



**An Assessment of Teachers' Motivational Schemes and its
Implementation in Government Secondary
Schools of Lemi Kura Sub City**

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May/2025
Addis Ababa. Ethionia

DECLARATION

I, Maru Akalu, declare that this research work entitled, "An Assessment of Teachers' Motivational Schemes and its Implementation in Government Secondary School of Limi Kura Sub City in Addis Ababa" was an outcomes of my own effort and study. As a result, all source of materials used for the study had been duly acknowledged. I had produced it independently except for the guidance and suggestion of the research advisor. This research had not been submitted for any degree in this university or any other university. It was offered for the partial fulfillment of the degree of MA in School Leadership.

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Table of Contents

Table of Contents	iii
List of Tables	v
List of Figures	v
Acronyms and Abbreviations	vi
ACKNOWLEDGMENT	vii
ABSTRACTE	viii
CHAPTER ONE	1
INTRODUCTION	1
1.1. Background of the Study	1
1.2. Statement of the Problem	4
1.3. Research Questions	7
1.4. Objectives of the Study	7
1.4.1 General Objectives	7
1.4.2 Specific Objectives	7
1.5. Scope of the Study	7
1.6. Significances of the Study	8
1.7. Organization of the Study	8
1.8. Definition of Key Terms	9
CHAPTER TWO	10
REVIEW OF RELATED LITERATURE	10
2.1 Introduction	10
2.2 The Concept of Motivation	10
2.3 Theories of Motivation	11
2.3.1 Maslow's Hierarchy of Needs Theory	12
2.3.2 Herzberg's Two- Factor Theory	15
2.3.3 Alderfer's ERG theory	16
2.3.4 McClelland's Acquired Needs Theory	16
2.3.5 Expectancy Theory	17
2.3.6 Equity Theory	17
2.3.7 Goal Setting Theory	18
2.3.8 Reinforcement Theory	18
2.4 Motivation and Job Satisfaction	19
2.5 Characteristics of Motivation	19
2.6 Types of Motivation	22
2.6.1 Extrinsic Motivation	22

2.6.2	Intrinsic Motivation.....	22
2.7	Performance	23
2.8	Chapter Summary	24
2.9	Conceptual Framework of the Study.....	25
CHAPTER THREE.....		26
RESEARCH DESIGN AND METHODOLOGY		26
3.1	Research Method	26
3.2	Research Design.....	26
3.3	Population and Sampling Frame	26
3.4	Sampling Techniques and Sample Size	27
3.5	Sources of Data and Data Collection Instrument	28
3.5.1	Questionnaires.....	28
3.5.2	Interview	28
3.6	Methods of Data Analysis.....	29
3.7	Procedures of Data Collection	29
3.8	Validity and Reliability of the Study	30
3.9	Ethical Considerations	30
CHAPTER FOUR.....		32
DATA PRESENTATION, ANALYSIS AND INTERPRETATION		32
4.1	Introduction.....	32
4.2	Background Information of the Respondents	32
4.3	Descriptive Data Analysis.....	34
4.4	Analysis of Interview and Open-ended Questions.....	38
4.4.1	Analysis of Open-ended Questions.....	38
4.4.2	Analysis of Interview	39
CHAPTER FIVE		41
SUMMARY, CONCLUSION AND RECOMMENDATION.....		41
5.1	Summary of Major Finding.....	41
5.2	Conclusion	42
5.3	Recommendation	42
References.....		44
Appendix- A.....		47
Appendix -B.....		50
Appendix -C.....		51

List of Tables

Table 1 Categories of staff Employees in the Lemi Kura Secondary School teachers.....	28
Table 2 Respondent Rate	32
Table 3 Background information of the Respondent.....	33
Table 6 Status of Teachers Motivation	35
Table 7 Motivational Schemes Implementation	36
Table 8 Challenge of Implementation of Teachers' Motivational Schemes	37
Table 9 Effects of Teachers' Motivation on Their Performance.....	37

List of Figures

Figure 1 Maslow's hierarchy of needs (Finkelstein 2006).	13
Figure 2 Reinforcement theory	19
Figure 3 Illustration of basic motivational model (Mullins, 2005).....	20
Figure 4 Conceptual Frameworks.....	25

Acronyms and Abbreviations

AACG	Addis Ababa City Government
BA	Bachelor of Arts
MA	Masters of Arts
MOE	Ministry of Education
QUAL	Qualitative
QUAN	Quantitative
SPSS	Statistics package for social science

ACKNOWLEDGMENT

Even though I am the author of this thesis, its realization would not be possible without the collaboration of other individuals to whom I want to express my gratitude.

First, and foremost, I would like to give all praise to the Almighty God, for providing me the courage and wisdom required for the successful accomplishment of this study.

Secondly, my deepest appreciation goes to my Advisor Dr. Befekadu Zeleke who invested his precious time in giving me his professional assistance, guidance, and encouragement throughout the operation of this research. Third thank is for my classmates and friends who assisted me through consulting and giving relevant comments on my work.

I am very much grateful to Lemi Kura sub city secondary school teachers, principals, and supervisors for their invaluable assistance during data collection process.

My heartfelt thanks also finally stretched to my wife w/ro Wubrist Gebereyes and my child Rodas Maru for their provision of special support and sustained encouragement during the study.

ABSTRACTE

This study aimed to assess the motivational schemes and their implementation for teachers in government secondary schools within the Lemi Kura Sub-City of Addis Ababa, Ethiopia. Employing a mixed-method research approach, both quantitative and qualitative data were collected through questionnaires, interviews, and document reviews. A total of 123 questionnaires were distributed, with a response rate of 96%. Participants included teachers, principals, and supervisors selected using simple random and purposive sampling techniques.

The research design was descriptive in nature, focusing on the current status of teacher motivation, the extent of motivational scheme implementation, the challenges encountered, and the impacts on teacher performance. Quantitative data were analyzed using SPSS (version 22), employing descriptive statistics, while qualitative data were interpreted through thematic analysis. Findings revealed that teachers demonstrated high commitment to their tasks, though they perceived the motivational schemes—particularly financial incentives and fair promotions—as inadequate. The main challenges identified were insufficient budget and a lack of supportive working environments. Despite these challenges, the study confirmed that teacher motivation positively affects their creativity, job satisfaction, retention, and ultimately, student academic performance. The study recommends the development of more structured and equitable motivational schemes to enhance teacher performance and overall school effectiveness.

CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

Employee motivation schemes or employee motivation programs are structured plans designed to incentivize employees to perform at their best. They are tailored to meet the unique needs of organization and can include a variety of components such as incentives, recognition programs, professional development opportunities, and work-life balance initiatives.

Employee motivation schemes can become the heartbeat of a successful company, and in any highly successful business you would expect to see a program that is both effective and aligned with the company values and goals. If you are seeking to employ the best people, then they will have expectations of a best-in-class employee motivation program being part of their employment benefits. A key element to sustainable employee motivation employees perceives the success of the company as their success.

Motivation is essentially a mix of factors that function within each person and requires an array of approaches. Broadly speaking, motivation can be understood as the interplay between motive and action. Vroom [1994] proposed that performance can be viewed as a product of both motivation and ability.

The motivation model is centered on enhancing actions through a definition of motivation as "a process that regulates choices made by individuals or lower organisms among different forms of voluntary activities." Furthermore, studies indicate that an employee's capability only partly influences his output or productivity. According to Jones and George (2016), motivation is described as the psychological forces that dictate the direction of a person's behavior within an organization, their level of effort, and their persistence when faced with challenges. Employee motivation is crucial in the field of management, both in theory and practice. It is often stated that a key responsibility of human resource managers is to foster job commitment in the workplace, which can only be accomplished through effective motivation. Most people tend to feel motivated in environments where they can engage actively, experience a sense of

achievement, and gain acknowledgment for their contributions, where communication occurs regularly, and where there are chances for professional and personal development.

Motivation originates from the Latin term "movere," which translates to move. A motive refers to anything that triggers or maintains activity. It represents an internal condition that energizes, activates, or propels and directs behavior toward specific objectives (Gupta, 2009). Motivation serves as a broad inspirational process that encourages team members to harness their potential effectively, demonstrate loyalty to the group, execute the tasks they've committed to, and generally contribute positively to the work that the group has undertaken (Bretch, 1965).

Additionally, Gupta (2009) posited that motivation is the mechanism through which an individual or group's efforts are energized and maintained towards achieving a goal. It initiates a chain reaction that begins with felt needs, leading to motives, which create tension (unfulfilled desires) that prompts action towards goals. Motivation is the force that addresses the reasons behind behavior (Guay et al., 2010). While definitions of motivation may differ, there is a consensus that nearly everyone is motivated in some manner. Due to individual variations in background, personality, interests, attitudes, expectations, desires, and needs, the sources of motivation vary from person to person.

The motivation of teachers has garnered considerable attention in contemporary educational discussions over recent decades. It has emerged as a crucial factor in the efficacy and professionalism of teachers, who are responsible for delivering knowledge and skills, regardless of the existence of a supportive environment or their ability to fulfill their duties effectively. However, at the fundamental level, teacher motivation is connected to how teachers are treated and how they perceive their working and living conditions (Davidson, 2004). Motivated teachers are essential contributors to a successful educational system.

Teachers are indeed the most critical component in achieving educational objectives. Every educational system should aim to recruit skilled individuals into the profession and ensure that they are provided with optimal working conditions, as well as both material and non-material incentives that meet their needs (Ayalew, 2009). The motivation of educators plays a significant role in the teaching and learning process. As stated by Fekede (2015), teacher satisfaction and

motivation are not only vital for the sustained development of any educational system but are also essential for the overall well-being of teachers.

