group has a tendency to look for master degree opportunities that can be facilitated by the college leaders.

Moreover, table 4.1. shows that 1% of teachers had less than one year teaching work experiences, 16 (23%) of respondents had from one to three years' work experiences in the teaching profession, 19 (27%) teachers worked from four to six years as a teacher, and 35 (49%) worked more than six years in the teaching world. Therefore, the study shows that nearly half of the respondents were those teachers in the college that worked more than six years in the teaching arena. The more stay in the college may be linked with the existing motivational practices in the college. The study findings show that this is because of the influencing motivational factors that being practices in the college. These include the effect of contextual leadership practices, interest of teachers for the profession, payment and rewards, the working environment in the college. This shows that these motivational factors could impact teachers to serve long time in the college with better performance so long as contextual and the required demanding motivational factors continue to be demonstrated.

4.2. Teachers' Performance

The performance of teachers studied from the perspective of their mindfulness about the student academic performance and the hard effort of teachers to the contribution of their performance to the achievements of organizational objectives. Table 4.2 shows that there was a very strong agreement to the item that measured the performance of the teachers.

4. 2:Opinions on Teachers' Performance

		Frequency	Valid Percent
Valid	Strongly Disagree	2	2.8
	Disagree	8	11.3
	Undecided	8	11.3
	Agree	43	60.6
	Strongly Agree	10	14.1
	Total	71	100.0

Source: Field data (2021)

According to the table 4.2, of the total (71) respondents, 61% showed agreement on the statement that stated as teachers are attentive about the students' academic performance and working hard to contribute toward the achievement of organizational objectives. In

addition, 14% of respondents were strongly agreed on the statement and know their performance and dedication of their results. Whereas, 11% of respondents were uncertain and 11% rated disagreement about their performance.

In the interview with teachers' supervisors on the performance, it is emphasized that focusing on the achievements of students, hard work of teachers, the quantity and quality of achieved works based on mutually agreed objectives and actions of plan were measurement indicators of teachers' performance. So, most of the interviewed supervisors were agreed that teachers are striving to their best performances given the degree of combination of motivating factors considered by the college. They said that respecting and being timely in class, providing additional class to students to cover the missed courses, working with the supervisors to support and coach students to be motivated in their class, facilitating practical session to students together with college leaders, being volunteers for additional assignment by the college leaders and interested to be part of the contribution of attainment of organizational objectives were among the mentioned indicators of teachers' performance. In support of this, Nduka (2016) emphasized in his study that the higher education institutions should know, prioritized and address the teacher performance affecting factors for better and quality organizational services and student performance.

It can be concluded that majority of the teachers know their performance and contribution of their short and long –term results.

Factors Influencing Teachers' Performance

4.3. Results of Descriptive Statistics

This sub-section presents findings of the first research question: what are the major factors influencing teachers' performance in Misrak polytechnic college? To achieve this objective, the selected college teachers asked their level of agreement on 27 items were set on the possible factors influencing teachers' performance that categorized in four variables: these are intrinsic factors, salaries and benefits, leadership and supervision, and working condition of the college. These items were presented to teachers for their levels of agreement by using a five point Likert scale of Strongly Disagree, to Strongly Agree was used to measure variables. The five point Likert scale are Strongly Agree [5], Agree [4],

Undecided [3], Disagree [2]and strongly disagree [1]. Moreover, in the interview conducted with selected teachers from the three categories (level A, Level B & level C teachers), one of the interview question was to know factors that influencing the performance of teachers. The study results are analyzed and presented as follow.

Analysis of Intrinsic factors

4. 3:Intrinsic Motivation Factors

S/N	Items	Responses									
		Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
		F	%	F	%	F	%	F	%	F	%
1	I have been interested in the teaching profession as a career from the onset.	17	24	34	48	10	14	8	11	2	3
2	I am motivated by the achievement I have showed.	7	10	38	54	15	21	10	14	1	1
3	Less respect shown by my student affect me	11	15	27	38	10	14	18	25	5	7
4	Teaching profession is seen as low social status.	7	10	28	39	14	20	18	25	4	6
5	The low social status of the teaching profession in the college affect my teaching performance	7	10	22	31	16	23	21	30	5	7
6	Teachers are given recognition by concerned bodies.	10	14	36	51	11	15	8	11	6	8
7	I have heavy workload in the college.	18	25	28	39	5	7	15	21	5	7
8	I feel happy and motived when I see my students get employment upon their graduation	30	42	29	41	6	8	5	7	1	1

Source: Primary data (2021)

The study analyzed response of the participants to eight statements that sought to evaluate their opinions concerning the intrinsic factors. According to the findings in table 4.3, majority of the respondents, 38 (54%) showed their agreement rate on motivation for work

by the achievements that they demonstrated, 36 (51%) respondents agreed that teachers in the college receiving recognition by the concerned stakeholders, and 34 (48%) respondents rated agreement for the fact that they joined teaching profession with their own interest from the beginning. Moreover, 30 (42%) respondents strongly showed agreement that teachers in the college feel happy and motivated for more works when they see their graduated students accessed employment upon their graduation.

Furthermore, majority of the respondents, 46 (65%) in sum who rated as 'strongly agree' and 'agree' for the item that started as teachers have workload in the college. The study also showed that majority of the (64%) respondents rated strongly agree and agree, saying that they have workload in their college, whereas 7% uncertain and 28% of the respondents were strongly disagree and disagree, supporting that there is no workload on teachers. From this finding, it is clear that teachers are being given additional works in the Misrak college other than their teaching profession. According to Maicibi (2003) as cited in Tehessen and Hadi (2015), increasing workload on teachers affects their teaching performance. He argued that giving more tasks and unrelated assignments to teachers are a major demotivator factors in many countries. Furthermore, he emphasized that workload make teachers to become resistant against new teaching methodologies and other innovations in the field. As the workload may negatively affect the motivation and performance of teachers, the college and concerned leaders should see this situation further and take actions in the way that foster the performance of teachers and their contribution to the academic performance of teachers.

In contrast, some teachers show disagreement with three statements of the intrinsic factor. Table 4.6 also shows that 21 (30%) respondents rated disagreement on the statement that note the low social status of the teaching profession in the college affect teaching performance and 18 (25%) respondents showed disagreement on two statements: less respect shown by students in the college affect teacher's performance and teaching profession is seen as low social status.

