




## Teachers' Job Motivation in Government Secondary Schools of Wollega Zones, Ethiopia

 Alemayehu Feyisa<sup>1\*</sup> & Kitessa Chemed<sup>2</sup>

<sup>1</sup>Department of Education, College of Education & Behavioral Sciences, Wollega University, Ethiopia

<sup>2</sup>Department of Educational Planning and Management, Institute of Educational and Behavioral Sciences, Ambo University, Ethiopia

Abstract	Article Information
<p><i>This study investigated the level of teachers' job motivation in government secondary schools across the Wollega zones of the Oromia Regional State, Ethiopia, using a descriptive survey research design. The study examined differences in teachers' motivation based on gender and educational qualifications, from teachers' perspectives. Through proportional stratified sampling, 26 government secondary schools from which 364 teachers were selected using simple random sampling techniques were chosen. Data were gathered using condensed Herberg's two-factor motivation questionnaires. Reliability analysis of the instrument was conducted using SPSS version 24.0 and yielded an excellent Cronbach's alpha coefficient of 0.94. Consequently, data were analyzed using frequency distributions, percentages, means, standard deviations, and independent t-tests. The finding revealed that the overall level of teachers' job motivation was moderate. Additionally, the independent t-tests showed no statistically significant difference in job motivation level based on either gender or educational qualifications. Based on the findings, it is recommended that school principals strengthen institutional teachers' recognition systems and improve workplace conditions to enhance overall motivation.</i></p>	<p><b>Article History:</b> Received: 07-03-2026 Revised: 12-05-2026 Accepted: 28-06-2026</p> <p><b>Keywords:</b> Job, level, motivation, principals' secondary, teachers</p> <hr/> <p>*Corresponding Author: Alemayehu Fayisa (PhD candidate) E-mail: <a href="mailto:alemayehufeyisa50@gmail.com">alemayehufeyisa50@gmail.com</a></p>
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### INTRODUCTION

Teacher job motivation is directly linked to the quality of Education (Duraku et al., 2025). Motivated teachers tend to deliver better instruction, foster student academic achievement, and sustain educational improvement, while low teacher motivation often undermines classroom effectiveness and learning outcomes. The more stimulated teachers are, the higher the quality of education providers.

In similar ways, teachers are a critical factor in determining the quality of Education; their motivation influences how effectively they prepare lessons (Kuyini et al., 2025). Engage students and

adopt teaching methods. Concerned teachers show higher commitment, creativity, and energy in the classroom. This led to improved student overall learning performance.

But for low-motivated teachers who face poor working conditions, low pay, and a lack of recognition, their motivation will decrease. This resulted in absenteeism, reduced effort, and weaker instructional quality (Polat et al., 2025). Because several factors exist, Ethiopian teachers often struggle with low motivation due to poor earnings, lack of recognition, and environmental and

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economic fluctuations in the market from time to time, which are the major problems.

Teachers' motivation arises from two ways. Internal and external elements that influence an educator (Li & Hu, 2025). Internal factors: personal values, professional identity, self-confidence, passion for teaching, and relationship with student and peer (Barjesteh et al., 2025). External factors include: rewards, recognition, and personal growth, pay level, fairness, school environment, security, leadership, and management have a constructive consequence on teachers' professional engagement (Sarwar et al., 2025). Despite the provision of good learning conditions, with full School facilities, without consideration of motivating the teachers in charge of an actual classroom performance may not yield encouraging outcomes (Heckhausen & Heckhausen, 2025). Teachers have the effective, necessary skills and knowledge for the task at work.

A prior study conducted on the status of exploring teachers for teaching and professional development in Ethiopia, Voices from the field by Gemedā and Tynjälä (2015), indicated that low salary and the absence of a link between performance and reward were the main motivational challenges for teachers. From this, the extrinsic motivation of teachers was less emphasized. This indicates that external motivators of teachers were highly affecting the job performance of teachers.