A successful educational system relies on qualified and motivated teachers, as motivated educators positively influence students' learning, establish a conducive classroom environment, maintain reasonable control over their work, willingly accept responsibilities, and hold themselves accountable for results. Motivation encompasses the energy and drive to learn, perform effectively, and reach one's potential (Pamela, 2005). Anderson and Kaprianou (1994) identified three ways in which motivated teachers can enhance school effectiveness: they consistently seek better methods to fulfill their responsibilities, they genuinely care about quality, and they strive to ensure that effective teaching and learning occurs within the school. It is believed that the successful administration of a school is contingent upon the principals as leaders. Motivated teachers are essential to the success of an educational system. The effectiveness of any educational system hinges on qualified and motivated teachers, as these educators positively affect learners' experiences, create suitable classroom environments, maintain control over their tasks, accept responsibilities willingly, and are accountable for outcomes (Masresha, 2018). According to Fatuma (2019), the motivation of teachers is crucial in the teaching and learning process. The satisfaction and motivation of teachers are not only vital for the long-term development of any educational system, but they also play a critical role in teachers' overall life satisfaction.

Less motivated teachers are likely to fulfill their responsibilities at a lower standard. Since many teachers are often inclined to leave their positions, this can hinder the achievement of the educational objectives set by schools. Consequently, educational institutions and the ministry of education should focus heavily on motivating teachers to enhance their performance and meet the anticipated educational aims for the nation's future development and quality education.

To address the challenges of improving teacher motivation and qualifications, the Ministry of Education along with the Ministry of Public Service and Human Development has approved an incentive guide titled "Salary Scale Adjustment Implementation Manual for Teachers, Directors, Supervisors, Trainers, and Academic and Technical Supporters Working in Primary and Secondary Schools, and Technical and Vocational Institutions." Besides the salary increase, additional incentives have been introduced, such as housing rent, adjustments in housing

allowances, priority bus transportation, free bus services, and motivation schemes tailored for teachers organized by the Addis Ababa city administration, which has been allocating millions of Birr from 2016 to 2019 in accordance with the fiscal year (Herald News, 2016) and documents from the Federal Democratic Republic of Ethiopia Civil Services Commission (2019) as well as letters from the Addis Ababa City Administration Civil Services Commission (2021).

The implementation manual corroborates previous findings that teachers' salaries are inadequate relative to their workload and preparation time, both in absolute terms and compared to other professions, creating a significant motivational barrier. The manual indicates that these teacher incentives could successfully attract qualified, motivated, and disciplined individuals to the teaching profession (Ministry of Education 2016).

One of the key issues in secondary school relations is identifying and measuring the factors associated with individual differences in employee job performance. Identifying and measuring these factors is essential for understanding motivational tools. Motivation is vital for high performance, thus it is increasingly necessary to explore what drives employees to perform better, and further research is needed to determine the factors that significantly impact employee performance.

For this reason, conducting research to examine the motivation schemes for teachers and their implementation, approved by the Ministry of Education and the Ministry of Public Service & Human Resource Development, with education leaders having started implementation in July 2016, has become a current issue.

The purpose of this study is to investigate the schemes and implementation of motivating teachers in secondary schools of Lemi Kura sub city.

1.2. Statement of the Problem

Teacher motivation is particularly crucial in developing nations, making it essential to examine the fundamental factors that drive teachers in these regions and their professional expectations. The issue of teacher attrition in Sub-Saharan Africa has escalated into a significant 'crisis' impacting educational success. In Ethiopia, teacher attrition and lack of motivation significantly hinder education, which is why Ethiopia serves as a case study to explore this phenomenon

(Giertz, 2016). To retain teachers in their positions, the government is implementing various measures to address their income challenges.

Teacher motivation is vital for promoting excellence in teaching and learning. Teachers are the main agents and foundational elements necessary to achieve educational aims and objectives. They bear considerable responsibility for the mental and physical growth of students; thus, they must be motivated to fulfill their roles effectively and efficiently. Furthermore, motivation improves educational quality. When teachers are highly motivated, they add significant value to the education system, working towards achieving the desired quality goals in the teaching-learning process.

Bennell and Akyeampong (2007) discovered that low motivation leads to teacher absence, underutilization of class time, misconduct, reliance on traditional teaching methods, inadequate preparation, and involvement in secondary income-generating activities that interfere with teaching responsibilities. Likewise, a study by Volunteer Service Overseas on teacher motivation in Zambia, Papua New Guinea, and Malawi found that low motivation contributes to high attrition rates, constant turnover, a lack of confidence, fluctuating levels of professional commitment, and feelings of helplessness regarding improving student outcomes or their own situations. This suggests that teachers are unhappy with their jobs.

The motivation levels of secondary school teachers show significant variations based on age, length of service, and educational background. Mustafa and Othman (2010) revealed a positive correlation between motivation and teachers' job performance, indicating that increased motivation leads to higher job performance; thus, if teachers are provided with greater motivation, their performance will improve.

Aweke (2015) indicated that low salaries contribute to teachers' inadequate motivation. Teachers express dissatisfaction with their pay and incentives, highlighting that insufficient compensation tops the list of complaints, with some respondents feeling anxious when discussing their earnings.

Various studies have been conducted regarding teacher motivation, and this research seeks to address the gaps identified in prior studies. A few of these studies are highlighted below. Fatuma

(2019) examined the incentives and motivation of newly introduced teachers in the Kolfe Keranyo government secondary schools. This research concentrated on the Kolfe Keranyo subcity, emphasizing only the new motivational schemes that influence teachers' focus on achieving their professional objectives. Furthermore, Demeke (2014) in his Doctoral thesis specifically addressed the newly introduced incentives, revealing that teachers are discontented with numerous aspects of their jobs and living conditions, which impacts their commitment to staying in the teaching profession; they emphasized that salary and benefits are primary factors affecting teachers' motivation. Additionally, Getachew (2019) investigated the motivational factors related to teachers' performance in the government secondary schools of Addis Ababa.

This study identified a range of motivational factors, including government-implemented motivational schemes as a specific focus. However, this research will explore the challenges and effects associated with the motivational schemes implemented for teachers within the Lemi Kura sub city administration's government secondary schools.

Teacher motivation is a critical issue for achieving educational policy goals. This concern is especially urgent in underdeveloped countries, where meeting society's basic needs is challenging. In this regard, it's essential that teachers are motivated through various mechanisms to encourage long-term commitment.

This study aims to assess the motivational schemes for teachers in the government secondary schools of Lemi Kura subcity. Several studies conducted in Addis Ababa by researchers for their Master's Thesis reflect similar findings, including those by Fatuma (2017), Getachew (2019), Yosef (2011), Demeke (2014), and Aweke (2015). Although these studies are not specifically designed to focus on teachers' motivational schemes and their implementation, they indicate that teachers are unhappy with many aspects of their work and living conditions, which affects their resolve to continue teaching; they assert that salary and incentives are the primary factors influencing teachers' motivation. In light of the significance of this topic, I find it particularly interesting due to its novelty, as teachers' motivation schemes such as salary adjustments, housing allowances, and transportation allowances are recent developments that began only a few years ago, and I have not encountered any research specifically addressing these schemes and their implementation in relation to teachers' motivation. Consequently, this study aims to examine the existing teachers' motivation programs in the secondary schools of Lemi Kura sub city.

1.3. Research Questions

In line with the objective of this study, this study responded the following questions.

1. What is the status of motivational schemes implementation in secondary school of Lemi Kura sub city as perceived by secondary school teachers?
2. What are the motivational schemes implemented in secondary school of Lemi Kura sub city?
3. What are the challenges of implementing teacher's motivational schemes in secondary school of Lemi Kura sub-city?
4. What are the impacts of implementing motivational schemes for teacher's performances in the secondary school of Lemi Kura sub city?

1.4. Objectives of the Study

1.4.1 General Objectives

The main objective of this study is to assess the teacher's motivational schemes and its implementing in the secondary school of Lemi Kura sub city.

1.4.2 Specific Objectives

1. Explain the status of motivational schemes implementation in secondary school of Lemi Kura sub city as perceived by secondary school teachers.
2. To mention the motivational schemes implemented in government secondary school of Lemi Kura sub city
3. To identify the challenges of implementing teacher's motivational schemes in the secondary school of Lemi Kura sub city.
4. To mention the impacts of implementing motivational schemes for teacher's performances in the secondary school of Lemi Kura sub city.

1.5. Scope of the Study

Geographically, the study conducted to selected secondary schools in the Edget Chora, Bori and Ula Dula secondary schools' part of the city that outer of Addis Ababa and in particular in Lemi Kura Sub City. Lmi Kura Sub City located in the outer part of Addis Ababa, bound from north Bole Sub city from, south Yeka Sub City, from East Sheger City (Oromia) and west Bole and

Yeka sub cities. At the present the sub city is divided in to 10 weredas and also has 8 secondary schools. physical and socio-economic situation of Lemi kura sub city has several features which makes the sub city different from the other sub city.

The study will focus particularly on school leaders and teachers of some selected secondary schools within Lemi Kura Sub City, their staff motivation schemes, the extent to which the motivation schemes positive affect the work morale of teachers and supportive staff performance, the factors that influence their motivation schemes and the importance of staff motivation in relation to the teaching-learning process.

1.6. Significances of the Study

This study has several importance for those working in educational settings in general and those working with teachers in particular. Firstly, it helps to know about teacher's psychology and expectation. Secondly, School leaders especially principals in relation to the management, understanding of teachers and the formulation of guidelines for staffing of teachers and help them in deciding to adjust to the prevailing situation to improve teachers' performance. Thirdly, teachers by influencing the best motivational strategies that will positively affect their performance and satisfaction in the implementation of their functions in the school environment. Fourthly, researchers can use the result of this study as a framework to improve performance in schools and other policy makers. Finally, it is hoped that this research will contribute to the literature on the teacher's motivation schemes and implementation in schools where in-depth studies are limited in our country particular in Addis Ababa. It may give information to TDP directorate, heads of AACGEB, PSTA and other appropriate stakeholders on the status of motivational factors in relation to teachers' motivation schemes. This information on teacher's motivation and the association with their performance will be relevant and timely for school leaders, regional education bureaus and the Ministry of Education.

1.7. Organization of the Study

The organization of the study refers to how a research paper, thesis, or dissertation is structured and presented. It provides an overview of how different sections or chapters are arranged to ensure clarity and logical flow. Typically, it includes:

Chapter One Introduction – Background, Statement of the Problem, Research Questions, Objectives, Scope of the Study and significance of the study. Chapter Two Review of Related Literature– A summary of relevant research and theoretical frameworks. Chapter Three Research Design and Methodology:–Research Design, Research Method, Data collection methods, and analysis techniques. Chapter Four Results and Discussion:–Presentation and Interpretation of Findings. Chapter Five Conclusion and Recommendations:–Summary of key Findings and Suggestions for Future Research.

