Quality education: The case of teacher motivation and attrition in Ethiopia

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Abstract

There is a clear and recognized link between education and development. As the Sustainable Development Goals emphasizes quality education and qualified teachers it is relevant to look at the underlying mechanisms that motivates teachers in developing countries and their expectations on their profession. There is an existing teacher attrition in the Sub-Sahara which has now become a severe ‘crisis’ according to many, but there has been limited research on teacher’s motivation in the region. The education is highly affected by the attrition and de-motivated teachers in Ethiopia, therefore, Ethiopia is used a case to investigate the phenomenon of teacher attrition and motivation. As there can be no education, and subsequently no inclusive human development can take place without teachers, it is a critical issue to solve. There is an extensive body of research on the causes for the SSA teacher turnover, hence it is argued in this study that these are correlated to the de-motivational factors of the teachers. The significance of teachers’ motivation in SSA in the context of quality assurance has become more recognized in recent years. In this study, the motivation of the teachers is analyzed by applying Maslow’s Hierarchy of Needs theory and Herzberg’s Two-Factor theory. A total of 42 teachers and principals in Ethiopian public primary schools were interviewed, rural and urban schools respectively. It was concluded that the expectations had changed over time and is now at a very low level. In terms of de-motivation the teachers experience this due to mainly budget limitations, low occupational status, a decrease in student’s motivation and poor policy implementation processes. The future situation of the teachers and the education sector at large is facing many challenges and there is an immediate need for a satisfactory policy response to ensure quality education by increasing teacher’s motivation.

Keywords
Teacher motivation, Teacher attrition, Quality education, Ethiopia
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List of Abbreviations

AfDB  African Development Bank
ANRS  Amhara National Regional State
ANRSEB Amhara National Regional State Education Bureau
EFA   Education for All
EPRDF Ethiopian Peoples’ Revolutionary Democratic Front
ETB   Ethiopian Birr (currency unit)
FDI   Foreign Direct Investments
GDP   Gross Domestic Product
GEQIP General Education Quality Improvement Project
GTP   Growth Transformation Plan
HDI   Human Development Index
HIC   High Income Country
LIC   Low Income country
LMIC  Low Middle Income Country
MoE   Ministry of Education
SDG   Sustainable Development Goal
SSA   Sub-Saharan Africa
TESO  Teacher Education System Overhaul
UN    United Nations
UNESCO United Nations Education, Scientific and Cultural Organization
UNICEF United Nations Children’s Fund
WB    World Bank
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1. Introduction

This chapter provides an introduction to this research.

1.1 Problem statement

The overall problem that this research aims to investigate is that of low quality education in Sub-Saharan Africa and in Ethiopia in particular. As there is a clear link between education and development, the fact that almost 28 million teachers need to be recruited globally in order to meet the demand for teachers poses a challenge for many low income countries. If this trend continues, at least 28 countries, of which most are located in SSA will not close the gap before 2030. Additionally, 59 million children are out of school globally which indicates that the education domain faces a paramount challenge (UNESCO, 2015a). Subsequent, the development may be hampered by inadequate education. This problem is approached by looking at the teacher attrition in relation to teacher motivation. There is a suggested motivation crisis among teacher in SSA, which poses a threat to achieving quality education (Pitsoe 2007; Bennell & Akyeampong 2007; Harding & Mansaray 2005). In the case of Ethiopia, the quality of education is deteriorating and students achievements have declined, these two phenomenon poses the greatest challenges to the Ethiopian education system (Gemeda & Tynjälä 2015a; Semela 2014). The United Nations’ Agenda 2030 comprises 17 Sustainable Development Goals (see Appendix 1) to be reached by 2030. Goal 4 encompasses quality education; ‘to ensure inclusive and equitable quality education for all and promote lifelong learning’ (UN, 2016). Thus, for this goal to have a possibility to be reached, the motivation crisis of the teachers needs to be addressed.

1.2 Research objective and relevance

This study aims to create an understanding of teacher attrition mechanisms in developing countries, focusing on the case of Ethiopia. Addressing the sources of teacher attrition is important since education is fundamental to development. The component of attrition that is investigated here is that of teacher’s motivation. The objective is two-fold: to identify the motivational and de-motivational factors of
teachers in Ethiopia and how this relates to teacher attrition and to propose solutions which can promote motivation, retention and recruitment.

The phenomenon of teacher attrition is investigated in relation to teacher’s motivation, in order to understand why the teachers leave and what motivates them. How can teachers’ motivation be increased to contribute to quality education? Firstly, the actual level of motivation should be determined. Secondly, the motivational and de-motivational factors need to be identified. Thirdly, to present suggestions for how to improve the quality of education by providing adequate conditions to increase the motivation.

There has been limited research on teacher’s motivation in SSA. It has been stated that the evidence base on teachers’ motivation in LIC is very weak (Bennell & Akyeampong 2007; Evans 2010). As previous research is very limited, the existing body is mostly comprised of various thesis’s, this is true in particular regarding research on teacher motivation in Ethiopia. According to Bennell and Akyeampong (2007) there is no existing study which systematically identifies the determinants of teacher motivation and attrition in SSA. Thus, this research can provide a contribution and therefore it can be claimed to be relevant. As suggested by Garrett (1999) cross-cultural research on job satisfaction should be undertaken by taking ‘the theoretical understandings derived from evidence gathered in the north and test them in a southern context’ (Garrett, p. 18, 1999).

Thus, this study is aiming to provide a contribution to the research on teacher’s motivation in SSA and in Ethiopia in particular in relation to the teacher attrition.

It is clear that very little work on teacher job satisfaction has come from the developing world. /…/ There is a need, therefore, for more data to be gathered from developing countries, and for the theories to be tested in different cultural contexts and different professional, social and economic environments (Garrett, p. 1999).

Thus, two of the most prominent theories of work motivation, Maslow’s (1943) Hierarchy of Needs theory and Herzberg’s (1956) Motivation-Hygiene theories are applied to the Ethiopian context. The Ethiopian teachers and education domain in general face many challenges; “The decline in education quality is very much real at all levels, but particularly alarming at primary level” (Semela, p. 28, 2014). Negash (2006) argues that the teacher shortage in Ethiopia has led to a serious decline in quality
education. As there is a suggested existing motivation crisis among teachers in several SSA countries (Adelabu 2005: Harding & Mansaray 2006; Bennell & Akyeampong 2007) Ethiopia is no exception, however little research has been done on teachers motivation in Ethiopia, hence the relevance of this study. Iliya and Ifeoma (2015) argue that teachers are the most significant factor in the education process, hence the quality and ability of their performance is essential. “Each country's authorities must pay attention to the factors that affect teachers' performance which has a direct effect on students' performance” (Iliya & Ifeoma, p. 1, 2015).

The key to motivate teachers, is to know what their needs are, and then formulate and implement policies which address those needs. The particular choice of Ethiopia (see Appendix 2) derives from the fact that the population is growing rapidly and Ethiopia is one of the fastest growing economies in the world, nevertheless, the effects of the teacher shortage and attrition is causing a paramount challenge which needs to be addressed for the country to improve conditions for development. “At any rate, the current reality of the education system as a whole, particularly teacher education, has become a source of considerable concern among educators, politicians, and the public at large” (Semela, p. 5, 2014). Ethiopia is a highly interesting case in terms of its history, developmental potentials and the current economic trends. Therefore, this study aims to contribute to a deeper understanding of the phenomenon and to suggestion on how the motivation can be increased.

![Fig.1. Motivation - Attrition - Quality relationship](image-url)
Indeed, it is indicated that further research on teachers’ motivation in SSA is needed. Hence, this study aims to contribute with findings that can be used in policy and practice. Thus, identifying the motivational and de-motivational factors of teachers in SSA can facilitate a process aimed at turning this negative trend into a positive trend, where potential teachers are attracted to the profession, and existing teachers motivated to remain in the profession. Conclusively, included in the objective is to bring attention to the teachers’ situation in Ethiopia and in SSA at large.

1.3 Research questions

The research questions to answer the research objective are the following:

1. What are the work motivation and de-motivation factors among teachers in Ethiopia?
2. Is Herzberg’s Motivation-Hygiene theory and Maslow’s Hierarchy of Needs theory supported in the context of Ethiopian teachers?
3. What can be done to promote teacher motivation, retention and recruitment?

1.4 Methodological framework

This research comprises a case study research design using semi-structured interviews as the main method. As the research strategy is qualitative, the interest of this study lies within the interviewee’s perspective, this entailed that the emphasis was on the interviewee’s perception and understanding of the phenomenon (Bryman, 2016). The interviews departed from the interview guide (see Appendix 3) with open-ended questions and follow-up questions were used in some cases and the interview process tended to be flexible (Bryman, 2016). Thematic analysis was used to code the data and categorize it into themes.

Purposive sampling was used to strategically select participants for the study. A total of 42 participants were interviewed (see Appendix 4) at six different public primary schools in Ethiopia, in urban and rural areas respectively. To avoid intrusion of own biases and expectations, consideration was given to this in terms of reflexive analysis.
1.5 Theoretical framework

The theoretical framework comprises two of the most prominent theories of work motivation, Maslow’s (1943) Hierarchy of Needs theory and Herzberg’s (1959) Motivation-Hygiene theory which are applied to analyze the data and present the findings of this study. Both of the theories have been applied to previous research on teachers’ motivation (Bennell & Akyeampong 2007; Gemeda & Tynjälä 2015a). In this case, we are interested in the behavior and motivation of the teachers; why they leave the profession and what can be done to motivate teachers in order to increase recruitment and retention. The core of the motivation-hygiene theory is how to create satisfied and motivated employees and is therefore used, in combination with Maslow’s theory as an analytical framework. Sachau (2007) argues that the motivation-hygiene theory remains to be the foundation for ‘good managerial principles’. Furthermore, relevant concepts are defined. They include; quality education, teacher attrition and teacher motivation. Conclusively, a description of the Ethiopian context is presented.

Barrett et al. (2006) proposes five components of quality education; effectiveness, efficiency, equity, relevance and sustainability. The phenomenon of teacher attrition is defined in this study as ‘a gradual reduction in work force without firing of personnel, as when workers resign or retire and are not replaced’. The conceptualization of work motivation in this research is one defined by Pinder (2014) “Work motivation is a set of energetic forces that originate both within as well as beyond an individual’s being, to initiate work-related behavior, and to determine its form, direction, intensity and duration” (Pinder, p. 10, 2014). Previous research has almost exclusively suggested that teachers are motivated by intrinsic rather than extrinsic factors (Spear et al. 2000; Ellis 1984; Bennell & Akyeampong 2007).

According to Maslow’s (1943) Hierarchy of Needs theory there are five fundamental human needs (physiological, security, social, esteem and self-actualization) (see Fig. 2). Maslow (1943) assumed that the needs are organized in a hierarchal order. Accordingly, as one set of needs has been satisfied, new needs emerge. If the lower or deficit needs (physiological and security) are not satisfied, a person is hindered to fully satisfy the higher growth needs (social, esteem and self-actualization). Thus, as suggested by Iliya and Ifeoma (2015) as well as Gemeda and Tynjälä (2015a) Maslow’s theory is relevant to apply to the context of low income countries as [...]
neglected in the developing world, Maslow’s theory is pertinent to an investigation of teacher motivation in developing countries” (Iliya & Ifeoma, p.1, 2015).