In the findings of analyzed interview under this thematic area, five of the nine interviewed teachers' supervisors said that they had vision to be a teacher from the outset. And hence, it is their interest to stay and professionally grow with better teaching performance. More

importantly, the interview results inform that all interviewed teachers emphasized that the interest of teachers for profession can be maintained, nurtured and taken to the higher level, including for better performance when various motivating factors such as internal and external elements including leadership and working environment are at least maintained and function in favor of teacher performance in particular and organizational services and products quality in general.

Many researchers acknowledged and proved that elements like those that examined by this study as part of the intrinsic motivating factors, does have a positive long term impact on teachers' performance (Abubeker, 2018). Similarly, Herzberg (1959) emphasized that items of work itself are the key motivating factors and providing job satisfaction to any employees.

As the study indicates, it is possible to say that majority of the teachers, who engaged in this study mentioned that they agreed on the eight statements of the intrinsic factors amongst others. Choosing career/profession by teachers themselves, teachers achievements in their career (includes good achievements of students), recognition for the performance of teachers, respect and better social status of teachers in their working organization, and the workload of teachers in the college are inherent elements that affect the performance of teachers and hence their contribution toward the achievements of the college's objectives. Furthermore, these internal motivating factors of teachers should be supplemented and drive to the intended direction by other important features that enhance the performance of teachers.

Adequacy of salary and benefits

4. 4:Salaries and Benefits

S/N	Items	Responses									
		Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
		F	%	F	%	F	%	F	%	F	%
1	I am satisfied with my current salary and incentives	6	8	14	20	6	8	30	42	15	21

2	My Current Income is enough to support myself and family.	0	0	7	10	10	14	32	45	22	31
3	Promotion with increased salary motivate me for better performance.	19	27	32	45	9	13	8	11	3	4
4	College gives rewards in various form on merit base	2	3	13	18	13	18	30	42	13	18

Source: Primary data (2021)

Table 4.4 shows responses of teachers based on their perception and experiences on salary and incentives in their college. The table reveals that 32 (45%) respondents demonstrated agreement rate as their promotion with increased salary motivated teachers for better performance. However, 32 (45%) respondents rated disagreement on the statement that describe as current income of teachers are enough to support them and their families, 30 (42%) respondents showed disagreement score on satisfaction of teachers with their current salary and incentives, 30 (42%) respondents rated disagreement on item that says that college gives rewards to teachers in various form on merit base. Moreover, 22 (31%) respondents showed their strong disagreement rate on the current income is enough to support their basic expenditures.

From the result in table 4.4, it can be concluded that teachers in the college are supporter for a promotion with increased salary at least to cover their monthly basic expenses. Based on the majority of teachers' findings, the current salary is not enough, and there is no merit based rewards that given to teachers in various forms. This shows that adequate salary and other benefits are important motivating factors for teachers for their good performance. For this, the college leaders and other concerned stakeholders be informed the fact that teachers are dissatisfied with their current remuneration, and so they should take necessary actions to maintain and motivate teachers to their performance and their contribution to the attainment of organizational objectives.

Similarly, the interview results also emphasized the importance of remuneration and various form of financial rewards to teachers in the way that cover their dynamic basic expenditures. The interviewees noted during the interview session with the researcher that 3000 Ethiopian Birr (ETB) per month is given to each teacher regardless of their teaching

and educational background as a house rent allowance, apart from the regular salary and other non-financial allowances such as per diem when they participate in various workshops, meetings, and short-term trainings. To maintain teachers in their profession and to the best contribution of their performance into the achievement of organizational objectives, especially their pivotal roles in the achievements of students' academic performance, financial and material need of teachers should be fulfilled and adjusted with changing market demand. Moreover, teachers recommended during the interview session that they conveyed message to education and higher education decision makers and college leaders to work hard to make sure all teachers have their own residence, instead of covering the monthly house rent fees. One of the reasons given to this college teachers' request was that the house rent allowance currently given by the college is not covering the expense of growing market. As TVET colleges can be considered like other higher education institutions, like university, the experiences in relation to house allowance may be taken and adapted. The interviewed teachers said that all teachers in any university in Ethiopia are given with residence, where teachers can live with their family.

In line with this study results, many researchers have considered monetary rewards as very important elements in enhancing employee performance and these include basic pay, bonuses, and allowances among others. It is asserted that monetary incentives are purposed to reward associates for excellent job performance through money (Kepner, 2009 as cited in Abubeker, 2018). Various studies on motivating factors have noted that incentivizing teachers is generally framed in the context of bonuses and is often based on annual evaluations. Moreover, allowances are paid in addition to the basic pay for special circumstances (Armstrong, 2010). Researchers have found that the low salary as the main predictor of teacher attrition and turnover. Increased in teacher's compensation may reduce turnover intentions of teachers. Other studies have recommended high teacher salary as an effective strategy to reduce the turnover issues of teachers. Studies have also found positive relationship between salary and job satisfaction of teachers (Tehseen and Hadi, 2015).

According to merit pay or performance pay approach, a standard for individual performance is set, such as increased student achievement and if a teacher meets or exceeds this standard, they receive a bonus or a salary increase (Kawesa, 2004 as cited in

Armstrong, 2010). Attractive remuneration refers to competitive salaries and benefits that help to attract and retain competent teachers in the teaching profession (Dolton & Marcenaro, 2011). It has been found that attractive remuneration improves teachers' work motivation and job satisfaction, work performance, involvement and commitment to their profession (Chiresha & Shumba, 2010).