In addition to this, there were transportation problems, a lack of internet connectivity, and security problems that influenced the motivation of teachers. Shortage of school budget, insufficient school facilities, personal commuter, generator, class size, and student behavior have an impact on the motivation of teachers (Eshetu et al., 2025). As a result, the final outcome of academic achievement was an unexpected result. Due to different environmental factors, particularly in the rural area of Wollega zones secondary schools, such as civil war, political instability, economic and social factors, teachers' professional motivation in the area was tending to decrease.

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While international literature extensively documents the links between teacher motivation, extrinsic/intrinsic factors, and educational quality, critical gaps remain within the local context. Specifically, the exact motivation levels of secondary school teachers in Ethiopia remain under-researched. Furthermore, existing studies have failed to examine how teacher motivation varies across demographic segments, such as gender and educational qualifications, particularly within the Wollega zones.

The present study addresses these empirical gaps by establishing the current baseline of teacher job motivation and analyzing variations based on gender and educational qualifications across zonal secondary schools. This research was initiated to address regional academic declines, particularly regarding student performance on grade twelve national examinations in the targeted zones. Understanding local motivational drivers will enable schools to design precise strategies that optimize classroom effectiveness, student discipline, and instructional quality.

For this reason, the study uniquely contributed to the education system through: reducing teacher turnover, identifying demotivating factors, retaining experienced teachers, and ensuring continuity of Education, guiding the government and school Administrators in making evidence-based decisions, prioritizing investment in the area. Teachers' interaction in society, design target programs to strengthen teachers' skills and motivations, enhance a healthy school culture, and strengthen teachers and students' positive relationship (Eftekhar et al., 2025).

Based on the aforementioned, those studies investigate teachers' motivation within government secondary schools across the Wollega zones to address pedagogical and instructional challenges encountered by educators. Therefore, this research examines the level of teachers' motivation by considering their internal and external factors that affect their performance in their professional work. The study was focused on government secondary teachers in Wollega zones.

## **Statement of the problem**

Teachers play a crucial role in the success of any education system because they directly influence academic achievement and overall school success. In secondary schools, teachers are expected to deliver quality and basic Education, effectively managing classroom discipline and personal development. Motivation and commitment of teachers affect their performance. In addition to this, teachers' professional improvement largely depends on the level of job motivation (Saka & Salman, 2014). When teachers are motivated, they tend to show greater commitment, improved teaching performance, and higher levels of skilled engagement. On the contrary, low motivation can lead to reduced productivity, absenteeism, and poor educational outcomes.

In developing countries like Ethiopia, improving the motivation of teachers has become a major national priority. Despite several secondary school teachers' motivational strategies implemented by the Ethiopian Ministry of Education, many secondary schools still face challenges related to teachers' job satisfaction and motivation. Previous studies also indicated that factors such as low salary, a work load, and limited opportunities for professional development, inadequate teaching resources, and poor working conditions negatively affect performance.

Although numerous international studies have examined teachers' motivation, there remains a notable shortage of research on teachers' motivation within the Ethiopian context. Consequently, teachers' professional motivation has remained a persistent challenge for the education sector, mostly for secondary school teachers. It has not received adequate attention on the government side. In particular, external motivational factors have been largely undermined. Strategies to enhance teachers' energy and engagement have not been systematically designed, and no substantial programs have been implemented to encourage teachers to focus on their professional responsibilities. As a result, the grade 12 national examination results of five years ago were below

*Sci. Technol. Arts Res. J., April–June, 2026, 15(2), 131-143* expectations. Therefore, this issue deserves urgent empirical investigation to devise interventions that enhance motivation across Ethiopia.

## **Research Questions**

1. What is the current level of job motivation among teachers in government secondary schools of Wollega zones?
2. How does job motivation vary between male and female teachers in the study area?
3. What difference exists in job motivation among teachers with different educational qualifications?

