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**ADDIS ABABA UNIVERSITY**  
**COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES**  
**DEPARTMENT OF EDUCATIONAL PLANNING AND**  
**MANAGEMENT**

**AN ASSESSMENT OF MOTIVATIONAL FACTORS ASSOCIATED**  
**WITH TEACHERS' PERFORMANCE IN GOVERNMENT**  
**SECONDARY SCHOOLS OF ADDIS ABABA.**

**BY**

**GETACHEW TALEMA ATINAFU**

**A THESIS SUBMITTED TO COLLEGE OF EDUCATION AND**  
**BEHAVIORAL STUDIES IN PARTIAL FULFILMENT OF THE**  
**REQUIREMENTS FOR DEGREE OF MASTER OF ARTS IN**  
**EDUCATIONAL LEADERSHIP AND MANAGEMENT.**

**JUNE, 2019**

**ADDIS ABABA, ETHIOPIA**

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**Declaration**

This thesis is my original work and has not been presented in any other University, and all sources consulted for this thesis have been properly acknowledged.

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**Approval**

This thesis has been submitted for examination with my consent and approval as a thesis advisor.

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This is to certify that the thesis prepared by Getachew Talema entitled to: -An assessment of motivational factors associated with Teachers' performance in government secondary schools in Addis Ababa submitted in partial fulfillment of the requirements for the degree of Master of Arts in educational Leadership and Management complies with the regulations of the University and meets the accepted standards with respect to originality and quality.

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## ACKNOWLEDGEMENTS

First and foremost, I would like to thank the Almighty God for giving me an opportunity to this wonderful time, granting me good health and peace of mind, which enabled me to undertake and complete this study successfully.

My sincere gratefulness goes to my advisor Dr. Dejene Nigussie for his unreserved professional advice, constructive comment and valuable suggestion throughout the entire study.

I also expressing my special thanks to my beloved wife W/ro Biruktait Demeke for tolerating during the time I was engaged in this work. In addition to her cover-up the entire education fees and offered material.

To end with I do not forget my families (father, mother and sisters) and my children Biniyam Getachew and Shalom Getachew for their moral and encouragement, and also their efforts to overcome various challenges.

Finally, I recognize that curriculum development and implementation directorate in addition to teachers' and the instructional leaders' development directorate to encourage and moral support,

I thank you all very much.

## **ABSTRACT**

*The purpose of this descriptive study was to investigate the extent of motivational factors and its association with teachers' performance in Addis Ababa City Government secondary school. To address the purpose of the study three research questions were formulated; the research questions were primarily to what extent a teacher intrinsically motivated?, to what extent a teacher extrinsically motivated? And what is the relationship between motivational factors and teacher performance?*

*The study used a descriptive survey method by incorporating both quantitative and qualitative data. This study used 185 school teachers and 55 school leaders' respondents randomly selected using a lottery method for 347 teachers in selected secondary schools of Addis Ababa. In addition, 10 key informants' from seven principals and three subcity teacher development experts were included. Closed questionnaires were used for gathering data. Data collected through a self-administered questionnaire filled by teachers and school leaders. The Average cronbach's alpha reliability indices of 0.805 and 0.883 teachers and school leaders respectively, In addition, the interview was conducted to the key informant. The data obtained through questionnaire were liable to quantitative analysis were coded and entered into SPSS version 24 and excel sheet to analyzed using simple descriptive statistic standard deviation, mean difference, mean and also t-and p-values comparing during the data analysis. Qualitative data gathered through interviews were analyzed qualitatively through descriptive narration. The major findings of the research were teachers were moderately intrinsically motivated, teachers were low extrinsically motivated teacher was moderately motivation and accomplishment in addition to teachers were moderately performed. There is a positive relationship between motivational factors and teacher performance in the study area. Finally the researcher recommends that develop a motivational framework, to facilitate positive competition among teachers. To rise the teachers' performance and achievement in teaching learning process it is important that schools should deal with sufficient budget to supply needed teaching materials and is strong for applied usage in the laboratory, library, ICT center...etc. Furthermore, it should increase positive work competition among teachers by grading performance of the teachers' bi-monthly based on the fair initiative rewards with their strength.*

**Key words:** performance, Motivation, School leaders

## LIST OF ACRONYMS

AACGEB Addis Ababa City Government of Education Bureau

EFA Education for all

MOE: Ministry of Education

PTSA Parent, Teacher and Student Association

TDP Teacher Development Program

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# CHAPTER ONE

## 1. INTRODUCTION

This chapter deals with the background of the study, a statement of the problem, research basic questions, objectives of the study, the significance of the study, delimitation of the study, limitation of the study, definition of key terms, and organization of the study have been treated.

### 1.1 Background

Education is the base for social, political, economic, cultural, technological improvement and overall human development. It is a crucial instrument for improving standards of living and helps people to increase productivities. For instance, an individual who attends primary school can produce 8% agricultural outputs than who did not attend any educational program (World Bank, 2008). Therefore, the importance of education is unquestionable, and the question is how the teaching-learning process is effective and capable of bringing up competent citizens. Cultivating, competent citizen directly related to teachers' performance among other variables.

Thus, teachers are the most important assets and pillars in the education system. The attainments of the desired educational goal and/or failure the activities are highly depending on teachers' performance. The performance of the teacher is fundamental as well as critical issues for whichever schools to assure the quality of education. The teacher is the main cornerstone of the education system that maximizes the competence of the individual in the country (Panda and Mohanty, 2003). By the same token,

teacher's constructive feelings towards teaching and higher aspiration level determines his/her positive perception of the teaching and learning environments.

Performance is the ability of an individual to join skillfully, very right behavior towards to the achievement of the organizational goal (Ammin, 2013). In addition, The Oxford Advanced Learners Dictionary describes as performance is "the act or process of carrying out something or execution of an action or a repetitive act or fulfillment or implementation" (Hornby, 2000).

From the above definitions, it is generally recognized that teachers' performance plays a key role in the students' learning as well as the academic achievement. The quality of teachers, their commitment, satisfaction and motivation are the determinant factors for the students to help from the education system. The success or failure of the education system depends for mainly on motivated and committed teachers.

Regarding, motivational practices that call for high performance, high commitment or innovation and are ways to help the school achieve significant improvement within the performances. The aim of teachers' motivation is to exert high commitment and competition among them to improve the quality of education.

According to Gibson, Ivancevich & Donnelly, (1988) motivation is defined as the force that causes an individual acting in a certain manner or to be oriented towards it. Herzberg (1967) studied that motivation could be enhanced when opportunities are provided for subordinates to demonstrate their capabilities and when they are recognized for their accomplishments. Therefore, motivation is the backbone of the schools in teaching and learning process. A study indicates that the high teacher

motivations significantly linked to improved student learning outcomes by increasing responsibility to impart knowledge and skills to learners. It is argued that satisfied teachers are generally more productive and can influence student's achievement (Mertler, 1992). Contrary to this lack of motivation bears a negative impact on the performance of teachers (Trow, 2004).

However, a review of relevant psychological theories offers important insights into teacher motivation in a developing country context. First, basic needs must meet before teachers can be motivated to fulfill their higher-order needs of self-actualization and professional goal attainment. Second, once the more extrinsic basic needs and environmental factors adequately are met, more intrinsic factors more powerfully motivate teacher effort, performance, and professional conduct in the end. These insights, complemented by a review of empirical studies on teacher motivation in developing countries, yield a framework of analysis for teacher motivation in the developing world.

A study in Tanzania showed that “the de-motivation of teachers is a major contributory factor to the abysmally poor learning achievement of primary and secondary students” (Bennell and Muykanuzi, 2005). Furthermore, lack of motivation among teachers taken as the major source of poor performance in secondary schools (Mosha, 2004).

When teachers become motivated in different ways, their achievement and efficiency improved are very well. According to Komba (2007), teachers' efficiency will attain at the maximum height if teachers are motivated to do their job at their best level. This will help teachers to execute their duties promptly, stimulate ideas, increase commitment as well as play a central role in executing educational plans more responsively to the total

organization (Anthony, 1989). Bakahwenama (2010) noted that the motivation for teachers comes from good payment to meet their basic needs and concentrate on teaching activities.

Different researcher in Tanzanian argued that motivation and teacher performance are highly correlated Mulyasa (2006). Similarly, Rajani (2003) and Swai et al (2004) have indicated that work motivation indeed influences teacher's work performance. In Malawi also teachers are motivated by both intrinsic factors and extrinsic factors despite the fact that none of the two sets of factors should be overlooked by managers when motivating employees for higher performance (Kadzamira 2006).

Bennell (2004) and Karisy (2009) in their studies showed that teachers, professional efficiency are affected by their working conditions which include teachers' workloads, inadequate salaries, poor working infrastructures and teacher student ratio. However, the lack of motivation perceives to be determined by different factors such as work environment as well as the reward for teachers.

Ethiopian education and training policy set up definite aims as well as objectives that were to facilitate educational development in the country. In fostering these aims and objectives, the teacher has an important role to play in that way enhancing better teacher performance and motivation among teachers. Therefore, a teacher performance is the factor that negatively affects the teaching- learning outcomes, because of lack of motivation. Demeke (2014) conducted research on "factors affecting teacher work motivation in kirkos sub-city governmental primary schools in Addis Ababa."

The study showed that among the major factors that have been affecting teachers' motivation where poor payment, ineffective organization leadership, and administration,

low status of teaching as a profession and job design were the major factors that have been affecting teachers' motivation in the area studied.

## **1.2 Statement of the Problem**

Education is generally recognized as one of the strongest instruments in the reduction of poverty as well as the building block for human development. Likewise, it empowers individuals and societies to make all rounded involvement in the development process by acquiring knowledge, ability, skills, and attitudes. Besides, Ethiopia runs forward to achieve and maintain as the stated educational objectives and goals. The main performers and the pillars to attain these educational objectives and goals are teachers. Teachers have enormous accountability for the mental and physical development of students; they need to be motivated to perform their tasks efficiently and effectively. In addition, motivation enhances the quality of education. When teachers are highly motivated, they contributed an excessive value in accordance with the education system to reach the expecting goals of quality of the teaching-learning process. A study in Malawi has recommended that greater attention should be given to improve work-related conditions of teachers to improve the quality of education, as the work environment is an important determining in motivation Kazeem (1999).

In the context of Ethiopia, motivated teachers perform very well. Somalis (2017) indicated that the strong and direct relationship between principals' leadership practices, teachers' motivation and student achievement in Secondary Schools of Addis Ababa City Government. This showed the need to motivate teachers in order to accomplish their tasks effectively, which in turn improves the quality of education (Bonsa, 2012).

The Studies reported that teacher's low performance is prevailing everywhere in Ethiopia and even in Addis Ababa city government (Shimelis, 2017). The researcher is familiar to the educational sector and from his experience; he observed low teacher performance and low students' academic achievement among the majority of schools. Reports of Addis Ababa city Government, Education Bureau (2010), most students who have been taking the national examination score below point 2.00 and regional examination of grade eight passing mark 38% and above. According to Bensa (1996), primary apprehension of the teacher was increasing in salary; working condition and personal life are demotivated.

Demeke(2014)in his student teachers were de-motivated with the salary pay and absence of incentives, ineffective administration and lack of proper treatment, lack of teachers' participation in school decision making. These made a negative impact on teachers' work motivation. Hussein (2007) found that teachers' motivation for contribution in professional learning activities found to be very low.

Different researches show that motivational factors' may affect their teachers' performances in a negative way. This was because of numerous causes interrelated to housing, medical, financial problem, workload, lack of proper treatment by the administration, personal life, achievement, responsibility, the work itself and low acceptance in the community.

Accordingly, these studies designate that various reasons were de-motivating teachers. De-motivation can affect their performance in an undesirable way, for the reason that different facts interrelated to lack of their basic needs (shelter; they rental pay not balanced with their income, medical care, and financial problem), work overload, lack of

proper treatment by school leaders, recognition and achievement. Teachers strongly claim their incomes and profession compare to another sector could not be able to overcome the level of living conditions and could not help them to lead a stable personal living status. Lack of advancement, lack of incentives and lack of recognition the issues which teachers' assertion at schools.

Therefore, based on the above perceptions and different research findings as well as relevant literature related to the topic observed with the different status alongside motivation and performances initiate the researcher to study. The existing gap towards the association of motivational factors and teachers' performance in order to develop and suggest workable strategies. Thus, support to improve teachers' motivation and their performance that may help to increase students' academic achievement, and benefit of the AACGEB in handling the existing factors that affect teachers' performance. Accordingly, this research would attempt to seek and examine motivational factors' associated with teachers' performance in the Addis Ababa city government secondary school.

### **1.3. Basic Research Questions**

In order to attain the above issues, the researcher has specifically formulated the following basic research questions.

1. To what extent does a secondary school teacher intrinsically motivated?
2. To what extent does a secondary school teacher extrinsically motivated?
3. What is the relationship between motivational factors and teachers' performance?