Herzberg’s (1959) Motivation-Hygiene theory is a theory in practice and the core of the theory is how to create motivated employees. It functions as an instrumental tool to identify factors that motivate and de-motivate employees. The theory is applied accordingly to analyze the findings. According to the theory, there are two separate sets of factors that constitute the sources of job satisfaction and job dissatisfaction. The factors that cause job dissatisfaction if they are not maintained at a satisfactory level are labelled ‘hygiene factors’ and are context-related and extrinsic. The hygiene factors featured in the theory are; management, leaders competence, relationship with leader, company policies, working conditions, salary, status, security and working conditions that affect personal life. The factors that create motivation and job satisfaction are labelled ‘motivation factors’, they are related to the job content and are intrinsic. They include; responsibility, performance, work itself, advancement and development. The hygiene factors are incapable of satisfying the intrinsic motivation needs in the long-term. For example, increasing the salary (extrinsic factor) does not lead to long-term job satisfaction but it can prevent job dissatisfaction.

1.6 Limitations and delimitations

In terms of limitations and delimitations, the language barrier was one major limitation, which was accounted for by having access to an interpreter. The interpreter translated all interviews from Amharic to English and vice versa. However, there can be no guarantee that the interviews are translated literally. A second limitation was to operate in the field as required, mainly access to transportation. This was accounted for by having access to a car and a driver. A third limitation was to ensure clearance from the Amhara National Regional State Education Bureau (ANRSEB) to conduct the interviews and visit the schools. This was enabled by contacting the ANRSEB and providing required information. Additionally, the field research was dependent on goodwill and possibilities to operate in the field as required, mainly to access the participants. The research is limited to six public primary schools. There are no limitations regarding age, gender or years in profession of the participants.
1.7 Ethical considerations

In terms of ethical considerations, the four main areas presented by Bryman (2016) were carefully considered. Subsequently, it is of the highest priority to guarantee the anonymity and confidentiality of all participants to ensure that there will be no harm to participants (Bryman, 2016; Layder, 2013). “Confidentiality means avoiding the attribution of comments, in reports or presentations, to identified participants. Anonymity means the identity of those taking part not being known outside the research team” (Lewis, p.63, 2000).

Moreover, the autonomy of the participants was ensured by explaining their right to withdraw from the research project at any time without any consequences. Additionally, consideration was given to not being intrusive or invade the privacy of others. (Layder, 2013). Information about the nature of the study was given to the participants to ensure that they understood the choice they were making. As the principle of informed consent is central in terms of ethical consideration (ibid) the informed consent from the Ethiopian educational authorities was established to administer the study in the selected primary schools. Secured permission from the respective groups enabled the study; education officials of the relevant woreda (district) education offices, principals of the sampled schools and the individual participants.

1.8 Disposition

The content of this study is structured as follows. Chapter one contains an introduction to the research incorporating the problem statement, research objective and research questions, relevance, the methodological and theoretical framework. Additionally the limitations, delimitations and ethical considerations are presented. This is followed by the theoretical framework chapter which encompasses a literature. Chapter three contains the methodological framework. Chapter four presents the key findings. Chapter five consists of an analysis of the findings. The final sixth chapter provides an overall conclusion, including recommendations.
2. Theoretical Framework

The theoretical and analytical framework is presented in this chapter. The theories used as analytical tools in this study are Maslow’s Hierarchy of Needs theory and Herzberg’s Motivation-Hygiene theory. The first section of this chapter comprises a literature review.

2.1 Literature review

2.1.1 Quality education

The concept of quality education may be context-dependent and is subject to numerous definitions (Barrett et al., 2006). Barrett et al., (2006) emphasize that the quality education in low income countries may need different indicators to assess quality education. Research on the importance of quality education shows that there are a number of factors that determine the quality of education; cognitive achievement; teacher qualifications and motivation; pupil-teacher ratio; school effectiveness; years spent in school; instructional time and education spending (Barrett et al., 2006). Furthermore, Barrett et al. (2006) proposes five components of quality education; effectiveness, efficiency, equity, relevance and sustainability. The quality of the teachers is determined by many small interlinked factors rather than a couple of large factors (WB, 2007).

The global Education for All (EFA) movement, led by UNESCO has seven point on their agenda to reach quality education, their declaration was signed at the World Education Forum in Dakar (2000) (Barrett et al., 2006). The Education agenda 2030 which is part of the Agenda 2030 was declared at the World Economic Forum in 2015 by the Incheon declaration 2015 (UNESCO, 2015c). UNICEF (2000) declared that quality education includes; “Processes through which trained teachers use child-centered teaching approaches in well-managed classrooms and schools and skillful assessment to facilitate learning and reduce disparities” (UNICEF, p. 3, 2000). UNESCO (2015b) measured the quality of education in Ethiopia by what they label ‘typical indicators’; teachers’ qualification, pupils- teacher ratio, learning achievements, level of educational facilities and level of educational expenditure. The conceptualization of teacher quality by Ethiopian scholar Semela (2014) is “a constituent of teaching effectiveness which manifests itself in terms of student learning. This is because teacher quality is systematically related to student achievement” (Semela, p. 8, 2014).
2.1.2 Teacher attrition in Sub-Saharan Africa

Attrition is defined in this study as ‘a gradual reduction in work force without firing of personnel, as when workers resign or retire and are not replaced’. To understand why the teachers leave and why there seems to be recruitment problems is one of the objectives of this study. This is mainly because it may be closely related to motivation.

Many countries in SSA are currently reporting teacher attrition rates which are very low, and unlikely to be sustained (Mulkeen, 2010). The attrition mainly results in poor students’ achievements, recruitment costs and overcrowded classrooms and other factors (Xaba, 2001). Pitsoe (2013) states that most countries are experiencing a decline in meeting the teacher demand which has a negative impact on the quality of education; “high teacher attrition can cause problems of educational quality, equity and efficiency” (Pitsoe, p. 314, 2013). Moreover, teacher attrition is closely related to supply and demand (WB, 2007; Ingersoll, 2001).

The causes of attrition varies and may be context-dependent, in SSA the main causes are suggested to be related to HIV/AIDS, teachers motivation, poor management and low salary (Xaba 2001; Mulkeen 2010; Mutune & Orodho 2014; Bennell 2005; WB 2007). In addition, the teacher profession is viewed as a last choice as well as a stepping stone to other more attractive jobs (WB, 2007).

The factor of salary is complex, it is a powerful instrument which can both attract teacher (if adequate) and cause de-motivation and reduce the quality of the education system (if inadequate). However, even the slightest change of level of salary can have significant consequence on the finances of the government (WB, 2007). This puts the government in a difficult position, as there are large numbers of teachers. Additionally, the teachers’ salary accounts for the largest costs in the education sector. To be noted is that “the World Bank (2002) has identified corruption as the single greatest obstacle to economic and social development” which includes the education sector (WB, p. 32, 2007).

Key factors that would contribute to recruitment are; adequate pay; not to be forced to work in rural areas; improved teacher training including in-service (WB, 2007; Bennell & Akyeampong, 2007). Furthermore, the factor of lack of occupational status which includes respect from the students, the community and the government is significant in relation to the attrition phenomenon (WB, 2007). Gemeda and Tynjälä’s (2015b) research on Ethiopian teachers professional development concluded that there is an /.../ “urgent need to improve teachers’ work conditions. Reasonable incentives and
better working conditions need to be employed to attract and retain more qualified school principals and teachers to the teaching profession” (Gemeda & Tynjälä, p. 20, 2015b).

In order to address and improve the situation of attrition, different models have been designed to facilitate managerial and organizational improvement processes. Shaw’s model (1999) functions as an instrumental model to develop strategies to address the issue of attrition and is comprised of three parts; determine the causes of attrition; develop a retention strategy and implement the strategy. This would result in low levels of unwanted attrition (Xaba, 2003). In addition, according to Ruhland’s (2001) model of teacher attrition, it is a phenomenon which occurs on the basis of teachers' personal traits, teacher training, commitment to teaching, quality of first teaching experience, social and professional integration into teaching as well as external influences (Ruhland, 2001). Mulkeen (2010) argues that attrition can be responsive to policy changes and that the aspect of the labor market is an important variable. Furthermore, the transfer to other professions reflects the low attractiveness of the present employment. At a school level the attrition is linked to the factor of teachers’ motivation and job satisfaction. Thus, it is argued that this factor needs to be addressed, by ensuring that the management is well-functioning and equipped to meet the intrinsic needs of the teachers (Xaba, 2001). Ingersoll (2001) relates the phenomenon of attrition to how well an organization functions and can point out underlying problems. Ingersoll (2001) suggests teachers leave for other reasons than retirement. As there is an excess in demand, this can only amount to two policy measures; [...] increase the quantity supplied or decrease the quantity demanded” (Ingersoll, p.24, 2001).

Teacher turnover and motivation in a large High Income Country in contrast to the SSA context is presented here by using the example of Ingersoll’s (2001) study on American teachers. Ingersoll (2001) proposed five main reason why teachers leave the profession; retirement; school staffing action; personal; to pursue other job and dissatisfaction. The reasons for dissatisfactions are relevant to this study and concluded by Ingersoll (2001) to be mainly due to; inadequate administrative support; poor salary; student discipline problems; lack of student motivation; class sizes too large; unsafe environment and poor opportunity for professional advancement. This implies that there are many similarities to teacher motivation, turnover and dissatisfaction between HIC and LIC. According to UNESCO (2015a) the teacher shortages in SSA is chronic and countries like Tanzania, Sudan and Gambia are only expected to close the teacher shortage gap after 2030. Bennell and Akyeampong (2007) suggest that low salary and
poor working conditions are the main causes for the attrition and teacher shortage in SSA. Mulkeen (2010) argue that policies that could have an impact on the attrition include; improved working conditions, reliability of payment as well as management. The teaching process is affected by a myriad of factors, therefore, reforms that are formulated on the assumption that a country’s educational system functions in the same why nationwide has repeatedly failed (Guskey, 2000). Therefore, a close collaboration between program developers and teachers is essential to create balance and to facilitate and improve the teaching and learning process (ibid). Conclusively, Gemeda and Tynjälä’s research on Ethiopian teachers professional development points out some key points; “/.../schools that are able to offer their teachers a safe, pleasant, and supportive working environment and adequate compensation are better able to attract and retain good teachers and motivate them to do their best” (Gemeda & Tynjälä, p. 19, 2015b).

2.1.3 Teacher motivation

Research has almost exclusively shown that teachers are motivated by intrinsic rather than extrinsic factors such as self-respect and responsibility (Ellis, 1984; Spear et al., 2000). It is claimed that teachers are mainly motivated by the relationship with the students and working with children (Bennell & Akyeampong, 2007). Spear et al. (2000) extensive research on teacher motivation in the United Kingdom suggested other key factor that creates job satisfaction is independence and intellectual challenges. The factors that de-motivated the teachers were insufficient salary, work overload and how they are perceived by society (Spear et al., 2000). Iliya and Ifeoma (2015) conclude that teachers are more likely to be motivated by intrinsic factors such as self-respect, responsibility and feelings of accomplishment. Eight factors that poses a ‘threat’ to the motivation is presented; workload, salary, recognition, teacher accountability, career development, institutional environment, teachers’ ‘voice’, materials and facilities. Furthermore, the authors suggest that school improvements, meaningful professional development and supportive teacher evaluation are means to improve their motivation.