## **Hypotheses**

A hypothesis is a specific, testable statement that predicts the relationship between variables. It is often derived from established theory or a prior empirical research study. A hypothesis can be confirmed or refuted through systematic experimentation. Prior empirical studies suggest that female teachers often report stronger intrinsic commitment to teaching (Jugovic et al., 2022). Furthermore, studies conducted on the influence of teachers' educational qualification on teachers job motivation found that a bachelor's degree educational qualification has a significant influence on teachers job motivation (Nawaw et al., 2025). Empirical evidence highlights that salary, promotion opportunities, recognition, and working conditions often outweigh intrinsic motivators such as personal satisfaction or passion for teaching in sustaining long-term motivation.

H0: There is no statistically significant difference in job motivation between male and female teachers in government secondary schools of Wollega zones.

H1: There is a statistically significant difference in motivation among teachers with different educational qualification levels in the study area.

## **MATERIAL AND METHODS**

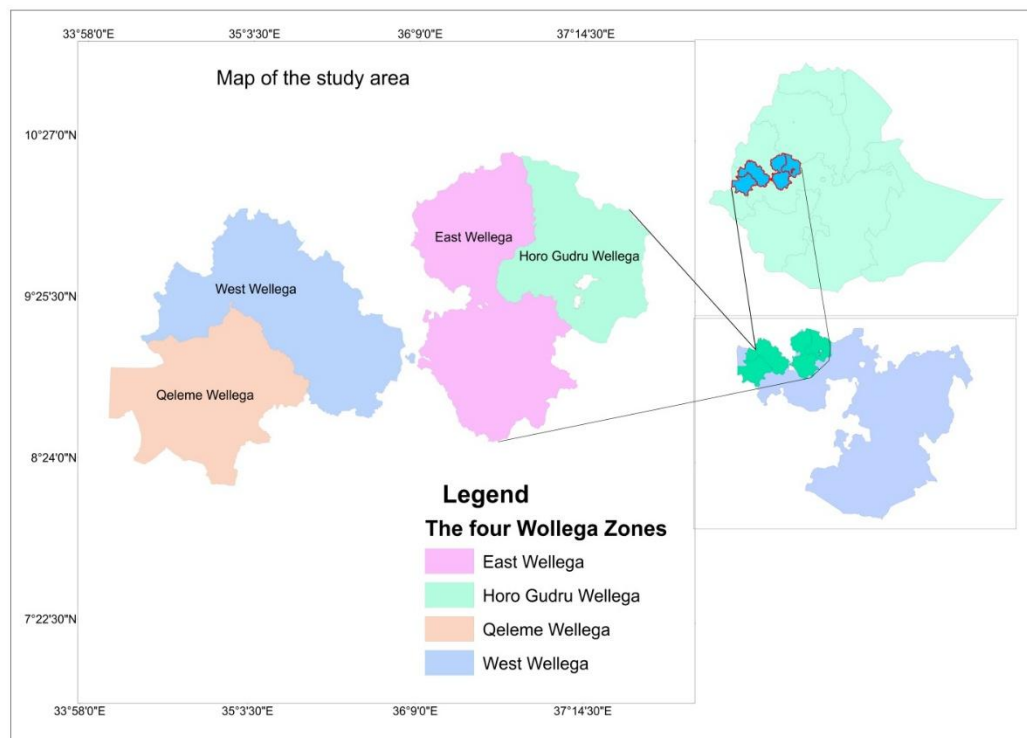
The positivist research paradigm was adopted to ensure the study (Pandey et al., 2025). It used numerical data and statistical analysis. A quantitative research approach was employed, and

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a descriptive survey design was utilized to collect and analyze numerical data related to the level of teachers' job motivation and group differences in motivation level, based on gender and educational qualification. The target population of the study was the four Wollega zones, 252 government secondary schools, and a total of 7429 teachers (male=6,489, female 940) were the target of the study. From this, 307 schools and 3468 teachers (male=2560, female 908) were in the sample frame. Finally, 26 schools were selected by proportional Stratified sampling techniques. Because the exact number of respondents who would be representative of the zone being studied is known as the sample size, it should be proportionate to the size of the population from which it is selected. From these secondary schools, the sample