## **1.4 Objectives of the Study**

### **1.4.1. General objectives**

The general objective of this study would be to investigate and assess the extent of motivational factors and their association with teachers' performance in Addis Ababa city government secondary school.

### **1.4.2. Specific Objectives**

The specific objectives were-

- To examine and look at the relationship between motivational factors and teachers' performance. Correspondingly, to identify the positive or negative relationship between motivational factor and performance of teachers'.
- To assess and examine the level of teachers' intrinsic and extrinsic motivational factors.
- To establish the extent to which motivation factors in addition to the teacher performance.
- To suggest possible recommendations for schools, a city administration, education bureau that helps to enhance teachers' performance and their motivation in the study area.

## **1.5 Significance of the Study**

The significant of this study will have the following contributions:-

- It is hoped that this research will contribute to the literature on the teacher's performance and motivation in schools where in-depth studies are limited in

Ethiopia in general and Addis Ababa in particular. 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' performance. This information on teacher's motivation and the association with their performance will be relevant and timely for school leaders, regional education, and the Ministry of Education. This study, therefore, will contribute empirical information that will be useful for policymakers in the area.

- Finally, it will serve as a source document for other researchers who are interested to conduct further research in the area. It may also come out with some proper suggestions and recommendations that may help to improve teacher's performance and motivation in schools.

### **1.6 Scope of the Study**

This study was confined only to some selected government secondary schools in the Addis Ababa City Government. Hence, the private secondary school was not included due to the shortages of time to collect a large number of data. In addition, in this illustration, all sub cities and all secondary schools were not taken.

### **1.7 Limitation of the Study**

The study was much more interesting had it been possible to include more schools in Addis Ababa and beyond. However, the study relied on only some selected government secondary schools for practical reasons such as time and financial limitations.

The foremost limitation may encounter during the study was the absence of cooperation for interview questions for school leaders and experts. In addition, some respondents were not ready to answer questionnaires.

Additionally, few teachers in the sample schools were refusing to take the questionnaires because of different researchers arrive at the school from university and make them overloaded; they become boring and claiming time constraint. Yet, the researcher has to wait several days in the schools to gather the questionnaire. However, all possible efforts were made to overcome and come up with these facing problems with redundantly go to them.

### **1.8 Definitions of key terms**

The following terms are defined for the purpose of this study:-

***Extrinsic motivation:*** - is what is doing to and for people to motivate them. It is arisen when management provides such award as increase pay, praise or promotion.

***Influence:*** - is a positive or negative effect on the performance.

***Intrinsic motivation:*** - is derived from the content of the job. It is motivated by work itself in that what people do satisfy their need for achievement, recognition, responsibility and personal growth (Martine Fisher, 1996)

***Motivation:*** refers to the force within or external to a person that arouse enthusiasm and persistence to pursue a certain course of action (Daft & Marcic, 2007). Motivation has intrinsic, extrinsic or both reasons to push teacher into performing.

***Performance:*** - the act of performing; of doing something successfully; or a relative strength of teacher in achieving objectives, goals.

***Teacher's performance:*** - means that teacher involves the use of instructional materials, teaching methods, regular assessment of students, making lesson plans, assessment of pupils, and conduct of fieldwork. Therefore, teacher job performance is the teacher's ability to integrate the experience, teaching methods, instructional materials, knowledge and skills in delivering subject matter to students in and outside the classroom(Bennell, 2004).

***Secondary school:*** - means in this research refers to the first cycleof from grade level 9and 10 grade levels

***School leaders:*** - means the management team principals and department heads

## **1.9 Organization of the Study**

The study was organized into five chapters. Chapter 1 involves Background of the study, Statement of the problems, Objectives of the study, Basic questions, significance of the study, Delimitation of the study, Limitation of the study, Definition of the key term, and Organizations of the study.

Chapter 2 deals with thereview of related literature while chapter 3 deals with research design and methodology. This chapter describes, the instrument of data collection, population, sampling techniques and methods of data analysis. Chapters 4 interpretation of data analysis and the final chapter deals with summary, conclusion, and recommendations.

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

#### 2. Introductions

The chapter obviously reviews the relevant literature on motivational factors towards to teachers' performance. Literatures' regarding concepts and definition of motivation and teachers' performance were discussed. The theories that are grounded on Maslow, Maslow hierarchy and performance more underlines. Therefore, the chapter presents as follows.

#### 2.1 Definitions of Motivation

The term motivation was developed in the early 1880s, prior to that time, the term “will” was used by well- known philosophers as well as notable social theorists when talking motivated human behaviors (Forgas, Williams and Laham 2005, 86). According to them, motivation is believed to be; an entity that forced one to action. There is no one definition on behalf of it. Different scholars describe the term motivation in different ways which shows that broader scope and complexity of the perception of motivation. Recently, researchers offered defined in many ways:-

Motivation is derived from a Latin word “*Movere*” which factually means that “to move” (Rajput, 2011). They defined motivation as “the individual’s desire to demonstrate the behaviour and reflects the willingness to expend effort.” According to Arif (2003) motivation is an extremely complex concept, and motivating teachers and students in an educational organization is critical to the attainment of teaching-learning objectives. On

the other hands “Those psychological processes that cause the arousal, direction, and persistence of voluntary actions that are goal directed” (Kreitner and Kinicki, 2001:205). On their part, Motivation is, therefore, some derived force within individuals by which attempt to achieve directed the desired goals in order to fill some expectation.

According to Reiss (2014) motivation, means a feeling of enthusiasm, interest or commitment that makes somebody want to work, a reason for doing something or behaving in a certain way.

Accordingly, Abraham Maslow (1954) stated, “Motivation is a process that starts with a physiological or psychological need that activates behaviour or a derived that is aimed at a goal.” He also listed “Motivation is the act of stimulating someone or oneself to get the desired course of action, to push the right button to get desired reactions.” However, they believe that arousing interest is not enough to be motivated. In addition to this, time and energy should invest and the effect that is required needs to be sustaining to reach the aim.

Motivation plays a vigorous role in teaching-learning by bringing to the learners to the proper frame of mind for learning. It concentrates the attention and energy of a person on activity or knowledge to the learnt in (Bhatia 1997). One of the main responsibilities of school leaders is to motivate teachers in the school compound to perform at high levels. This implies that to become the teacher to do work hard, come to work regularly and make positive contributions to achieve the mission of organizing. Motivation is the catalyst that rejects teachers' eagerness to work without the burden. Towards motivate is

to deliver teachers with a motive to do some tasks and to invite somebody to act either positively or negatively.

Teachers have both intrinsic and extrinsic need. A teacher who intrinsically motivated may be observed to undertake a task for its own sake. It provides a feeling of accomplishment and self-actualization. On the other hands an extrinsically motivated teacher may perform their duties in order to obtain some reward such as salary. Extrinsic motivation plays an important part in people's life. It's very important too strong in influencing a person's behavior. According to Kerlinger (1993) the aim of the organization should be built on enhancing the intrinsic motivation for teachers to teach effectively and the same time to source extrinsic motivation along the way for improvement.

### **2.1.1 Importance of motivation**

Motivation expresses an organization more successfully since provoked employees are constantly looking for improved practices to do at work, so it is essential for organizations to encourage motivation of their employees. The leader might have the perfect plan, if the employer does not work their job through attention. The organizational goals can hardly be accomplished. Therefore, motivation is imperative to attract and retain people, to get employees do their job, make employee will be creative, keep organizational effectiveness and efficiency.

Motivation is very significant for an organization and the individuals because of the following benefits it provides (Manzoor, 2012), High level of performance: It is the duty of every manager to ensure that the employees have a high degree of motivation. He should offer monetary and non-monetary incentives

- a) Extremely motivated workers would be regular for work, and have a sense of belonging to the organization(Manzoor, 2012).
- b) Low employee turnover and absenteeism: Employee turnover and absenteeism is caused due to low level of motivation, practice on the part of managers (Manzoor, 2012).
- c) Organizational image: Employees are the mirrors of any organization. Managers must lay down high performance standards coupled with high monetary and non-monetary rewards. Training & development programs(Manzoor, 2012).

## **2.2 Motivational Theories**

There are two groups of motivational theories; there are content theories and process theories of motivation. Content theories concerning about identifying what it is within an individual or the work environment that energizes and sustains behavior. That is what specific things motivate people. On the other issue, process theories attempt to try to explain and describe the process of how a behavior energized, directed, sustained, and finally stopped. Content theories comprise Herzberg's two-factor theory and Maslow's theory of hierarchy of needs. Process theories comprise the Vroom's expectancy theory, operant learning theory and Adam's equity theory.

### **2.2.1 Content theories or Need-based approach of motivation**

Hanson (1996) defined motivation as "an inner state that energizes activates or moves" and "that directs or channelbehaviour toward goals."Hence, discovering the essence of motivation is not an easy task, because motivation is a concept that cannot be directly observed. Therefore, content theories based on the impression that things within us

generate motivation, and explained these desires; they explained the motivation primarily as a phenomenon that occurs intrinsically, or within an individual. The theories attempt to clarify the specific things which actually motivate the individual at work, and concerned with identifying people's needs and their relative strengths and the goal they follow in order to satisfy these needs.

### **2.2.1.1 Maslow's Hierarchy of Needs**

Abraham Maslow's (1943, 1966, 1970) need - based theory of motivation is the most widely recognized theory of motivation and perhaps the most referenced of the content theories. According to this theory, a person has five levels of fundamental needs: Physiological, Safety, social, Esteem and Self - actualization.

**Physiological Needs:** - These needs mention of the desire to fulfill physical satisfactions such as water, sleep, food, air and sex. These needs are considered the most important needs because without them, human being cannot survive. A human who is missing everything in life in an extreme way, it is most likely that a major motivation would be he this need rather than any others. Which means no other needs would be of any importance if physiological needs have not been satisfied. The lack of these needs can cause bodily or make the human not to function up to capacity; physiological needs were thoughts to be the most important and must be met first. This need necessity remains at least partly satisfied for continued the survival.

**Safety Needs:** - Maslow's theory states that human beings attempt to meet these needs once the physiological needs are satisfied. It is about protection about from physical harms, ill health, and economic disaster. In other words' individual's safety being away

from evils and threats. It also believes most modern employees are able to fulfill these needs through earning an income or depending on unemployment benefits.

**Love/Belongingness Needs:** - Once the physiological and safety needs are satisfied, human beings tend to focus on the needs for love and affection. People endeavor to obtain a sense of belonging with others. In addition, this needs to associate with other people and accepted by them, to love as well as be loved. In the organization, this category of needs is a very influential the desire for good relationship with a coworker, participant in work team and positive relationship with supervisors.

**The esteem needs:** - this need related to the desire of a positive self-image and for attention, recognition, and appreciation from others. Within the organization, esteem need reflect motivation for recognition, an increase in responsibility, high status to contribute the organization. Esteem presents the typical human desire to be accepted and the value of others.

**Self-Actualization Needs:** - The fifth and final category at the top of Maslow's hierarchy of needs is the needs for self-actualization. This means realizing our full potential and becoming all that we can be. In other words, it involves to the need to become more and more what one it, and to become everything that we are capable of becoming.

According to Maslow theory were going further and explained that people would seek to satisfy the basic needs first. That there is an automatic mechanism which exists so that once the physiological needs are satisfied, the safety and security needs automatically presents themselves to be satisfied and once the safety and security needs are satisfied,

then the next layer of needs love and affiliation present themselves to be satisfied and so it goes up to self-actualizations needs (Robinson, 2004).



*Figure 1. Maslow's Hierarchy of Needs(Source: Author's own figure)*

As each level is adequately fulfilled, then motivated to gratify the next level in the hierarchy, always new and higher needs are coming. This is what's meant, when the basic human needs are drawn like a pyramid, a hierarchy. Life experiences, including divorce and loss of job, may cause an individual to fluctuate between levels of the hierarchy. These five different levels were further sub-categorized into two main groups: deficiency and growth needs.

**A Deficiency needs** – it is the very basic needs for survival and security.

These needs include:

- Physiological needs
- Safety and security needs
- Social needs – belongings and love
- Esteem needs

It may not cause a physical indication if these ‘deficiency needs’ are not fulfilled, but the individual will feel anxious and tense. So the most basic level of needs must be fulfilled before a person wants to focus on the secondary or higher level needs.

**B. Growth needs** – Personal growth and fulfillment of personal potential.

These needs include:

- Self-actualization needs

**Criticism of this theory is that:-**

Maslow theory is often presented as being universally accepted as accurate. However, people in different firms, positions or countries differ. Individual difference certain exists. Another criticism of the need hierarchy is that need overlap and can fit more than one, even all of the categories. Maslow need hierarchy is static, but needs change overtimes in various situations.

