Journal of Education and Practice
ISSN 2222-1735 (Paper) ISSN 2222-288X (Online)
Vol.9, No.4, 2018

Classroom Management, Teachers' Attitudes, Self-confidence and Demography on In-Service Teachers' Motivation: Its Implication to Quality of Education

Gemechu Abera Gobena (Assistant Professor)
Department of Psychology, College of Education and Behavioural Sciences, Haramaya University, Ethiopia, Harar P.o.Box. 138, Dire Dewa, Postcode (1000)

Abstract
The study was aimed to assess the Classroom Management, Teachers' Attitudes, Self- confidence and Demography on In-service Teachers' Motivation: Its Implication to Quality of Education**.** Correlational research design was employed in carrying out the study. The population for this study consisted of a higher learning institution, Haramaya University's three colleges-in-service teachers. 358 in-service teachers were sampled from 1078 through stratified random sampling. Descriptive and inferential statistics were used to analyze the quantitative data that have been collected through close ended questionnaires whereas the qualitative data gathered through observation checklists were analyzed thematically. The first finding was that 67.04% of the in-service teachers were felt anxious in managing the classroom; 81.84% of them were not able to understand and communicate their students; 78.77% of them did not select teaching profession by their own interest; 79.05% of them were either poorly or very poorly motivated to the teaching profession; another finding was that there was statistically a significant negative relationship between sex and teachers' level of motivation. Finally, 63.20% (R^2*100% of the variation on the quality of education is accounted for by teachers' level of motivation and teachers' attitudes towards teaching profession whereas the rest unexplained variables (1-R^2)*100% was contributing 36.80% to deteriorating quality of education. To sustain the quality of education in the country, all concerning bodies in the study areas should search different mechanisms to (i) minimize teachers being anxious in the classroom, (ii) empower roles and responsibilities of teachers and (iii) increase teachers' motivation through providing them with professional training, incentives to optimize quality of education in the country in general and the study area in particular.
Keywords: Department of Psychology, Haramaya University, and Quality-education

1. Introduction

Although the characteristics of an effective classroom manager are clear and even somewhat obvious, what might not be clear is how they become an effective classroom manager. Fortunately, research evidence supports the assertion that good classroom managers are made, not born. In fact, effective classroom managers are educators who understand and use specific techniques. Awareness of and training in these techniques can change educator behaviour, which in turn changes learner behaviour and ultimately affects learner achievement positively (Marzano, 2003). Pretorius and Lemmer (1998) define classroom management as the process of working with and through individuals, groups and other resources, whether they be learners, educators, administrative staff, parents or other stakeholders, to accomplish general educational goals and specific learning outcomes. By now it should be clear that the aim of classroom management is to plan, organize, lead and control the teaching and learning process in such a way that the learner will get the maximum benefits from the process. Doyle (1986) describes the relationship between management and learning as two goals that co-exist in the same classroom. Educators do things in their classrooms for at least two reasons. Firstly, they want to accomplish some instruction. Secondly, they want to achieve some control over their learners. In fact, educators must control their learners effectively in order to facilitate a positive teaching-learning environment. It was found that in classes where disruptive learner behaviour frequently occurred, the successful educators were those who focused on the curriculum rather than on behaviour.

Teachers' motivation or empowerment should be at the forefront of government policies in order to enhance quality education and attain the goals and objectives of education (Edem, 1982). Teachers' motivation is a key to guarantee quality education, as such influences quality instruction in the educational system. Without efficient and effective teachers in the education industry, quality learning outcomes cannot be achieved. Development of any nations depends on its education system and teachers are expected to be the nation builders. The role of a teacher cannot be ignored in the bringing progress, prosperity and developmental process of a nation. Stability of a society is facilitated by the promotion and acceleration of growth through disciplined, academically sound and professional competent academicians. This research study is therefore focused on four important components namely, classroom management, teachers attitudes towards teaching profession, teachers' self-confidence and demography on in-service teachers' motivation in general and its' implication to quality of education in particular.