Leadership and Supervisory Support

4. 5:Leadership and Supervisory Practices

S/N	Items	Responses									
		Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
		F	%	F	%	F	%	F	%	F	%
1	I am involved in decision making process that affect my works.	14	20	39	55	6	8	9	13	3	4
2	I know that college leaders ensure necessary facilities and updated training materials are available for our professional works.	13	18	43	61	3	4	10	14	2	3
3	Teachers are directed and guided by their supervisors for better performance.	12	17	36	51	11	15	8	11	4	6
4	College leaders make clear communication with teachers	15	21	36	51	6	8	12	17	2	3
5	College leaders motivate students to their education	14	20	29	41	9	13	15	21	4	6
6	College leaders plays important role in my career and professional growth opportunities	13	18	29	41	7	10	14	20	8	11
7	My supervisor allow me to demonstrate high degree of innovativeness in my profession and support	10	14	31	44	10	14	13	18	7	10
8	My Supervisor delegates duties that I	7	10	15	21	19	27	18	25	12	17

have no experiences at all										
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Source: Survey data (2021)

In this study teachers offered their responses on eight statements in the category of college leadership and supervisory support. Table 4.5 presents the opinions of the respondents and reveals very interesting findings. Of the total (71) respondents, 43 (61%) agreed with the role of college leaders to ensure necessary facilities and updated materials for the work of teachers. Majority, 39 (55%) respondents rated agreement with participation of teachers in decision making process, and 36 (51%) respondents showed agreement as teachers are having direction and guidance from their supervisors with clear communication in the college. Moreover, 31 (44%) respondents showed agreement on statement that describe as supervisor allow teachers to demonstrate high innovativeness in their professional work, and 29 (41%) teachers agreed the roles of their supervisor in supporting college students in their educational, and important roles of leaders in teachers' career and professional development opportunities. Furthermore, 19(27%) and 18(25%) respondents were uncertain and disagree respectively on the item that say college supervisor delegates duties that teachers have no experiences at all. From this majority information, it can be concluded that college leaders are not giving duties to teachers that they do not have advance knowledge and skills at all.

As indicated in table 4.5, most of teachers, 79% of the respondents rated as 'strongly agree' and 'agree' on the important roles of leaders to avail updated and necessary training materials that help teachers in delivering and achieving their performance milestones. This informs that updated facilities and training materials are very important for teachers to do their performance. These findings are in line with those of Pajares (2002) as cited in Tahseen and Hadi (2015) who revealed that lack of school facilities and resources could be a major contribution of poor performance in most of the colleges. Therefore, teachers need to be equipped with relevant resources and facilities to enable them perform their duties well and improve the academic performance of their student. In line with the findings of this study, Syarif, Akbar & Supriyati (2020) supplemented the same in their study findings, saying that college leaders have paramount impact on teachers' productivity in particular and achieving organizational objectives in general. They also emphasized in their

study that the importance of leadership behaviors on teachers' intention to stay in teaching profession because they influence the behaviors of teachers towards the teaching.

Leadership has a profound influence on the employee's morale and motivation and organizational culture. Many times, top leaders had to leave their organizations, not because they did not have the job knowledge or skills, but failure to set right the organizational culture. Effective leaders tend to solicit employees' involvement in steering their organization forward. They encourage suggestion, trust them, encourage taking risk and elicit full mental participation of their employees in improving organizational performance (Kohli, 2008 as cited by Hailegebriel 2018).

In the analyzed interview results, key roles of the college leaders including the dean and teacher supervisor are highlighted. These leaders' roles were: work to make sure teachers accessed and supplied with necessary materials; clear interpersonal relationship between supervisors and teachers; making sure students behaviors the required manners and become attentive in their education and training; ensure teachers are part and parcel of decision making process; supporting teachers in their career and professional growth and encouraging teachers to innovative solution and ways of teaching to various enrolled students. However, the interview results also indicated that college leaders should work to minimize in giving assignments that are not related to the roles of teachers. These can otherwise, create pressure and overwhelm teachers not to have the required resources for delivering quality teacher performances.

In addition, it was suggested that the college leaders should be strive to give career and professional growth opportunities for Level-B teachers to upgrade their education to master and become level-A teachers as this was mentioned as very limited teachers, commonly one or two teachers are getting this opportunity per a year with various criteria. It is said that it is mandatory for Level-C teachers should be upgrade to Level-B. There is no problem with this level. Hence from the findings, it is concluded that the college leaders and supervisors have important roles in motivating teachers in their professional performance. It is noted that timely and contextual communication between teachers and supervisors, providing guidance, ensure participation of teachers in decision making on matters that affect their performance, ensuring teachers got necessary facilities and updated training

materials, supporting career and professional growth of teachers, encouraging teachers for innovative works and solutions, and making sure college students are dedicated for their education and training are found key factors that could influence the quality of teachers' performance. These inform the college leaders that they should consider the factors mentioned in their plan of strategies for improving the performance of teachers and their contribution toward the achievements of the organizational objectives.

Working Conditions

4. 6: Working Conditions

S/N	Items	Responses									
		Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
		F	%	F	%	F	%	F	%	F	%
1	Political attitude is among the basis used to evaluate teachers' performance	5	7	11	15	12	17	29	41	14	20
2	Performance evaluation based on political attitude affect my performance	17	24	32	45	9	13	8	11	5	7
3	There is strong team spirit in the college	17	24	38	54	5	7	7	10	4	6
4	I enjoy the team spirit at the college that affect my performance	16	23	38	54	9	13	4	6	4	6
5	Generally, I like the working environment at the college that keeps me staying and working in the college	18	25	29	41	12	17	6	8	6	8

Source: Survey data (2021)

According to table 4.6, 54% of the respondents revealed their agreement on the strong team spirit in the college and enjoying the friendly team spirit. They said that this enabling practices in the college affecting their performance positively. Of the total (71) respondents, 45% of them agreed with performance evaluation based on political outlook is negatively affect the performance of teachers, and 41% and 25% of the respondents rated as agreement and strong agreement respectively on that they like the working environment in the college in general, and that keep the teachers to stay and work as a profession.

However, 41% and 20% of the responses were selected as 'disagree' and 'strongly disagree' respectively on the statement that describe as political attitude is among the basis on which teachers' performance is evaluated in the college.

From interview analysis, it is learnt that most of the interviewed teachers' supervisors were appreciating the working atmosphere and the interaction existing among teachers and with students. The interviewees were also emphasized that teachers' performance evaluation should be based on the planned and agreed parameters between college leaders/supervisors and teachers by using the set protocol and tools by the college. The results also indicated that the college should work with private industries and relevant stakeholders to create better practical learning opportunities to students, and eventually facilitate employment for graduates within short period of time.

Ingersoll and Smith (2003) as cited in Tehseen and Hadi (2015) emphasized the importance of good working environment for employees in their organizations. They found that more teachers leave their jobs due to poor working conditions in the school that includes lack of school administrative support and team spirit of the staffs.

From these study findings, it can be concluded that enabling environment is essential appealing feature for teachers in staying in the college and demonstrating better professional performance. The information also indicates that teachers' performance evaluation is being conducted based on mutually agreed milestones between employee and supervisor with organizationally set procedures and tools. This inform the college leaders that they should continue with this system and objective performance evaluation practices in the college in order to make objective decision and enhance teachers for better performance in their profession so as they can contribute to the achievement of organizational objectives.