**2.2.1.2 Herzberg’s Two factors Theory.**

Herzberg two factor theory is deeply based on need fulfillment become of their interest in what way best to satisfy workers (Ololube; 2005). Fredrik Herzberg looked motivation in 1959 referred to as the two factors of motivation. Based on his theory Herzberg concludes that first; some condition job operates primary to dissatisfy employees when they are not building strong motivation when presenting the work environment, this is what call it maintenance factors or hygiene factors. These factors are status; work

condition, personal life, job security, salary, interpersonal relation, supervisor, company policy and the like are examples of maintenance motivation.

The second, some job condition builds a high level of motivation and job satisfaction. Which motivates employees when present nevertheless do not result, dissatisfaction when absent from the workplace, is called motivation factors or satisfiers. Examples are achievable, recognition, advancement, the work itself, responsibility and the possibility of personal growth. From both theories, one would conclude that need satisfied should be provided to motivate teachers.

To summarize his conclusion maintenance factors are external to the job itself, and motivational factors are tied to the job itself.

## **2.2.2 Intrinsic and extrinsic motivation**

### **2.2.2.1 Intrinsic motivation**

Mostly, intrinsic motivation refers to engaging in behavior that is inherently satisfying or enjoyable (Legault, L. 2016). According to Mary (2010) intrinsic motivation of teachers includes profession satisfaction, pleasure in the field, recognition, controls over others, the challenging and competitive nature of teaching, career development, and teaching as the primary goal in life. In the same way, Praise, recognition, delegation, responsibility, participation the decision making an example of intrinsic motivation (sarkar, 2000). According to Ryan and Deci (2000), intrinsic motivation is the performance of an activity for its inherent happiness rather than for some separable consequence. In other words, this type of motivation is self-generated, while teachers are intrinsically motivated, they engage in activities to perform. In fact, many researchers have acknowledged and proven

that intrinsic motivation does have a positive long-term effect and regarding as the “true motivation” (Lai, 2009).

#### **2.2.2.2 Extrinsic Motivation**

Extrinsic motivation refers to motivation that comes from outside an individual in exchange for external rewards and is derived from the work itself (Deci & Ryan 2000). Extrinsic motivation takes the form of tangible monetary or non-monetary incentives such as pay rises, gift certificates, material possessions, vacation trips, wall plaques, movie tickets and prestige evaluations among others. Extrinsic motivation, concern with teacher enjoys pay, promotion status, fringe, benefits, etc. This type of motivations is available only after the completion of the job. Increasing in wage the like is an example of intrinsic motivation (Flee, 2001)

Extrinsic motivation of teachers on the other hand, can be measured in terms of externally administered rewards like salary, free accommodation, free meals, weekly duty and extra teaching allowances, advance payments in case of financial problems, leave of absence and free medical care among others.

#### **2.2.3. Alderfer's ERG Theory**

This theory is more current than Maslow's needs hierarchy theory. The originator of this theory is Clayton Alderfer. According to Alderfer (1972), refreshed and reduced Maslow's five levels of needs hierarchy into three: Both Maslow and Alderfer tried to describe how these needs, these stages of needs become more or less important to individuals.

**(1) Existence (E)** - which pertains to Maslow, is the first two needs physiological and safety needs, which are lower-order. They are needs satisfying by such factors as food, water, pay, shelter, and sex and working conditions.

**(2) Relatedness (R)** - which addresses belonging needs or social needs;

**(3) Growth (G)** – these needs refer the highest level of need and consists of esteem and self-actualization. They signify an intrinsic desire for personal development (Fleet, 2005)

Alderfer's ERG theory quite varies from the Maslow's Need Hierarchy; his difference is ERG theory demonstrates that more than one need may be functioning at the same time. The ERG theory does not assume a rigid hierarchy where a lower need must be considerably satisfied before one can move on.

#### **2.2.4. McClelland's Need Achievement Theory**

This approach is different from the hierarchy of needs approach in that, under this approach, the three needs are assumed to be learned, whereas the need hierarchy assumes that the needs are inherent (Rue &Byars, 2009). The theory is studied three needs that motivate human behavior. That is the need for achievement, power and affiliation. The three needs of McClelland are discussed below

- **Achievement:** a need to accomplish and demonstrate competence or mastery. Achievement also the desire to do something better or more efficiently, to solve problems, or to master complex tasks than it has been done before (Rue &Byars, 2009).
- **Affiliation:** a need for love, belonging and relatedness. Affiliation is the desire to establish and maintain friendly and warm relations with others. Someone with a high

need affiliation is drawn to interpersonal relationships and opportunities for communication

- Power: a need for control over one’s own work or the work of others. McClelland has also suggested that the effective manager should possess a high need for power. However, the effective manager also scores high on inhibition.

McClelland’s theory differs from Maslow’s and Alderfer’s, which focus on satisfying existing needs rather than creating or developing needs.

**Table 2.1. Summary of Content Theories of Motivation (Source: Author's own table)**

<b>Maslow</b>	<b>Alderfer</b>	<b>McClelland</b>	<b>Herzberg</b>
Physiological	Existence		Hygiene
Safety and security			
Belongingness and love	Relatedness	Need for Affiliation	
Self-esteem	Growth	Need for power	Motivators
Self-actualization		Need for achievement	

### **2.3 Process Theory**

The content theories of motivation to attempt to recognize what motivates employees in the workplace. The process theories, on the other hand, are more concerned with how motivation, they clarify the process of motivation. All process theories have in common an emphasis on the cognitive process in determining employee level of motivation besides need satisfaction. The two major of the process are Expectancy theory and equity theories.

### 2.3.1 Expectancy theory

Expectancy theory is the most comprehensive motivational model that seeks to predict or explain task-related effort (Lewis, et.al. (1995)). This theory suggests that work motivation is determined by two factors: (1) the relationship between effort and performance, and (2) the desirability of various work outcomes that are associated with different performance levels. The theory suggests that the motivation that will lead to job satisfaction is a function of the perceived relationship between an individual's effort, performance, and the desirability of consequences associated with job performance (Lawler, 1973; Vroom, 1964).

Expectancy Theory of motivation is grounded on the works of several theorists, among them Peak, and Porter and Lawler (Estes & Polnick, 2012). As they describe, the basic principle of expectancy theory is that people are influenced by the expected results of their actions.

Vroom's Theory, (1964) assumes that behavior results from conscious choices among it is to maximize pleasure and minimize pain. The key elements of this theory are referred to as Expectancy (E), Instrumentality (I), and Valance (V). Vroom's Theory suggests that the individual will consider the outcomes associated with various levels of performance and elect to peruse the level that generates the greatest rewards.

***Expectancy (E):*** - This is to extend which individual perceives or belief that particular acts produce particular outcomes. Moreover, refers to the strength of a person's belief about whether or not a particular job performance is attainable. Assuming all other things

are equal, an employee will be motivated to try a task, if he/ she believe that it can be done.

***Instrumentality (I):*** – the relationship between high level performance and rewards.

***Valance (V):*** - is the strength of employee's for particular outcomes'.

### **2.3.2Equity Theory**

Sweeney (1990) confirms equity theory as one of the most useful frameworks for understanding and have a role to play in the study of work motivation. The equity theory of motivation is developing on the belief that fair treatment or a perception, motivates people to keep such fairness maintained within the relationships of their colleagues and the organization. Employees perceive equity as fairness of rewards in relation to one's education, experience, efforts and time used. Adams observed that equal treatment of workers provides equal satisfaction and improvement in performance while unfair treatment breeds unfavorable behaviors among employees.

According to Geren (2011) explains to how people strive for fairness and justice in social exchanges or give and take relationships.

The greater the inequity the greater the distress an individual feels, which will motivate the endeavor to make the outcomes and the inputs equal compared to the reference person.

When inequity exists, a person might bereduce his/her inputs, efforts, quantity or quality of his/her work, try to increase his/her outputs ( adjust his/her perception of reference

person or his/her outcomes or inputs (re-evaluate his/her or the reference person's effort or outcome)

The problem with equity theory is that it does not take into account differences in individual needs, values, and personalities. For example, one person may perceive a certain situation as inequitable while another does not. Nevertheless, ensuring equity is essential to motivation.

## **2.4 Teacher performance**

Performance is considered as what an employee (teacher) does and what he does not do. Employee performance involves quality and quantity of output, presence at work, accommodating and helpful nature and timeliness of output (Yang 2008).

In the similar approach, Armstrong (2006) describes performance as the achievement of specific tasks measured against predetermined or identified standards of accuracy, completeness, cost and speed. Accordingly, employee performance can be manifesting in improvement in production, easiness in using the new technology, highly motivated workers.

Griffin (2005) explored that the performance of an individual is determined by three factors, i.e. motivation, work environment and ability to do the work. Chandrasekar (2011) examined that the workplace environment influences employee morale, productivity and job performance both positively and negatively. Teachers are when motivated their performance automatically reached towards high level.

Teacher performance is the teachers' ability to integrate the experience, teaching methods, instructional materials, knowledge and skills in delivering subject matter to

students in and outside the classroom (Bennell, 2004). This means that the role of teachers is teaching the students in and outside the classroom effectively. The basic features of teaching contain the usage of appropriate instructional materials, teaching methodology; continuously assess the students, making lesson plans and lesson studies, teachers' participation in sports, attending school meetings, participate in the co-curricular activities and discussion on the school's values. Teaching effectiveness has been accepted as a multidimensional construct since its measure a variety of different aspects of teaching such as subject mastery, communications, lesson preparations and presentations (Onyeachu, 1996). The impact of teachers teaching effectiveness on learning outcomes of student measured by student academic achievement has been the subjected and its produce students higher academic performance,

#### **2.4.1. Teachers' Performance and motivations**

Many countries are poorly motivated due to a combination of low morale and satisfaction, poor incentives, and inadequate controls and other behavioural sanctions. According to Bennell (2004) reports, the 2000 EFA Country Assessment for Pakistan, which noted that poor teacher motivation, is a huge problem that is compounded by political interference.

In addition to Analoui (2000) indicates that the low teacher motivation is reflected in deteriorating standards of professional conduct, including serious misbehavior, and poor professional performance. Teacher absenteeism is unacceptably high and rising, time on task is low and falling, and teaching practices are characterized by limited effort with heavy reliance on traditional teacher-centered practices. In the context of Ethiopia, also

this was seriously happen the above problem. Teachers are not dedicating extra-curricular activities, poor teacher preparation, and poor usage of appropriate teaching materials.

According to Beyene (2015) Motivation and performance are highest when the valance, instrumentality and expectancy are all high. Dessler (2005) examined that from the perspective of teachers in school performance, and motivation is different. Motivation is an input to work and performance is an output from this motivation. Motivation plays a great part because it is acute for the attainment of the educational mission, goals and to convey teachers' performance. Which means that teachers increased their efforts when effort seem to be linked directly performed.

## **2.5 Summary**

Abraham Maslow (1954) stated that motivation is a process that starts with a physiological or psychological need that activates behavior or a derived that is aimed at a goal. Motivation plays a vigorous role in teaching- learning. Motivation expresses an organization more successfully since provoked employees are constantly looking for improved practices to do at work. Motivation is very significant for an organization.

There are two groups of motivational theories; there are content and process theories of motivation. According to Maslow's Hierarchy of Needs a person has five levels of fundamental needs: Physiological, Safety, social, Esteem and Self – actualization. To criticize Maslow's theory people in different firms, positions or countries differ. Individual difference certain exists.

Herzberg two factor theoryis deeply based on need fulfillment, maintenance factors and motivational factors. On the other hands intrinsic motivation refers to engaging in

behavior that is inherently satisfying or enjoyable, whereas extrinsic motivation refers to motivation that comes from outside an individual. The process theories are more concerned with how motivation, they clarify the process of motivation. Performance is considered as what an employee (teacher) does and what he does not do.

## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

In this section, the research presents the methodological aspects of the research, which include the research design, research method, study population, sample size and sample techniques, data collecting instruments, data analysis and interpretation, and ethical considerations.

#### **3.1 Research Design and methodology**

In this study, a mixed methods research approaches were employed. The explanatory sequential mixed method was used. First quantitative data were collected and analyzed, then built on finding to give details with qualitative data. The use of mixed methods is preferable when either type of research method (qualitative or quantitative) is not sufficient to answer the research problem, or when both types of data are available and the usage of mixed methods provided a better solution to the problem and the research questions (Creswell, 2012).

To achieve the objective descriptive Survey design was followed in this study Best and Kahn (1999) confirms for its relevancy. The descriptive survey method was selected with the assumption that it is helpful to obtain sufficient information from a large number of respondents and to describe the prevailing opinion related to the on-going on teachers' motivation and performance present in secondary schools.

Similarly descriptive research design makes the researcher to gather and describe a variety of data related to the problem under consideration and possible prediction of the

future on the basis of findings on prevailing conditions. This approach is more convenient to get in-depth data on in Secondary schools of Addis Ababa.