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size determination formula was employed to identify the sample teachers in the study. As a result, 364 teachers (male 256, female 108) were selected by using random sampling techniques, which provided each member of the population with an equal probability of selection. It minimizes sampling bias, improves the representativeness of the sample, and supports generalization of the results to the broader population. 364 secondary school teachers were the final sample of the study. The study was conducted in the western part of Ethiopia, which has four zonal administrative classifications: Horo Guduru Wollega, East Wollega, West Wollega, and Kellem Wollega zones. Here is the study area map, as stated in [Figure 1](#).



**Figure 1.** Map of study area

A questionnaire was used as a data gathering tool. Teachers' job motivation questionnaires were adopted from Herzberg's two-factor theory questionnaires with permission; they utilized closed-ended and five-point scale questionnaires. It has two versions of questionnaires: the full version

and the condensed version. The full version has sixty items, which have several sub-dimensions; most of them have redundancy of ideals. The condensed version has thirteen items, which are basic items; it has two sub-dimensions. To make it more manageable, reduce nonresponse bias,

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improve the quality of data, and enhance data completeness. For this reason, a condensed version was selected, which was developed by [Hackman and Oldham \(1976\)](#).

A pilot study is essential as it helps identify the limitations of the measurement tool. Pilot's study is 10 percent of the sampled respondents ([Hertzog, 2008](#)). The sampled respondent numbers were 364

*Sci. Technol. Arts Res. J., April–June, 2026, 15(2), 131-143* teachers. Based on this idea, the possible respondents for Pilot's study were the ten percent of three hundred sixty-four teachers, which yielded 36 teachers. In order to ensure the implementation of the reliability of an instrument, a pilot study was conducted in Biftu Nekemte and Dalo secondary schools. Here is the reliability analysis, Cronbach's alpha result in [Table 1](#).

**Table 1**

*Pilot study results*

No	Variables	Numbers of items	Cronbach's Alpha
1	Motivator factor	6	0.86
2	Hygiene factor	7	0.93
3	Average	13	0.94

The instrument validation is a method of checking whether the tool measures what it is intended to measure. The first full version of Herzberg's two-factor motivational questionnaires was adopted based on the obtained permission. Next, the instrument was submitted to one associate professor, two assistant professors, and three Experts from the psychology department of Wollega University, who were invited to review and rate the questionnaire in terms of Face, cultural construct, and content validity of each item. Based on their judgment and input, a condensed version of Herzberg's motivational questionnaires was adopted, and finally, the instrument was measured through a pilot study process and prepared for the final version for the main study.

After the data gathering tools were approved, structured and systematic ways of data collection were processed, and questionnaires were distributed to teachers, and an adequate time was given to fill in the questions. After that, all the papers were returned. Descriptive statistics were used: Frequency distribution, percentage, mean, standard deviation, and independent t-test inferential statistics were employed. Mean was used to see the difference across average values; Standard deviation showed the variability in respondents' answers, and percentage was used to indicate the proportion of the respondents in a

specific target group. An independent t-test was employed to see the group difference in motivation among gender and educational qualification using SPSS version 24.

## **RESULTS AND DISCUSSION**

### **Results**

#### **Current level of teachers' job motivation**

The first research question was 'What is the level of teachers' job motivation in government secondary schools of Wollega zones, Oromia regional state, Ethiopia? To answer this research question, the teachers were given their perception to indicate their degree of motivation, five-point, Likert scale, were employed to obtain through fill the data. Teachers' job motivation was analyzed with two separate domains: motivator factors and hygiene factors, and the aggregate teachers' job motivation level was presented. The researcher analyzed the results using mean score, standard deviation, and compared them with the grand mean and rank.