Research on the topic in SSA, which is a much different context, is very limited; “To date, only a handful of studies have been undertaken that comprehensively analyses in a robust manner the key determinants of teacher motivation in the developing country context” (Bennell & Akyeompang, p. 9, 2007). The previous research found that is presented here is limited to mostly thesis’s or papers equivalent to that. In Nigeria there
is a suggested teacher motivation crisis among primary school teachers (Adelabu, 2005). Adelabu (2005) suggests that teachers have low morale and low level of commitment to their work. According to Bennell and Mukyanuzi (2005) there is a high level of teacher turnover in Tanzania due to low job satisfaction and poor motivation. Kadzamiras’ (2005) study on teacher motivation in Malawi concluded that there are serious motivational problems among primary school teachers in the country where the motivation and job satisfaction are determined by factors such as salary and working conditions. Harding and Mansaray (2006) found that there is a severe teacher motivation crisis in Sierra Leone, where the teachers are dissatisfied because of ‘inadequate pay structure’ and unjust teacher recruitment policy. Mulkeen (2010) suggests that teachers are motivated by high student’s achievements and de-motivated by conditions which limit the possibilities for reaching the objectives. As concluded by previous research insufficient salary is one of the main factors which contributes to the de-motivation of teachers in SSA (Bennell and Akyeampong, 2007: Pitsoe, 2007: Gemeda and Tynjälä, 2015).

2.1.4 Work motivation

There is an extensive body of research on the concept of work motivation because it is a complex concept. Key definitions are presented here, which include; work, motivation, extrinsic and intrinsic motivation. Thomas (2009) state that there are two definitions of work, the traditional activity-centered and the purpose-centered where the latter tend to be more valuable for the individual. Work is a set of tasks, which in turn consists of activities and are defined by its purpose. Thomas (2009) emphasizes the significance of purpose, because without it, the worker may feel a lack of meaningfulness. There are plenty of interpretations of the concept of work motivation, however, according to Evans (1998) the common factor for the traditional theories such as Maslow’s Hierarchy of Needs and Herzberg’s Motivation-Hygiene theory is that motivation includes needs fulfillment.

The concept of motivation is described by Pinder and Latham (2014) as a psychological process, which emerges from an interaction that takes place between the individual and the environment. Hence, the context is critical when examining motivation and the contextual factor of work motivation has gained more ground in recent research as well as the factor of personal traits.

“To be motivated means to be moved to do something. A person who feels no impetus or inspiration to act is thus characterized as unmotivated, whereas someone who
is energized or activated toward an end is considered motivated” (Ryan & Deci, p. 59, 2000). Ryan and Deci (2000) argue that motivation is not a unitary phenomenon, since all humans have different levels and orientation of motivation. Only the basic distinction of intrinsic and extrinsic motivation is used in this study since it relates to Herzberg’s theory which is the analytical tool for this study. “Intrinsic motivation is defined as the doing of an activity for its inherent satisfactions rather than for some separable consequence. When intrinsically motivated a person is moved to act for the fun or challenge entailed rather than because of external prods, pressures, or rewards” (Ryan & Deci, p.58, 2000). Extrinsic motivation contrasts with intrinsic motivation and is “[...a construct that pertains whenever an activity is done in order to attain some separable outcome” (Ryan & Deci, p. 62, 2000). The main reason for a person to be willing to behave in a specific way is that they are being subject to a value by others to whom they can relate (Ryan & Deci, 2000). The basis for intrinsic motivation is a social context where that makes a person feel that her competence, autonomy and relatedness is supported. Basically, for a person to be motivated there must be a working environment that allows that these three basic needs can be fulfilled (ibid).

The current debate reflects in the work of Pinder (2014) as well as Pinder and Latham’s (2012) review of work motivation theories where they state that there are three main streams; goal-setting, social cognitive and organizational justice. Organizational justice, which is a continuing work of Adam’s equity theory, investigates the result of experienced unjust treatment, which manifests behaviorally and affectively (ibid). The definition of work motivation however that will be used in this study is one formulated by Pinder (2014) “Work motivation is a set of energetic forces that originate both within as well as beyond an individual’s being, to initiate work-related behavior, and to determine its form.”

2.1.5 The Ethiopian context

Ethiopia is a highly interesting case in terms of its history, developmental potentials and the current economic trends. Ethiopia has been relying on agriculture for thousands of years and is one of the poorest countries in the world (WB, 2015). Now, the country’s key developmental goal is to achieve socio-economic transformation. A significant economic and social progress has been achieved over the past decade (AfDB, 2014).

Ethiopia is a federal state which consists of nine National Regional States, which are divided into Zones, Woredas, and Kebeles. The Ethiopian People’s Revolutionary
Democratic Front (EPRDF) in power is a coalition of parties from the four major regions (Amhara, Oromia, Southern Nations, Nationalities and Peoples (SNNPR), and Tigray) (WB, 2013). Hailemariam Desalegn is the prime minister of Ethiopia (WB, 2013). In 2015 national elections were held which resulted in EPRDF remaining in power. The government’s decentralization strategy entails that Ethiopia’s federal constitution mandates the regions and Woredas to deliver basic services in the main sectors which include; education, health, agriculture, rural roads, water supply and sanitation (AfDB, 2013). In the last decade Ethiopia has developed into one of the fastest growing non-oil economies in the world and the fastest growing non-oil exporting country in Africa (AfDB, 2013). An average GDP rate growth of 10 percent has been consistent for the past decade. Government reforms has been successful in terms of opening the economy to FDI which has resulted in an expansion of commercial agriculture and the manufacturing sector. Now, the country’s goal is to achieve socio-economic transformation with the key goal to eradicate poverty. Accordingly, one of the largest social protection programmes in Africa ‘The Productive Safety Net Program’ has been put in place by the Ethiopian government which targets the most vulnerable households remained persistently food-insecure (AfDB, 2013). The development framework is the Growth and Transformation Plan (GTP) which has been successful in reducing poverty levels. “Ethiopia is now embarking on GDP II Ethiopia with the goal of moving towards being a carbon Neutral middle income country by 2025” (AfDB, p. 6, 2013). However, challenges remain; to expand the economic opportunities deriving from the economic growth to the rapidly growing population which has now reached over 100 million. The challenges include systemic trade deficits, an underdeveloped financial system and unemployment which constitute Ethiopia’s main economic constraints (Trade Economics, 2016). To be noted is that the inflation (which has persisted since Klugmans report) in the country could worsen urban income inequality significantly (Klugman et al., 2007).

Additionally, the HDI for Ethiopia is ranked 173 out of 186 (AfDB, 2013). Nevertheless, Ethiopia is now counting on an industrialization with the significant support from the People’s Democratic Republic of China which is investing heavily in Ethiopian construction, infrastructure and manufacturing industry. Conclusively, to ensure that the success and investments result in sustainable development and to foster inclusive growth is a challenge which is essential for the country’s long-term development. To ensure that the education sector is adequately included in the ambitions is essential to create human development and a capable and qualified workforce.
2.1.5.1 Education in Ethiopia

Following the development in the country, the education sector has been subject to numerous reforms and strategies. The implementation and actual outcome of these are debated, since the education sector is facing many challenges in its goal to achieve quality education for all. The teacher attrition and shortage is one of these challenges, which is explored in this study. An overview of the history of education is presented below to highlight past trends, to understand present trends and to speculate on future trends.

Previous research provides an extensive overview of the Ethiopian educational reforms over the past six decades in the light of the 3 different regimes which has had significant ideological differences and impact on the development of the Ethiopian education sector (Semela 2014; Negash 2006; Egne 2013). The turbulent recent history and the many shifts in policies is one of the main reasons for the difficulties in developing a consistent, efficient, accountable quality education system.

Being an ancient civilization the native education of Ethiopia dates back to the fourth century A.D. The education was exclusively managed by the clergy (Ethiopian Orthodox Church) (Semela, 2014). It was not until the beginning of the 1900th century when calls for ‘modernization’ allowed for Western education to modestly enter the education sector. Ethiopia is unique in that it was never colonized. However, the unexpected intrusion of Fascist Italy on Ethiopian territory in 1935 abruptly caused the already fragile school system to collapse. After the period of the Italian occupation, (1936-1941) “the school system was left with barely any functional buildings and infrastructure and had no sufficiently educated people” (Semela, p. 2, 2014). In the decade after the occupation, the education sector was dominated by British influence.

The teacher education and major reforms can be divided into three different time periods based on the regime. During the Imperial system, Emperor Haile Selassie I regime (1930-1974) the education domain functioned without curriculum guidelines and sufficient textbooks (Egne, 2013). The curricula and policy implementation during this period was fundamentally aiming to install “devotion and loyalty to the emperor and to the country, national pride and patriotism” (Egne, p.57, 2015). The emperor had high ambitions to ‘modernize’ Ethiopia and emphasized the importance of education. In 1944, the first formal teacher training took place in Addis Ababa, during the coming three decades the training and level of teachers remained low in standard (Egne, 2013). However, this period is referred to as ‘the golden era of modern education’ in the country,
since it was the best staffed and financed, education was free and there were plenty of jobs (Negash, 2006).

Following the Imperial era, was the period of the Dergue or the Military regime (1974-1991). “Ethiopia was declared a republic and ruled by a socialist/communist workers party. The economy was socialised; urban and rural lands were put under state control (Negash, p. 18. 2006). The party formed the foundation of the education domain, and political education was compulsory. “The entire Ethiopian society was now in one way or another subjected to political indoctrination. The political economy of Marxism/Leninism was made a subject at all levels of the education system” (Negash, p. 18, 2006). The English language ceased to be a language of instruction as the Dergue was the antithesis of the Imperial regime and had broken the relations with the United States and the West, and turned instead to East Germany and the Soviet Union for support. During this period the quality of education declined and the teacher-pupil ratio grew steadily (Negash, 2006). Sweden was the most significant and biggest donor to the education sector during this period, as well as in the 1960’s. Additionally, between 1975-1990 over fifty percent of all schools that were constructed in Ethiopia were financed by Sweden.

In 1991, the era of the Military regime ended and the Ethiopian People’s Revolutionary Democratic Front (EPRDF) was installed and has remained in power. The EPRDF introduced the federalist state construction with nine regions as mentioned above. As the regions are autonomous, major decisions, management and administration regarding education are under the jurisdiction of the respective regions (Semela, 2014). Decentralization has been actively pursued since 2003 (WB, 2013). In 1994, the third education policy since 1945, the ‘Education and Training Policy’ of the new Federal Democratic Republic of Ethiopia (FDRE) became operational. The policy recognized the limitations and challenges to achieve quality education; “Inadequate facilities, insufficient training of teachers, overcrowded classes, shortage of books and other teaching materials, all indicate the low quality of education provided” (FDRE, pp. 2-3, 1994).