### **3.2 Sample and Sampling Techniques**

The population and sample schools were taken from the 2018/19 Annual abstract statistics report of AACGEB. According to this report, there are ten sub cities and 62 government secondary schools. Because of the activities were performed through all government secondary schools virtually alike in the ten sub cities, three of them were selected by using simple random sampling. These sub cities are Arada, Gullele and Kirkose. In these three subcities they have 20 secondary schools. For a second time, by using simple random lottery method, 1/3 of schools from each sub city have been taking as a sample. These are, from Arada Sub city three government secondary schools from eight, Gullele sub City two government secondary schools from seven, Kirkose Sub city two government secondary schools from five.

Population refers to the total of items about which information is desired (Kothari, 2004). Therefore, The total population of the study were 347 school teachers, 60 department heads and 7 TDP deputy principals. From the total population 185 teachers, 48 department heads and 7 deputy principals were selected using simple random sampling.

The sample size on behalf of teachers and department heads was calculated based on Yamane's formula(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

A Proportion of male and female teachers from each school were selected by using simple random sampling technique. From Arada subcity Tikir anibessa secondary School Male 32(60), Female 9 (19), Total 41(79), Agaziyan no3 Male 16(29), Female 8(15), Total 24(44) , yekatit 22 secondary school Male 12(21), Female 5(9), Total 17(30) from kirkose subcity yetebaberute secondary school Male 8(16), Female 3(6), Total 11(22) , Temenja yaze Male 22(39), Female 7(14), Total 29 (53) and from Gullele Kechene Debreselam secondary School Male 28(53), Female 7(13), Total 35(66) and Mieraf secondary school Male 55(44), Female 3(6), Total 28(53).

Available sampling was used of for the selection of principals, vice- principals because every school has a small number. Furthermore, three sub cities, teachers and education leaders' development team TDP experts were comprised in the sample purposively in order to gain additional information.

**Table 3.1. Sample of Teachers**

Part icip ants	Sub cities	Schools	Population Teachers			Sample Size			Sampling Technique
			M	F	T	M	F	T	
teachers	Arada	Tikur anbesa	60	19	79	32	9	41	Simple random sampling
		Agaziyan no3	29	15	44	16	8	24	Simple random sampling
		yekatit 22	21	9	30	12	5	17	Simple random sampling
	Kirkose	yetebaberute	16	6	22	8	3	11	Simple random sampling
		Temenja yaze	39	14	53	22	7	29	Simple random sampling
	Gullele	Kechene	53	13	66	28	7	35	Simple random sampling
		Debreselam							
	meraf	44	6	53	25	3	28	Simple random sampling	
	Total		262	82	347	143	42	185	

**Table 3. 2. Sample of school leaders**

Participants	Total Population	Sample	Sampling Techniques	Remark
Department heads	60	48	Simple random sample	
TDP Deputy principals	7	7	Purposive	
Principals	7	7	Purposive	
TDP expert	3	3	Purposive	

The study expected to be conducted in all the sampling secondary schools teachers and principals. The questionnaires were administered to teachers, although the interview for principals'. The purpose is to gather information on how the participants interpreted the motivational factors relating to teacher performance.

### **3.3 Data Source**

In order to achieve the objective of the study both primary and secondary data sources would be employed.

#### **3.3.1 Primary Sources of Data**

Sample teachers were taken from the selected seven secondary schools served as the primary sources of data through self-administered questionnaire. The school principals, vice-principals, and experts were also used as a primary source of data through semi-structured interview.

#### **3.3.2 Secondary Sources of Data**

While the secondary sources collected from, both published and unpublished documents. The data that have been already collected from other people its second hand information including published one (Saunders et al, 2000).

In the study, the data were engaged from published reports, articles, journals and education policy to compile from this data was used to get better insight on the research topic.

### **3.4 Data Collection Instruments**

Survey designs are the most important research designs in quantitative research (Creswell, 2012). Information can be obtained through household surveys when a researcher needs quantitative data. Using this method, information was collected through the administration of questionnaire having both open-ended and close-ended questions.

This quantitative household survey to be assessed the relationship between motivational factors and teachers' performance. A total of 185-sample respondent were included in the survey.

The researcher employed four types of data gathering tools. The data from the primary source of information were collected through questionnaires, semi-structured interview. The secondary data gather from school reports and different document analysis found in selecting governmentsecondary schools.

### **3.4.1 Questionnaire**

At first place, questionnaire there were closed end item prepared basedon the objectives of the study and administer to teachers, department heads and vice -principals. The response category set as a Likert-scale type of five point rating ranging from strongly agree to strongly disagree, i.e. 5=Strongly agree, 4= Agree, 3=Undecided, 2= Disagree and 1=Strongly disagree.

The questionnaires were prepared in the English language for the participants were bachelor degree holders, and they can understand the language easily. The draft questionnaire wasadministered to a group of respondents who will not be included in the sample population for the pilot test.

The questionnaires for the participants had three parts with 46 items; the first part had 6 items regarding to the background of the participants, second part was aboutthe largest part contained intrinsic, extrinsic motivational factors and teachers' performance in secondary school suggested in the model with 40 items, The researcher also used the same questionnaires for deputy principals and department heads.

### **3.4.2 Pilot test**

The testing was conducted with Kolfe sub city in two secondary schools with 20 teachers, 12 department heads and 4 principals. The teachers were selected by simple random sampling from each department. Other respondents were selected purposefully due to the same reason explained in the final study.

Based on the pilot test self-administered questions were dispatched. The reliability of the instruments was calculated by using Cronbach alpha as it was appropriate to test the reliability of the instruments & the results were 0.805 and 0.883 for department heads and vice principals and teachers respectively. The results of the pilot test, a few items were adapted and some expressions were simplified pilot tested. According to Yalew (2011) it is likely to use instruments with a reliability coefficient of 0.65 and above. There for this evidence strongly support the reliability of the instrument as a whole. It will also test with content validity with the help of experts and advisors.

### **3.4.3 Interview**

To make the study more comprehensive and reliable Semi structured the interview was conducted with secondary school principals and Experts from sub city, who are directly responsible for handling teachers' motivation and performance. The interview guide was prepared in English and translated into Amharic before the interview is conducted to get hold of the necessary information and keep away from communication barriers. Moreover, the recording material was also used for this purpose.

#### **3.4.4. Document analysis**

Documents, which are found in the Addis Ababa Education Bureau and the schools, were reviewed and used to generate secondary data. Annual reports, activity progress reports, other documents that contain socio-demographic characteristics information was analyzed and supplemented the primary data.

#### **3.5 Procedures of Data Collection**

The researcher needs to collect data from different sources, and obtaining data require its own procedure. Therefore, the following procedures were taken into consideration. Access relevant literature from books, journals, reports, thesis and internet was being to apply. The appropriate data gathered tools well prepared, Questionnaire and interview were distributed to the selected participants. After data is collected from respondents, presentation and tabulation of data were made and then select statistical tools for analysis and interpretation. Having all the above activities is accomplished; report of the study findings would be prepared.

#### **3.6. Methods of Data Analysis**

Following the systematic collection of the data, the data were analyzed by using descriptive statistics. Extensive data analyses relevant to each variable will be employed to interpret both quantitative and qualitative data by identifying the common explanations and understandings of respondents through closed questionnaire and open-ended interview. Data from group discussion and documents were incorporated to substantiate qualitative information.

Generally, the organization of data was included editing for accuracy, usefulness and competences dividing the data into different categories. Both quantitative and qualitative data analysis methods were used. Standard deviation, mean, mean difference t-value and p-values would be employed to analyze the collecting data obtain through questionnaires.

Indeed, the t-values test at  $\alpha=0.05$  was used to compare levels of significance between motivation and performance. Finally, the data gathered was entered into the statistical package for the social science software (SPSS) version 24 and the excel sheet was used in order to report the results. The analysis was described in percentage, mean, mean difference and standard deviation. And from excel sheet was analyzed the correlation between the variables. The qualitative data obtained through the semi-structured interview was narrated in words of support and triangulate data gathering.

The scale was interpreted as 5= Strongly Agree, 4= Agree, 3= Undecided, 2= Disagree, and 1= Strongly Disagree. For the determination of easy analysis and interpretation, the mean values of each item and dimension were interpreted. The mean values from 1.00-1.49 were represented very low, from 1.5-2.49 low, from 2.50-3.49 as moderate, from 3.50-4.49 as high, and from 4.50-5.00 as very high implementations of the items. The following table would be described as the meanest description.

Description	Mean	Range Scale	Interpretation
SA	4.50-5.00	5	VERY HIGH
A	3.5-4.49	4	HIGH
UN	2.5-3.49	3	MODERATE
DA	1.5-2.49	2	LOW
SD	1-1.49	1	VERY LOW

On the other hand the scale that has been described as to interpret coefficients of correlation were up to 0.35 weak, 0.35-0.65 moderate and 0.65-1.00 were strong. Therefore the following table described as the coefficients of the correlation would be:-

Coefficient	Relationship between variables.
Between 0 and + 0.35 or between 0 and -0.35	Weak or none
Between +0.35 and + 0.65 or between -0.35 and -0.65	Moderate
Between +0.65 and +1.00 or between -1.00 and -0.65	Strong

### **3.7 Ethical Consideration**

Ethical consent was obtained from the ethics review committee of the school of graduate studies, Addis Ababa University. Data collection was collected and conducted after getting permission from all the respondents and explaining the purpose of the study to those participants who are actively involved as a source of information and verbal consent was asked from each participant after explaining their right not to answer any of the questions and terminate the interview if they were not comfortable.

Confidentiality issue was explained to the participants that their identity was maintained throughout the study. They were also told that the responses they gave read by the researcher only and used strictly for research purpose.

## **CHAPTER FOUR**

### **PRESTATION, ANALYSIS AND INTERPRETATION OF THE DATA**

In this study aimed at investigating the assessment of motivational factors associated with teachers' performance in a selected secondary school in Addis Ababa. To this end, data were collected from a total of 185 teachers, 48 department heads and 7 deputies TDP principals using the questionnaires, with a 100% return. The presentation, analysis and discussion of results are made based on these data. The chapter first presents the results and then the analyzed. The interview and document analysis were presented. Both the sections and the subsections were organized following the themes of the research questions.

#### **4.1. Background of the Participants**

Respondents were requested to specify their background information. The facts about the characteristics of the respondents were given underneath of table 3.

As shown below in Table 3a, the total participant in this study was 185 teachers, 48 Department heads and 7 Vice principals. In respect of sex, 143 (77.3%) teachers, 38 (79.2%) department heads and 6 (85.7%) vice principals were male, the rest are 42 (22.4%), 10 (20.8%) and 1 (14.3%) respectively were females. So, though both sexes involved, the larger research respondents were males in the study area.

This shows that the crucial data, primarily gained from male respondents. The secondary school highly dominated by male teachers and school leaders. The number of female teachers infers that in the teaching profession is less in a number of government secondary schools of Addis Ababa.

**Table 4.1:- descriptive Statistics of the background information about the participants**

Items	Categories	Teachers		Department heads		TDP deputy principals		Remark
		N	%	N	%	N	%	
Sex	Male	143	77.3	38	79.2	6	85.7	
	Female	42	22.4	10	20.8	1	14.3	
Agein years	18-25	10	5.4	1	2.1	0	0	
	26-35	121	65.4	32	66.7	3	42.9	
	36-45	35	18.9	9	18.8	1	14.3	
	46-55	19	10.3	5	10.4	3	42.9	
	>56	0	0	1	2.1	0	0	
Educational attainment	BA/BSC	32	17.3	13	27.1	1	14.3	
	BA/BSC+PGDT	35	18.9	5	10.4	2	28.6	
	BED	71	38.4	13	27.1	1	14.3	
	MA/MSc	47	25.4	17	35.4	3	42.9	

In relation to the age of respondents, Age of respondents has been categorized into four groups. Accordingly, from Table 4.1 item 2, teachers 121(65%), department heads 32 (66.70%) and deputy principals 3 (42.9%) were the age of on the category of 26-35years. The second largerrespondent who belonged to age category teachers 35 (18%), department head 9 (18.8%) were the age group of 36-45 years. The data confinedconfirm that the majority of teachers and vice principals were between 26 up to 35 years old. As

we can see in the age ranges, most of the respondents were composed of young teachers' and school leaders which have an age ranging from 26 to 35 years.

Table 4.1 item 3 denotes, in relation to educational attainment, was classified into four parts. The educational attainments of all participants were graduated with a first degree and above. Educational background of secondary school teachers must be mandatory for graduates to be a first degree, but the vice principals must hold with second degree to lead the organization (MOE, 2004). Thus, respondent 71 (38.4%), 35 (18.9%) of teachers was graduated in education stream. Similarly, 13 (27%) and 5 (10.4%) of the department heads were graduated in education, but 17 (35.4%) of department heads and 47 (25.4%) of the teacher were second degree graduates. These show that all teachers and department heads fitted on secondary school teachers in accordance with the MOE standards. On the other hand, 3 (42.9%) of vice principals were with second degree holder, But the rest of vice principals had a first degree holder earning second degree is the minimum requirements of the principal's position to lead secondary school.