1.8. Definition of Key Terms

Motivation: The initiation of teachers to apply a good learning approach typically identified as intrinsic or extrinsic.

Extrinsic Motivation: refers to an external motivation that helps teachers to run the active learning process approach properly.

Intrinsic motivation: refers to behavior that is driven by internal rewards which helps teachers to implement energetic learning approach.

Schemes: refers to structured plans or programs designed to incentivize individuals to achieve specific goals

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

Motivation significantly influences the effectiveness of teaching and learning in secondary school education. Initiatives aimed at motivating teachers, such as incentives, opportunities for professional growth, and recognition programs, are intended to improve their job satisfaction, performance, and dedication to students' academic achievements. However, the application of these initiatives differs among various educational environments, shaped by factors like administrative support, policy considerations, and the culture of the institution.

This literature review delves into previous research on teacher motivation, analyzing the efficacy of different motivational approaches and their effects on teaching quality and student performance. It also looks into the obstacles and effective practices associated with implementing motivational schemes in secondary schools. Through synthesizing results from earlier studies, this review seeks to offer a thorough insight into how motivational efforts can boost teacher involvement and enhance overall school performance.

2.2 The Concept of Motivation

Motivation, alongside perception, personality, attitude, and learning, is a vital aspect of understanding behavior. It is defined as a process that begins with a physiological need or deficiency, which triggers a drive or behavior directed towards a goal incentive. From a systemic perspective, motivation encompasses three interconnected and interdependent components: needs, drives, and incentives.

Management researchers strongly believe that the continuous commitment of organizational members is essential for achieving organizational goals. Motivation is a psychological trait that influences the level of commitment a person exhibits.

Motivation signifies the determination to reach a goal, characterized by behavior that is guided by that goal. When we describe someone as motivated, we imply that the individual is putting considerable effort into completing a specific task. However, motivation by itself is insufficient

to achieve the task with maximum efficiency. Possessing the skills and knowledge necessary to carry out that task is also crucial in this context and can sometimes determine overall effectiveness.

The term motivation originates from the Latin word “movere,” which translates to movement. It pertains to the factors influencing an individual's behavior. Employee motivation is understood as the degree of commitment, energy, and creativity an employee contributes to their job or organization. All these aspects relate to inquiries about what prompts an individual to take action or refrain from doing so. Various practitioners and theories often identify different motivating factors, such as incentives or employee involvement.

Teacher motivation is a critical aspect of education. Teachers are instrumental in the educational process, as their influence significantly affects teaching and learning outcomes. They can either positively or negatively impact the quality of instruction and educational outcomes, particularly in terms of curriculum implementation and educational policies. They must be considered when addressing matters such as quality assurance, effective teaching, quality context, and learning results (Onucha, 2002).

According to Obi in Ndu, Ocho, and Okeke (1997), motivation is described as a complex pattern of behavior that is socially learned, involving various situations, needs, desires, mechanisms, and outcomes. It encompasses all factors contributing to an employee's growth in achieving both personal and organizational objectives.

2.3 Theories of Motivation

Motivation is a scheme aimed at inspiring, boosting energy levels, and enhancing the capacity of employees or workers by mentally aligning them with their tasks in an organization. In summary, motivation can be understood as the driving force that encourages individuals to work in their own accord.

Numerous contemporary authors have articulated the concept of motivation. It is described as: the psychological process that imparts purpose and direction to behavior; a tendency to act in a goal-oriented manner to meet specific needs; an internal urge to fulfill an unmet need; and the determination to achieve.

For this paper, motivation is operationally defined as the intrinsic drive that propels individuals to reach personal and organizational objectives in schools. Motivation is the internal condition that energizes, directs, and maintains human behavior. According to the Encyclopedia of Management, "Motivation denotes the readiness of an organism to pursue certain goals, reflecting the determination and nature of the forces that indicate this readiness."

The majority of widely recognized motivation theories were established during the latter half of the 20th century. These theories can be categorized into two groups: (i) cognitive or content theories, and (ii) process theories. The first group focuses on the thoughts and feelings (cognition) related to internal factors that energize, direct, sustain, and halt human behavior. The second group offers descriptions and analyses of how behavior is energized, directed, sustained, and stopped.

The content theories of motivation include (i) Maslow's hierarchy of needs theory, (ii) Herzberg's two-factor theory, (iii) Alderfer's ERG model, and (iv) McClelland's learned needs theory. Conversely, the process theories encompass (i) Expectancy theory, (ii) Equity theory, and (iii) Goal-setting theory (Ivancevich et al., 1990). Skinner (1953) emphasized the role of the external environment, positing that human behavior could be altered by changing the consequences of that behavior. This perspective completely overlooks needs as motivators and focuses instead on external or environmental factors. Therefore, a single motivational approach is rarely effective for motivating employees. The suitable theory for a specific situation depends on the environment, timing, and the characteristics of the individuals involved.

2.3.1 Maslow's Hierarchy of Needs Theory

Maslow (1943) proposed a fundamental idea that individuals have desires. This idea stemmed from the observation that people continually seek to fulfill additional desires, which are influenced by their current circumstances. He suggested that human needs are organized into a hierarchy based on their significance. He identified eight intrinsic human needs, including the desire for knowledge and understanding, aesthetic appreciation, and the aspiration for transcendence. Nonetheless, the hierarchy is typically represented in five primary levels, starting with physiological needs as the most basic, followed by safety needs, love needs, esteem needs, and culminating in self-actualization as the highest level (Mullins, 2005).

This theory suggests that once a lower need is fulfilled, it loses its power as a motivator, causing the focus to shift toward fulfilling the next higher need. It asserts that only unmet needs drive an individual (Mullins, 2005; Armstrong, 2006). Despite the pursuit of fulfilling higher needs, it has been determined that self-actualization, being the highest level, can never be fully achieved (Armstrong, 2006). Motivation is a process where needs trigger behavior aimed at achieving goals that can fulfill those needs. (Figure 1)

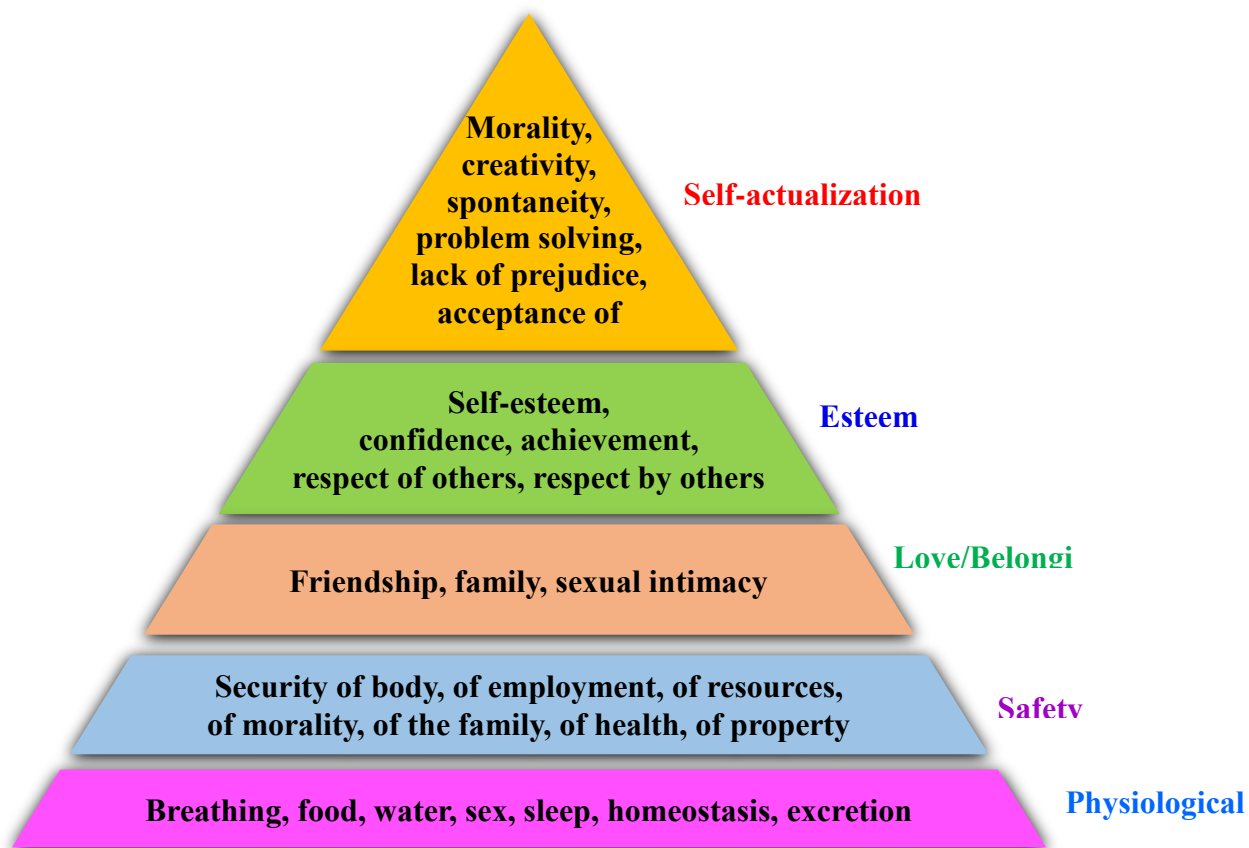


Figure 1 Maslow's hierarchy of needs (Finkelstein 2006).

Physiological needs: These are the fundamental requirements for life, including the need for relief from thirst and hunger, the physical drive for survival, oxygen, and sexual desire.

Safety needs: This category encompasses the need for security and safety, the absence of pain or threat of physical harm, protection from danger or deprivation, and the desire for predictability and order in life.

Love: Often referred to as social needs, this involves affection, a sense of belonging, social

interactions, friendships, and both giving and receiving love.

Esteem: Commonly called ego, it includes self-respect, involving a desire for confidence, strength, independence, and freedom. Additionally, it encompasses the esteem of others, which relates to reputation, prestige, status, recognition, attention, and appreciation.