The Ministry of Education is the executive organ responsible of the educational strategies, policies and implementation. According to the constitution of Ethiopia, education shall be free from ‘religious considerations, political partisanship or cultural prejudices’ (UNESCO, 2010). The overall goal of the education sector is to achieve the MDG’s and meet the objectives of the National Development Plan (NDP) (UNESCO,
There is a great emphasis from the government to improve the quality of education and the determination to become a LMIC by 2025 contributes to the efforts to ensure quality education for all. In 2008 the ‘General Education Quality Improvement Program’ (GEQIP) a World Bank managed program was launched to improve the quality of education in Ethiopia. It consists of two phases and the second phase is now being implemented since 2014 (UNESCO, 2015b). The debate surrounding the decline of the quality of education at the primary level generally focuses on providing permanent literacy to as many students as possible (Negash, 2006).

The setting of this field research is the Amhara National Regional State (ANRS). To provide an understanding of the education context information on government primary schools is provided. Today, the school system consists of a ‘zero class’ (age 4-6) and primary school which is divided into a first cycle (grade 1-4) followed by a second cycle (grade 5-8). Most primary schools are ‘full cycle’ (grade 1-8) schools (MoE, 2016). The subjects included in the primary school curriculum are: Language (Mother tongue, English, Amharic) Mathematics, Environmental Science, Natural Science, Social Science and Aesthetics (UNESCO, 2010). In ANRS there are 8117 government primary schools. The total school-age population (7-14) is 4,649,090 and total the school enrollment is 4,243,377 which implies that there are many thousands of children are out of school (See Appendix 5). Furthermore, the total number of primary school teachers are 112, 111 of which 61, 800 are male and 50, 311 are female. Primary school teachers are required to hold a diploma (three-year) from a teacher college. In the year 2015/16 a total number of 19,986 students were enrolled in teacher college in ANRS, of which 10,058 are male and 9885 are females (ANRSEB, 2016). School facilities are tools to attract students and contribute to quality, equity, efficiency and accesses (UNESCO, 2015b). Data from 2011 (UNESCO, 2015b) shows that only 26.5 percent of the primary schools have access to water on their compound and latrines are not separated for girls and boys. Additionally, 17 percent had access to clinics and 41 percent had adequate libraries and 52.5 percent had pedagogical centres. Furthermore, the UNESCO (2015b) report states that urgent attention needs to be given to equip the schools with necessary facilities to enable an adequate learning environment.

According to a National Learning Assessment conducted in 2004 the three key determinants for students achievements were; the personal background of the students, school management and teacher factors (UNESCO, 2010). Semela (2014) argues that micro-management of educational reforms by external actors has failed. The Teacher
Education System Overhaul (TESO) is an example of this, it the most ambitious education reform that has been implemented in the history of the country, designed to address the education challenges in Ethiopia, including to improve teacher education. However, it is argued that the TESO has significant problems to reach its objectives (Semela, 2014; Mekonnen, 2008) “Because of the state's multiple agendas, practices are in a state of contradiction and chaos, which as yet signal no pattern of improved educational institution building” (Tessema, p. 218, 2006).

There are other dimensions of the quality education issue, namely the rural and urban divide. Accordingly, there are large differences between educational conditions in the rural and urban areas. The urban children tend to complete six years of schooling, and in the rural areas the rate of completion is at the most 30 percent. Due to the enrollment expansion, teacher shortage and the teachers’ low proficiency in English the government introduced televised teaching, of which the quality is questioned (Negash, 2006). Additionally, this form of teaching is dependent on electricity which is not in any way guaranteed. Huge classes and travel distance appear to be the main reasons for poor rate of completion (ibid). Negash (2006) concludes that the federal government has not invested adequately in infrastructure or teachers. Conclusively, teacher shortage and overcrowded classrooms has resulted in a severe crisis (Negash, 2006).

2.2 Analytical framework

2.2.1 Maslow’s Hierarchy of Needs theory

Abraham Maslow was an American psychologist and his ‘Theory of human motivation’ is referred to as Maslow’s Hierarchy of Needs theory which is widely recognized and is one of the most influential contributions within needs-based theories (Jacobsen & Thorsvik, 2010; Gemeda & Tynjälä, 2015). Maslow (1943) identified five different (see Fig. 2), related basic human needs; physiological (hunger, thirst and sleep) security (freedom from fear and harm), social (social relationships), esteem (status, self-respect), and self-actualization (realize one’s potential) (Jacobsen & Thorsvik, 2010). Maslow (1943) assumed that these needs are organized in a hierarchy, where the lower, deficit needs (physiological and security) are followed by growth needs (belonging, esteem and self-actualization). The logic of the hierarchy is that the higher level of needs does not affect the behavior before the needs of the lower levels are satisfied (ibid). As a need has been satisfied it stops to function as a motivator, as the new needs emerge. “It is only
When people have adequate food and shelter and when the rest of the lower needs are satisfied that they are motivated by needs that rank higher in the hierarchy” (Gemeda and Tynjälä, p. 171, 2015).

When the two basic deficit (physiological and security) needs have been satisfied, a new set of needs emerges; the growth needs. The first of these are the social needs. These include love, belonging and affection. Relationships with friends, family and within particular groups become important. Following this need is the need for esteem; self-esteem, self-respect, respect from others and respect for others. The last and ultimate need to be fully satisfied is the need for self-actualization; Maslow suggested that a person can reach her full potential, by self-actualization (Jacobsen & Thorsvik, 2010).

Deprivation is an important concept, since a person who has never been deprived of certain needs naturally responds differently as to a person who has. The need for security is essential to be able to move higher in the hierarchy. The security need include freedom from fear and harm as well as shelter and salary.

![Maslow's Hierarchy of Needs](WPHR.org)

Even though the logic of the hierarchy gives the impression that each need must be completely satisfied for a person to be able to reach the next level, this is not necessarily the case. As Maslow explains, most people are partially satisfied and dissatisfied with all of the needs and that one need does not have to be completely fulfilled for an individual to be able to reach the next level (ibid). As there are different degrees of
motivation, the point is that all behavior is determined, and motivated to different degrees. In this case, we are interested in the behavior and motivation of the teachers; why they leave the profession and what can be done to motivate teachers in order to increase recruitment and retention.

A critique of the theory is that the categories of needs are insufficiently formulated which can make them unclear (ibid). Additionally, it is suggested that it is empirically difficult to determine if the five needs are actually organized in a hierarchical order (ibid). Work motivation factors and their relationship to Maslow’s theory it is summarized in Fig. 3.

<table>
<thead>
<tr>
<th>Maslow's Needs</th>
<th>Hierarchy of Needs</th>
<th>Motivational work conditions</th>
<th>Needs fulfillment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physiological</td>
<td>Salary, working hours</td>
<td>Material, balance of work and non-work time</td>
<td></td>
</tr>
<tr>
<td>Security</td>
<td>Working conditions</td>
<td>Safe working place, secure employment</td>
<td></td>
</tr>
<tr>
<td>Social</td>
<td>Inclusive management working groups</td>
<td>Belonging</td>
<td></td>
</tr>
<tr>
<td>Esteem</td>
<td>Feedback, positions</td>
<td>Status and prestige</td>
<td></td>
</tr>
<tr>
<td>Self-actualization</td>
<td>Challenging tasks Possibility to be creative Improvement</td>
<td>Personal development Promotion Happy to perform</td>
<td></td>
</tr>
</tbody>
</table>

Fig 3. Maslow’s theory and work motivation. Source: Jacobsen and Thorvik, p. 262, 2010

Maslow’s (1943) theory proposes that the lower needs (psychological and security) should be satisfied before the need for higher intrinsic needs emerge. This may be relevant in the context of many SSA countries, including Ethiopia, as the access to these basic needs and actual possibilities to satisfy them may be limited (Bennell & Akyeampong, 2007: Iliya & Ifeoma, 2015). A teacher without sufficient salary may not be capable of satisfying even the most basic needs, or to provide for their dependents. “As basic needs often go neglected in the developing world, Maslow’s theory is pertinent to an investigation of teacher motivation in developing countries” (Gemeda & Tynjälä, p. 10, 2015a). As for the teachers, this is relevant since satisfying the basic physiological needs of food and shelter may be a potential and actual challenge for them. As suggested by Bennell and Akyeampong (2007) if the teachers are hungry and poor they are [...] unlikely to become strongly motivated by their
involvement in professional development activities” (Bennell & Akyeampong, p.4, 2007)

2.2.2 Herzberg’s Motivation-Hygiene theory

This study continues to examine Herzberg’s (1956) dual theory of motivation. Herzberg’s Motivation-Hygiene theory, also known as the ‘Two-Factor theory’ is a theory in practice, it provides instruments that can be used to motivate employees. The core of the theory is how to create satisfied (and motivated) employees. “The motivation-hygiene theory is best understood as a general framework for understanding the dual nature of satisfaction/dissatisfaction, happiness/unhappiness, intrinsic/extrinsic motivation, mastery/status, and psychological growth/psychological pain avoidance” (Sachau, p. 389, 2007). Sachau (2007) argues that the motivation-hygiene theory remains to be the foundation for ‘good managerial principles’. The findings from the original study identified factors that lead to job satisfaction and factors that lead to job dissatisfaction (see Fig.4). These factors were categorized into two different groups; hygiene factors and motivation factors. The motivation factors featured in the theory are; achievement, responsibility, work itself, recognition and advancement. These are intrinsic factors, related to work content and contribute to long-term satisfaction which, when they are fulfilled will lead to self-actualization, personal growth and job satisfaction. Whereas the hygiene factors are extrinsic and related to work context. They include; policy practices, supervision (technical quality), interpersonal relations (with supervisor) physical working conditions, job security, salary and benefits (Miner, 2005). “Herzberg argued that the most important difference between the motivators and the hygiene factors is this: The motivator factors all involve psychological growth; the hygiene factors involve physical and psychological pain avoidance” (Sachau, p. 380, 2007).

In order for the management to create motivated employees, with high level of performance, the hygiene factors must be maintained at a satisfactory ‘good’ level. Subsequent, the motivation factors must be available and present in order to create satisfaction and motivation (Jacobsen & Thorsvik, 2010). This can be done by applying the theory to identify the needs that has to be met, which is done in this study.
Herzberg’s arguments can be specified into three key points; the conditions which create job satisfaction (motivation) and motivates the employees are separate from those conditions which create job dissatisfaction (hygiene); the employees will not automatically be satisfied merely by changing the conditions that cause job dissatisfaction; only the aspects of the content can cause job satisfaction and motivation (ibid). The theory explains why salary raises mainly seem to lead to an increased feeling of satisfaction for poor people but not for people who have their basic needs satisfied. When the employee is focused on salary and security (hygiene factors) it will lead to increased expectations that can be very costly for the management. “More important than the factor of salary is for managers to increase the intrinsic motivation and long-term job satisfaction for the employee. This is done by providing psychological growth opportunities”. (Sachau, p. 397, 2007). Thus, long-term satisfaction can only be found in the motivation factors.