As depicted below in table 4.2, most of the teachers concerning to the current teacher working load, teachers 121 (69.2%) and department heads teaching loads 33 (68.8%) minimum of 10 and maximum of 15 periods in a week. 41 (22.2%) and 11 (22.9%) of teacher and department heads were 16-20 period per week. This data shows that majorities of teacher workload were fairly distributed. The result was supported by the standardized workload in secondary school would be between 18-20 periods per week (AACEB, 2005).

**Table 4.2,demographic characteristics of respondents.**

Items	Categories	Teachers		Department heads		TDP deputy principals		Remark
		N	%	N	%	N	%	
Teaching load	Below 10	15	8.1	2	4.2	-	-	
	10-15	128	69.2	33	68.8	-	-	
	16-20	41	22.2	11	22.9	-	-	
	21-25	1	0.5	2	4.2	-	-	
Experience in year.	1-5	23	12.4	6	12.5	0	0	
	6-14	119	64.3	29	60.4	2	28.6	
	15-23	23	12.4	7	14.6	4	57.1	
	24 and above	20	10.8	6	12.5	1	14.3	
Current career ladder	Beginner Teacher/ principal	14	7.6	1	2.1	0	0	
	Junior Teacher/principal	13	7.0	4	8.3	4	57.1	
	Teacher/ higher v. Principal	29	15.7	8	16.7	2	28.6	
	Higher Teacher/ lead principal I	50	27.0	10	20.8	1.	14.3	
	Associate leader Teacher	30	16.2	8	16.7			
	Leader Teacher	9	4.9	5	10.4			
	Higher Leader Teacher I	19	10.3	10	20.8			
	Higher Leader Teacher II	21	11.4	2	4.2			

Regarding teaching work experience, as shown in years on Table 4.2, out of the total respondents 119 (64.3%) teachers and 29 (60.4%) department heads have the intervals of in between 6-14 year teaching experience. Nevertheless, the majority of the vice principals 4 (57.1%) have about the experience between 15-23 years. To compare

teachers and vice principals experiences was fell into two unalike categories, which means that vice principal more experienced than teachers. Hence,it can be deduced that few respondents were less experienced and some of them were highly experienced.

In accordance with the current career ladder structure as presented in table 4.2, the career ladder of teacher indicates beginner- junior teacher 27 (14.6%), teacher- associate leader teacher 109 (58.9%) and leader teacher and that of higher leader teacher 49 (26.6%). Regarding on career ladders of department heads in the similar categories, beginner - junior teacher account 5 (10.4%), the percentage offrom teacher- associate leader teacher was 26 (54.2%) and the percentage of leader teacher - higher leader teacher was 1 (35.4%). This data illustrates the largest respondent teachers and department heads that have career ladder the level of teacher- associate leader teacher according to career ladder structure.

Similarly, participants of beginner vice principals – vice principals 4(57.1%) and the higher –lead vice principals 3(42.9%). This implies that furthermost of the vice principals placing on the first stage of career ladder structure.

**Table 4.3, Demographic characteristics of open –end question the respondent.**

Items	Categories	Principals		Experts	
		N	%	N	%
Sex	Male	7	100	2	67
	Female	0	0	1	33
Agein years	36-45	5	71	3	100
	46-55	2	29		
Educational attainment	BED	-	-	3	100
	MA/MSC	7	100	-	-
Experience on year	6-14	-	-	1	33
	15-23	4	100	2	67

As shown in Table 4.3, the total participants in this study are 7 principal and 3 TDP experts from sub city. The table indicates on Item 1, 7 (100%) principals and 2 (67%) TDP experts were male, the rest 1 (37%) were females. So, one can conclude the larger respondents in the study area were males. Both sexes were incorporated. This shows that the crucial data, primarily gained from male respondents. The secondary school principals were totally dominated by male teachers’ principals. The number of principal infers that in leading onlessin numbergovernment secondary schools of Addis Ababa.

In relation to the age of respondents, the age of respondents has been categorized into four groups. Accordingly, from Table 4.3 item 2, principals 5(71%), the number of percentage TDP experts is 3 (100%) were the age of on the category of 36-45 years. This data reveals thatthe majority of teachers and vice principals were found in between 36 to

45 years of age older. As we can see in the age ranges, most of the respondents were adolescent informant.

As can be seen in table 4.3 item 3 denotes, in relation to educational attainment, was classified into four parts. The educational attainments of all participants were graduates with a first degree and above. Educational background of secondary school directors demands earning of the second degree, but the TDP experts were first degree holders.

Regarding work experience as shown in table 4.3, out of the total respondents 7 (100%) school principals and 2 (67%) TDP experts were work experience in years among the intervals of 15-23 years. To compare of principals and experts experiences in years was put in the same work experience categories, hence, it can be expected that the majority of the respondents were well experienced.

## 4.2. Analysis Of intrinsic motivational factors.

**Table 4.4- intrinsic motivation**

N O	Teachers, department heads and vice principal respondent.		Teachers (N=185)			Department heads and V/principals(N=55)			t-value	p-value
	Items for teacher	Items for department heads and principals	N	Mean	S.D	N	Mean	S.D		
1	I view teaching as my first choice.	Teachers view teaching as their first choice.	185	2.18	1.41	55	2.47	0.17	1.52	0.12
2	I have an inherent interest to be a teacher.	Teachers have an inherent interest to be teachers.	185	2.31	1.37	55	2.81	1.29	2.11	0.02
3	I respect my profession and act accordingly.	Teachers respect their profession and act accordingly.	185	3.01	1.47	55	3.11	1.27	0.46	0.64
4	I am highly motivated to teach.	Teachers are highly motivated to teach.	185	2.46	1.14	55	2.67	1.16	0.98	0.32
5	I prefer to continue with the teaching profession.	Teachers prefer to continue with the teaching profession.	185	2.16	1.26	55	2.42	1.18	1.63	0.17
6	I am engaged in continuous professional development.	Teachers are engaged in continues professional development.	185	2.52	1.98	55	3.02	1.27	1.76	0.07
7	I have prospects for career development ladder in the teaching profession.	Teachers have prospects for career development ladder in the teaching profession.	185	2.88	1.28	55	3.40	1.07	2.64	0.01
8	I regard teaching as more valuable to the community than any other profession.	Teachers are more valuable to the community than any other professionals.	185	3.09	1.48	55	3.24	1.29	0.68	0.49
9	I am, as a teacher, given great recognition and respect from the community.	Teachers are given recognition and respect from the community.	185	2.27	1.37	55	2.58	1.29	1.49	0.01
10	The school authority consults me in decision making on instructional improvement.	The school authority consults teacher in decision making on instructional improvement.	185	2.71	1.65	55	3.09	1.03	1.65	0.1
Overall mean				2.56	1.44		2.88	1.10	1.5	0.13

*Denote significant at =0.05 levels, t-critical values (1.97) def= 238*

It can be seen from table 4.4 offering that the score of intrinsic motivational variables. The items consist of ten variables related to teacher intrinsic motivation, the first question requests, as well as department heads and vice principals, were requested offer to either to agree or disagree regarding on the opinion of teaching was as their first choice. The mean values of respondents were 2.18 and 2.47 with the standard deviation of 1.41 and 0.17 respectively, with the mean difference of 0.29. The t-test result with p-value  $0.12 > 0.05$  specifies that there is no statistically significant difference between the teachers, department head and vice principals headed for the item. Similarly, the t- value 1.52 which is less than the t-critical value of 1.97 confirms that the two groups' do not statistically significant difference in their agreement on the item. Therefore, this displays that the level of teaching as their first choice was low.

Based on the above table 4.4 items 3 the respondents were asked to rate the level of they respect their profession as well as act accordingly or not. Dealing with teachers, department heads and vice principals were rated besides the mean values 3.01 and 3.10 with the standard deviation 1.47 and 1.27 correspondingly from side to side the mean difference of between the respondent was 0.09. The t-test result with p-value  $0.64 > 0.05$  specifies that there is no statistically significant difference between the teachers, department head and vice principals leading to the item. By the same token t- value 0.46 which is less than the t-critical value of 1.97 indorses that there is not statically significant difference. This presumes that the level of the respondents' teachers was moderating to respect their teaching profession and acts accordingly.

In the same way the data were acquired from the principals some teacher were not respected and do not love their profession. The reason is that they always compared to another job.

As shown in the same table 4.4 an item of 5, the question says, are you wishes to continue with teaching profession? According to the respondents, teachers mean value was 2.16 and school leads were 2.42 with the standard deviation of 1.26 and 1.18 as respectively. The mean differences between the respondents were 0.26. The t-test result with p-value  $0.17 > 0.05$  specifies that there is no statistically significant difference between the teachers, department head and vice principals towards to the item. Similarly the t- value 1.63 which is less than the t-critical value of 1.97 confirms that it is not statically significant difference. The standard deviation indicates that there is small variation among the respondents. This illustration indicates is that the level of teachers to continue with their profession was low.

Similarly, the data obtained from the interviews made by the principals reveal that most of the time teachers have no desire to stay in the teaching profession in the first place; they said that they went to teacher training institutes out of their interests. In addition, most of the teachers are learning another subject, especially accounting. After completing the stream, they anticipate to shift into another occupation and the teachers who left the profession.

On the other hands, as depicted in table 4.4, regarding on teachers have prospects for career development ladder in the teaching professions. Items 7 describe the mean value score of the respondents were 2.88 and 3.4 with the standard deviation of 1.28 and 1.07

respectively with the mean difference value of 0.82. The t-test result with a p value of  $0.01 < 0.05$  demonstrates that it is a statistically significant difference between the respondents in the direction of the item. The t-value 2.64 is more than the t-critical rate 1.97 this express that the respondents significantly differon the item. These indications that teachers have prospects for career development ladder in the teaching professions were high even though the level of agreement by the school leaders was greater than that of the teachers'. Therefore, supposed to be the levels of the respondents weremoderately in the direction of prospect for career development ladder in their profession.

Based on the interview as a principal articulates Teachers get their career development depends on the criteria which are different from other sectors. If they promote one ladder to another ladder, it must be fitted especially teachers' performance and duration. Depend on this teacher were applied to the office and the committee would be check application and the criteria and get the career development. In Ethiopia, there are about 9 career ladders for teachers.

Based on the table 4.4, items 8 teachers regard on teachingis more valuable to the community than any other profession, the mean value score of the respondents were 3.09 and 3.24 with the standard deviation of 1.48 and 1.29 respectively with the mean difference value of 0.15. The t-test result with a p value of 0.49 greater than 0.05 demonstrates there is no statistically significant difference between the respondents in the direction of the item. The t-value 0.68 is less than the t-critical rate 1.97 this express that the respondents statistically significantly differ on the item. These indications imply that in respondents there is a littleagreement between the two responses. But teachers replied more on disagreement than the school leaders. Therefore, it's supposed to be the levels

of the respondents were moderate level in the direction of teachers are more valuable to the community than any other profession.

As shown the above table 4.4, items 10 concerning the school authority consults teacher in decision making on instructional improvement. The values of mean score of the respondents were 2.71 and 3.09 with the standard deviation of 1.65 and 1.03 one-to-one with the mean difference value of 0.38. The t-test result with a p value of 1.65 greater than 0.05 demonstrates that there is no statistically significant difference between the respondents in the direction of the item. The t-value 0.1 is less than the t-critical rate 1.97 this express that the response do not statistically significantly differ on the item. These indications reveal for both respondents, there is somehow agreement between them. So, it's thought to be the levels of the respondents were moderately in the direction of the school authority consults teacher in decision making on instructional improvement.

As the table 4.4 indicates regarding on teacher intrinsic motivation, the results of ten items recognized to measure the intrinsic motivational factors in the secondary schools grand mean value were 2.56 and 2.88 through the respondents of teacher and school leaders with the standard deviation of 1.44 and 1.10 one-to-one proceeding the average mean deference with 0.32. Hence, the respondents perceived the necessary support, tending to be around a grand mean value. The t-test result with a p value of 0.13 greater than 0.05 reveals that there is no statistically significant difference between the respondents in the direction of the grand mean. The t-value 1.5 is less than the t-critical rate of 1.97 this expresses that the respondents is no statistically significantly differ. These show that there is an agreement of towards to the item. Therefore, it's supposed to be that the level teacher intrinsic motivations were moderate.

The data obtained from the interviews made by principals and TDP experts held that the levels of teachers' intrinsic motivation are medium. Because teachers are attempting to undertake on the right pathway of the teaching learning process. They show progress in the day to day activities. The teachers are contributing to the decision making on the behalf of every committee in the school.