Self-actualization: This pertains to the development and realization of one's fullest potential. Maslow viewed this level as what individuals can and must achieve, or becoming everything they believe they are capable of achieving. It involves developing skills and potentials to become what one believes they can become (Mullins, 2005; Armstrong, 2006; Blois et al., 2003). According to Maslow (1943), this hierarchy tends to be universally applicable across cultures, although he acknowledged individual motivational differences within various cultural contexts.

Mullins (2005) further noted that a need is not completely fulfilled before the emergence of subsequent needs, and indicated about 85% satisfaction in physiological needs, 70% in safety, 50% in love, 40% in esteem needs, and only 10% in self-actualization. He proposed that most individuals possess these fundamental needs in a hierarchical format, also stating that the hierarchy is not rigid, as some people may prioritize their needs differently.

For example, self-esteem may be perceived as more critical than love for certain individuals, illustrating a common reversal in the hierarchy. This may occur because a loving individual often embodies strength, confidence, or inspires respect. For some creative individuals, the urge for creativity and self-actualization may arise even in the absence of fulfillment of more basic needs. Individuals experiencing long-term unemployment might find that their higher-level needs become diminished as they remain focused on lower-level needs. Those deprived of love during childhood may face a lasting absence of love needs. Needs that have been consistently satisfied over time may tend to be undervalued.

People who have never experienced chronic hunger might underestimate its impact and view food as less significant. As a result, for those driven by higher-level needs, these may take precedence over more basic requirements. Individuals with lofty ideals or values may become martyrs, sacrificing everything else for the sake of their beliefs (Mullins, 2005).

Strum (2001), as referenced by Mullins (2005), examined the dynamics between individuals and organizations and proposed a new social contract between workers and employers that could enhance worker commitment and retention.

2.3.2 Herzberg's Two-Factor Theory

Frederick Herzberg was a psychologist from the United States, born in 1923 and passing away in 2000. He earned his undergraduate degree at City College of New York and then pursued a graduate degree at the University of Pittsburgh. Herzberg served as a professor of management at Case Western Reserve University, where he established the Department of Industrial Mental Health. He was a prominent psychologist focused on management and authored numerous books related to this concept (Western Libraries).

One of Herzberg's notable theories is referred to as the Two-Factor Theory or the Motivation-Hygiene Theory. This theory is often associated with Maslow's hierarchy of needs and was developed in the late 1950s. In the initial phase of his research to redesign jobs, he reviewed all the available information at that time. Based on this data, he conducted his own study involving two hundred accountants and engineers. He discovered that the individuals he surveyed characterized their positive experiences at work through factors linked to the job itself (Ramlall, 57). Herzberg believed that an employee's mental state is closely related to performing work that is meaningful ("Motivation Theories").

From his research, he identified factors he termed motivators, or job content factors, and hygiene factors, or job context factors. Motivators or job content factors pertain to the work itself. These included achievements, the nature of the work, opportunities for advancement, recognition, responsibility, and personal growth ("Motivation Theories", Shanks, 27). In contrast, hygiene factors or job context are defined as elements related to job dissatisfaction. Examples of these factors include the company, organizational policies, administration, salary, status, job security, working conditions, personal life, and relationships with others (Doyle, "Motivation Theories"). While organizations can control many of these factors, some, such as personal life or interpersonal relations, are beyond their influence.

Herzberg discovered that the elements contributing to job satisfaction are distinct and different from those that cause job dissatisfaction (Ramlall, 57). He concluded that growth needs, which represent the highest tier of needs, are the true motivators for employees. Employees are driven by the presence of motivating factors, but hygiene factors only lead to dissatisfaction, not

demotivation (“Motivation Theories”). One of Herzberg’s main assertions was, “for an employee to be genuinely motivated, their job must be fully enriched, providing opportunities for achievement and recognition, stimulation, responsibility, and advancement” (Ramlall, 57). He found that for an employee to feel motivated, they need to take personal responsibility for the outcomes of their work. This sense of ownership will encourage them to work harder toward their own goals as well as those of the organization. Additionally, employees must perceive their work as meaningful and fulfilling (Ramlall, 57). To achieve this and to address the different types of factors, a manager may want to consider the following actions:

Reduce certain job controls; Enhance accountability among workers for their output; Assign workers complete units of work to manage; Provide workers with greater autonomy or additional authority; Ensure that performance reports are communicated directly to workers (rather than through a supervisor); Introduce new and more challenging tasks; Allocate specialized tasks to workers so they can become experts.

Herzberg’s motivation hygiene theory states that job satisfaction and dissatisfaction arise from different job factors. They include:

Motivators: Achievement, Recognition, Work itself, Responsibility, Advancement, Growth, etc.

Hygiene factors: Supervision, Company policy, Relationship with supervisors, Working conditions, Salary, Status, Security, Relationships with peers, Subordinates, etc.

2.3.3 Alderfer’s ERG theory

The Existence, Relatedness and Growth (ERG) theory formulated by Alderfer resembles Maslow's theory; however, it focuses on only three levels instead of five. At the bottom level of this hierarchy are existence needs, which pertain to basic physiological and safety requirements. The next level encompasses relatedness needs, which involve social connections. The final level addresses growth needs, connected to the aspiration to realize one's potential and develop skills. These growths needs correspond closely to the self-actualization needs identified by Maslow.

2.3.4 McClelland’s Acquired Needs Theory

This theory was proposed by David McClelland and emphasizes three psychological needs: achievement, affiliation, and power. The Need for Achievement denotes the desire to succeed or excel. It is characterized by a strong drive to master skills and attain success. Individuals with

this need seek challenges, enjoy competition, and strive to overcome obstacles and difficulties.

The Need for Affiliation signifies the desire to connect with others. These individuals seek to build close and meaningful relationships with those around them. They are often sociable and well-liked, excelling in teamwork and collaborative environments.

The Need for Power pertains to the need to influence, impact, and control others. Those with a high need for power pursue status and aspire to hold positions that bestow influence, often reflected in their choice of material items, such as expensive clothing or jewelry.

2.3.5 Expectancy Theory

Victor Vroom introduced the Expectancy Theory in 1964 to help understand human behavior and motivation. Vroom's Motivation Equation states: $\text{Motivation Force} = \text{Valence (value)} \times \text{Expectancy (likelihood)} \times \text{Instrumentality (connection between performance and reward)}$. The Expectancy Theory is built on three key propositions: valence, expectancy, and instrumentality. Valence refers to the emotional attitudes individuals have regarding outcomes (rewards). Management needs to identify what employees value. Expectancy indicates that individuals possess varying expectations and confidence in their abilities. Management must determine what resources, training, or supervision employees require. Instrumentality relates to employees' beliefs about whether they will receive what they desire, even if it has been promised by a manager. Management should ensure that reward promises are honored and that employees recognize this.

2.3.6 Equity Theory

Equity theory was first proposed by J. Stacey Adams, a psychologist focused on workplace behavior, in 1963. This theory emphasizes the importance of perceived fairness for individuals. An employee evaluates the effort they have put in and contrasts it with the rewards they have received. The concept suggests that people are driven by fairness, and if they detect an imbalance in the ratio of their inputs to outputs relative to their reference group, they will attempt to modify their inputs or outputs to achieve what they perceive as equitable. External equity occurs when employees compare themselves to others in similar roles at different organizations. Internal equity happens when employees assess themselves against colleagues who hold different positions within the same organization.

2.3.7 Goal Setting Theory

The goal setting theory of motivation posits that establishing clear, specific, challenging, and measurable objectives can significantly enhance an individual's performance and motivation compared to ambiguous or easily achievable goals. This implies that the very process of setting a goal can instigate action and accomplishment (Locke, Edwin A., Latham, Gray P., 2002). The fundamental principles of goal setting theory include:

Clarity - Goals should be precise and well-defined instead of ambiguous.

Challenge - More ambitious goals usually boost motivation as long as they are realistic. If a goal is too simple, it may not stimulate performance.

Commitment - Individuals exhibit greater motivation when they are dedicated to the goal. This can be strengthened by involving them in the goal-setting process and helping them recognize its significance.

Feedback - Regular feedback allows for tracking progress, making necessary adjustments, and sustaining motivation, ensuring that efforts remain in line with the goal.

2.3.8 Reinforcement Theory

This theory refers that we can change anyone's behavior by using reinforcement, punishment and extinction. Rewards are used to reinforce behavior we want and punishment to prevent behavior we don't want. Extinction is to stop someone from practicing learn behavior at all (Figure 2.4).

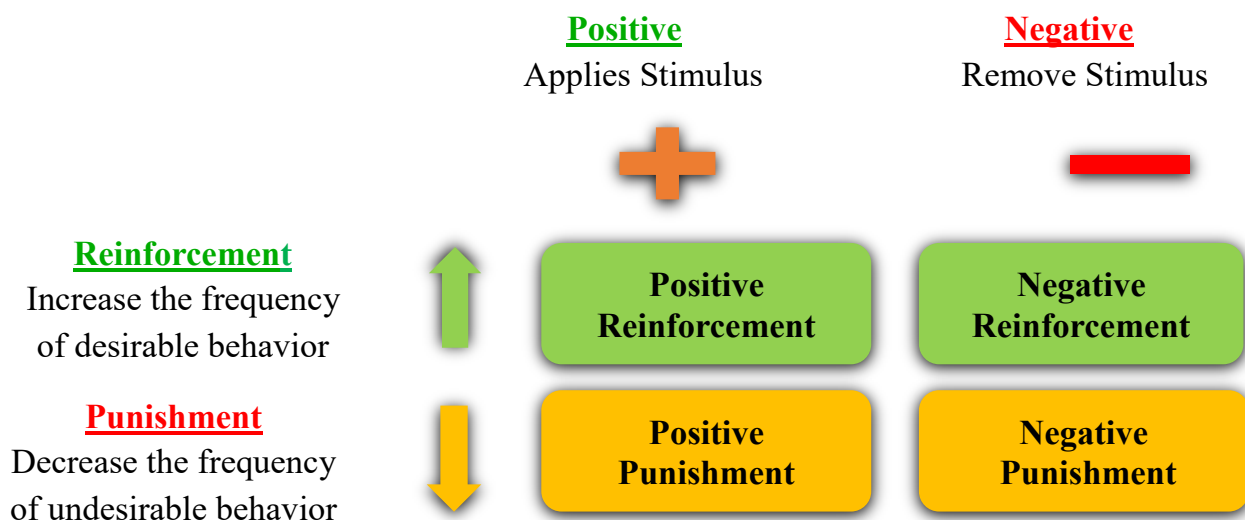


Figure 2 Reinforcement theory

2.4 Motivation and Job Satisfaction

It is commonly believed that motivation and satisfaction are quite similar, if not interchangeable, but Hersey and Blanchard (1988) argue that they are distinct concepts. They assert that motivation is shaped by future-oriented perceptions of the link between performance and rewards, whereas satisfaction pertains to individuals' feelings about the rewards they have already obtained. They view satisfaction as a result of past experiences, while motivation stems from future expectations.