4.4. Inferential Statistics

This section deals with the inferential statistics that aimed to reach out the rest three objectives of the study. The study was aimed to see the significance relationship of independent variables with dependent variable. It is also aimed to see the influence of

predictors – leadership practices, remuneration & incentives, and intrinsic motivational factors – on outcome variable – teachers’ performance.

Correlation Analysis

It was the purpose of this study to establish the relationship existing between independent variables (leadership practices, remuneration & incentives, and intrinsic motivational factors) with dependent variable, which was teachers’ performance. This section presents the analysis of the relationship from the data collected in this area of study in table 4.7.

4. 7: Correlation Analysis

		LP	TP	InMF	RI
Leadership Practices (LP)	Pearson Correlation	1	.270*	.311**	.074
	Sig. (2-tailed)		.023	.008	.538
	N	71	71	71	71
Teachers’ Performance (TP)	Pearson Correlation	.270*	1	.172	.267*
	Sig. (2-tailed)	.023		.152	.025
	N	71	71	71	71
Intrinsic Motivational Factor (InMF)	Pearson Correlation	.311**	.172	1	.240*
	Sig. (2-tailed)	.008	.152		.044
	N	71	71	71	71
Remuneration (RI)	Pearson Correlation	.074	.267*	.240*	1
	Sig. (2-tailed)	.538	.025	.044	
	N	71	71	71	71

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

Source: Own survey result (2021)

Correlation analysis is one of the most widely used in research; it is often used to determine a relationship between two variables. It also shows to what extent and direction the relationship exists between the independent and dependent variables. The correlation “r” is statistics used to measure the degree or strength of relationship among variables (Creswell, 2014).

Accordingly, the study result as indicated in table 13 that there is a positive and significant relationship between leadership practices with the teachers’ performance. It is significant at the significant level of 0.023, which indicates that it is less than the standard value of probability (P), that is less than 0.05. The Pearson correlation is 0.270. However, the

positive relationship is moderate as it is less than +1. Moreover, the dependent variable – teachers’ performance showed positive and significant relationship with the independent variable – remuneration. The significant level of this relationship is at 0.025, which is of course less than the standard adopted p value, $P < 0.05$, and the Pearson correlation is 0.267, which is close to the value of leadership practice ‘r’ value. For both relationship, the association is positive and direct. This means that as one of the variable increase in one direction, the other variable increase the same direction, and vice versa. So, the result is statistically significant for both relationship of independent variables – leadership practices and remuneration – with dependent variable.

In addition, the study results also showed that there is positive relationship between intrinsic motivating factors and teachers’ performance though it is not statistically significant. As indicated in the table 13, the significance is at 0.240, which is greater than the value of probability (p) model, which is 0.05.

Multiple Regression Analysis

The study pursued to establish how factors affecting teachers’ motivation and its influence on teachers’ performance using multiple linear regression analysis. The dimensions were: Leadership practices, Remuneration & Incentives, and Intrinsic Motivational Factors. The researcher made and checked some assumption before running the multiple linear regression analysis.

These assumptions were:

1. Linear relationship between the three independent variables and one outcome variable, the linearity is assumed and checked by using the scatterplot and correlation test.
2. It is also checked that each independent variable is not highly correlated with one another.
3. The homoscedasticity, the variance of the residual is kept constant and checked. The variance along the line of best fit remain similar as one goes along the line.
4. The multi-collinearity is checked. The independent observation of independent variables is assumed and checked.

5. Multivariate normality is checked – this was associated with the normally distributed residuals.

The regression model was:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \varepsilon$$

Whereby Y is Teacher Performance, β_0 is regression constant (intercept), $\beta_1 - \beta_3$ regression coefficients, X1 is Leadership practices, X2 is Remuneration, and X3 is Intrinsic Motivational factors and ε model's error term.

4. 8:Model Summary

Model Summary					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.368 ^a	.135	.097	.65720	2.322
a. Predictors: (Constant), Intrinsic motivational factor, Remuneration, Leadership Practices					
b. Dependent Variable: Teachers' Performance					

Source: Field Survey (2021)

According to Table 4.8, R value is 37% which shows the strength of influence of the independent variables together on dependent variable. The regression model also shows that R square is 0.135 which shows that 13.5 % of the dependent variable is being explained by the three independent variables, while the other percentage of variation in teacher performance can be attributed by other variables, which are not considered in this study. This depicts that the model accounts for 13.5 % of the variations in influencing teacher's performance while 86.5% remains unexplained by the regression model.

4. 9:ANOVA Result

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4.527	3	1.509	3.494	.020 ^b
	Residual	28.938	67	.432		
	Total	33.465	70			

a. Dependent Variable: Teachers' Performance
b. Predictors: (Constant), Intrinsic Motivational factors, Remuneration, Leadership Practices

Source: Field survey (2021)

The ANOVA statistics presented in Table 4.9 was used to present the regression model significance. An F-significance value was 3.494 at df (367). Calculated p-value was 0.020 which was less than 0.05 ($P < 0.05$) which show the result statistically significant which was established showing that there is a probability of less than 0.05 of the regression model. Thus, the model is very significant.

4. 10:Regression Coefficients' Results

Coefficients ^a								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	2.063	.689		2.994	.004		
	Remuneration	.151	.074	.239	2.043	.045	.942	1.061
	Leadership Practices	.293	.146	.240	2.005	.049	.903	1.107
	Intrinsic motivational factors	.059	.180	.040	.326	.746	.856	1.168

a. Dependent Variable: Teachers' Performance

Source: Field Survey (2021)

According to table 4.10, the multiple linear regression equation becomes:

$$Y = 2.063 + 0.293X_1 + 0.151X_2 + 0.059X_3$$

This multiple regression equation is not started from zero, the intercept or constant value deviated from zero as the significant value is less than 0.05. That is why number 2.063 is a constant number in the equation.

From the model, when the three factors – leadership practices, remuneration & incentives, and intrinsic motivational factors – are at zero, teachers' performance becomes 2.063. Holding other factors (leadership practices, remuneration & incentives, and intrinsic

motivational factors) is constant; a unit increase in remuneration & incentive would lead to 0.151 increases in teachers' performance. A unit increase of leadership practices would lead 0.293 increases in influencing teachers' performance. A unit increase of intrinsic motivational factor would lead 0.059 increases teachers' performance. The result of the multi linear regression of the above equation in general show that, individual performance of Misrak polytechnic TVET college is determined by Remuneration and Benefits, leadership practices, and Intrinsic motivational factor.