The theory has been the point of departure for numerous studies of motivation in many countries (Jacobsen & Thorsvik, 2010). Disregard of cultural differences there is a tendency which shows that employees connect satisfaction with the characteristics of the work task (work content) and dissatisfaction with the conditions of how the work tasks are solved. This supports the argument that the employees perception of the work itself and personal development opportunities is central to the motivation. The theory asserts that intrinsic rewards are more important to the motivation than extrinsic (ibid).
However, the hygiene factor of salary is debated, as it is suggested that it can increase the intrinsic factors as well. Miner (2005) argues that there are contexts where rewards, such as salary do not undermine the intrinsic motivation. It is suggested that salary is regarded by the theory as only a material, and disregards its potential strong symbolic value (Jacobsen & Thorsvik, 2010; Evans & Olumide-Aluko, 2010). This is complex since financial reward is a recognition of a well performed work. Secondly, salary is closely related to social status. Third, salary is often the only concrete evidence for the individual that he or she has performed well. To interpret financial reward as something that is only a material is to neglect the fact that money functions as strong symbols (Jacobsen & Thorsvik, 2010). In the context of developing countries this argument may be highly relevant and has been pointed out by Evans and Olumide-Aluko (2010). Their research on Nigerian teachers’ motivation suggests that the links between salary and motivation is different from Herzberg’s original study and concludes that “theoretical perspectives developed in the western world do not necessarily travel well, and that more research is needed on occupational psychological issues in developing Africa, specifically regarding the relationship between pay and job satisfaction” (Evans & Olumide-Aluko, 2010). This is also one of the reasons that this theory was chosen as an analytical tool for this research, to investigate if the theory is supported in the context of a developing country. Conclusively, the factors of a person’s life that lead to long-term happiness are the same as those that lead to psychological growth and personal development. “Researchers looking for the causes of happiness should look to the motivator factors” (Sachau, p. 397, 2007).

The basis for these two theories of motivation when related to work motivation is that they are based on the assumption that humans have certain set of needs which must be satisfied for a person to be motivated. Herzberg’s hygiene factors are extrinsic and cannot in themselves provide long-term job satisfaction or motivation. In line with Herzberg’s theory, Maslow’s theory suggests that there are lower levels of needs which are extrinsic and must be satisfied in order for the growth needs to emerge. The needs of Maslow’s theory are similar to the factors of Herzberg’s theory. According to both of the theories the aim is to reach a level where the individual is allowed to develop and where opportunities for psychological growth are present and possible to attain and where she can reach her full potential. Motivation is reached by satisfying sets of various needs (Maslow) and by satisfying the hygiene factors and optimizing the motivation factors (Herzberg). The two theories has been combined as to function as a
strong analytical tool to analyze the findings of this research. Maslow’s lower (deficit) needs are equivalent to the hygiene factors and the growth needs are equivalent to the motivation needs. When the hygiene factors are maintained at a good level and the motivation factors are present, the employees will be satisfied and motivated. This would ultimately lead to retention and recruitment as presented below.

Fig. 5. Herzberg’s and Maslow’s theories of motivation combined
3 Methodological Framework

This chapter comprise the research design, strategy and methods as well as sampling and sources of this study. A reflexive analysis is included.

3.1 Research design, strategy and methods

The study comprises a case study research design and a qualitative research strategy using semi-structured interviews as the main method (Bryman, 2016). This entail that the study is associated with a location with an emphasis on the setting. Bryman (2016) points out that there are five different types of cases, this study would be an exemplifying case. Thus a case can be chosen on the basis that they either “...epitomize a broader category of cases or they will provide a suitable context for certain research questions” (Bryman, p. 62, 2016). The choice of using a case study to answer the research questions and objective was made in order to investigate a particular situation and phenomenon to get an in-depth understanding of it. Additionally, it epitomizes a broader category of cases, this suggests that this study contains both of the above mentioned reasons. As the case study allows for the researcher to gather data in a natural setting the “/.../ case study will go far in serving your needs” (Yin, p. 114, 2006). There are certain key elements of a case study, which suits the objective of this research. The unit of this case being researched is a group of primary school teachers in a professional location where a certain phenomenon will be investigated (Hamilton & Corbett-Whittier, 2013). Another element is that it focuses on gathering in-depth data, in terms of semi-structured interviews and encompasses interaction between the case and the wider world (ibid). In addition, data may be gathered during an intensive and short period of time, and includes the requirement of actually spending time “/.../within the world of those being researched” as is the case of this research (Hamilton & Corbett-Whittier, p.11, 2013).

The epistemological stance in this research is naturally associated with interpretivism (as opposed to positivism). This is because “/.../ a social researcher has to explore and understand the social world through the participants' and their own perspectives; and explanations can only be offered at the level of meaning rather than cause” (Snape & Spencer, p. 23, 2003). In terms of ontological considerations related
to this research, as the ‘social world is governed by normative expectations and shared understanding’ it is only possible for me as a researcher to access this world by the interpretations of the participants of this study, which is then interpreted by me. As Snape and Spencer (2003) states; “We emphasise the critical importance of respondents' own interpretations of the relevant research issues and accept that their different vantage points will yield different types of understanding” (Snape & Spencer, p. 20, 2003).

Accordingly, the phenomenologist tries to see things from a particular person’s perspective, to understand their perception of the world (Bryman, 2016). As social reality has a meaning to human beings it makes the actions meaningful and therefore it lies in the interest of this study to understand the phenomenon of motivation which affects the behavior and actions of human beings.

3.1.1 Semi-structured interviews

Qualitative researchers are more interested in case study analysis, as to understand why particular groups or people feel or behave in a certain way (Palys, 2008). The field research comprised a number of semi-structured interviews. This entailed that the emphasis was on the interviewee’s understanding and interpretations of a particular phenomenon (Bryman 2016). As for the interviews, they allowed space for the interviewee to pursue specific topics of particular interest. The interviews departed from the interview guide (see Appendix 3) with open-ended questions and follow-up questions were used in some cases and the interview process tended to be flexible (ibid).

As one of the desirable qualities of a qualified interviewer is to be a good listener, emphasis was to maintain this quality throughout the field research. To avoid intrusion of own biases and expectations, a great amount of consideration was given to this aspect. The interviews were audio-recorded, in the cases where the participant have their permission, and then transcribed (Layder, 2013). The interviews were audio-recorded and transcribed mainly as it allows a more detailed examination of what has been said and how it has been said (Bryman, 2016). At the occasions when the participant did not agree to be recorded, notes were taken by me and the interpreter that were analyzed directly after the interview.
3.1.2 Method of data analysis

The method of data analysis for this research is thematic analysis (TA). TA tends to be theoretically-flexible and is one of the most commonly applied qualitative data analysis. It is suitable to answer research questions associated with people’s experience or people’s views and perceptions (Braun & Clarke, 2006). According to Bryman (p. 584, 2016) a theme is; a) a category identified by the analyst through the data b) relates to the research objective c) is built on codes identified in transcripts d) provides a basis for theoretical understanding of the data that makes a theoretical contribution to the literature which relates to the research objective.

TA entails that the data is examined to extract core themes that could be distinguished between and within transcripts (Bryman, 2016). Accordingly, each transcript was coded to find core elements. Common in analysis of qualitative data in the process of coding is to break down the data into categorize and label the parts. Thereafter, the identification of recurrent sequences of coded text is made. This is the process of interpretation in which the data is reduced.

In this study the identification of themes were made by repetitions, similarities and differences and linguistic connectors (ibid). As pointed out by Bryman (2016) repetitions in itself is not a sufficient criterion for something to be a categorized as a theme. Hence, it has to be related to the research objective and research questions of the study. However, thematic analysis should be used with caution, it is important to justify why the specific themes are important, how they relate to one another, what they imply and not only stating that they have been identified (ibid). According to Joffe and Yardley, (2004) a theme is a specific pattern that is found in the data which is of interest to the researcher. This entails that TA requires interpretation which in my in perspective allows for the researcher to steer the findings in a certain direction. This implies that that reflexive analysis is critical.

3.2 Sampling and sources

The element of explaining sampling method and the selection criteria is significant for the research, as stated by Curtis et al. (2000) it; “…/ needs to be addressed rigorously and is fundamental to our understanding of the validity of qualitative research” (Curtis et al., p.1002, 2000).
In this study, purposive sampling, which is a form of non-probability sampling was used with the aim to select participants in a strategic way so that they are relevant to the research objective (Ritchie, Lewis & Elam, 2003). Subsequently, public primary school teachers in a low income country where the teachers’ motivation is suggested to be low were strategically selected (Bryman, 2016). Purposive sampling is commonly used in qualitative research. “The logic and power of purposeful sampling lies in selecting information-rich cases for study in depth. Information-rich cases are those from which one can learn a great deal about issues of central importance to the purpose of the research, thus the term purposeful sampling” (Patton, p.168, 1990).

“The way in which access is negotiated on the ground can be critical to the success of a study. Engaging effectively with research settings can be aided in a number of ways” (Lewis, p. 62, 2003). Lewis proposed a number of components that can facilitate access to the participants, all of which were followed in the process of this study. For example, I got clearance from authorities; I was open and clear about the research objective and purpose; I was clear about what was required, how many visits I planned to make at each school and the number of participants included. Furthermore, I explained what the research would be used for, and that it would be shared with the participants by distributing the research paper through my contact person. Lewis (2003) suggests that having a contact person for overall organizing is important. In addition, flexibility regarding the settings and accepting advice is an important component.

Ritchie, Lewis and Elam (2003) proposes 2 core components of the sampling (selection criteria), which they labelled ‘symbolic representation’ and ‘diversity’. Symbolic representation is described as “units are chosen because they typify a circumstance or hold a characteristic that is expected or known to have salience to the subject matter under study” (Ritchie Lewis and Elam, pp. 82-83, 2000). Therefore, primary school teachers were selected because they were central to the subject matter under study (teacher motivation in Ethiopia, in relation to teacher attrition and quality education), and they were found in a setting and circumstance that suits the investigation of the phenomenon well. As the quality of education is especially critical on primary level, primary school teachers were selected. Principals were included in the sample as they might provide additional perceptions of the phenomenon.

The sampled schools were selected through a contact person, by the education office in the region. Letters of clearance and consent was provided for me to be given to the principals at the initial meeting. The latter component encompasses that the sample
should be as diverse as possible (within the selected unit). In this study, in terms of diversity, there are both male and female participants, the range of age if wide (20-56) and participants working in different types of areas (urban and rural) are included. The primary selection criterions included profession, gender, and type of area.

A total of 42 participants (teachers, vice principals and principals) were interviewed at a number of different public primary schools, in urban and rural areas respectively of which 20 were females and 22 were males (see Appendix 4).

The sources of this case study are semi-structured interviews (primary) and documents (secondary). The relevance of the primary source is high, since it consists of informants that are the subject to the phenomenon examined in this study. It is not likely that alternative sources which could provide the data on teachers’ motivation in Ethiopia but the teachers themselves would be more relevant. The reliability is considered high since all informants participated voluntarily and there is no explicit reason to believe in deliberate disinformation or manipulation.