The definition of motivation varies among different experts in Psychology, Management, and related fields. Cole (2009) describes motivation as fundamentally about what compels an individual to work in certain ways and exert a specific level of effort. Buford et al. (1995) define motivation as a propensity to act intentionally in order to fulfill particular needs. While there are noticeable differences in these definitions, they share some common themes. Notably, these definitions suggest that something must stimulate an employee to excel in their performance.

For the purposes of this paper, motivation is defined operationally as a collection of variable factors that inspire a person (teachers) to carry out their responsibilities in a distinctive manner. These factors are characterized as variable because they continually evolve over time, as noted by Kovach (1987). This definition implies that an employee will not perform in that distinctive manner unless they are motivated (encouraged) to do so. Grasping this definition involves understanding the established theories of motivation.

Job satisfaction is characterized as a general attitude toward one's role (Schermerhorn, Hunt & Osborn 1997; Robbins, 2001). Motivation involves a process aimed at fulfilling employees' diverse needs and expectations; thus, administrators must recognize and analyze these individual requirements. Administrators face the challenging responsibility of elevating performance beyond the current levels of their employees and colleagues. They must enhance employees' focus on organizational goals and guide their actions towards fulfilling corporate objectives.

2.5 Characteristics of Motivation

Mitchell (1982), as referenced by Mullins (2005), identified four key characteristics that define

motivation namely:

Motivation is understood as an individual phenomenon: Each person is distinct, and all major motivation theories acknowledge this uniqueness in various ways.

Motivation is typically intentional: It is assumed that motivation influences behaviors that are controlled by workers, with actions, like the effort expended, being seen as choices.

Motivation is complex: The two most significant factors are:

1. What drives individuals to take action?
2. The individual's motivation to pursue their desires.

The aim of motivational theories is to forecast behavior: Motivation itself is not the behavior or the performance; it relates to action and the internal and external factors that affect a person's decision-making.

The core idea of motivation is a driving force within individuals that leads them to strive for specific goals to meet certain needs or expectations. This concept leads to the fundamental motivational model illustrated in Figure 2.

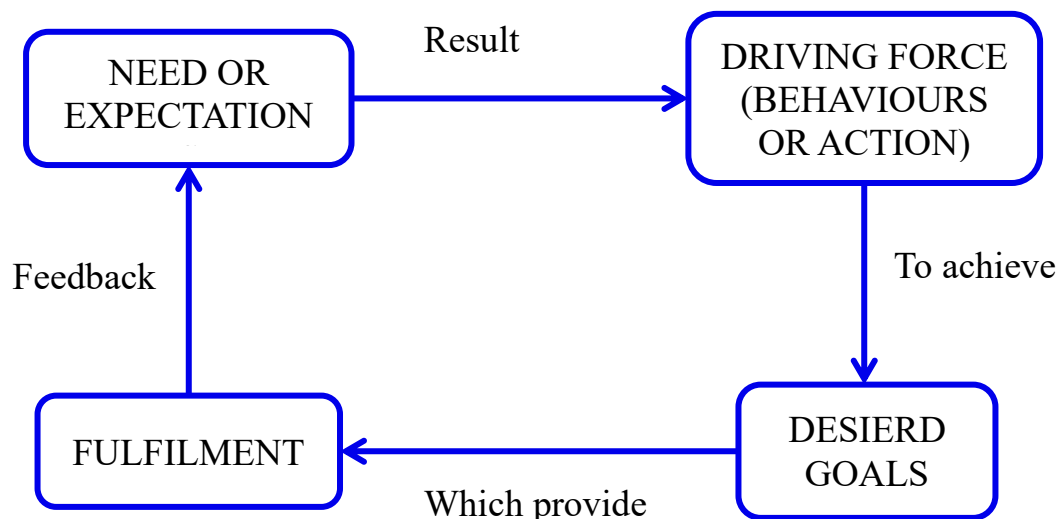


Figure 3 Illustration of basic motivational model (Mullins, 2005)

In this framework, individuals' actions are influenced by their motivations. The concepts put forth by Taylor, particularly his rational economic perspective on motivation, along with later theories regarding workplace motivation, continue to stimulate discussion about the role of financial incentives as motivators and their impact on productivity.

In positions where the work lacks enjoyment or provides limited chances for career progression,

personal challenge, or growth, it is common for individuals to be motivated predominantly, if not entirely, by monetary compensation. Performance results from a combination of one's abilities and their motivation level. The success of an organization relies on its members being encouraged to fully utilize their skills and perform effectively in appropriate areas.

According to Mullins (2005), a significant international study conducted by Proudfoot Consulting indicated that the primary cause of productivity decline was low workplace morale. This encompasses a lack of positive team spirit, insufficient motivation, a poor sense of belonging, and individuals feeling undervalued and inadequately rewarded. Given this context, Allen and Helms (2001) proposed that various reward practices may better align with different common approaches and are significantly linked to increased perceptions of organizational performance (Mullins, 2005). When a positive approach to motivation is implemented, productivity, quality, and service are likely to enhance, as motivation drives individuals toward goal achievement, fosters a positive outlook, empowers change, builds self-esteem and skills, and facilitates personal development while aiding others.

Kreutzer (1999) suggested that while motivation is an essential factor in job performance, it is not the sole contributor. It also involves a mix of skill level; knowledge necessary for task completion; emotions; and external conditions that may either support or hinder performance. Fare (2000) identified 12 fundamental human needs that have persisted throughout recorded history, including: Family, Health and well-being, Work/career, Economic stability, Learning, Home/shelter, Social relationships, Spirituality, Community, Leisure, Mobility, and Environment/safety. Cartwright (1999) noted, "a culture has the power and ability not only to shape lifestyle but also to influence individual personality traits, behaviors, and attitudes."

From his study on the psychology of Total Quality Management, Cartwright (1999) identified nine primary motivational factors: Identification: Motivation through our influence on others via our thoughts, words, and actions, as well as how we are affected by others; Equity: Fairness, balancing expectations and rewards, inputs and outputs, perception and reality; Equality: The principle of treating everyone with equal respect, irrespective of status, and establishing the notion of equal pay for equal work; Consensus: Achieving a mutual understanding that transcends mere compromise and is based on shared values and social harmony; Instrumentality:

A mechanism or tool that facilitates the accomplishment of an objective; Rationality: Introducing a scientific approach to management and problem-solving, which serves as a strong motivator; Development: The drive for self-improvement, fostering growth for both the individual and the organization through training and education; Group dynamics: The cultivation of positive motivations within groups through individual commitment to the group, consensus, and a collective understanding aimed at achieving group objectives; Internalization: The factor that shapes our attitudes, beliefs, and actions, noted as the most potent and enduring of the nine motivational elements (Mullins, 2005).

2.6 Types of Motivation

The various needs and expectations at work can be categorized in two ways namely: Extrinsic and Intrinsic Motivation.

2.6.1 Extrinsic Motivation

This pertains to concrete incentives such as salary and benefits, job security, opportunities for advancement, employment contracts, work environment, and overall service conditions. These factors must be addressed or provided to inspire motivation in individuals. Typically, these factors are determined at the organizational level and may be significantly beyond the influence of individual managers. While extrinsic motivators can lead to immediate and strong results, their effects may not be long-lasting (Mullins, 2005; Armstrong, 2006).

2.6.2 Intrinsic Motivation

This pertains to psychological rewards such as the chance to utilize one's abilities. A feeling of challenge and success, receiving gratitude, positive acknowledgment, and being treated with care and consideration. Psychological rewards are usually assessed through the actions and behaviors of individual managers (Mullins, 2005).

Intrinsic motivators focus on the quality of work life and tend to have a more profound and lasting impact because they originate from within individuals rather than being imposed externally (Armstrong, 2006). [1]

According to Feist and Rosenberg (2015), there are four elements of intrinsic motivation:

Challenge: This relates to how much an individual enjoys the thrill that comes with facing a new challenge.

Enjoyment: This pertains to the satisfaction that an individual may derive from completing the task.

Mastery: This involves the sense of pride and accomplishment that an individual may feel when successfully undertaking a difficult task.

Autonomy and self-determination: This refers to the level of freedom an individual has while performing the task, meaning the independence in deciding what to do and how to do it.

2.7 Performance

Even with advancements in project management technology, employees remain the essential contributors to projects. They play a crucial role in determining whether a project succeeds or fails; they establish project goals, as well as plan, organize, direct, coordinate, and oversee project activities. They achieve project objectives through interpersonal and organizational skills like communication, delegation, decision-making, and negotiation (Yvonne du Presses, 2003).

She notes, "In project environments, individuals can be seen as either contributing to problems and constraints or as providing solutions and opportunities," ultimately concluding that human resource management is critical to project success. The focus is on the workforce and how effective management and leadership can enhance their efficiency and effectiveness as individuals, project teams, and organizational members. Consequently, it is essential to ensure that the right personnel are engaged in the project at the appropriate time, organized, and motivated to work individually and collaboratively to meet project goals, as well as recognized and rewarded for their accomplishments.