**Table4. 5- Extrinsic motivation**

N O	Teachers, department heads and vice principal respondent.		Teachers (N=185)			Department heads and V/principals (N=55)			t-value	p-value
	Items for teacher	Items for department heads and principals	N	Mean	S.D	N	Mean	S.D		
1	I earn a good salary that is enough to cater for my basic needs.	Teachers are well paid a salary that is enough to cater for their basic needs.	185	1.56	1.01	55	1.71	1.08	0.95	0.34
2	I get allowances for extra jobs by the school.	Teachers are getting allowances for extra job by the school.	185	1.66	1.03	55	2.29	1.20	3.83	000
3	I am able to get advance payment from the school in case of financial constraints.	Teachers are able to get advance payment from the school in case of the financial constraints.	185	1.84	1.04	55	2.35	1.19	3.08	000
4	I am privileged to free medical care in case of sickness.	Teachers are privileged to free medical care in case of sickness.	185	1.55	0.96	55	1.64	1.07	0.59	0.55
5	I get the recognition and rewards whenever I perform very well.	Teachers are getting recognition and rewards whenever perform very well.	185	2.26	1.23	55	2.29	1.17	00	1.00
6	I feel that teaching is a secured profession.	Teachers feel that Teaching is a secured profession	185	2.46	1.4	55	2.48	1.27	0.09	0.92
7	Supervisors initiate me to discuss on various academic issues	Supervisors initiate the teacher to discuss on various academic issues.	185	2.71	1.29	55	2.91	1.16	1.03	0.30
8	In my school, absenteeism is not a challenge.	Teacher absenteeism is not a challenge of their school	185	2.34	1.33	55	2.62	1.21	1.39	0.16
9	I get fair treatment from the school authority.	Teachers gain fair treatment from the school authority.	185	2.82	1.28	55	2.98	1.12	0.84	0.40
10	I feel comfortable working cooperatively with my colleagues.	Teachers feel comfortable to work cooperatively with their colleagues.	185	2.99	1.32	55	2.87	1.19	-0.61	0.54
Overall mean			185	2.22	1.19	55	2.41	1.16	1.05	0.29

*Denote significant at =0.05 level, t-critical values (1.97) df= 238*

From table 4.5 present the score of teacher extrinsic motivational factor variables. The items entailed ten variables linked towards to teacher extrinsic motivation. Predominantly results of answer the first question which inquires teachers as well as department heads and vice principals were requested to offer their degree of agreement on regarding of their belief towards to item 4, disclosed that they are privileged to free medical care in case of sickness. Due to this the respondents of teacher the mean values were 1.55 and school leaders 1.64 with the standard deviation of 0.96 and 1.07 respectively, with the mean difference of the respondents 0.09. The t-test result with p-value 0.55 greater than 0.05 in addition to the t-value 0.59 which is less than the t-critical value of 1.97 confirms that the two groups' not statistically significantly vary in their agreement on the item. Therefore, this displays that the level of teachers is privileged to free medical care in case of sickness were low.

In the same way, the data were obtained from the principals and TDP experts said that teachers are suddenly becoming sick in their work place, nevertheless they are going hospital and treated on own money. Even if, they are purchase medicine their private pocket, the costs of medication are likewise high and unable to cover the prices. During illness, teachers often getting sick and slept at home, accordingly numerous numbers of sessions are lost.

Likely the same table 4.5 item 1 allied to teachers are well paid a salary that is enough to cater for their basic needs. Due to this the respondents of teacher the mean values 1.56 and school leaders 1.71 with the standard deviation of were 1.01 and 1.08 separated, with the main difference of the respondents 0.15. The t-test result with p-value 0.55 greater than 0.05 in addition to the t-value 0.95 which is less than the t-critical value of

1.97 confirms that the two groups' do not statistically significantly vary on the item. Therefore, this shows that the total pictures of respondents were the mean values, yet again tends to disagree with the scale of 2. This infers that the level of teacher salary was low.

At the same table 4.5 items 2 indicates, the question arises, are they get allowances for extra job by the school? Due to this the respondents of teacher the mean values 1.66 and school leaders 2.29 with the standard deviation of were 1.03 and 1.20 respectively, with the mean difference of the respondents 0.63. The t-test result with p-value 0.00 less than 0.05 in addition to the t-value 3.83 which is greater than the t-critical value of 1.97 confirms that the two groups' do not statistically significantly vary on the item. Therefore, this infers that the low level of get payments for extra job by the school.

The data were also found from the principals and TDP experts, According to the respondent teachers the source of their abhorrence this noble profession mostly arises from the low payment they earn or paid. Most teachers are not gratified by the amount of money the government pays them. Their earnings didn't deliver their basic needs. It was certainly insufficient. Due to skyrocketing most teachers find it hard to cover daily expenses. However, few teachers are teaching in private school to get additional money. On the other hand, a teacher doesn't get extra payment in accordance with the directive. Most of the time teachers would be coming to school on Saturday to teach make up class or teach female students, or doing other activities with no allowances in return.

As table 4.5 regarding on items 3, teachers as well as department heads and vice principals' replies that teachers are able to get advance payment from the school in case

of the financial constraints was the mean values 1.84 and 2.35 with the standard deviation of 1.04 and 1.19 respectively. The mean differences of the two groups were 0.51. The t-test result with p-value 0.00 less than 0.05 there is a significant statistically different. In addition to the t-value 3.08 which is greater than the t-critical value of 1.97 its' approves that the mean of two groups' do not statistically significantly vary. Therefore the two respondents were not appropriately agreeing each other. More of teacher responses disagree of the items relatively the school leaders. This shows that teachers are able to become advance payment from the school in case of the financial constraints was low level.

The interviewees specified that in the school level, there is no chance to acquire advance payment. Few schools were established credit association. Despite the fact that some teacher is not a member of the credit association at that time teachers cannot get in loan from the credit association

From item 5 in the same table 4.5, the respondents replied that teachers are getting recognition and rewards whenever perform very well was scored the highest mean values 2.26 and 2.29 with the standard deviation of 1.23 and 1.17 respectively. The mean difference in the two groups was 0.03. The t-test result with p-value 1.00 greater than 0.05 in addition to the t-value 0.00 which is less than the t-critical value of 1.97. As a result, it approves that the mean of two groups' does not statistically significant difference. Both respondents were agreeing toward to the items, this shows that teachers are getting recognition and rewards whenever perform very well was low level.

The Bureau annual report indicates that, in the past two years, not prepared and gave recognition and reward to the teacher when the top performing. The Interview also confirms that in the school, sub city and bureau level, there is no giving any recognition to the teachers.

As table 4.5 regarding on items 10, teachers as well as department heads and vice principals' replies that they feel comfortable to work cooperatively with their colleagues was scored the highest mean values 2.99 and 2.98 with the standard deviation of 1.32 and 1.12 respectively. The mean difference in the two groups was 0.01. The t-test result with p-value 0.54 greater than 0.05 in addition to the t- value 0.61 which is less than the t-critical value of 1.97 its approves that the mean of two groups' do not statistically significant difference. This shows that the level of teachers feeling comfortable to work cooperatively with their colleagues of the respondents was moderate.

The interview specified that there is a good affiliation through their colleagues encouraged them to inspire one another and this assisted to decrease stress, tension and the like.

The outcome of teacher extrinsic motivational factors of the data was the grand mean values teachers 2.22 with a standard deviation of 1.19 and department heads and vice principals were the grand mean values of 2.41 with the standard deviation of 1.16. The mean difference between the respondents was 0.19. However, the two mean values virtually comparable. The t-test result with p-value 0.29 greater than 0.05 in addition to the t- value 1.16 which is less than the t-critical value of 1.97 its supports that the grand

mean of the two groups' does not statistically significant difference. This shows that the level of teachers' extrinsic motivation was nearby toward low.

The data obtained from the interviews made by principals and TDP experts held that teachers more attention on the extrinsically rather than intrinsic. They focus on the salary compare to their colloquies from another profession.

**Table 4. 6:- motivation and teachers' task**

N O	Teachers, department heads and vice principal respondent.		Teachers (N=185)			Department heads and V/principals(N=55)			t-value	p-value
	Items for teacher	Items for department heads and principals	N	Mean	S.D	N	Mean	S.D		
1	I have motivation to prepare an effective daily lesson plan.	Teachers have motivation to prepare an effective daily lesson plan.	185	2.39	1.29	55	2.22	0.81	-0.92	0.36
2	I am motivated to use daily lesson plans effectively.	Teachers are motivated to use daily lesson plans effectively.	185	2.34	1.25	55	2.25	0.87	-0.49	0.62
3	I have motivation to offer worksheets to their students.	Teachers have motivation to offer worksheets to their students.	185	3.03	1.37	55	2.29	0.83	-3.8	00
4	I am interested to regularly use laboratory.	Teachers are interested to regularly use laboratory.	185	2.54	1.38	55	2.09	0.8	-2.3	0.02
5	I am encouraged to provide tutorial classes so as to support students	Teachers are encouraged to provide tutorial classes to support students	185	2.74	1.42	55	3.11	1.05	1.79	0.07
6	I am interested to use teaching aids to facilitate instruction.	Teachers are interested to use teaching aids to facilitate instruction.	185	2.92	1.41	55	2.24	0.77	-3.43	00
7	I am motivated to apply a variety of active learning techniques.	Teachers are motivated to apply a variety of active learning techniques.	185	2.5	1.29	55	2.45	0.76	-0.27	0.78
8	I am motivated to employ various continuous assessment techniques.	Teachers are motivated to employ various continuous assessment techniques.	185	2.45	1.27	55	2.73	0.85	1.54	0.13
9	I am interested to attend all the time in my instructional class.	Teachers are interested to attend all the time in their instructional class.	185	2.49	1.31	55	2.38	0.89	-0.58	0.56
10	I am gratified with participation in co-curricular activities.	Teachers are gratified with participation in co-curricular activities.	185	2.7	1.14	55	2.18	1.02	-3.04	00
Overall mean				2.61	1.39		2.39	0.87	-1.11	0.27

*Denote significant at =0.05 level, t-critical values (1.97) df= 238*

As shown in table 4.6, concerning about motivational factors and teachers' accomplishment variables, the items bring about ten variables add-on in the direction of motivation and teacher accomplishment. From the table 4.6 in item 1, teachers, department heads and vice principals were reacted their attitude. The respondent displays, either the teacher are motivated to prepare an effective daily lesson plan or not, due to the respondents of teacher the mean values were 2.22 and school leaders 2.39 with the standard deviation of 1.29 besides 0.81 respectively, with the mean difference in both groups were 0.17. The t-test result with p-value 0.36 greater than 0.05 in addition to the t-value 0.92 which is less than the t-critical value of 1.97 confirms that the two respondent groups' does not statistically significant difference on the item. Therefore, these retrospectives that the low levels of teachers are motivated to prepare an effective daily lesson plan.

As shown the table 6 items 2 presents on teachers are motivated to use daily lesson plans effectively. The respondent replied that the mean values of teachers 2.34 and the school leaders 2.25 with a standard deviation of 1.25 and 0.87 respectively with the mean difference of 0.09. The t-test result with p-value 0.62 greater than 0.05 in addition to the t-value 0.49 which is less than the t-critical value of 1.97 confirms that the two respondent groups' does not a statistically significant difference. From the data indicates that teachers are the thoughtful problem of making and usage of lesson plan successfully.

In the same way, the data were obtained from the principals and TDP experts said some teachers who do not prepare lesson plans appropriately. However, based on the standardized lesson plan format teachers do not completely prepare. The teachers used as the former lesson plane the description on the tick on the already as the prepared. The

lesson plans do not detail explanation as presented. When the supervisors' surveillance observed and clinical supervision occurs in a classroom the lesson plan and annual plan unrelated. The documents, confirmed that the majority of teachers do not prepare an effective lesson plan.

From the same table, items 3 in the same table, teachers and school leaders replied that teachers have motivated to offer worksheets to their students were the mean values of 3.03 and 2.29 and the standard deviations of 1.37 and 0.83 respectively with the mean difference of the two groups were 0.74. The t-test result with p-values 0.00 is less than 0.05. Similarly the t-value 3.2 is greater than the t-critical value 1.97. This specifies that there is statistically significant difference concerning about the two groups of respondents on the way to the item. These statistically different expressions that both respondents were not equally threatened on behalf of agreement towards the item; however, teachers have more level of agreement. Therefore, according to the respondents' teachers have motivated to offer worksheet were to their students were moderate, but the levels of school leaders respond were low.

According to interviewer indicated, Teachers, especially students who take the national examination prepare a kind of the worksheet each subject. The students would be taken the worksheet and they try the worksheet quizzes. But there is beyond the students' abilities, the teacher become to be supported after classes or weekends.

As shown the above table 4.6, items 5 is teachers are encouraged to provide tutorial classes to support students and the mean value of were 2.74 and 3.11 replied by teachers and school leaders with the standard deviations of 1.42 and 1.05 respectively with the

mean difference of the two groups were 0.37. The t-test result with p-values 0.07 is greater than 0.05. Similarly the t-value 1.79 is less than the t-critical value 1.97. This specifies that there is no statistically significant difference concerning about it. These are expressions that both respondents were equally agreement towards the item; Therefore, according to the respondents teachers are encouraged to provide tutorial classes to moderate support their students.