In the B coefficient, we see that it is positive; indicating that as these motivational factors increases, employee performance also increases. We would expect that for every one-unit increase in Salary and Benefits, Leadership practices, and intrinsic factor, there is a 0.151, 0.293, 0.059-unit increase in Employee individual performance respectively. This implies that there is significant impact of these independent variables on employee performance.

The current leadership practices of the college have significantly and Positive impact on individual performance that is one percent increase in current leadership practices will increase performance by 0.293 %. In other words, improving the current leadership practices will increase the individual job performance of college teachers significantly. It indicates that leadership practices have the highest impact on teachers' performance in college since it's estimated coefficient is the maximum. The same inference can be made about the remuneration and incentives significance and impact on the performance of teachers in the college.

The intrinsic motivational factor has an insignificant but positive impact on teachers' performance. A one percent increase in the job itself and achievement and recognition of teachers will increase teachers' performance by 0.059 percent.

The signs of the coefficients are consistent with the findings of interview with teachers' supervisor and theoretical expectations for all variables the same checks for all variables before the analysis conducted. Leadership practices, and remuneration & incentives have significant and positive impact on performance as expected from the other literatures.

From the above information it is possible to infer that the first factor that affecting teachers' performance was leadership practices, secondly remuneration and incentive, the third one

was intrinsic motivational factor as it has positive impact on teachers' performance though it is statistically insignificant. The intrinsic motivational factor has positive impact on the teachers' performance. This result is supported by other empirical researchers and motivational theorists, and the findings of qualitative study with teachers' supervisors that show positive and support its influence on the outcome variable.

The researcher run the regression model once again by excluding the statistically insignificant independent variable, which is intrinsic motivational factor. The statistical significance value become 0.008, which is much stronger than when the three factors combined. The adjusted R-square increased to 10.8% of effect on the dependent variable – teacher performance. Moreover, there are changes on the statistical significance level of the two independent variables, 0.023 and 0.025 level of P-value for leadership practices and remuneration & incentives respectively. Besides, the contribution of these two independent variables – leadership practices and remuneration & incentives to dependent variable– are also increased to 27% and 26.7% respectively when the insignificant variable excluded at this time round.

Findings of qualitative study complemented that the type and practices of leadership styles determine the satisfaction and performance levels of teachers. It was indicated that contextual kind of leadership practices like offering autonomous on own roles, creativity, encourage for participation in decision making, making teachers feel sense of responsibilities, enabling learning and good working environment positively drive teachers to do their best. Syarif, Akbar and Supriyat (2020) recommended in their study that the leadership behaviors can be played tremendous roles in driving the employees to perform better and so they can also highly contribute to the achievement of the organizational objectives. Moreover, it was also noted in the interview with supervisors that fair remuneration and reaching teachers with financial and nonfinancial incentives positively impact the performance of teachers. From the empirical and theoretical point of views, some school of thoughts agree that the dissatisfaction of employees in general from the inadequacy of financial motivational factors, there might be negatively consequences on the performance of employees. Most of the researchers suggest that there should be precaution when actions taken on motivating employees with salary and other incentives

(Barbara, 2011; Kohli, 2008). They also suggest that the motivation of employees with financial and in kind incentives should be merit-based and linked with other performance influencing practices like working environment, achievements of teachers, playing appropriate inspiring leadership practices. Financial reward is one of the primary concerns among employees and money has been one of the key factors associated with employee's motivation. Agarwal (2010) stated that money is still the most crucial motivating factor for employees and that it makes them perform well in the company. Pay is the kind of compensation or rewards to employees upon exercising their responsibilities as employees of a certain entity (Chepkwony, 2014). Base pay, or basic pay, is the minimum amount that an employee receives for working for an organization. These two results indicate that the first-two hull hypothesis are rejected. Findings of this study have been supported with many researchers on the topic. Kassa (2018) and Justine (2011) emphasized in their study that the effects of motivating factors in general on the performance of teachers at work. They found that there is a positive relation and impact of the motivational factors in general on the performance of teachers, i.e. the greater the level of motivation the higher will be the teacher's job performance or if provide a high level of motivation to teachers then their job performance will be increase. The main benefits of motivation are that the organization can use the human resources in an appropriate way, for this the employee are willing to work itself. It brings employees satisfaction and the goals can be achieved on time in organization. In this way, the efficiency increases and its cost become reduced. The increase in motivation makes teachers to increase their job performance in teaching and learning process.

As to the intrinsic motivational factor which has positive impact to the dependent variable (teacher performance), it was found that there is positive impact of this predictor to determine the performance of teachers. The qualitative interview results emphasized on this study topic that the interest of teachers and by joining the profession by themselves without other pressure from the outset determine their motivation and achievement in their profession. It was said that those teachers who joined the teaching occupation for the sake of other factors like economic reason, and they joined because of the pressure they had from families, friends or absence of other alternatives to go, may negatively affect their motivation and satisfaction from the job. Moreover, from the interview, it was also noted

that both motivation and performance would be directly interrelated. Motivated teacher performs their tasks efficiently and effectively. Unlikely, demotivated teacher does not perform effectively. The interviewees noted that the interest and passion of teachers for the profession at the beginning, various other intrinsic factors, including recognition, respect, achievements, giving more professional related growth and responsibilities were mentioned as a key determining factors and positively associated with the performance of teachers, and eventually to the contribution of organizational achievements. Most of the researchers on this kind of topic support this notion, describing the importance of internal factors for what one does. For example, the study by Iliya & Ifeoma (2015), and Kwakya (2016) agreed that the intrinsic factors of employees in general and teachers in particular may be considered as one of the determining factors for the success of their endeavors and contribution to the achievement of the organizations that they are hired.

In nutshell, it is confidently noted that the current leadership practices have positive impact and the highest significant contribution than remuneration and intrinsic motivational factor on the employee performance. However, it is also indicated that the practices of these three independent influencing variables should be changed in the way that increase the performance of teachers in the college.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

This section presents the key summary of the findings, the conclusion drawn based on the results of the study, and recommendation made following key findings and conclusions. Accordingly, the three sub-sections –summary, conclusion and recommendation are presented below.