She defines performance as follows: Commitment refers to an individual's capability to successfully complete a task. Caliber (ability) describes the personal characteristics and skills one brings to their job. These attributes enable an individual to perform tasks and provide them with the capacity to meet job demands. A person's level of caliber relates to their innate abilities and the training and experience they acquire. Therefore, an individual's performance is contingent on their willingness and determination to finish tasks, constituting their commitment. Unlike caliber, commitment is not a static trait; it can change frequently based on the circumstances and situations an individual confronts.

Performance can be expressed as a function of (Caliber x Commitment). The manager must adopt an appropriate leadership style to shape the work environment in such a way that the team members are motivated to complete the tasks and strive to reach the project objectives.

2.8 Chapter Summary

The literature on teacher motivation in government secondary schools highlights the importance of understanding and enhancing teachers' motivation to improve teaching quality and student outcomes. Several studies have explored various motivational schemes and their impact on teacher motivation and job satisfaction.

Research has shown that intrinsic motivators, such as autonomy, competence, and relatedness, play a crucial role in fostering teacher motivation. Providing opportunities for professional development, recognition of achievements, and a supportive work environment are key factors in enhancing intrinsic motivation among teachers.

Extrinsic motivators, such as rewards, incentives, and performance-based bonuses, have also been studied in the context of teacher motivation. While these external motivators can temporarily increase motivation, they may not sustain long-term engagement and job satisfaction among teachers.

Social motivation, including collaborative work environments, supportive leadership, and positive relationships with colleagues, has been identified as a significant factor in promoting teacher motivation. Studies have shown that a positive school culture and climate can significantly impact teachers' motivation levels.

In terms of implementation, research suggests that leadership support, adequate resources, and a conducive school culture are essential for the successful implementation of motivational schemes in government secondary schools. Regular assessment, planning, training, and monitoring are key components of the implementation process to ensure the effectiveness of motivational strategies.

Overall, the literature underscores the importance of assessing teacher motivational schemes and their implementation in government secondary schools to enhance teacher motivation, improve teaching quality, and create a positive school culture. By integrating insights from existing

studies, this research aims to contribute to the understanding of effective motivational strategies for teachers in government secondary schools.

2.9 Conceptual Framework of the Study

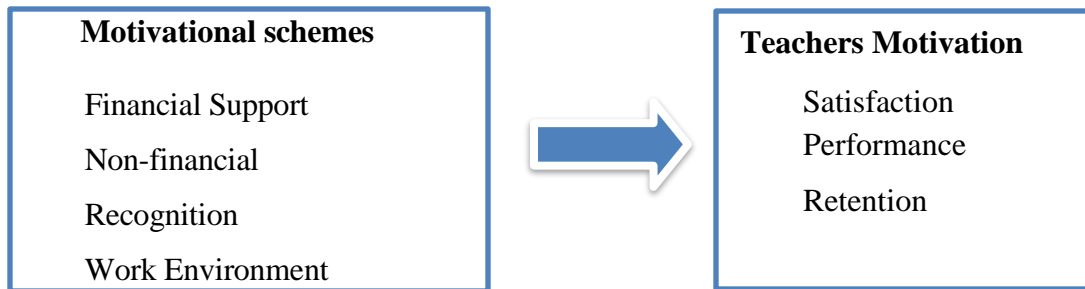


Figure 4 Conceptual Frameworks

The framework above shows the relationship between the independent and the dependent variables of the study. The dependent variable is teacher motivation which in turn affects student learning outcome while the independent variables are motivation schemes, recognition and prestige, career development, free transport, access to house and learning material and facilities.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Research Method

Based on the overall research objectives, this study was conducted within the framework of mixed research methodology. The rationale for the selection of this method helps to gather enough information from many people on the issues of the thesis. In order to achieve the objective of the study and here by to give answer for its problems, this study used both qualitative and quantitative research methods. There was compelling reasoning why the researchers to use quantitative method is supplement by a qualitative method to validate information gather from the quantitative survey to gain deeper insights on the issue, to significantly strengthen the analyses and thus enhance confidence in the conclusion. Moreover, employing multiple data collection instrument helps the researcher to combine, strengthen and amend some of the inadequacies of the data and for triangulating it (Creswell, 2007)

3.2 Research Design

Research design refers to the strategic plan that connects philosophical assumptions to particular methodologies (Creswell, 2007). The researcher used descriptive research design for describing the existing situation. It is a kind of design in which individual people use as the units of analysis. It involves some individual persons who must serve as respondents or informants. Descriptive research design is used during collection of information about people's attitudes, opinions according to feelings or any of the variety of education or social issues (Kombo and Tromp (2006). Descriptive research is useful in describing the characteristics of a large population. This helped the researcher to ask many questions which provide considerable flexibility in the analysis of the data collection.

3.3 Population and Sampling Frame

According to Best and Khan (2003), population is defined as any group of individuals who have one or more characteristics in common that is of interest to the researcher. Also, according Sekaran (2005) and Punch (2000), population refers to the entire group of people, events or

things of interest that the researcher wishes to investigate. The target population of this study consists of 3 government secondary schools were selected from a total of 10. From these sample schools, 23 teachers, 6 principals and 3 supervisors were included as participants.

3.4 Sampling Techniques and Sample Size

Sampling is the process of selection a sufficient number of elements from the population. A study of the sample and an understanding of its properties or characteristics would make it possible for use to generalize such properties or characteristics (Sekaran, 2005). Also, according to Adam and Kamuzora (2008) sampling refers to a process of obtaining information about an entire population, by examining only a part of it. It is actually a process in which elements of a population are selected as representatives of the whole population (Best and Khan, 2003, and Kothari, 2004). Twenty-three teachers selected by simple random sampling method, and 3 schools and 6 principals selected by purposive sampling techniques. In addition, 3 supervisors were directly selected.

Yamane (1967):

$$n = \frac{N}{1 + N(e)^2}$$

Where n- The number of samples

N- The number is population

e- The error of 5 percentage points. Or 0.05

$$n = \frac{178}{1 + 178(0.05)^2}$$

$$= \frac{178}{1 + 0.445}$$

$$= \frac{178}{1.445}$$

$$= 123$$

Table 1 Categories of staff Employees in the Lemi Kura Secondary School teachers.

Secondary schools	Population			
	Teachers		Principals	
	Population	Sample	population	sample
Ula Dula Secondary School	88	58	4	2
Edget Chora Secondary School	47	30	4	2
Bori Secondary School	43	29	4	2
Total	178	123	12	6

3.5 Sources of Data and Data Collection Instrument

The data was collected from primary and secondary sources. Primary data was collected from teachers, principals and supervisor of sample schools. While the secondary data were gathered through exploring documents used during motivation and its implementation of program in each sample schools.

According to Orodho (2008), the most commonly used instruments in education and social science research are questionnaires, interviews, observations forms. In this study the researcher used questionnaires, interviews and document analysis.

3.5.1 Questionnaires

Questionnaires have open and closed questions or statements to which respondents react upon (Kothari, 2004). In this study, the researcher employed closed-ended and open-ended questions. The closed-ended measured by four-point Likert-scale ranging from 1=strongly disagree to 4=strongly agree. It was easier for respondents to answer because they had only to choose categories. In that way a chance for irrelevant answers is limited to the minimum, because appropriate answer categories were provided. The primary sources of data/respondents were teachers, principals and supervisors. Questionnaires were prepared in English, and translated to Amharic to increase the quality of the tools..

3.5.2 Interview

Semi structured interview was conducting with school principals and supervisors. This instrument was very important as it helps to get deeper information on issues critical to the study. It permits greater depth of response with face-to-face communication, which was not possible

through any other means of data gathering instrument

3.6 Methods of Data Analysis

According to Kothari (2004), data analysis is the means of computation of certain indices or measures along with searching for pattern of relationship that exist among the data group. Creswell (2007), define data analysis as a process whereby the researcher prepare and organize the data for data analysis then reduces the data into themes through a method of condensing the codes, and finally representing the data in figure, tables or a discussion.

In this study, the researcher used both qualitative and quantitative data analysis methods. The data collected via open-ended-questionnaires and interviews are narrated qualitatively. The Statistical Package for Social Sciences (SPSS), package version 22.0 used to analyze closed-ended questionnaires.

Thus, descriptive statistics such as frequency tables, percentage, mean value and standard deviation were employing for analysis. Finally, the researcher enhances the reliability of the findings by triangulating different data sources of information and examining evidence from the sources to determine the accuracy of the finding.

3.7 Procedures of Data Collection

The first task of the researcher was communicating with Lemi Kura sub city education office and the schools' directors about the issues of the study to get permission before administering the questions. After consents was receiving, from the concerning bodies by informing that data collecting from them were confidential and useful to change the situation of teachers' motivation schemes and implementation practices and problem the data collection was carrying out. Closed-ended and open-ended questionnaires were preparing and distributing for teacher samples of the study. After they would have filled the requirements, it was collecting from them. Structured and semi- structured interviews were developing and conducting through face-to-face interview for school directors and supervisors.

The data gathering through closed-ended questionnaires were editing, categorizing, tabulating and analyzing using percentage and frequency of respondents and analyzing quantitatively. The data gathering through open-ended questionnaires, interviews and document analysis were

organizing into meaningful theme, narrating and analyzing qualitatively to support the data analyzing quantitatively. Based on the analyzing data major findings were outlining and conclusions were drawing. Finally, recommendations were forwarding.

3.8 Validity and Reliability of the Study

Validity refers to the degree to which a concept is precisely measured in a quantitative research study (Heal & Waycross, 2015). In simpler terms, a study is considered valid if it accurately assesses what it aims to measure. Reliability evaluates the internal consistency among variables or items through a summated scale (Kotheri, 2004). Cronbach’s Alpha is utilized to gauge the average of all possible split-halves, as well as dichotomous and continuously scored variables. It also indicates how effectively a set of items or variables measures a single unidimensional latent construct; a low alpha value suggests that the data might have a multi-dimensional structure. An alpha value of 0.60 or higher is deemed acceptable; while Zikmund (2003) recommends that a Cronbach’s alpha value exceeding 0.7 signifies notably high reliability. The scale reliability in this study is also evaluated using the Statistical Package for Social Sciences Software (SPSS) version 22, with the calculated Cronbach’s alpha being .651.