1.1. Theoretical Framework

Issues related to student behaviour increasingly are becoming a shared concern especially as behaviour is one of the dominant discourses of schooling (Ball, Maguire, & Braun, 2012). In many countries like Australia, there is a growing sense of social anxiety (Critcher, 2003) about students' behaviour in schools (Ball et al., 2012). The media illustrate society's unease by consistently reporting widespread public and political concern over allegedly negative and deteriorating student behaviour in the nation's public schools (Barr, 2009; Cameron, 2010; Donnelly, 2009; Watson, 2012). Politicians, education systems and schools are producing a plethora of policies, strategies and practices that promote a sense of control and order in schools. Earlier international research (Wubbels, 2007) suggests that the 'problem' has been somewhat overplayed. The issue of teachers' motivation has become a matter of debate and concern in educational systems and standards.

In most developing countries of the world including Ethiopia, there has been a growing awareness about teacher motivation which is a key to quality assurance, quality outcomes or delivery and high standards in the educational system. It is acknowledged that any nation that is aspiring to maintain high and quality standards or achieve quality education in its educational system must take teachers and their motivational needs with utmost high level of seriousness (Adelabu, 2005).

1.2. Teachers' attitudes towards teaching professions

Teacher motivation has to do with teachers' attitude to work. Any occupational status depends on the public valuing of the competence, role and overall contribution of a particular occupation to individual and societal welfare. Occupations that have attained professional status share a common set of characteristics including a high level of education and training a strong ideal of public service with an enforced professional code of conduct, and high levels of respect from the public at large (Wubbels, 2007) . Teachers in least developing countries are semi-professionals mainly because of their relatively low levels of education and training vis-à-vis professional occupations such as doctors, engineers and lawyers. Moreover, the sheer size of the teaching force militates against professional exclusivity (Edem, 1982). Teaching has become employment of the last resort among university graduates and secondary school leavers in many countries among which Ethiopia is the one. Consequently, teachers often lack a strong, long-term commitment to teaching as a vocation. Finally, teachers are paid considerably less than the mainstream professions (Doyle, 1986).

1.3. Research aim

The purpose of this study was aimed to assess the classroom management, teachers' attitudes, self-confidence and demography on in-service teachers' motivation: its implication to quality of education in the area under the study**.** Specifically, the study was intended to:

(i) Assess the status of in- service secondary school teachers' level of motivations in the study area.

(ii) Identify the impact of classroom management, teachers' attitudes, self-confidence and demography in-service teachers' motivation in teaching-learning processes.

(iii) Identify the extent to which secondary school teachers' motivations affect quality of educations in the study area.

(iv) Pinpoint the extent to which secondary school teachers' level of motivation is affected by those variables in teaching profession in the study area.

(v) Investigate the relationship between the teachers' level motivation, self-confidence, and demography in general and its implication quality of education in particular.

2. Method

Correlational research design was employed in carrying out this study because it provides an opportunity for the researcher to predict scores and explain the relationship among variables. In correlational research designs, the researcher uses the correlation statistical test to describe and to measure the degree of association and relationship between two or more variables or sets of scores. In this design, the researcher does not attempt to control or manipulate the variables as in an experiment; instead, he tried to relate using the correlation statistic two or more scores for each variable under the study (Creswell, 2012).

2.1. Study samples

The target population for this study consisted of a higher learning institution, Haramaya University's three colleges: College of Natural & Computational Sciences (CNCS), College of Social Sciences & Humanities (CSSH), and College of Education & Behavioural Sciences (CEBS) - undergraduate in-service secondary school teachers. 358 in-service teachers were sampled from 1078. 78 female and 280 male respondents were selected through using stratified random sampling technique because firstly, there were different subdivisions in the targeted population which are important to be considered. Secondly, there were also variations in population sizes of different strata in this case sex, age, experiences and colleges. Moreover, the researcher used systematic

random sampling to take the sample that has already been identified through stratification.

The researcher employed two types of data gathering instruments; questionnaires and semi-structured observational checklists to collect both quantitative and qualitative data respectively. To make the interpretation descriptively easier, the researcher used descriptive statistics (percentages, frequency, means, and standard deviation) to describe the characteristics of the respondents. Furthermore, inferential statistics (bivariate correlation, independent chi-square test, one way ANOVA and stepwise multiple regression) were used to show the degree of strength or relationship, associations among the variables, mean differences and average relationship to predict or estimate the most likely value of those variables respectively. This result was statistically significant at $\alpha = 0.05$ level.