The stakeholder interviews provided a large number of in-depth interviews which resulted in a relevant satisfactory body of data to be analyzed. Documents were used as secondary sources, which consisted mainly of previous research published in academic books and scientific articles as well as professional reports. To ensure reliability and relevance, the secondary sources used are limited to well-established organizations, institutions, scientific journals and books. For example, the United Nations, the African Development Bank, the World Bank, theorists, and several African (primarily Ethiopian) scholars well acquainted with the concepts and context relevant to this study are used. There are few if any limitations to the use of these sources. The consequences of their use were that they provide a range of variety and different perspectives on the concepts, phenomenon and theories included in this study.

3.3 Reflexive analysis

The term reflexivity is complex, however it is important because it reflects awareness and acknowledges the role of the researcher. As the researcher is someone who is a part of the construction of knowledge mainly by extracting knowledge from conversations and transmitting it to an audience, the implications and importance of the researcher’s choice is to be understood (Bryman, 2016). Accordingly, a methodological reflection is made here. Reflexivity is described by Cateano (2013) as a person’s ability to reflect upon
themselves regarding their social circumstances. Mauthner and Doucet (2003) argues that “... ontological and epistemological assumptions embedded within data analysis methods and how they are used, can deeply influence research processes and outcomes” (Mauthner & Doucet, p. 418, 2003). Thus it is important to situate oneself as a researcher both emotionally and socially to the participant. Furthermore, Mauthner and Doucet (2003) explain that it is necessary to understand what aspects that actually influence our construction and production of knowledge and how this process happens.

As the research objective is to increase the understanding of a particular phenomenon and to elaborate on suggestions for improvement of a perceived problem, I chose to interview individuals that could provide information to answer the objective. It is essential to have a pre-understanding of the cultural and political context in which the participants operate. Therefore, understanding of this and social norms facilitates the whole process of operating in the field as a researcher. Thus, to create a trusting environment between the interviewee and the researcher I suggest that the responsibility of possessing the knowledge as well as interpersonal skills lies within the researcher. I propose that my understanding of the context, norms and my interpersonal skills in relation to the willingness and openness of the participants facilitated the research process. As I am a teacher myself I am familiar with the teachers’ situation and practice and can relate to them and vice versa. The language in itself is not always central, by using an interpreter, it allowed me to observe the body language, facial expressions and tone of voice even more.

It is also important to recognize the sensibility regarding the issue of me being a white Western young female coming from the ‘outside’ to gather data. From my point of view this does not necessarily have to be a negative element. As I have great respect for, and understanding of Ethiopian culture and for the participants’ context, this was expressed by trying to reduce the potential imbalances that can amount from ethnicity, power, class, age and gender. One way of doing this was by being cautious in not being intrusive or imposing, but rather expressed a genuine interest and explained the purpose of the research and my personal background, that I had lived in Ethiopia as a child and visited the country several times, as well as the fact that I am a teacher myself. These factors contributed to a relatedness and was part of my relative thinking and it became relatively clear that by doing this, potential negative feelings deriving from me being a white Western female may have been reduced. I found that the attitudes and intentions of the researcher is an important part of creating relations and trust during the process.
Therefore it is important to have interpersonal skills as well as knowledge of the setting and norms in which the research is conducted. As human beings are part in constructing knowledge and we all have our own ideas and perceptions of the world, in my experience it is unlikely that any researcher can remain completely neutral or objective during the research process including the data analysis process. This may also be true since the researcher has intentions with the research from the beginning to the end of the process. However, it has been my ambition to remain as objective as possible when analyzing the data, focusing on what is actually being said and how this can be related to theory and previous research.

Additionally, the fact that the context (education domain) in which this study was made is highly politicized in the country is recognized, and the sensitivity surrounding this aspect was considered. This fact does have an impact on the actual result of this study, and is mentioned as one of the factors that demotivate the teachers.

4. Findings

The key findings are presented in this chapter.

4.1 Reasons for entering the profession

In order to identify teachers’ motivational factors, firstly the reasons why the participants entered the profession was investigated. According to the data there are two main reasons to why the participants entered the profession; a) lack of alternative opportunities b) because they initially liked the profession (or was interested in it) where the former was more common. It was stated, particularly among the teachers in rural areas, that they entered the profession because it was the only option, either due to low grades or lack of other job opportunities;

Like most teachers my grades were too low to get any other profession, so I became a teacher. [41]

I was poor and I didn’t get any other job. [22]

In terms of the second reason, the participants stated that they were interested in the profession and that they liked the idea of teaching and to be a teacher. It was also
mentioned that they were inspired by their own teachers. The work itself was initially associated with status and an a significant aspect was that they wanted to contribute to imparting knowledge and to ‘do something good’. A few teachers mentioned the reason in highly positive terms;

\[ It \text{ is the best profession of all profession. } \{20 \}\]

4.2 Hygiene factors

The reasons why teachers leave the profession and why it is difficult to attract people to the profession are closely related to the attrition and are associated with de-motivation. These factors are interpreted as being insufficient or not adequately provided for. All but two of the participants stated that their initial expectations on the profession had changed and decreased, due to the factors mentioned in this sector. These factors are treated as synonyms to de-motivation factors (hygiene) as they cause dissatisfaction as defined by Herzberg’s Motivation-Hygiene theory.

4.2.1 Salary

The factor of salary was most frequently mentioned and referred to as the key source of de-motivation, and attrition;

\[ Teachers \text{ leave because of low salary, the salary is better in other sectors. } \{2\}\]

It was implied that the salary does not cover basic living conditions and causes feelings of deprivation and desperation. In addition, as inadequate salary was mentioned by all participants, it was associated with exclusively negative feelings.

\[ Now, I \text{ am bored and tired, because the salary is too low, it’s very difficult to survive. Teachers are extremely poor. I hate being a teacher. } \{19 \}\]

In terms of actual living costs in relation to the salary it was suggested that the salary does not cover even the basic living expenses. It became clear that the factor of salary poses a threat to the actual ability for the teachers to survive;
Teachers pay up to 1000 Birr per month for housing in the urban areas and salary does not cover living expenses. The monthly salary for a newly examined teacher is officially likely to be 2,197 Birr. However, in reality for the Diploma holders the maximum salary do not exceed 2,000 Birr regardless of increments made. [40]

With a salary of maximum 2000 Birr this simply implies that they receive a level of pay which is too low compared to their monthly expenses and the current inflationary situation in Ethiopia. It is indeed difficult to explain how teachers can actually survive, especially in expensive urban areas as explained by a teacher in the urban area;

The salary is too low, I cannot live with this salary, the teachers are the most hardworking but with the lowest salary. There’s no positions for teachers in the society, we are poor. No students want to be teachers. [4]

According to Maslow’s theory, if a need is unmet it influences the behaviour, which becomes clear, since teacher leave as consequence of dissatisfaction regarding salary. There is another dimension related to insufficient salary which poses a challenge and may function as a repercussion on the motivation of teachers;

/.../ we are often forced to do side businesses to earn money to complement our salary. For example livestock breeding and agricultural activities, however, it is legally forbidden to venture for other business activities on top of government formal employment. Otherwise, one should leave his/her permanent government job and switch to become a farmer and have the right to hold land for agriculture. [38]

4.2.2 Respect and status

It became clear that the factor of respect and status as a professional (occupational status) was a significant determinant. The teachers general expectation on the profession before entering was that it is a respected profession, subsequent, as a teacher you will be respected and have a certain level of status in the eyes of the public. However, the respect for teachers has declined significantly, and this aspect was referred to as an important de-
motivation factor. There is a lack of respect from the students, the community and the government which clearly affects the motivation as stated by the participants;

*Teachers used to be highly respected, but now we are not respected anymore.* [20]

Accordingly, the teachers need to feel respected by the public and the students, which does not appear to be the case;

*The students do not respect the teachers and the parents lack of involvement and lack of respect for the teachers is one factor.* [4]

*We need to be respected by the students, the society and the government.* [15]

### 4.2.3 Resources and facilities

The profoundly insufficient supply of teaching material and resources is a key determinant to why teachers leave the profession. There is an overwhelming lack of resources such as furniture (the students are either sitting on the ground or in overcrowded classrooms without adequate furniture). Furthermore, only one school featured in this study had access to water on the compound. It became clear that the facilities are highly inadequate and fail to provide a good teaching and learning environment.

*There is no material, so how can we teach? There is no furniture and no water. It is impossible to teach and to learn in these conditions. The teachers cannot transfer good knowledge and skills anymore.* [34]

It was suggested that the lack of fundamental teaching material hampers the actual capability to teach. For example, the participants stated that there is a very limited supply of textbooks, pens, laboratory equipment, sports and recreation material, maps and technology equipment;

*Since we have no computers we must carry around all our paperwork and do all the daily reporting and daily assessments by hand, which takes too much time. I often have 140 reports to write in one day.* [7]
Consequently, the schools are incapable of providing basic material for the individual students, and it is common that the families cannot afford to acquire any material for their children, and as the schools have no capabilities to provide it, this constitutes a major challenge;

*It is impossible for the students to do their homework without books.* [33]

*Some children do not even have clothes or shoes so how can they be expected to have books and pens?* [2]

This issue seems to be even more severe in the rural areas;

*... students are absent due to hard labor, the rural children have no resources such as clothes, food or material. The school is often located far from the children’s home and there is a lack of confidence of the children in the rural areas.* [39]

4.2.4 Policy formulation and implementation

It became clear that poor policy formulation and implementation processes is another factor that affects the motivation, indirectly as well as directly. The issue of poor implementation processes was identified as a source of dissatisfaction and frustration. The almost non-existing possibility to partake in decision-making as well as poor dialogue with authorities amounts in distrust and low level of accountability;

*To improve the quality for the school environment the government should oversee the education policies. If we want to reach quality education and good results for the students, the policies needs to be changed, in order to have a good education system in Ethiopia. The people working at for example the Ministry of Education should be educated experts and serve the people and be aware of the problems. This is not the case today, the people working within the education sector are not qualified and therefore the quality is also low. Change of the policies and the administrative areas is the most important thing to change the education crisis.* [2]
The implementation of the policies needs to be effective and the promises made needs to be realized. [33]

As the actual education policies and the formulation and implementation process of these are an essential factor affecting the teacher’s ability to operate, it was widely recognized among the participants that the organizational and managerial dimension is an overarching issue.