Table 2 The Alpha Cronbach Values range from 0 to 1

	Alpha Cronbach value	Interpretation
1	0.90-1.00	Excellent
2	0.80-0.89	Good
3	0.70-0.79	Acceptable
4	0.60-0.69	Questionable
5	0.50-0.59	Poor
6	<0.50	Unacceptable

3.9 Ethical Considerations

Efforts were made to make the research process professional and ethical. To this end, the researcher was try to clearly inform to the respondents about the purpose of the study i.e., purely for academic. As he introduces its purpose in the introduction part of the questionnaire and

interview guide to the respondents, he shall confirm to subjects, confidentiality was protected. The participants made to understand what were explained and be given the opportunity to ask questions and have them answered by the researcher. The informed consent document must be written in lay language, avoiding any technical terminology. The participant's consent to participate in the research must be voluntary, free of any promises of benefits unlikely to result from participation and no group should be disadvantaged by being excluded from consideration. In doing so, first the researcher go to the selected five private primary schools .Then the researcher explains the purpose of the study to the school principals to get permission to accomplish the work. Finally to start the study the researcher was introduced the objective and advantage of the study to the respondents to obtain their voluntarily participation; and also informed the information gained from the respondent, data obtained from the document and others will be kept confidential.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter consists of two major parts. The first part presents the characteristics of the participants emphasizing on their personal and professional characteristics whereas the second part deals with the presentation, analysis and interpretation of data were analyzed by using frequency and percentage on an assessment of the teacher's motivational schemes and implementation in government secondary schools of Addis Ababa city government in Lemi Kura Sub-City.

The data collected from respondents were analyzed using different analysis techniques. The results are presented and discussed as per to answer the pre-established research objectives and address the research questions mentioned by administering questions for teachers and interviews for principals and supervisors.

Table 3 Respondent Rate

Questionnaires	Number	Percentage
Returned	118	96%
Unreturned	5	4.06%
Total	123	100%

Source: Survey data (2025)

To get a representative data, a total numbers of 123 questionnaires were distributed to teachers working in government secondary schools of Lemi Kura Sub City. A total of 118 of these questionnaires were completed and used for the data analysis which means at 96% response rate.

4.2 Background Information of the Respondents

Here the general demographic characteristics of respondents such as gender, age, educational qualification, and work experience are analyzed.

Table 4 Background information of the Respondent

Items	Categories	Frequency	Percent	Valid Percent
Sex	Male	68	57.6	57.6
	Female	50	42.4	42.4
	Total	118	100.0	100.0
Age	18-24	11	9.3	9.3
	25-29	30	25.4	25.4
	30-35	52	44.1	44.1
	Above 35	25	21.2	21.2
	Total	118	100	100
Qualification	Degree	73	61.9	61.9
	Masters	45	38.1	38.1
	Total	118	100	100
Work experience	Less than a year	20	16.9	16.9
	1-4 years	25	21.2	21.2
	6-10 years	44	37.3	37.3
	More than ten years	29	24.6	24.6
	Total	118	100.0	100.0

Source: Survey data (2025)

From Table 4 above it is noted that out of the total 118 respondents, 68(57.6%) were males and 50 (42.4%) were females this shows that males were greater than female and the difference indicates that female employees still need further work.

Regarding age group of the respondents'30-35 years old dominated with 44.1% followed by 25-29 years old with 25.4 % and next is over 35 years old with 21.2%. The remaining 11 or 9.3 % of respondents are aged from 18 to 24 years old. This data shows that the majority of the respondent's employees are from the adult generation who have probably long life and work

experience in teaching.

From Table 4, it is can be seen that respondents hold a range of educational qualifications from first degree to master. Majority of the sample group were holding first degree which accounted for 73 of the respondents i.e. 61.9 %. The remaining 45 (38.1%) out of 118 respondents were master holders. Here we can understand that among the respondents there is no diploma holders and teachers having educational qualification above diploma.

The respondents have served in schools as teachers from a range of less than one year to above 10 years. This means the schools have different teachers with different years of experiences in the same or different skills. It can be seen that respondents who have served for six to ten years representing 44 (37.3%) formed the majority respondents followed by who have served for more than 10 years accounting 29 (24.6%). Those teachers who are teaching from 1-4 years accounts 25 (21.2%) of the total respondents. There are also teachers whose experiences is below a year which accounts 20 (16.9%).

4.3 Descriptive Data Analysis

According to Boone, H. N., & Boone, D. A. (2012) the mean scores derived from the 4-point Likert scale (strongly disagree, disagree, agree and strongly disagree) were interpreted based on interval calculation criteria, minimizing bias by maintaining a constant and uniform difference between each interval as presented in Table 5.

Table 5 Mean Analysis Criteria

Likert scale	Interval	Difference	Description
1	1.00-1.74	0.74	Strongly Disagree/ Very Low / Very Poor
2	1.75-2.49	0.74	Disagree / Low / Poor
3	2.50-3.24	0.74	Agree / Moderate / Good
4	3.25-4.00	0.75	Strongly Agree / High / Very Good

Based on the Table 5 above the data collected to the purpose of answer the research basic questions analysis as the following tables:

Table 6 Status of Teachers Motivation

Items	N	Mean	Std. Deviation
Teachers are happy with their job	118	2.47	.874
Principals give verbal and non-verbal recognition	118	2.22	.935
Teachers have clear goals and objectives	118	2.77	.871
Teachers are committed to accomplish tasks	118	2.78	.849
Valid N (list wise)	118		

Source: Survey data (2025)

As we can observe from the Table above the highest mean score is on teachers are committed to accomplish tasks which is 2.78 with std. deviation of .849. This result implies that teachers in Lemi Kura sub city government secondary schools are committed to accomplish tasks. The second variable which score highest mean is teachers have clear goals and objectives' with 2.77 and std. deviation of .871. In addition, teachers in the study area are happy in their job and work it lovely with the mean score of 2.47 and a standard deviation of .874. The remaining variable under the status of teacher's motivation in Lemi Kura sub city government secondary schools was, principals give verbal and non-verbal recognition with mean score of (2.22) and standard deviation of (.935).

From the above table, we can summarize that teachers are committed to accomplish their assigned tasks and specified objectives of the school. But principals are not motivating and providing recognition for the teachers' performances appropriately.

Table 7 Motivational Schemes Implementation

Items	N	Mean	Std. Deviation
There are financial benefits	118	2.12	.775
There is adequate and fair promotion	118	1.83	.732
There is praise and recognition	118	2.26	.659
There is interesting working environment	118	2.26	.891
There is good social interaction	118	2.95	.968
Valid N (listwise)	118		

Source: Survey data (2025)

From table 7 above, we can observe that the highest mean score and standard deviation is on social interaction which is close to three ($\mu=2.95$, $\sigma=.968$). This implies that respondents agree that there is good social interaction with the school community. It is fact that good social interaction among colleges is very important for school effectiveness. When there is intimacy and team spirit in schools, teachers are achieving educational and school goals and objectives. The second two variables scoring the same mean ($\mu=2.26$) with different standard deviation are “there is praise and recognition and there is interesting working environment ($\sigma=.659$ and $\sigma=.891$)” respectively. The other variable which has a mean score of ($\mu=2.12$) and a standard deviation of ($\sigma=.775$), is the financial benefits of teachers as a factor for motivation. The lowest mean score was observed for the variable “there is adequate and fair promotion” which is ($\mu=1.83$) and (.732).

In the above analysis, we can understand that in most variables under the motivational schemes implemented in the schools, teachers disagreed with all items except their social interaction in the school environment which motivates them to stay long in the school.

Table 8 Challenge of Implementation of Teachers' Motivational Schemes

Items	N	Mean	Std. Deviation
There is good school leadership	118	2.26	.919
There is adequate budget for motivation	118	1.79	.825
There is good community participation	118	2.65	.861
There is comfortable working environment	118	1.85	.758
Valid N (listwise)	118		

Source: Survey data (2025)

From Table 8 above, we can depict that all the variables under challenges of implementing teacher motivational schemes are below three points from the four points for likert scale measures (strongly disagree, disagree, agree, and strongly agree). The two variables which are the presence of good school leadership and good community participation are scored above two points which are (2.26 and 2.65) respectively. Here, we can see that there are some respondents agreeing on the presence of good school leadership and community participation. The other two variables are scoring ($\mu=1.85$, $\sigma=.758$ and $\mu=1.79$, $\sigma=.825$) respectively. Regarding the availability of adequate budget for teacher motivation and building comfortable working environment, most respondents disagreed. To sum up, the lack of budget and absence of suitable working environment are the challenges of implementing teachers' motivational schemes.

Table 9 Impact of Teachers' Motivation on Their Performance

Items	N	Mean	Std. Deviation
Students are motivated and academic achievement improved	118	3.53	.550

Motivation helps to perform better	118	3.55	.500
Implement educational reform in the school	118	3.64	.481
Teachers become creative	118	3.58	.495
There is low teachers turnover as they love their job	118	3.60	.492
Valid N (listwise)	118		

Source: Survey data (2025)

Table 9 shows us the respondents' sayings about the impacts of teacher's motivational schemes are scoring above three points from four scale measure of likert scale. Almost as shown above all of them are having a mean score of around 3.6 from four points. This implies that respondents agree that teacher's motivation has positive effects on student's achievement ($\mu=3.53$, $\sigma=.550$), helps to implement educational reforms ($\mu=3.64$, $\sigma=.481$), reduces teacher's turnover ($\mu=3.60$, $\sigma=.492$), make teachers to be creative ($\mu=3.58$, $\sigma=.495$), and helps ds to perform better than before ($\mu=3.55$, $\sigma=.500$). Motivated teachers are stay long and work for students' academic achievement as the data shows.

4.4 Analysis of Interview and Open-ended Questions

The data collected through open-ended questionnaire and interview were analyzed and narrated accordingly. The data were categorized in to basic research questions and responses of participants were discussed. Interviews were conducted with principals and supervisors.

4.4.1 Analysis of Open-ended Questions

As stated by most respondents, there is no incentive motivational scheme in their schools for teachers who perform better and are more effective than verbal motivation and certification awards. However, transportation and housing allowances provided for teachers. Although rarely, there is a system through education bureau to provide housing for lucky teachers and award for veteran teachers.