The mean value analysis results of ten items recognized to measure the motivation and teacher accomplishment in the secondary schools, the consequence on motivation and teachers' accomplishment from teacher's opinion from the data were the total mean values were originate 2.61 with the standard deviation 1.39, and on department heads and vice principals was found in the grand mean values of 2.39 with the standard deviation of 0.87. The grand mean differences between the respondents were 0.22. The t-test result with p-value of 0.27 which more than 0.05, and the like that the t-value 1.11 is less than the t-critical value of 1.96 checks the absence of statistically significant difference between them in accordance with the two groups of respondents. Therefore, this indicates that motivation and teacher achievement in the secondary schools were on the side of teachers were moderate, but on the sideways of school leaders was low.

In the same way, the data were obtained from the principals and TDP experts said teachers are motivated to support students, and teachers offer their time to give those students as well as support even though Saturday and Sunday. They will help the national exam due to the last few years. They encourage the question and answer contest. Teachers are using pedagogical centers with their students together since they prepared

the instructional materials and use a proper lesson. Exclusively students are vigorously involved with exceptional talent.

**Table 4.7 teachers' performance**

N O	Teachers, department heads and vice Principals respondent.		Teachers (N=185)			Department heads and V/principals(N=55)			t-value	p-value
	Items for teacher	Items for department heads and principals	N	Mean	S.D	N	Mean	S.D		
1	I begin instructional units by presenting clear learning goals to students.	Teachers begin their instructional units by presenting clear learning goals to students.	185	1.9	0.79	55	1.64	1.08	1.96	0.05
2	I begin instructional units by asking students to identify personal learning goals.	Teachers begin their instructional units by asking students to identify personal learning goals.	185	2.62	1.13	55	2.29	1.17	1.89	0.61
3	I provide students with specific feedback.	Teachers provide students with specific feedback.	185	2.87	0.97	55	2.48	1.27	2.43	0.02
4	I end each chapter or unit by asking students to assess themselves in relation to the learning goals.	Teachers end each chapter or unit by asking students to assess themselves in relation to the learning goals.	185	2.50	0.89	55	2.91	1.16	-2.99	00
5	I organize competency based groups to better facilitate learning.	Teachers organize competency based groups to better facilitate learning.	185	2.77	1.04	55	2.62	1.21	0.9	0.37
6	I instigate the importance of industry in learning to students.	Teachers instigate the importance of industry in learning to students.	185	2.53	0.98	55	2.98	1.12	-2.49	0.01
7	I recognize students who are making observable progress toward the learning goals.	Teachers recognize students who are making observable progress toward the learning goals.	185	2.64	1.1	55	2.87	1.19	-1.34	0.18
8	I carry out to make sure whether the students are the right track.	Teachers carry out to make sure whether the students are the right track.	185	2.61	1.15	55	2.75	1.23	-0.78	0.44
9	I make efforts to cover the contents of the chapters within the given time.	Teachers make efforts to cover the contents of the chapters within the given time.	185	2.85	1.13	55	2.91	1.24	-0.34	0.74
10	I establish code of conduct, procedures and academic expectations by involving students.	Teachers establish code of conduct, procedures and academic expectations by involving students.	185	2.53	1.06	55	2.98	1.28	-2.63	00
Overall mean				2.58	1.02		2.64	1.19	-0.37	0.7

*Denote significant at =0.05 level, t-critical values (1.97) df= 238*

As table 4.7, reveals that regarding teacher performance variable. The items have existed of ten variables interconnected towards teacher performance. The respondents are teacher, department heads and vice principals in the study area. From Item 1, the respondents were supposed to be teachers are to begin the instructional units by presenting clear learning goals to students were mean score 1.9 and 1.64 with the standard deviation 0.79 and 1.08 respectively by the groups the mean difference of 0.26. The t-test result with p-value 0.05 equals to with the value of the takings 0.05 moreover, the t-value 1.96 which is less than the t-critical value of 1.97 which ratifies that the participants of the two classify respondent do not statistically significant difference preceding the item. Consequently, these shows that the levels of teachers are to begin the instructional units by presenting clear learning goals to students were low.

Table 4.7 item 3 related to teachers provides students with specific feedback. Due to this, the respondent replied that the mean values were 2.87 and 2.48 with the standard deviation of 0.97 and 1.27 respectively. And the mean difference between them was 0.39. The t-test results with p-value 0.02 are less than 0.05 in addition to the t- value 2.43 which is greater than the t-critical value of 1.97 confirms that the two groups' statistically significant difference in their opinion on the item. This means that there is a little level of agreement between teachers and school leaders. Teachers are more decided than school leaders on the items. Therefore, these exhibitions that were teachers provide students with specific feedback moderately at the teacher's point of view but school leaders were low.

As the respondents of the interview say that most of the teachers as much as likely giving feedbacks as soon as possible. Teachers have check students exercise book, correcting the

test and giving their students. The mark list moreover approved that, every teacher that gathers each student mark each exam and registered to the mark list.

As shown the same table 4.7 entries 4, related to, teachers at the end each chapter/ unit by asking students to assess themselves in relation to the learning goals. Owing to this the respondents mean values were 2.50 and 2.91 with the standard deviation of 0.96 and 1.16 respectively, with the mean difference of the respondents 0.41. The t-test outcome with p-value 0.00 is less than 0.05 in addition to the t-value 2.99 which is greater than the t-critical value of 1.97 confirms that the two groups' statistically significant difference in their opinion on the item. Therefore, thus showing that the levels of teachers at the end each chapter/ unit by asking students to assess themselves in relation to the learning goal was moderate.

With regard to open-ended questions, the response of principals and TDP expert indicated that Teachers did not mention about the learning goals the reason is that most of the time students would be learning through plasma. Teachers are not enough time to communicate with students'.

The same table as shown, in the same way, department heads and vice principals' replies that the mean value of items 9 they are making efforts to cover the contents of the chapters within the given time were 2.85 and 2.91 with the standard respectively with the mean difference of the replier 0.06. The t-test result with p-value  $0.74 > 0.05$  specifies that there is no statistically significant difference between the teachers, department head and vice principals headed for the item. Similarly, the t-value 0.78 which is less than the t-critical value of 1.97 confirms that the two groups' do not statistically significant vary in

their agreement on the item. Thus, this displays that the level of teacher is making a moderate effort to cover the content of the chapter within the given time.

In the same way interviews says that most of the time students learning through plasma so as to teacher go away on the pace of the plasma. The schedule of the plasma is proper and teachers get a chance to cover the yearly content with timetables.

As table 4.7 overhead reveals that, overall mean score teachers are 2.58 with a standard deviation of 1.02. On the other hand overall mean score of department heads and vice-principals is 2.63 with a standard deviation of 1.19. The mean difference concerning of two groups was 0.05. Likewise the t-test result with p-value  $0.7 > 0.05$  specifies that there is no statistically significant difference between the teachers, department head and vice principals headed for the item. Similarly the t- value 0.37 which is less than the t-critical value of 1.97 confirms that the two groups' do not statistically significant vary in their agreement on the item. Accordingly, this displays that the level of teacher performance in secondary school remained moderate.

With regard to open-ended questions, the response of principals and TDP expert indicated that the performance of teacher was improve time to time. Because of in school or sub city level identified the teachers' gap and filled this gap with training. So teachers involve their work positively. The performance evaluation in secondary school almost all teachers become the evaluation point above 85%. This means all teachers promote happening career ladder and growth on the salary.

#### **4.6 The relationship between motivational factors and teachers' performance**

The purpose of this study is to examine the relationship between motivational factors and teacher performance in secondary schools. The research was conducted using the quantitative and qualitative method. The questionnaire was given to 185 teachers and 55 school leaders who teach and also lead in secondary schools in Addis Ababa.

From the respondent remained the correlation between motivational factors and teacher performance as the whole the researcher used an excel sheet. Therefore, the value correlation between motivational factors and teacher performance were 0.52. This expression was its moderate positive direct relationship between motivations and performance of teachers. One variable increases the other likewise increases.

Regarding on the interview, both motivation and performance would be directly interrelated. Motivated teacher performs their tasks efficiently and effectively. Demotivated teacher does not perform effectively.

## **CHAPTER FIVE:**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

This section, the objective of the study, methods used and the major finding of the study are summarized and conclusion is given based on the study. Based on this presents the summary of the major findings of the study, conclusions drawn on the basis of the findings and recommendations have been made.

#### **5.1 Summary**

The main objective of the study was to assess motivational factors and its relations with teachers' performance in Addis Ababa city government secondary school. To this end the following research questions were formulated.

4. To what extent does a secondary school teacher intrinsically motivated?
5. To what extent does a secondary school teacher extrinsically motivated?
6. What is the relationship between motivational factors and teachers' performance?

The study was carried out in Addis Ababa government secondary schools. To achieve the purpose of the study descriptive survey approach was employed Best and Kahn (1999). The sources of data were teachers, department heads, principals and TDP experts. To conduct the study by using questionnaire and interview as data gathering tools. To look for answers to the research questions, the data were gathered using close ended questions for teachers as well as school leaders and un-structured interview for principals in addition to experts' furthermore relevant document was analyzed.

To conduct the study by means of questionnaires was filled and returned by 185 teachers and 55 school leaders' respondents. As a supplement related to the data gathered through interview, was conducted with 7 main principals and 3 sub city TDP experts.

Before the questionnaires were dispatched from the main study, they were remarked and improved by the research advisors, and also experts. Not only was this, pilot test conducted on behalf of intrinsic motivation, extrinsic motivation and teachers' performance.

Data acquired through the instruments were analyzed quantitatively by using means, standard deviation, mean difference and t-values and p-values and qualitatively using statements.

Within the seven randomly selected secondary schools in three sub cities the target school principals and experts were males'. In addition to regarding the age distribution teachers 121 (65%), department heads 32(66.70%) and deputy principals 3(42.9%) were the age of on the category of 26-35 years which were young.

Intrinsic motivational factors in the secondary schools the value of grand mean were 2.56 and 2.88 through the respondents of teacher and school leaders. In this case teachers were moderately intrinsically motivated.

The grand mean values of teachers extrinsic motivation in secondary school 2.22 with teachers and department heads and vice principals were the grand mean values of 2.41. There for teachers were less extrinsically motivated.

The mean values of motivation and teachers' accomplishment were 2.61 with teachers and 2.39 school leaders. That is motivation and teacher achievement in the secondary schools were on the side of teachers were moderate, but on the sideways of school leaders was low.

The mean value of teacher performance on the respondent of teachers' as well as department heads and vice-principals were 2.63 and 2.58 respectively. Therefore the result indicated that there is low teachers' performance.

There are also significant relationships between motivational factors and teachers' performance in selected secondary schools.

On the bases of the analysis made on the data gathered through the above procedures and the major findings of the study. The findings related to the issue of teachers motivation and performance revealed that:-

- In the secondary schools of Addis Ababa City Government, the greatest number of teachers is not the main choice of the teaching profession. Henceforth they do not want to stay in the profession.
- The teacher is recognized for the honors profession. The father of every profession is teaching. However, in this study, teachers are not getting the gratitude and respects of the community properly. Therefore, they do not want to teach and continues to their profession.
- In the study areas were teachers having moderately intrinsically motivated. Teachers' intrinsic motivation and teachers' performance drives all together. Intrinsic motivation will result in influence on teacher performance.

- In the secondary schools of Addis Ababa City Government, teachers do not pay well furthermore reasonable salary and challenging to afford their basic need.
- Teachers have to get done different tasks in the school there is no getting other extra fees and the allowance did not get. Teachers have no get medical care due to illness.
- In the study areas were teachers having low extrinsically motivated. Teachers' extrinsic motivation and teachers' performance drives all together. Extrinsic motivation is a nice way of telling when doing things primarily. Therefore in the study area is an external factor of teachers has a relatively more influence than an internal factor on teachers. So, it is better to more focus on external factors of teachers rather than internal factors.
- In the secondary schools of Addis Ababa City Government were moderately teachers' motivation and accomplishment. Teachers don't take up a day-to-day evaluation to maximize their student efforts to consistently assist.
- In the study area, most of the teachers do not initiate and begin their instructional units by proffering clear learning goals to students.
- In the secondary schools of Addis Ababa City Government, teacher performance was moderate.
- Teachers' motivational factors is directly associated with teachers' performance in secondary school.