As stated in [Table 2](#), the teachers were given a list of different motivator factor items and asked to show the level of their need for each item on a five-point scale.1 “indicate strong dis agreed “5 indicate “strongly agreed”. The grand mean score was also calculated to identify the current level of teachers' job motivation as highest, moderate or the lowest. In a similar table, feeling responsible for a

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meaningful task (M=3.48, SD=1.22) was the highest among the six job motivator factors. The results indicate that bearing responsibility highly motivates teachers to advance their profession. In the current practices of teachers, tasks were not held accountable. There is no punishment for their

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wrong work. Reward for highly performing their tasks. But if teachers were not satisfied with the level of responsibilities given to them, it demotivates them to perform the tasks (M=3.16, SD= 1.29).

**Table 2**

*Motivator factors*

S.No	Items	N	M	SD	Rank
1	I feel a sense of achievement in my job	364	3.42	1.20	3
2	I feel responsible for meaningful tasks	364	3.48	1.22	1
3	I have opportunities for personal growth at work	364	3.44	1.21	2
4	I receive recognition when I perform well	364	3.25	1.26	5
5	I am satisfied with the level of responsibility I have been given	364	3.16	1.29	6
6	I am able to advance in my career with this organization	364	3.35	4.72	4

**Key:** The result of mean score cutting points: < 3:00, low, between 3:00 to 3:49 means moderate, 3:50 to 3:99 means slightly high, >4:00 means highly motivated, N=No of participants, M= mean value, SD=standard deviation (*Budczies et al., 2012*)

Giving personal growth at work, recognition for what they perform well, was highly encouraging for teachers to perform their tasks. In general, the level of teachers' motivation in government secondary schools of Wollega zones was concluded at a moderate level (M=3.35, SD =1.82). This implies that teachers perform their duties at a satisfactory level, but not with a passionate drive to perform

their duties, a lack of extra effort, time, and energy, teachers might not perform the maximum level possible, nor innovate in their profession. To solve the current challenges that exist in the profession. They engage in self-life, struggling for improvement. Because of this, they are busy, and their minds are thinking in different ways (*Table 3*).

**Table 3**

*Hygiene factors*

S.No	Items	N	M	SD	Rank
1	I am satisfied with my salary and benefits	364	2.87	1.32	7
2	I have good working conditions and an environment	364	2.92	1.26	6
3	I have a positive relationship with my supervisor	364	2.96	1.30	5
4	The company's policy and procedure are fair	364	3.00	1.32	3
5	I feel my job is secure	364	3.04	1.24	2
6	I have a positive relationship with my co-workers	364	3.12	1.31	1
7	I feel a good work-life balance with flexible working hours.	364	2.97	1.36	4

From the hygiene factor of motivation, salary, and different benefits given for teachers were highly

affected by the motivation of teachers towards their profession (M=2.87, SD=1.32). It is interpreted

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that the absence of incentive demotivates teachers from exerting extra effort in their professional tasks. Similarly, security of the job, company policy and procedure, fairness, relationship with co-worker and supervisor, and good work environment also influence job motivation of teachers (M=3.12, SD=1.316). This result indicates that the presence of safety, supportive organizational rules, equal treatment among staff members, positive social interaction, and an attractive school atmosphere completely affect the motivation of staff. The ground mean of seven items was (M=2.98, SD=1.30).

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It suggests that all hygiene factors did not equally affect the motivation of teachers. Salary and different benefits allowed for teachers are the highest factor, while relationship with co-workers is the least significant factor to influence motivation. The standard deviation results of respondents are consistent. It varies from 1.36 to 1.24. This indicates that teachers have a nearly identical view on de-motivating factors (Table 4). This implies teachers have the same perception of the issue. It suggests that educational leaders are able to identify factors that demotivate teachers from professional development tasks.