The motivational schemes implemented for teachers differ from school to school but common as a city administration. The common schemes are providing house, education opportunities, and praising medals and other equipment. At school level starting from oral recognition, motivation stretches to provide social supports and recognizing by different mechanisms.

Teachers responded that motivating them helps to work more and be creative. They implement different teaching strategies, prepare teaching aids, and actively participate in co-curricular activities to improve students' academic achievement.

Generally, in a little bit intrinsic teachers motivational schemes were implemented in Lemikura sub city government secondary school but not extrinsic motivational schemes.

4.4.2 Analysis of Interview

The first question mentioned was about motivational schemes implemented in the schools under study. Principals responded that the motivational schemes implemented were financial (money gift), education opportunity, certificate and clarifying teachers' good works for the school community and society. Supervisors also mentioned that the education office allocate budgets for motivating teachers by organizing events, meetings, and trainings.

To implement teachers' motivational schemes different strategies were employed by principals and supervisors. Principals organize committee for school supervision and follow up teacher's performance and setout criteria for teacher motivation. Besides to supervision, evaluation also made to identify who performs better than other which is aimed at motivation and support for further achievement. School supervisors also work in cooperation with teachers, principals and parents to motivate teachers. Principals also employ personal approach to motivate teachers orally and using his/her performance as an example during meeting and training held in the school environment.

The other basic question discussed with interviews was the challenges of implementing teacher's motivational schemes. Principals stated that the school environment affects the implementation as it is difficult to get internal sources of finance. It is dependent on government budget. There is financial limitation for motivating teachers. Some teachers are not positive on the motivation of their schools and do not accept as it is fair and important which makes division and influence daily functioning of the school. Supervisors also responded that schools are not responding early in selection of best performing teachers and even selection is not sometimes rational. To motivate teachers as their performance, there is no adequate budget from government.

The last question asked for teachers, principals and supervisors was the impacts of implementing

motivational schemes for teacher's performances in the secondary school of Lemi Kura sub city. Principals also stated that when teachers are motivated, they will be punctual, committed to change students' performance to better than before, develop team spirit among school community for goal achievement and even improve their performances for further task accomplishment. Supervisors believed that teacher's motivation is very important to make teachers happy in their job and stay long. For instance providing money for house rent help to retain teachers for long time. To achieve educational goals and objectives teachers have to be teaching in humor and motivated manner which can improve students' academic achievement in particular and school environment in general.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Summary of Major Finding

The last part of this study is about the major findings of the study, what we can conclude from the findings and recommendation based on these findings. This chapter highlighted the limitations of this work and indicated future research areas for anyone who is interested in the issue under study. The information in this study would support Lemi Kura sub city education office to make right decision regarding teachers' motivational schemes implementation, challenges and effects.

This study has attempted to assess motivational schemes and its implementation in Lemi Kura sub city government secondary schools. On the process of conducting the study, this study summarized in to practice of motivational schemes, implementation, challenges, and effects on teaching learning process.

The primary objective of this study was explaining the practice of teacher's motivational schemes in Lemi Kura sub city government secondary schools. According to the data collected from the participants of the study, This result implies that teachers in Lemi Kura sub city government secondary schools are set clear goals and objectives, committed to accomplish the assigned tasks. Some teachers are happy in their job and works it lovely and some others are not interested with their job. The other variable under the status of teacher's motivation in Lemi Kura sub city government secondary schools is principals give verbal and non-verbal recognition for their performance.

The second objective of this study is motivational schemes implemented in the secondary school of Lemi Kura sub city. There are different schemes such as providing financial benefits, adequate and fair promotion, recognition, and creating conducive working environment. Even though these are the motivational schemes it has its own challenges to implement effectively.

The third objective of this study was identifying the challenges of implementing teacher's

motivational schemes in Lemi Kura government secondary schools. These are lack of experienced and professional school leadership, shortage of budget allocated for motivational function, lack of active community participation, and absence of comfortable working environment.

The last objective of the study is explaining the impacts of implementing teacher's motivational schemes in secondary schools of Lemi Kura sub city. Motivating teachers has several importance for learners and education system as a whole. Firstly, it improves students' academic achievement, secondly, changes the school environment; thirdly, it can be an input for curriculum implementation and revision.

5.2 Conclusion

The main objective of this study was to assess the implementation of teacher motivational schemes in government secondary schools of Lemi Kura Sub-City. To achieve this, the researcher collected primary data from teachers, principals, and supervisors, complemented by secondary data from scholarly books, journals, and articles. Data collection methods included both closed-ended and open-ended questionnaires, as well as interviews. Closed-ended questionnaire responses were analyzed using SPSS version 22, while open-ended responses were presented narratively.

The findings reveal that the overall status of teacher motivation in the study area is relatively low. Key motivational factors—such as strong instructional leadership, a sense of teamwork, and positive relationships within the school community—are insufficiently developed. While some principals provide verbal recognition, meaningful financial and professional motivational schemes are largely absent. This inadequacy is attributed to financial constraints, lack of professional leadership, and minimal community involvement.

The study concludes that effective implementation of teacher motivational schemes is critical to enhancing the teaching-learning process and ensuring the success of educational policies. Motivated teachers are more likely to improve student performance and contribute to a positive school environment conducive to academic achievement.

5.3 Recommendation

Based on the findings discussed in chapter four, the researcher has recommended the following

points.

For Education Policy Makers and Addis Ababa City Administration:

- ✘ Increase budget allocation specifically for teacher motivation at the sub-city and school levels.
- ✘ Institutionalize city-wide motivational frameworks that include both monetary and non-monetary rewards.

For School Principals and Education Leaders:

- ✘ Develop transparent, fair, and inclusive performance evaluation and promotion criteria.
- ✘ Strengthen school leadership capacity to implement motivation strategies aligned with teacher expectations.
- ✘ Foster a positive work environment with mutual respect, recognition, and participatory decision-making.

For Supervisors and Education Offices:

- ✘ Conduct periodic reviews of school-level motivational practices and provide timely support.
- ✘ Offer professional development workshops that equip school leaders with skills to support and motivate teachers.

For Further Research:

- ✘ Future researchers are encouraged to explore comparative studies across other sub-cities or private schools.
- ✘ In-depth longitudinal research may be needed to understand the long-term impact of motivational schemes on student outcomes and teacher retention.

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Appendix- A

Addis Ababa University of Graduate Studies College of Education and Behavioral Studies
Department of Educational Planning and Management questionnaire
to be filled on by teachers

Dear Teachers

I am conducting a Masters study titled “motivational schemes and its implementation” The purpose of this questionnaire is to collect data that can serve as inputs to the MA thesis prepared for the partial fulfillment of Master of Arts Degree in School Leadership at Addis Ababa University. I promise you that the collected data are to be used only for mentioned educational purpose and will be keep confidential since you are not required to write your name; your mystery will also be maintaining. I would thus like to kindly request you to fill in the questionnaire as frankly and carefully as you can.

Finally, I would like to thank you in advance for your devotion in filling this questionnaire.

Maru Akalu (maruakalu4@gmail.com)

Direction: - Please give your response by **putting a tick “(√)” mark** inside the box or by writing appropriate answer where needed.

Part I: Background Information

1. **Gender:** Male Female
2. **Age:** 18-24 25-29 30-35 above 35
3. **Highest Academic Qualification:**
Diploma BA/ BSc degree MA/MSc degree PhD
4. **Years of Teaching Experience**
Less than 1 years 1-4 years 6-10 years above 10 years
5. **Current Position:**
Teacher Head of Department Vice Principal Principal

Part II: Closed- ended Questions

On a scale of 1 to 4 **putting a tick “(√)” mark**, how satisfied are you with the motivational schemes provided?

No	Items	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)
1	Status of teachers' motivation				
1.1	Teachers are happy with their job				
1.2	Principal gives verbal and nonverbal recognition for teachers				
1.3	Teachers have clear goals, priorities and objectives in their work				
1.4	Teachers are committed to accomplish their daily tasks				
2	Motivational schemes Implemented				
2.1	There are financial benefits				
2.2	There is the opportunity for adequate and fair Promotion				
2.3	There is Praise and recognition				
2.4	Interesting working environment				
2.5	There is good social interaction with school community				
3	Challenges of implementing teacher's motivational schemes				
3.1	There is good school leadership				
3.2	There is adequate budget for motivation				
3.3	There is good community participation				
3.4	There is comfortable working environment				
4	Effects of teachers motivation on teachers performance				
4.1	Students' motivation and academic achievement improved				
4.2	Motivation helps to perform better by using				

No	Items	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)
	maximum potential				
4.3	Implement educational reforms in the school				
4.4	Teachers become creative				
4.5	There is low teachers turnover and they love their work				

Part II: Open-ended questions:

1. What are the motivational schemes implemented in your school?

2. What are the strategies of implementation of teacher’s motivational schemes in secondary school of Lemi Kura sub city?

3. What are the challenges of implementing teacher’s motivational schemes in secondary school of Lemi Kura sub-city?

4. How do you judge the practice of teachers’ motivation in your school?

Appendix -B

Interview guiding questions for Principals

1. For how long have you served as a school principal? Why?
2. Did you satisfy your teachers as a school principal?
3. As a principal/ supervisors /encourages hardworking teachers? In what way?
4. The principal / supervisors /gives verbal and nonverbal recognition to the teachers?
5. The school principals can positively or negatively influence teacher motivation depending on the direction of such personality? In what way?
6. What is determinant of teacher motivation strategies of in secondary school?
7. The general economic state of the nation or financial states of the school is an influence on principals' motivation schemes in secondary schools? Why?
8. How do you feel about your work? Why?
9. What do you do to motivate teachers to teach effectively?
10. Please explain how you involve teachers in decision-making?
11. How does work environment affect teacher motivation?
12. What else do you do to motivate the teachers?
13. What personal approach do you use to improve teacher self-commitment and motivation?

Appendix -C

Interview guiding questions for Supervisors

1. State the practice of teacher's motivation in your school?
2. What are your roles in motivating teachers?
3. What factors are affecting effective teacher motivation?
4. What implications do have teacher's motivation?
5. What are the mechanisms of teacher motivation in your school?