5.1. Summary of the Findings

The main intention of this study was to examine the factors influencing the performance of teachers in Misrak Polytechnic TVET college. Understanding the key teacher performance influencing factors and maintaining the teachers for higher performance and their contribution toward students' academic performance and achievements of organizational objective are paramount upon which the study opted to rest. Given the prioritized study areas, the following research objectives were achieved:

1. describe the existing level of teachers' motivation and their teaching performance.
2. examine the major teacher performance affecting factors at Misrak Polytechnic College.
3. determine the association and impact of selected independent variables with dependent variable.

A quantitative survey method as a main research design and qualitative method as complementary method were employed to carry out this study. To gather data pertinent to the study areas to be researched, the study employed quantitative data collection instrument. Thus, closed-ended questionnaire was distributed and its results were tabulated and analyzed by using SPSS analysis software. Whereas content analysis method was used for organizing, analyzing and interpreting the text data. The population size of teachers at the targeted college was 360 and of these 71 responses generated in quantitative survey, and the researcher interviewed 9 teachers' supervisors based on the developed interview guiding tool. Stratified random, and simple random probability sampling techniques were applied for quantitative survey while purposive nonprobability sampling technique was used by the researcher for interview.

Based on the interpretations and analyses of the data, the following major findings were briefly summarized: The first research question was examined the existing level of motivation and performance of teachers at Misrak polytechnic TVET college. The results of descriptive statistical analysis, specifically the frequencies and percentages were categorized and discussed in four thematic areas. The college teachers showed their agreement for measurement indicators of their performance. They are attentive and work hard to the best performance of their students and their organizational quality services. Under this specific objective, the study was categorized the influencing factors into the following four areas. These were: intrinsic factors, remunerations, leadership practices, and working conditions.

As to the intrinsic motivating factors, majority of sampled teachers responded positively in aggregate results of eight statements and specially in support of items such as interest of teachers for the profession from the beginning, recognition, achievements and respect of teachers in their professions. This shows that the college teachers have been motivated with these internally motivating determinants. However, the responses of teachers were limited whether there had adequate salary and other incentives – the majority of the respondents were unsatisfied with their existing salaries and benefits. Teachers showed their disagreement that their existing salaries and other benefits were not helped them to meet their basic need and expenses. Moreover, they voted in support of increasing salary in a way that meet their basic need and that motivate teachers on their works and eventually, positively affect their performance. The results indicated that teachers' level of motivation from remuneration is low and hence suggest that improvement on this area.

Furthermore, the majority responses of teachers in both quantitative and qualitative findings on college leadership practices that detailed with 8 items were showed positive perception and attitudes, and the teachers supported the contextual college leadership practices that encourage teachers in their better performances. This area of result shows that teachers are having better supports from their college leadership teams that including the immediate supervisors. Moreover, the findings on the working conditions in the college, the responses of teachers showed that there was good team spirit and interactions

among teachers and teachers with students, which inspiring teachers to stay in the college and work harder.

Besides, the study in both research methods – quantitative and qualitative techniques – confirmed that the three directional hypotheses found true and positive relationship of the independent variables – intrinsic motivational factors, remuneration, and college leadership – with dependent variable – teacher performance. The R square, which shows the aggregate influence of the three independent variables on dependent variable, is 13.5%. this shows that 13.5% variation on the amount of dependent variable explained by the three independent variables. The remaining percentage could be due to attribution by other factors which were not included in this study. In sum, the descriptive and inferential statistical analysis for quantitative survey method and the qualitative analyses were emphasized the existence and significance of the relationship and influences of independent variables with dependent variable. The leadership practices take more share of impacting the dependent variable, and remuneration found next in their separate contribution to overall influence to the outcome variable. The study found that intrinsic motivational factor shows positive and has impact on the outcome variable, but insignificant all alone. This perhaps, the contribution of intrinsic factors could be seen in the other two independent variables. In general, the study responded toward the four research questions.

5.2. Conclusion

The contribution of teachers towards producing good quality of students cannot be ignored. Thus, its vital for every education institution to keep its qualified teaching staff. And identifies all those possible motivational and other factors that lead to teacher's job satisfaction and good performance. And also strive to regularly investigate the existing motivational levels of teachers and factors influencing their retention and performance in the college. Motivating factors can improve teachers' performance and students' academic outcomes and organizational quality services. In this growing facts, education policy makers and college leaders and supervisors should be turned their attention to identify and strategies different kinds of motivating features in order to satisfy teachers and to enhance quality services and meet customer satisfaction.

This study tries to assess factors affecting teachers' performance of Misrak polytechnic college at Yeka sub-city of Addis Ababa administration. The result of this study shows that there are various factors that could affect teachers' performance, and the study categorized the factors into four thematic areas in descriptive statistics. These are: Intrinsic motivating factors; Salaries and incentives; college leadership and supervision; and college working conditions. These factors as a whole have significant influence on the job performance of teachers, and positive relationship of the independent variables with the dependent variable.

The factor of internal motivation such as interest and passion of teachers for the teaching profession from the outset; respect & enhanced social status of teachers in and outside the work areas; achievements and recognition are elements of the intrinsic factors. In general, teachers in the college seem to have more level of internal motivation. The majority of teachers in this study confirmed that they are in this teaching mission as the profession has been their interest and passion from the beginning – means they chose this professional pathway by themselves from the outset. However, there were some teachers, who said that they chose the teaching profession because they had no other alternatives given at a time and had to fulfill their economic needs as well. Anyway, teachers suggested that the intrinsic motivating factors should be supported with other influencing factors like external motivating factors such as remuneration, enabling environment, supervision and guidance, recognition, promotion and career growth and so on.

Moreover, teachers of the college emphasized in this study that teachers are dissatisfied with their existing basic salaries and other benefits in exchange of their professional services. Monetary rewards had a significant effect on teacher performance. The teachers indicated that the current monetary reward scheme is very inefficient in providing performance motivation for the teachers. The other factor related to salary was the inadequate rewarding scheme that also may be affecting future performance of teacher in the college. Because they said that the existing income is unable to cover their basic expenses that as a result could affect their job performance. Increasing salary with relevant basic benefits in the form of promotion and incentives may be also increase their performance. Many researchers and motivational analysts on this topic, similarly suggest

that dissatisfaction due to inadequate monthly remuneration can negatively affect performance of employees.