**Table 4**

*Overall job motivating factors*

S.No	Items	N	Mean	Std. Deviation
1	motivator factors	364	3.35	1.82
2	Hygiene factors	364	2.98	1.30
3	Grand mean	364	3.16	1.56

Among the two motivating factors, internal motivating factors received the highest mean score (M=3.35, SD=1.82), and hygiene factors received a lower mean score (M=2.98, SD=1.30). These findings show that teachers in the study areas have more intrinsic motivation than extrinsic motivation, which implies that external motivating factors were disregarded. The overall current level of teachers' job motivation in the study area was at a moderate level (M=3.16, SD=1.56). This result indicates that they have no extreme level of job motivation.

**Group comparison of teachers' job motivation based on gender and educational qualification**

**Table 5**

*Independent t-test for gender difference*

Variable	F	P	T	Df	P(2-tailed)
Motivational level	0.65	.41	-0.77	35	0.44

In Table 5, an independent sample t-test was conducted to examine the difference in motivational level between male and female teachers. Levene's test for equality of variance was not significant,  $F(1,35) = 0.65, p = .41$ , indicating that the assumption of homogeneity of variance was satisfied. The results of an independent t-test revealed no statistically significant difference in motivational level between male and female teachers,  $t(35) = 0.77, p = .44$  (two-tailed). Therefore, the null hypothesis was not rejected. Since  $p = .44$  is greater than the conventional significance level of 0.5, there is no statistically significant difference in motivation level between male and female teachers.

The findings showed that the job motivation level of female teachers is the same as that of male teachers. All teachers, regardless of their gender differences, have similar motivations. It is

recommended that educational leaders create a difference in motivation through implementing a different package of strategies.

**Table 6***Independent Sample t- Test for Educational Qualification Difference*

Variable	F	Sing	t	Df	Sing (2-tailed)
Motivational level	0.19	.65	1.24	32	0.21

In [Table 6](#), an independent sample t-test was conducted to determine whether there was a significant difference in motivational level between first-degree and second-degree holder teachers. Levene's test indicated that the assumptions of homogeneity of variance were met,  $F(1,32)=0.19$ ,  $p=.65$ . Levene's test indicated that the assumption of equal variance was met. An independent sample t-test revealed no significant difference in motivation level between first-degree and second-degree holder teachers.  $t(32)=1.24$ ,  $p=.21$ . Because  $p=.21>0.5$ , the difference in motivational level between them is not statistically significant. Therefore, the hypothesis fails to indicate sufficient evidence that the group differs in motivational level.

**Discussion**

Findings of this study emphasized a critical and persistent gap in teachers' job motivation in government secondary schools in Wollega zones, Oromia regional state of Ethiopia. From motivational factors, specifically in the area of internal factors of teachers, which was identified as the most important factor of teachers' job motivation were: lack of accountability, limited responsibility, dissatisfied with teaching profession, lack of recognition teachers with their teaching profession were the most factor that affect internal motivation. To strengthen this finding, a study by [Ma and Marion \(2025\)](#) revealed that,

Teachers with less motivation were not devoting their effort effectively and efficiently, they are not passionate, and lack the extra time to improve students' learning. Limitations of dealing with learning difficulties, understanding student learning styles, and interests emerged from the absence of professional motivation. Furthermore, [Hirgo \(2022\)](#) found that teachers were demotivated in various aspects, such as administrative problems,

issues in the teaching profession, and the work environment. Students' discipline problems were the highest factor. But contrary to this ideal, [Recepoğlu \(2014\)](#) found that secondary school teachers have a high level of job motivation.

The Ethiopian Ministry of Education takes different initiatives to improve professional motivation, such as teachers' career development, job training, and upgrading their academic rank. Even though many actions take place, teachers' needs, interests, and demands are still not addressed. Only by allocating a high budget for school facilities can quality instruction be ensured without teachers' motivation. At this point, the Ministry of Education needs to reconsider teacher filling and motivation.