4.2.5 Students’ discipline and motivation

According to the participants, there has been a decrease in students’ discipline and motivation. This is mentioned as one of the main factors that contribute to the decline of teachers motivation, by a few teachers it is pointed out as the most significant factor that need to be addressed;

There's a plan to increase the students motivation - as it is the biggest problem. Students motivation are more important than the salary. [6]

As there is a lack of resources, facilities and material the students show little interest;

Especially the younger students need some kind of recreation material, playful education material, but there is nothing to really motivate them to come here. [23]

Since there’s no possibility for the students to get their own books or any form of material from the schools, their motivation and interest remains low. [35]

Thus, the lack of students motivation reflects the de-motivational effect;

My motivation has decreased due to students lack of motivation. The incapabilities of the students decreases my motivation. [4]
The lack of students’ motivation and interest reflects in student absenteeism (although it may be involuntary). Particularly in rural areas the issue of student absenteeism is contributing to low motivation among teachers. Accordingly, the students are expected to work hard in the households and in the fields and female students in particular are subject to educational obstacles due to child marriage and hard labor;

_The children must work for their families so they are absent. They must look after the cattle and the crops and have many obligations at home, because of the traditional culture. At the same time the parents are willing to send their children to school but this means a lot of difficulties for the parents since they loose their workforce._ [37]

Consequently, the teachers in the rural areas are expected to engage in family matters to ensure that the students attend classes;

_As teachers we have to go to the girl’s family and persuade them to let their child remain in school and prevent the marriage._ [39]

The teachers are aware of the gender disparities which is another dimension;

_The children must walk far to fetch water and especially girls are expected to work hard and contribute in the household. When the mother gives birth, the daughters of the family are expected to stay at home for ten days to help._ [40]

4.2.6 Accommodation

The factor of accommodation is closely related to the factor of salary. Accommodation issues is emphasized by the majority of foremost the teachers in the urban areas. According to the teachers, accommodation is too expensive in relation to the salary which do not cover the rent and basic living conditions;

_Accommodation for teachers is the main issue, the teachers living conditions are not good. Teachers pay over 800 Birr per month for housing in the urban areas and salary does not cover living expenses. So now teachers have_
nowhere to live, the salary must be increased to make sure teacher have a place to live. [10]

It became clear that the housing issue is paramount, as it is essential to have a place to live. As the teachers struggle to manage in the urban areas, this factor is a source of desperation, since the teachers are forced to live in very poor conditions;

*The rent depends on the type of materials of which the room is constructed. On average however, for urban areas 600-1000 Birr per month for a small size concrete room is normal and 200-400 Birr per month for rural areas consisting of mostly mud.* [16]

There is another dimension which poses a challenge and may be cause for repercussion on the motivation of teachers;

*We are often forced to do side businesses to earn money to complement our salary, for example livestock breeding and agricultural activities, however it is legally forbidden to venture for other business activities on top of government formal employment. Otherwise one should leave his/her permanent government job and switch to become a farmer and have the right to hold land for agriculture.* [38]

In the rural areas this is also an issue;

*We live out here in the rural areas with poor housing and no access to anything and we ask the authorities to provide shelter for us but they declined our requests for a decent living. If the government would provide housing in the rural areas we can help to educate the rural population, the farmers have no education and cannot help their children with their studies.* [28]
4.3 Motivation factors

The motivation factors are treated as a separate set of items in accordance with Herzberg’s theory. The motivational factors found were; the student-teacher relationship (‘good relationship with the students’), high student performance (‘students reach learning objective’) and the work itself.

4.3.1 Teacher - student relationship

The practice of the teacher profession in itself is based on interpersonal communication, the relationship with the subjects receiving the information that is communicated e.g. the students are main part of the work. As motivation factors was associated with the students, the feelings towards the students in terms of relations, were positive. A good teacher - student relationship was one of the key determinants of motivation;

\[ I \text{ love children and I view the students as my own children, and I love to listen to their ideas. [1]} \]

Unsurprisingly, the female teachers emphasize the relationship with students as a main motivator;

\[ My \text{ motivation is to be with the children and to help them. [35]} \]

\[ We \text{ need to be affectionate with the children and give them love, to make them feel good about themselves. [9]} \]

4.3.2 Student achievements

As teachers performance can reflect students achievements it is understandable that the teachers associate this factor with motivation;

\[ I \text{ am motivated by the success and progress of my students, which has developed and now have good positions in society, I’m happy to help the students get a good job. [8]} \]
Well-prepared teachers affect the student’s achievement and thus it can function as a confirmation for teachers that they have performed well. Students achievement may be a strong indicator of teachers quality. Consequently it is a reflection and result of teachers’ efforts and functions as a strong motivator;

*To follow the progress of the students, to make the students achieve good results.* [13]

*The students’ motivation and interest to learn and to be a person that is needed in the country motivates me.* [41]

### 4.3.3 Work itself

Regardless of external factors, it was clear that some teachers valued the work itself and the rewards and satisfaction it brings is another motivator. The importance of the work itself was emphasized. The work was by some participants associated with ‘something good’ and they were satisfied with knowledge that their work did contribute to something important;

*I am motivated because I can change the life of the students, the students’ life depend on me, it is in my hands.* [19]

*I am motivated to shape and help the future generation.* [14]

In addition, the profession itself was associated with positive terms;

*I like being a teacher, it’s the most important profession.* [3]

*Now I love the profession, its good and I like it.* [12]
4.4 Future implications and suggestions for improvements

To be able to identify indicators for attrition trends and its implications, as well propose suggestions for improvements the participants were asked to share their perspective on these issues. The overwhelming majority of the participants responded conclusively in negative terms regarding the future of the profession and the education sector. It was indicated that if the present conditions do not change, there will be very difficult to retain and recruit teachers;

*In 3-4 years there will be no more new teachers in the country because all new teachers quit. Maybe if the problems are solved, if the salaries are increased, if the profession is respected by the authorities, then the teachers will come back.* [18]

*If the conditions are not improved, the salary not raised, there will be no teachers in 5-10 years.* [31]

In terms of why the teachers actually stay in the profession amounted to the fact that they do not feel that they have any other choice;

*The teachers stay because of no other choice. But if they get the opportunity they leave. The teacher overhaul is a problem of the government and they must fix it.* [21]

Regarding implications for the future it was stated that;

*There will be no improvement, it will decrease and worsen, there will be a collapse, unless changes are made immediately.* [40]

A small couple of participants referred to the government and the authorities, and suggested that action should be taken to address the teacher attrition and turnover, since
it is in a state on the verge to collapse. As for solution, what should actually be done, it was suggested that;

*The government should oversee and address all the problems in the rural areas. The government must acknowledge the problems and provide material, resources, water, and increase the salaries* [39].

*The education is at stake, it is a dangerous situation, the government must do something immediately.* [26]

*If the salary is not increased, there will be no teachers. The government should consider the salary, and the teachers should be respected by the government. There’s no housing and teachers cannot survive.* [27]

5. Analysis

*In this chapter, the findings presented in chapter four are analyzed.*

5.1 Teachers’ motivation

Based on the findings, it is fair to say that the de-motivational factors and causes for attrition and teacher turnover are closely related (Xaba 2001; Mulkeen 2010; Mutune & Orodho 2014). Simultaneously, the factors found are linked to each other, with the determinant of salary being the common factor from which most other de-motivational factors can be detected. In conjunction with previous research, it has been found that low salary is an indisputable cause for the attrition and de-motivation (Bennell & Akyeampong, 2007; Gemeda & Tynjälä, 2015a; WB, 2007; Pitsoe, 2003).

The determinant of salary can be related to most of the other determinants since it has a direct impact on them. Thus, accommodation and status are strongly related to salary and motivation. Because teachers’ salaries are insufficient (in relation to living costs) they cannot afford to pay their rent and cover their living expenses, the value of salary is more than a reward, it is essential for survival and thus for the teachers to perform well, which in turn leads to higher students achievement.
Fig 6. Salary – hygiene and motivation factors relationship

However, the factor of salary is complex, and may be even more so in a context where it is highly inadequate in combination with economic trends (inflation) and its actual fundamental importance for survival, as the findings suggest (Evans & Olumide-Aluko, 2010). In addition, salary can be considered as having symbolic value, and not only a material in itself (Jacobsen & Thorsvik 2010). It functions as recognition and is often the only evidence for a well performed work. Moreover, it is closely related to social status, which can be associated with occupational status as well. As the factor of salary, in this context (developing country) may function differently than in a developed country as suggested by Evans and Olumide-Aluko (2010) the factor or pay may also function as a motivator, thus have an intrinsic value. However, the issue of the extrinsic factor of salary remains, it may be claimed that it can also function as a motivator, even in the long-term. This is in line with what Evans and Olumide-Aluko (2010) suggest in terms of contextuality. This implies that because of the things deriving from the salary and can actually provide for and the intrinsic value it contains thereby. It also has a direct influence on attrition and indirectly the quality of education. As poor policy implementation and evaluation affects the motivation, it is suggested that this is a fundamental issue that influence motivation on all levels. It has an impact on the actual work, workload, resources distribution, assessment, students achievements and subsequent the quality (Mulkeen, 2010).
Regarding resources, the findings indicate that the lack thereof is critical and the actual teaching process seriously hampers. As a result, without good materials, the students cannot learn and become de-motivated. This in turn causes teacher de-motivation and attrition. The persistent lack of material and facilities therefore poses a main threat to teacher motivation (Iliya and Ifeoma, 2015). Material includes laboratory and sports and recreation material which were basically non-existent. Resources include water, of which only one school had access to on the compound. School facilities are instruments to attract students and contribute to quality, equity, efficiency and accesses (UNESCO, 2015b). As facilities are inadequate, students may become de-motivated, which is a main factor indicated by the teachers to a significant cause for teacher de-motivation and attrition.

Fig. 7. Hygiene factor – motivation relationship

Another dimension of students’ motivation is mentioned particularly in the rural context, where it is associated with student absenteeism due to family expectation on the children. Consequently, the findings suggest that this is due to child labor and child marriage, which can be attributed to poverty and cultural (traditional) norms.
5.2 Relevance of Herzberg’s and Maslow’s theories

This research suggests that both of the theories are supported to various extents. As previous research asserts, teachers are motivated by intrinsic rather than extrinsic factors (Ellis 1984; Spear et al. 2000; Bennell & Akyeampong 2007). According to the hygiene factors (extrinsic) when they are not maintained at an adequate level they are the cause of job dissatisfaction and de-motivates the individual. The factor of salary is indeed a primary extrinsic and contextual factor contributing to dissatisfaction. It is clearly a crucial and necessary factor which can both lead to motivation and de-motivation. According to Herzberg’s theory the hygiene factors must be maintained at a good level to prevent dissatisfaction and prevent de-motivated teachers. The findings suggest that this is clearly not the case, hence the teachers become de-motivated. Salary can also function as a motivator, but as Herzberg’s theory suggests, salary alone would not prevent dissatisfaction in the long-term perspective. The other hygiene factors presents need to be maintained at a good level as well. The factors of status and respect (esteem) are both emphasized by Maslow’s and Herzberg’s theories, the findings indicate that the teachers are de-motivated and dis-encouraged because of low occupational status and lack of respect. Thus, this important factor is not satisfied. In terms of working conditions as it is a hygiene factor, it is inadequate and leads to dissatisfaction.
According to Maslow’s theory, the goal is to satisfy the lower needs, so that the person can reach higher levels (growth) and ultimately the ‘self-actualization’ level. The same would be relevant according to Herzberg’s theory, the hygiene factors should maintained and then the motivation factors can be attained and satisfied. As shelter and safety is essential according to Maslow’s and Herzberg’s theories, the factor of accommodation functions as a hygiene factor and is a critical factor especially in the urban areas. Accommodation in this case could be attributed to be part of the security level/hygiene factor. It is also part of a working condition (salary) that ‘affects the individual’s personal life’ (hygiene factor).