The study also found out that the college leadership practices and supervisory support have positive and significant relationship with the performance of teachers. Interpersonal skills between supervisor and teachers; supervisors technical guidance and direction; making sure necessary updated training facilities and materials to teachers for their work; changing and making sure college's students are behaving well toward their education; college leaders roles in career and professional growth of teachers; and encouraging teachers for their innovative ways of teaching and practical solutions were the key structures that the study described under the leadership and supervisory factor.

Performance based evaluation system and procedures are the other finding that the study described as one factor that should be practiced in the college, and with this performance merit rewards should be considered by the college leadership and education policy makers. Teachers of Misrak polytechnic college proven in the study that they liked friendly and the team spirit of the college – that fostering the learnings and supporting amongst the teachers in the college and learning interaction between teachers and their students. This as a factor is motivating teachers to stay and serve and showing better performance of the teachers in the college. According to the result, contextual college leadership practices have positive and significant impact on the teachers' performance.

Thus, the findings of the study call the attention of teachers themselves and all other stakeholders to understand the situation and importance of teachers' contribution, and take appropriate actions. The key stakeholders could be begun from college leaders and supervisors, higher education leaders, education policy makers, and various board members such as teacher associations, parent and teacher association, student council and other related partners who have stake in higher technical and vocational education and training service delivery. The concerned internal and external stakeholders should regularly assess, know and advocate and take appropriate timely actions to attract, maintain trained and qualified teachers, and motivated teachers with the required motivating factors to the best professional teaching performances. It is known that the dissatisfaction of teachers may negatively affect their performance, and as a result the students' academic

performance is affected and there will be limitation of teachers' contribution into the achievements of organizational objectives.

5.3. Recommendation

5.3.1. General Recommendations

On the basis of the study findings and conclusions, the following recommendations were made:

According to the results and conclusions of the study, higher education in general and TVET colleges in particular should regularly make assessment on the topic to understand the existing performance influencing factors and emerging need and concerns of teachers having seen the importance of teachers' contribution in different levels. The key teachers' role is equipping the young human resources with the timely and right skills and knowledge and that leads to their employment in a way that contribute to the growth of socio-economic development of the country. Afterward, the stakeholders should take actions based on the assessment recommendations in focusing on and contextually addressing the performance motivating factors of teachers. It should be known that both internal and external performance affecting factors could play important roles given the extent of teachers' contribution and the demand of external market actors.

It is recommended that teachers should maintain their internal motivating factors for their best performance and professional contributions in the way that regularly offer them respects and appreciation. In addition, this intrinsic factors of teachers should be supported and regularly recognized by the college supervisor, college leaders, students, parents, communities, associations and all other education policy makers. These actions could encourage teachers for their better and more services in the teaching profession and demonstrate higher performance.

Moreover, it is recommended that the Federal and Addis Ababa TVET Agencies should support the endeavors of the college leadership and management in planning and providing better Monetary reward systems so that teachers' performance can be improved. As was revealed in the study, the best the college leadership can do for the teachers within the realm of their capacity is to provide monetary rewards like better and fair basic pay, bonuses and allowances in a way that help teachers to meet their basic necessities, there

will be positive impact on the satisfaction, performance and contribution of teachers. With the small and inadequate salary and allowances, teachers have to struggle to meet both their personal and family responsibilities with the high cost of living currently experienced in the country, the basic pay is but just a drop in a wide ocean of needs. In relation to motivating factor that connected to remuneration, teachers suggested that the decision makers, college leaders and other partners who have stake should advocate and take actions, particularly considering the request of teachers to be given with residence instead of offering monthly house rent allowance as was unable to cover the market cost. This strategy could be one of the proposed solution to the existing challenge of incapability of monthly residential house allowance to teachers.

Besides, supervisors and management established trust in the integrity and dedication of team members so that employees feel they are able to feel friendly in administration and supervision with their immediate supervisors. Work and decision-making should be continued to be decentralized to teachers by fostering good interpersonal relationship and communication and understand between employees and management. Professional work decision should be out of the influence of the management decisions and interference by giving the freedom of decision to employees.

Furthermore, it is recommended that the college and other relevant stakeholders should know that there is positive relationship between motivating factors and the performance of teachers in general. In this study it was revealed that intrinsic motivating factors, remuneration, and adaptive leadership practices of the college altogether have significant and positive effect on the performance and contribution of teachers' performance. The researcher recommends that there should be assessment to know the other unexplained contribution of better teachers' performance. As a result, various strategies that adapted to each motivating factor contextually to teachers should be strengthened more to continue motivating teachers and enhance their performance and better students' academic performance. As part of explanation of the recommendation, the example of one independent variable with dependent variable is, the more teachers are rewarded, the more they improve on their performance. The same would be true for the remaining two – intrinsic motivating factors and college leadership practices.

5.3.2. The Study Contribution to a body of knowledge

Based on the reviewed literatures on the study topic – teacher performance influencing factors, those literatures mainly focused on the performance motivating factors of teachers in schools. As indicated previously, what makes this study different that it focused on views and attitudes of teachers in technical and vocational education and training institution. So, the findings of this study may have some implications and added value to understanding how the investigated teacher performance influencing factors could be availed to all college leadership and management actors and other decision making bodies in order to analyze how they could improve teachers’ performance. Critically analyzing how the factors have contributed to teacher performance in Misrak Polytechnic TVET college, it is clearly evident that they keep and improve teacher performance. It is advisable to use these research findings for policy makers in that when they need to reform policies related to the motivating factors that influence teachers’ performance, job satisfaction and performance of teachers.

5.3.3. Areas for Further Research

In the quantitative approach, this study was only focused on the perceptions and attitudes of teachers to investigate factor influencing teachers’ performance at Misrak polytechnic college located at Yeka sub-city of Addis Ababa city administration. So, the study had limitation in assessing and incorporating the perspectives of college leaders and students, except supervisors were addressed in the qualitative study assessment. Moreover, the study targeted only teachers in one public TVET college in Addis Ababa city administration, where there are six public polytechnic colleges and more private and TVET run by civil society organizations. In addition, the study examined the relationship and significance of each three independent variables – intrinsic motivating factor, remuneration, and leadership practices – with the dependent variable – teachers’ performance. The relationship was examined by both descriptive and inferential statistical methods. Pearson Correlation and multiple regression analysis were used to see whether there are relationship and influence between independent and dependent variables. Accordingly, the study found that there are significant relationship and positive impact between independent variables in general and dependent variable. Therefore, future research opportunities can be exploited

by conducting the same study in other colleges within Addis Ababa city administration, in other sub-cities, also by targeting and including college leaders, students and supervisors in the research population. In addition, the future studies are recommended to include a larger sample size, interview schedule to allow respondents to express deeper and give extra information. Another direction for future studies may involve interviewing teachers and supervisors from different public, private and civil society organizations (CSOs). As such, the future studies can come up with results of those unexplained attributes to the peak performance of teachers that were not included in this study.