The results of the study advocate that the motivation level of teachers' study area was at a moderate level, which implies that teachers may fulfill their duties responsibly, but lack extra initiatives. They show their interest and effort, but not at the highest level of enthusiasm. Teachers may be partially satisfied with their job but frustrated with the payment in relation to other sectors with similar educational qualifications. This is due to unfair treatment, lack of consideration for teachers' work, and extra effort might not go beyond without proper incentive. Yet that might not drive innovation or extracurricular initiatives. Teachers need external rewards. School principals are able to understand teachers' voices, needs, and mental well-being, and yield high productivity from teachers ([Hamel et al. 2025](#)).

In general terms, a moderate motivation level may suggest that hygiene factors: salary, work conditions, policies, supervision, are adequate enough to present dissatisfaction, but motivating factors: achievement, recognition, responsibility, advancement, are insufficiently present to generate a high level of commitment. Teachers may remain

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in their jobs and perform their duties without strong intrinsic motivation.

The theoretical explanation of the finding showed that hygiene factors do not create high motivation when present, but their absence or inadequacy creates dissatisfaction. Therefore, a low level of hygiene factor among teachers suggests that teachers perceive a deficiency in external work conditions, such as compensation, school facilities, administrative support, supervision, and organizational policies. This unfavorable condition may generate dissatisfaction and reduce teachers' willingness to fully engage in their work.

External factors are out of teachers' control, which have a power on teachers' lives, may satisfy or dissatisfy teachers directly or indirectly (Mendoza et al., 2025). Hygiene factors prevent dissatisfaction but do not necessarily create motivation. All sets of hygiene factors are weak. This implies teachers feel dissatisfied with external factors.

The hygiene factor of teachers' motivation is highly related to professional satisfaction. (Yang et al., 2025) Teachers who are not comfortable with external factors will shift to another profession. Professional dislike will increase teachers' turnover. In order to keep highly talented, gifted teachers in the system, school principals must pay attention to teachers' motivation. In general, teachers' job motivators speed up the implementation of professional tasks. External factors have more influence than internal factors, which leads teachers to implement their profession. Government policy, directive, allowances, benefits, fairness, security, and Flexible work time affected teachers' interests positively or negatively. As a result, education policymakers need to take care of teachers' related issues. Teachers are irreplaceable for the quality of education. Scholars also found that Asharge et al. (2023), organizational policy, relationship with co-workers, supportive leadership, and flexible work time of teachers influence teachers' interest.

Furthermore, the result shows a non-statistically significant difference between male

*Sci. Technol. Arts Res. J., April–June, 2026, 15(2), 131-143* and female teachers in their job motivation level. The finding is supported by (Li et al., 2025). This implies that female teachers have the same job motivation as male teachers. But fresh teachers have more job motivation than senior teachers. In addition to this, a study by Jugovic et al. (2022) revealed that, regardless of their gender perspective, subject teachers were primarily motivated by intrinsic and social utility value in the teaching profession. In contrast to this, a study on work motivation in primary stage teachers in Jordan by Al-Salameh (2014) found that female teachers are more motivated by their work than male teachers. However, both male and female teachers often operate under the same policy, workload, and expectation, which equalize motivational drivers. Teaching is viewed as a gender-neutral profession. They have similar access to resources; training and recognition are equally distributed. Claiming this idea, national affirmative action policies were introduced to bridge the gender gap that exists between male and female teachers in teaching roles and leadership in order to improve female teachers' motivation in different roles.

From a theoretical perspective, motivation is influenced more by organizational, professional, and psychological factors than by biological sex. Individuals are motivated by the fulfillment of needs and the presence of motivating job characteristics regardless of gender. Male and female teachers who work under similar conditions may experience comparable levels of job motivation. Furthermore, educational institutions often provide equal employment opportunities, similar workloads, and comparable reward systems for both male and female teachers; such similarities in professional experience can reduce gender-based differences in motivation.