Basically, the employer should ensure that physiological, extrinsic needs related to context are satisfied, in order for the employee to be able to be intrinsically motivated and satisfied. However, based on the findings it is fair to state that the majority of the participants of this study are dissatisfied and unmotivated. This in turn leads to attrition and turnover which highly influences the quality of education. This research suggest that Herzberg’s hygiene factors of working conditions, salary, status, policies and management, security and work conditions affecting the personal life are all present and inadequately maintained and not fulfilled. Hence, these factors contributes to dissatisfaction and functions as de-motivators in this context. Conclusively, based on Herzberg’s theory the teachers are unmotivated due to the absence of motivational factors as well. Herzberg’s motivational factors work itself, responsibility, performance, achievement and development indicates that an employee is satisfied if all these factors are fulfilled and made possible by the management. The findings show that the factors that do motivate teachers and make them feel good about themselves and their job is; responsibility, performance, achievement and the work itself. However, this does not imply that the teachers’ needs are fulfilled or that they are satisfied, for this to be a reality, all de-motivation (hygiene) factors must be addressed and fulfilled to an adequate level.

In accordance with Herzberg’s theory, if the management provides and maintains the hygiene factors at a good level, it would lead to reduced levels of job dissatisfaction. The hygiene factors found in this research that are inadequately maintained include; salary, status, working conditions (resources and facilities), policy formulation and implementation, student’s motivation and discipline and accommodation (related to salary and working condition that affect personal life). Therefore, increased salary, improved status and respect, improved physical working conditions, improved students discipline and motivation, improved policies, and adequate accommodation would be
appropriate action to take by the management which could lead to reduced levels of job dissatisfaction. However it would not automatically create satisfaction and motivation. For this to happen, the intrinsic factors related to the work content should be present and opportunities for personal psychological growth available (Sachau, 2007). The strongest motivation factor was students’ motivation and achievement as this indicates that the teachers have performed well. It may also function as a sign of recognition, from the students and enhanced esteem as defined by Maslow. This research suggests that the teachers are motivated by improving the lives of the children and to work with children. This is in conjunction with previous research (Spear et al., 2000; Bennell & Akyeampong, 2007). Thus, for the teachers to experience job satisfaction, they should have a good personal relationship with students; spend time with the students; feel that they contribute to imparting knowledge, experience a sense of achievement, experience responsibility and recognition. Furthermore, there should be real opportunities for professional development.

Additionally, there are few differences in terms of what motivate and de-motivate teachers between ‘developing’ and ‘developed’ countries. This implies that essentially, for a teacher to be motivated and satisfied, intrinsic factors must be present and there must be real opportunities for growth. This is in line with what Maslow’s theory suggests, as the physiological needs should be satisfied first, in order for the intrinsic needs to emerge. Therein lies the problem, the teachers are seriously hampered by the fact that their lower needs and the hygiene factors are not satisfied, thus they become de-motivated. Subsequent, for the teachers to become motivated and satisfied with themselves and their work, it is fundamental to satisfy these needs for them to be able to satisfy the growth levels and motivation factors.

5.3 Understanding teacher attrition

The findings suggest that teachers leave because they are de-motivated, this implies that teacher attrition is closely related to teacher motivation, which supports previous research (Xaba, 2001; WB, 2007). The factor of occupational status (esteem) is significant in relation to attrition (WB, 2007). It was found that the female teacher tends to be more motivated and have a higher level of job satisfaction. They emphasized the relationship with students as a motivator. This implies that females should be encouraged to become teachers and should be encouraged as professionals. Whereas the
male teachers tended to view their current job as a stepping stone to reach other professions. A number of male teacher also indicated that if only they had the opportunity, they would leave the profession entirely and transfer to other sectors. The reason for this was that the salary is higher in other sectors as well as status. This implies that the male participants may value money and status higher than the female participants. As pointed out by previous research, the complexity of the salary component is not to be neglected, as the findings suggests, it is a critical factor which highly contributes to attrition (WB, 2007).

The expectations on the teacher profession had decreased among all but 2 participants. This implies that there might be a link between the expectations and job satisfaction and motivation. As it was found that expectations had decreased both among young and older teachers, it is suggested that expectations can decline quickly, and being confronted with the realization of the actual working conditions, especially among young teachers can cause de-motivation and dissatisfaction.

Additionally, the younger teachers in the rural areas tended to be motivated by the factor of work itself and to initially enhance the lives and capabilities of students. This could be associated with fact that they were themselves from rural areas and emphasize the critical importance of education, especially for females. In rural areas teachers tended to experience a slightly higher level of respect and status, as they might be viewed in a more positive way by the community (recognition). Moreover, in the rural areas the teachers tends to be more involved in the community and more involved in family matters, which could increase the intrinsic factor of the work itself as well as contribute to a sense of responsibility, which is a motivator according to Herzberg’s theory. The older teachers (over 45), the males in particular, expressed deep dissatisfaction, as they have experienced the deterioration in in educational quality, and decrease of students motivation, discipline and achievements over a long period of time. Basically, the teachers that were closer to retirement had little hope for change and no hope for any kind of rewards, bonuses or benefits for their many years in service. On the other hand some of the younger teachers in rural areas indicated that they believed in and hoped for a gradual change of policies and practice.

Shaw’s model suggests three components on how to lower attrition levels. These are; determining the causes of attrition and develop a retention strategy and then implement the strategy (Xaba, 2003). The causes are in this research related to teacher
motivation and low quality education. It is fair to say the low quality of education is affecting the teachers’ motivation.

As the teacher qualifications and motivation influence the quality of education it implies that management and essentially the government should oversee the current policy formulation and implementation policies (Barrett et al, 2006).

This research suggests that it is imperative to address the motivation crisis, if this will not be done, there are strong indicators that the quality of education will continue to deteriorate and hamper the long-term development in the country. The budget limitations are a main contributor to the teacher attrition and challenges to provide quality education. Additionally, there has been a population growth of over 50 million in 50 years, now reaching a population of over 100 million. Another challenge is poor policy formulation and implementations processes. This study suggests that the future of the teacher profession and the development of quality education depends on the capabilities and essentially the will to manage the education sector towards a more accountable institution which can provide long-term sustainable resources for development. Apart from providing basic needs such as water, food, security and shelter, education is the most important factor to enhance the capabilities of the people and to build the future workforce of Ethiopia. Conclusively, the tremendous potential in the country displays a unique opportunity to lift the education sector and the teacher profession to achieve quality education by 2030.

6. Conclusion

6.1 Conclusion

This study explored the de-motivation and motivation factors of primary school teachers in Ethiopia and suggested some implications and improvements that could enhance the teacher’s motivation. The motivation factors were explored partly in relation to the teacher attrition phenomenon as an influential factor of quality education. Based on the findings, the contribution of this research comprises a deepened understanding of teachers’ motivation determinants in Ethiopia of which previous research has been limited. This study provides insight as well as an overview of the situation of the teacher’s working conditions and contributes to knowledge of teachers’ motivations relevance for attrition. Herzberg’s Two Factor Theory and Maslow’s Hierarchy of Needs formed a framework for understanding the factors affecting teacher motivation in Ethiopia.
which was supported to various extents in the context of a developing country. Suggestions for improvements, based on the findings of this study, have been presented. Ultimately, satisfying the needs of the teachers would lead to motivated and high performing teachers, improved student’s achievements and improved quality education.

6.2 Recommendations for Future Research

There are factors of teachers’ motivation in the context of SSA countries that could be explored further. These are mainly related to practice; how the teacher-parents relationship can be strengthened; how a sustained distribution of resources (material, water) can be facilitated; how adequate, regular in-service teacher training can be provided and how to enable a more transparent and accountable education system.

6.3 Recommendations for Policy and Practice

Based on the findings of this study, the main suggestions on how to improve the quality of education by motivating the teachers in short-term are presented here.

- Hygiene factors that need to be maintained at an adequate level and thus requires ‘good managerial practices’.

The most significant factor is salary, therefore it is suggested that the salary should be increased as for the teachers to be able to survive and to be able to perform at work. Salary is also closely related to other factors, mainly occupational status, which should be raised by improving salary and provide quality teacher training. Qualified teachers are essential to provide quality education, therefore quality teacher training, in-service professional development and competent supervision and management is required. Regarding other essential working conditions such as facilities, these needs to be improved to be able to create an adequate teaching and learning environment. Sufficient resources are necessary to motivate students, which leads to motivated teachers and for teachers to be able to do their job and for the students to be able to learn in the first place. As accommodation is an issue of great concern for the teachers, it should be provided to ensure acceptable living conditions for teachers.
As to create a more participatory and inclusive environment, the dialogue between teachers and officials should amount to establish a more open environment where the primary common goal is to provide adequate conditions to achieve quality education and inclusive development in the country. The responsibility lies primarily within the educational institutions to ensure that the teaching and learning environment is adequate. Subsequent, mature policy formulation and implementation processes should be a point of departure towards educational quality. Furthermore the relationship between teachers and parents needs to be strengthened, by encouraging parental and community involvement; workshops, community information. The issue of gender equality should be included on all levels of the education system, primarily to motivate female teachers and students and to ensure that female students are encouraged to attend classes. Another factor is to improve the rural transportation infrastructure, both teachers and students must often travel long distances to and from the school, which can be especially unsafe for females. Essentially, to decrease the level of absenteeism, particularly among females, efforts should be increased to prevent harmful practices such as child marriage. Additionally, the high levels of poverty contributes to widespread forced child labor as the children must help their families, especially in the rural areas and are hindered to attend school.

- Motivation factors that need to be present for teachers to be satisfied and motivated

The overarching aspect that need to be considered here is to provide real opportunities for personal psychological growth. For the management to keep the employees satisfied in the long-term certain components are featured in this ‘personal psychological growth’ aspect. As recognition is an important component, the work of employee should be recognized. To enhance the esteem, teachers should receive more respect from the society. Career opportunities and in-service professional development as well as quality teacher training should be provided as advancement is a motivation factor.
Bibliography


Appendix 1

Sustainable Development Goal 4: Quality Education

“Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”

Targets:

4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes

4.2 By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education

4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university

4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship

4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations

4.6 By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy

4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development

4.a Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all

4.b By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries

4.c By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing
Appendix 2

Map of the Federal Democratic Republic of Ethiopia
Appendix 3

Interview guide

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<td>How come you choose to enter the teacher profession?</td>
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<td>What do you like about being a teacher?</td>
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<td>3</td>
<td>What were your expectations on the profession before you entered and how has these expectations changed over time?</td>
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<td>How would you describe your commitment to your profession?</td>
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<td>5</td>
<td>What are the main factors that motivate you as a teacher?</td>
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<td>6</td>
<td>What is your definition of ‘quality education’?</td>
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<td>7</td>
<td>If teacher leave the profession, why do you think they make that choice?</td>
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<td>8</td>
<td>What do you believe are the causes for the teacher attrition and do you have any suggestions for how to address the problem?</td>
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<td>9</td>
<td>How do you think the teachers’ situation and education sector will develop within 5-10 years?</td>
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Appendix 4

a) Participants in total

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b) Participant background information

*Key: U=Urban, R=Rural, TTI=Teacher Training, P=Principal, V=VP*

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## Appendix 5

**ANRS Primary school statistics**

### 1. Number of Government Primary Schools

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### 2. Number of school age population (children of age 7-14)

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### 3. Number of Government Primary School Enrollment

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### 4. Number of Government Primary School Teachers

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(Source: ANRSBE, Annual Reports Bahir Dar, 2014/15)