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APPEDICES

APPEDIX A

**St. Mary's University
School of Graduate Studies
School of Business
Project Management**

Quantitative Survey Questionnaire for Teachers

This question is to be filled in by selected teacher responders in Misrak Polytechnic TVET college located at Yeka Sub-city of Addis Ababa in Ethiopia.

Dear Respondent:

This question is prepared for the purpose of conducting a study on *Factors Influencing Teachers' Performance at your college*. To achieve the purpose of the study, your cooperation in completing this questionnaire is highly appreciated. The success of this study by and large depends on your honest and sincere responses to the question items. The data you provide will be kept confidential and will not be disclosed to any third party. You are, therefore, kindly requested to provide the required information.

Thank you in advance for your cooperation.

SECTION ONE: DEMOGRAPHIC CHARACTERISTIC OF THE RESPONDENTS

Please tick your appropriate answer in the table below.

1. Sex

Male	Female

2. Age in years

18-25	26-35	36-45	46-55	56-60

3. Marital Status

Single	Married	Divorced	Separated	Widow

4. Teaching Qualification

C-level Certificate Holder	(Teaching Certificate Holder)	B-level (Degree Holder)	A-level (Master Holder)

5. Period of stay in Public TVET college (including Misrak Polytechnic College)

Less than 1 year	1-3 years	4-6 years	Above 6 years

SECTION TWO: FACTORS INFLUENCING TEACHERS' PERFORMANCE

This part of the questionnaire contains closed-ended items that focus on the factors influencing teachers' performance under investigation in general. Based on the concept of each item, please select the option that directly represent your opinion on the important motivating factors that influence the performance of teachers and rate the following using a scales where;

1=Strongly Disagree (SD); 2=Disagree (D); 3= Undecided (Un); 4=Agree (A); 5=Strongly Agree (SA)

S/N	Items	1=SD	2=D	3=Un	4=A	5=SA
2.1	I am involved in decision making effort in matters that affect my job performance.					

2.2	I am directed and guided by my supervisor on how to perform my professional works.					
2.3	My supervisor delegates duties that I have no experiences at all.					
2.4	My supervisor and college leaders make sure that I have got necessary teaching and learning materials including the availability of and access to updated training facilities and workshop.					
2.5	I feel that the college leaders make clear communication with me in appropriate means.					
2.6	The college leaders make sure that college students are motivated for their responsibilities.					
2.7	I know that the college leadership is playing important role for my career and professional development opportunities.					
2.8	My supervisor allows me to demonstrate high degree of innovativeness and take practical actions for any shortcomings in my day to day works.					
2.9	I am satisfied with my present salary and incentives in the college.					
2.10	My current income is sufficient to support myself and family – I am having adequate incentives and fringe benefits like transport allowance, health care services, insurance and so on.					
2.11	There is merit based rewards given to college's teacher in various forms by the college.					

2.12	I think promotion with increased salary payment motivates me for better performance.					
2.13	I have been interested in the teaching profession as a career from the beginning.					
2.14	I am motivated by the achievements I have demonstrated that could influence my performance further.					
2.15	I think less respect shown by students affects my teaching performance.					
2.16	The teaching profession in the TVET college is considered as low social status.					
2.17	The low social status of the teaching profession in the TVET college affects my motive and performance.					
2.18	Political attitude is among the basis used to evaluate teachers' performance.					
2.19	I think performance evaluation on the basis of political attitude affects my job performance.					
2.20	I joined the teaching profession to ease my economic problem.					
2.21	There is recognition given to TVET teachers from college leaders and other concerned bodies that is raising my interest in teaching profession.					
2.22	I have heavy work load in the college.					
2.23	I am always attentive about and work hard to best students' academic and organizational performances.					
2.24	I feel happy and motivated when I see that my students secure employment upon their graduation.					

2.25	There is a very strong team spirit in the college.					
2.26	I enjoy the team spirit at the college.					
2.27	Generally, I like the working environment of my college.					

Thank you for your Cooperation

APPENDIX B

**St. Mary's University
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Interview Guide

This initial interview question is prepared to guide the interview during conducting the interview with selected teachers' supervisors in Misrak Polytechnic TVET College located at Yeka Sub-city of Addis Ababa, Ethiopia.

Dear Respondent:

This interview question is prepared for the purpose of conducting a study on *Factors Influencing Teachers' Performance at your college*. To achieve the purpose of the study, your cooperation in completing this questionnaire is highly appreciated. The success of this study by and large depends on your honest and sincere responses during the interview session with the researcher. The data you provide will be kept confidential and will not be disclosed to any third party. You are, therefore, kindly requested to provide the required information during the interview session.

Thank you in advance for your cooperation.

Interview Guide

I. SOCIO-DEMOGRAPHIC ITEMS

Gender: -----, Marital Status: -----, Age of the interviewee: -----

Education/Qualification level of the interviewee-----, Experiences on the
Profession/Occupation: _____

II. TECHNICAL INTERVIEW GUIDING QUESTIONS:

1. What do you think are the major motivating factors of teachers for their better Performance?
2. What kind of leadership practices you have been doing in your college to foster the performance of teachers? How do your current leadership encourage teachers? What is your recommendation to improve your leadership practices further in a way that improve performance and motivation of teachers?
3. What are the remuneration and incentives packages that teachers have been receiving as professional teacher in the college? Do you think that these factors could be amongst the motivating factors for teachers' performance? If Yes, How?
4. What kind of benefits and rewards would you recommend to be given to teachers to further motivate them in their performance?
5. Do you think that intrinsic motivating factors of teachers have significant influence on their performance? If yes, how?
6. What are the challenges of teachers to stay and serve the college longer as a teaching profession with better performance?
7. Any additional comments or recommendation?

Thanks!