The present finding revealed those teachers' educational qualifications; whether they held a first degree or a second degree did not significantly influence their level of job motivation. These inconsistencies may suggest that the relationship between educational qualification and teacher

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motivation is influenced by contextual factors such as institutional environment, career opportunities, and socio-economic conditions.

Secondary schools have no differentiated incentives based on qualification, which leads to similar motivational outcomes. Even in the Ethiopian education system, teachers' variation in educational qualification will result in variation in salary, but no further distinction of payment with subjects in which they are trained, even with high performance results, and there is no unique benefit for secondary school teachers who have the highest educational qualification up to a second degree.

Additionally, there is no reward for higher achievers, punishment for lower performers in most parts of the country, and no distinction between teachers in terms of their accomplishments. It would be better to create a competitive environment between teachers by devoting effort and time. Claiming this ideal, [Taryana et al. \(2023\)](#) found that teachers' certification partially has a positive effect on their performance and motivation, meaning that certification will increase teachers' job motivation.

According to motivational theories, teachers' motivation is primarily affected by intrinsic and extrinsic factors rather than by their level of formal education. Teachers with different education qualification may share similar professional responsibilities, work environment organizational support systems and career expectations that leading to comparable level of motivation from the perspective of Frederick Herzberg's two factor theory of motivation arise from intrinsic factor such as: achievement, recognition, and personal growth, These factors can be experienced by teachers regardless of whether they hold a diploma, bachelor's degree, master's degree. Teachers with different qualifications often perform similar teaching duties, follow the same institutional.

Policies and receive comparable treatments. As a result, educational qualifications may not translate into a meaningful difference in job motivation. The Federal Ministry of Education promotes equal access to recruitment, training, promotion, and professional opportunities

*Sci. Technol. Arts Res. J., April–June, 2026, 15(2), 131-143* regardless of gender. As a result, both groups are likely to have similar motivational levels. In Ethiopian educational policy, teachers with different educational qualifications may receive different salary scales. But this difference in salary may not lead to a variation in motivation level because teachers calculate the effort they devote to education with the private return received from education.

## CONCLUSIONS

The study concluded that there were two basic internal and external factors that affect teachers' job motivation. From internal motivating factors, 'bearing responsibility for meaningful tasks' was the main factor, and 'providing different momentary returns for teachers' was the maximum hygiene factor.

From the findings, teachers in the study area have more internal professional motivation than external motivation. Hygiene factors were rated lower than other motivational dimensions. Indicate that extrinsic workplace conditions remain relatively weak in influencing teachers' motivation.

In general, the overall level of teachers' job motivation in the four Wollega zones: Kelem Wollega, West Wollega, East Wollega, and Horo Guduru Wollega zone was found to be at a satisfactory level. Also, the study concluded that regardless of gender, male and female teachers, and educational qualification, particularly, first and second degree holding teachers have a similar level of job motivation.

## Recommendations

Motivation of teachers is the force that pushes teachers toward their profession. To improve the external motivation of teachers, the Ethiopian Ministry of Education is able to design strategies that allow teachers extra incentives beyond their formal salary through performing further part-time work. Government secondary school principals are able to strengthen recognition systems for higher-performing teachers in the school, in order to create a sense of competition among teachers. It is recommended that the woreda educational office

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provide continuous teaching professional support for newly recruited teachers to facilitate their adaptation to this profession and enhance their motivation.

### **CRedit Authorship Contribution Statement**

**Alemayyehu Feyisa:** Conceptualization, Methodology, Formal analysis, Writing - original draft

**Kitessa Chemed:** Supervision, Administration Writing - review and editing

### **Declaration of competing interests**

The author has no conflict of interest that may affect the result of this particular review.

### **Ethical Approval**

This study was conducted according to the ethical standards of Wollega University; Ref-WU/REC/800 given on July 16, 2025. The participant was voluntary and informed about the objective of the study. Before data collection, confidentiality and anonymity were maintained throughout the research process.

### **Data availability statement**

Data will be made available on request.

### **Acknowledgment**

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