## 5.2 CONCLUSIONS

Based on the major findings, the following conclusions were drawn:-

The study results showed that teachers' motivation most of the time do not owe to extrinsic factors were the majority of teachers do not select their profession by their own choice. And also they don't like and continue in their profession. Secondary school teachers don't have reasonable remuneration. There is no earning hand in their family expenses. Teachers' are not conscious that they give importance in the society. Teachers are not motivated to teach. Secondary school teachers don't take up a day-to-day evaluation to maximize their student efforts to consistently assist. Teachers did not prepare daily lesson plans and expending accordingly. Teachers do not pledge and begin their instructional units by proffering clear learning goals to students. A teacher does not medical care. Teachers are not recognized codes of conduct and academic expectation by involving the students.

Therefore, this implies that in the secondary school the majority of the demotivated teachers are to leave or turnover from the school. Then the incremental of turnover from school, decrease the overall effectiveness of the school, which leads to the deterioration of quality education. Because, teachers are vital to the success of student educational achievement, the continuous turnover of teachers will affect the student achievement and the overall school activity.

## 5.3 RECOMMENDATIONS

Based on the finding and conclusion of the study, the researcher would like to forward the following recommendations

- The Addis Ababa city of Government Education Bureau, teacher and instructional leadership development directorate should intensively work to develop the incentive motivational framework packages. The Bureau specific

attention should be increasing teacher's salaries because the majority of teachers complained about the insufficiency of their salary to meet their needs. Thus, it is advisable to involve appropriate pay and fringe benefits for teachers that take into account their living standards.

- The teachers who become to perform well in teaching - learning process motivate the government need to design an incentive mechanism to teachers on the other hands; teachers should be involved in income generating activities.
- The Addis Ababa city Government Education bureau, pay more attention to the teachers' working environment facility, pay more attention to the provision of medical care and allocate adequate medical budgets.
- To rises the teachers' performance and achievement in teaching learning process it is important that schools should deal with sufficient budget to supple needed teaching materials and is strong for applied usage in the laboratory, library, ICT center...etc. Furthermore, schools principals and department heads should increase positive work competition among teachers by grading performance of teachers' bi-monthly based on the fair initiative rewards with their strength.
- This study focused on governmental secondary school the results therefore, were limited in terms of generalizability, and thus not a complete representative of the entire secondary school within the city that have not been covered by this study, additional studies need to be carried out, including replications of this study in order to have a detailed result of upcoming studies.

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ADDIS ABABA UNIVERSITY  
SCHOOL OF GRADUATE STUDIES  
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES  
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

**Questionnaires to be filled by Teacher**

**Dear study participants,**

The purpose of this research is to collect data and investigate motivational factors associated with teachers' performance among government secondary schools in Addis Ababa. The success of the study highly depends on your genuine response to the items in this questionnaire. Assuring you that the response you provide will be kept confidential and are used only for research purpose, I kindly ask your cooperation in filling the questionnaire honestly and completely.

Thank you in advance for your cooperation.

***Part I – General Information***

1. Sex: Male ----- Female-----
2. Age in years: ... 1) 18-25 --- 2) 26-35 ---- 3) 36-45 ---- 4) 46-55 ---- 5) 56 and above ....
3. Educational attainment:-  
1) BA/BSC            2) BA/BSC with PGDE            3) BED            4) MA/MSC
4. Teaching load (period allotment) per a week:-  
1) Below 10 \_\_\_ 2) 10-15 \_\_\_ 3) 16-20 \_\_\_ 4)21-25 \_\_\_ 5) above 25 ----
5. Teaching experience in years:  
1) 1- 5 years --- 2) 6 – 14 years--- 3) 15 – 23 years --- 4) 24 and above---
6. Current career ladder:  
A. Beginner teacher      C. Teacher      E. Associate teacher      G. Higher leader teacher - I  
B. Junior teacher      D. Higher teacher      F. Leader teacher      H. Higher leader  
teacher II I. Higher leader teacher III

**Part II**

### **Main research questions**

This section consists of four sub-sections, namely, teachers' intrinsic motivation, teachers' extrinsic motivation, teachers' daily activity and teachers' performance. Please read each statement and put tick (✓) mark along with the given options. The format used is a 5 point Likert scale, 1 = strongly disagree, 2 = disagree, 3 = undecided, 4= agree and 5 = strongly agree.

#### **1/ items related to intrinsic motivation**

No	Items	1 strongly disagree	2 Disagree	3 undecided	4 agree	5 Strongly agree
1.	I view teaching as my first choice.					
2.	I have an inherent interest to be a teacher.					
3.	I respect my profession and act accordingly.					
4.	I am highly motivated to teach.					
5.	I am prefers to continue with teaching profession.					
6.	I am engaged in continuous professional development.					
7.	I have prospects for career development ladder in the teaching profession.					
8.	I regard teaching as more valuable to the community than any other profession.					
9.	I am, as a teacher, given great recognition and respect from the community.					
10.	The school authority consults me in decision making on instructional improvement.					

#### **2 / items related to extrinsic motivation**

No	Items	1 strongly disagree	2 Disagree	3 undecided	4 agree	5 Strongly agree
1.	I earn good salary that is enough to cater for my basic needs.					
2.	I get allowances for extra jobs by the school.					
3.	I am able to get advance payment from the school in case of financial constraints.					
4.	I am privileged to free medical care in case of sickness.					
5.	I get recognition and rewards whenever I perform very well.					
6.	I feel that teaching is a secured profession.					
7.	Supervisors initiate me to discuss on various academic issues					
8.	In my school, absenteeism is not a challenge.					
9.	I get fair treatment from the school authority.					
10.	I feel comfortable to work cooperatively with my colleagues.					

**3 / items related to motivation and teachers' accomplishments**

No	Items	1 strongly disagree	2 Disagree	3 undecided	4 agree	5 Strongly agree
1.	I have motivation to prepare an effective daily lesson plan.					
2.	I am motivated to use daily lesson plan effectively.					
3.	I have motivation to offer worksheets to their students.					
4.	I am interested to regularly use laboratory.					
5.	I am encouraged to provide tutorial classes so as to support students					
6.	I am interested to use teaching aids to facilitate instruction.					
7.	I am motivated to apply a variety of active learning techniques.					
8.	I am motivated to employ various continuous assessment techniques.					
9.	I am interested to attend all the time in my instructional class.					
10.	I am gratifies with participation in co-curricular activities.					

**D/ items related to Teachers Performance related questions**

No	Items	1 strongly disagree	2 Disagree	3 undecided	4 agree	5 Strongly agree
1.	I begin instructional units by presenting clear learning goals to students.					
2.	I begin instructional units by asking students to identify personal learning goals.					
3.	I provide students with specific feedback.					
4.	I end each chapter or unit by asking students to assess themselves in relation to the learning goals.					
5.	I organize competency based groups to better facilitate learning.					
6.	I instigate the importance of industry in learning to students.					
7.	I recognize students who are making observable progress toward the learning goals.					
8.	I carry out to make sure whether the students are the right track.					
9.	I make efforts to cover the contents of the chapters within the given time.					
10.	I establish code of conduct, procedures and academic expectations by involving students.					

**THANK YOU**

ADDIS ABABA UNIVERSITY  
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COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES  
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT  
**Questionnaires to be filled by the department head and vice principal.**

**Dear study participants,**

The purpose of this research is to collect data and investigate motivational factors associated with teachers' performance among government secondary schools in Addis Ababa. The success of the study highly depends on your genuine response to the items in this questionnaire. Assuring you that the response you provide will be kept confidential and are used only for research purpose, I kindly ask your cooperation in filling the questionnaire honestly and completely.

Thank you in advance for your cooperation.

***Part I – General Information***

1. Sex: Male ----- Female-----

2. Age in years: ... 1) 18-25 --- 2) 26-35 ---- 3) 36-45 ---- 4) 46-55 ---- 5) 56 and above ....

3. Educational attainment:-

1) BA/BSC            2) BA/BSC with PGDE            3) BED            4) MA/MSC

4. Teaching load (period allotment) per week in yours school:-

1) Below 10 \_\_ 2) 10-15 \_\_ 3) 16-20 \_\_ 4)21-25 \_\_ 5) above 25 ----

5. Experience in years:

1) 1- 5 years --- 2) 6 – 14 years--- 3) 15 – 23 years --- 4) 24 and above---

**6. Current career ladder:-**

***6.1 only department head***

A. Beginner teacher            C. Teacher            E. Associate teacher    G. Higher leader  
teacher - I

B. Junior teacher            D. Higher teacher            F. Leader teacher            H. Higher leader  
teacher II

I. Higher leader teacher III

**6.2 Only for v. principals: - Current career ladder -----**

**Part II**

**Main research questions**

This section consists of four sub-sections, namely, teachers' intrinsic motivation, teachers' extrinsic motivation, teachers' daily activity, and teachers' performance. Please read each statement and put the tick ( ) mark along with the given options. The format used is a 5 point Likert scale, 1 = strongly disagree, 2 = disagree, 3 = undecided, 4= agree and 5 = strongly agree.

**1 / items related to intrinsic motivation**

No	Items	1 strongly disagree	2 Disagree	3 undecided	4 agree	5 Strongl y agree
11.	Teachers view teaching as their first choice.					
12.	Teachers have an inherent interest to be teachers.					
13.	Teachers respect their profession and act accordingly.					
14.	Teachers are highly motivated to teach.					
15.	A teacher prefers to continue with the teaching profession.					
16.	Teachers are engaged in continues professional development.					
17.	Teachers have prospects for career development ladder in the teaching profession.					
18.	Teachers are more valuable to the community than any other professionals.					
19.	Teachers are given recognition and respect from the community.					
20.	The school authority consults teacher in decision making on instructional improvement.					

**2 / item related to extrinsic motivation**

No	Items	1 strongly disagree	2 Disagree	3 undecided	4 agree	5 Strongly agree
11.	Teachers are well paid a salary that is enough to cater for their basic needs.					
12.	Teachers are getting allowances for an extra job by the school.					
13.	Teachers are able to get advance payment from the school in case of the financial constraints.					
14.	Teachers are privileged to free medical care in case of sickness.					
15.	Teachers are getting recognition and rewards whenever perform very well.					
16.	Teachers feel that Teaching is a secured profession					
17.	Supervisors initiate the teacher to discuss on various academic issues.					
18.	Teachers absenteeism is not a challenge of their school					
19.	Teachers gain fair treatment from the school authority.					
20.	Teachers feel comfortable to work cooperatively their colleagues.					

### 3 / item related to motivation and teachers' accomplishments

No	Items	1 strongly disagree	2 Disagree	3 undecided	4 agree	5 Strongly agree
11.	Teachers have motivation to prepare an effective daily lesson plan.					
12.	Teachers are motivated to use the daily lesson plan effectively.					
13.	Teachers have motivation to offer worksheets to their students.					
14.	Teachers are interested to regularly use the laboratory.					
15.	Teachers are encouraged to provide tutorial classes to support students					
16.	Teachers are interested to use teaching aids to facilitate instruction.					
17.	Teachers are motivated to apply a variety of active learning techniques.					
18.	Teachers are motivated to employ various continuous assessment techniques.					
19.	Teachers are interested to attend all the time in their instructional class.					
20.	Teachers are gratified with participation in co-curricular activities.					

**4 / item related to teachers Performance**

No	Items	1 strongly disagree	2 Disagree	3 undecided	4 agree	5 Strongly agree
11.	Teachers begin their instructional units by presenting clear learning goals to students.					
12.	Teachers begin their instructional units by asking students to identify personal learning goals.					
13.	Teachers provide students with specific feedback.					
14.	Teachers end each chapter or unit by asking students to assess themselves in relation to the learning goals.					
15.	Teachers organize competency - based groups to better facilitate learning.					
16.	Teachers instigate the importance of industry in learning to students.					
17.	Teachers recognize students who are making observable progress toward the learning goals.					
18.	Teachers carry out to make sure whether the students are the right track.					
19.	Teachers make efforts to cover the contents of the chapters within the given time.					
20.	Teachers establish a code of conduct, procedures, and academic expectations by involving students.					

THANK YOU

**ADDIS ABEBA UNIVERSITY.  
SCHOOL OF GRADUATE STUDIEDS  
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES  
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGENMENT**

Dear Sir/Madam,

Interview guiding questions,

The purpose of this interview is to gather information from principals' and sub city experts. A study on assessment of motivational factor associated with teacher performance on selected secondary school in Addis Ababa city government.

**General Direction:-**

Part I: Background Information

Direction: - Please give your response appropriate answer..

1. Sex \_\_\_\_\_
2. Age \_\_\_\_\_
3. Educational attainment \_\_\_\_\_
4. Work experience in years only you have held your current position

**Interview Question for Sub-city educational expert has and school principals**

1. How to motivate teachers in your school/sub city?

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2. Can you tell me the level of teachers' motivation?

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3. Explain the practice of motivational factors in your school /sub city

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4. Why teachers more focused on extrinsic motivation?

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5. Explain the performance of teachers in the sub city/ school?

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6. Is there any relationship between teachers' motivation and performance?

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7. Please forward some possible challenges and recommendations that you consider important to bring about motivation and performance?

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