3. Results and discussions

This chapter has two parts: the first part deals with the characteristics of the respondents; and the second part presents the analysis and interpretation of the main idea in the body**.** To this end, both quantitative and qualitative data were gathered through questionnaire and semi-structured observational checklists. The data gathered through semi-structured observational checklists were supposed to supplement the quantitative data. Questionnaire was distributed to 373 respondents out of which 358 (95.98%) copies were returned back. The respective quantitative data were analyzed quantitatively using frequency, percentage, chi-square tests, one way ANOVA and stepwise regression.

On the other hand, the triangulations were made to check the consistencies and variations of the result obtained from the two instruments. The analyzed data were compiled and organized in a way it suits interpretations of the results in addressing the research questions. In this way, 13 tables were constructed in categorizing the objectives of the study in thematic groups to the extent to which the current trends and practices of in service teachers' level of motivations and its implication to quality of education in general and the study areas in particular. The data obtained from respondents were analyzed using the Statistical Package for the Social Sciences (SPSS version 16).

3.1. Respondents Characteristics

Under these sub-topics, respondents' characteristics by sex, age, experience and colleges were critically described.

Table1: Respondents' demographic characteristics by sex

Sex	Frequency	Percent
Male	280	78.21
Female	78	21.79
Total	358	100.0

As the table1 shows, the majorities (280, 78.21%) of the total sampled in-service secondary school teachers were males whereas the rest (78, 21.79%) of them were females. From this, one can imply that there was a big gap of sex disparities among secondary school teachers in these selected samples under the study.

Table 2: Respondents' demographic characteristics by age

Age in years	**Frequency**	**Percent**
<25 yrs	15	4.19
25-30	230	64.25
30-35	71	19.83
35-40	23	6.42
41-45	10	2.79
>46	9	2.52
Total	358	100.0

As it can be seen from table2, the majorities (230, 64.25%) of the respondents were between 25 to 30 years old; (71, 19.83 %) of the were between 30-35 years old; (23, 6.42%) of them were between 35-40 years old; (15, 4.19%) of them were below 25 years old; (10, 2.79%) of them were between 41-45 years old; and the rest (9, 1.70%) of them were above 46years old. This indicates that almost the sampled in-service teachers were young adults. This means it is a good opportunities for further professional development of the teaching profession.

Table3: Respondents' demographic characteristics by experience

Work Experiences	Frequency	Percent
0-5 yrs	10	2.79
5-10yrs	230	64.25
10-15yrs	60	16.76
15-20 yrs	30	8.38
20-25 yrs	18	5.03
>25yrs	10	2.79
Total	358	100.00

As it has been indicated in the table3, the majorities (230, 64.25%) of the respondents were experienced 5 to 10 years; (60, 17.76%) of them were experienced 10 to 15 years; (30, 8.38%) of them were experienced 15 to 20 years; (18, 5.03%) of them were experienced 20 to 25 years; (10, 3.00%) of them were experienced more than 25 years; and the rest (10, 5.03%) of the respondents were experienced below 5 years. This indicates that almost the sampled in-service teachers had enough experiences for teaching-learning processes in the schools.

Table 4: Respondents' characteristics by college

Colleges	Frequency	Percent
College of Natural and Computational Sciences (CNCS)	218	60.89
College of Social Sciences and Humanities (CSSH)	77	21.51
College of Education and Behavioural Sciences (CEBS)	63	17.60
Total	358	100.0

From the table 4 shown, it can be understood that the majorities (218, 60.89%) of the respondents were selected from CNCS, (77, 21.51%) of them were from CSSH and the rest (63, 17.60%) of them were from CEBS. This seemed that the **61: 39** enrolment ratios were seemed to be implemented as per the national curriculum of the country which was 70:30 natural sciences to social sciences ratio, respectively.

3.2. Analysis of Classroom management, Teachers' Attitudes, Self-confidence and Demography on In-Service Teachers' level of Motivation

These parts of the data analyses were mainly dealing with those variables that have been contributing to demotivating those subjects under the study. These variables include Classroom management, Teachers' Attitudes, Self-confidence and Demography. Therefore, the researcher tried to organize, present, analyze and interpret both quantitative and qualitative data that he collected through questionnaire and a semi-structured observational checklist follows.

Table 5: Classroom management impact on teachers' level of motivation ($n_i = 358$, $p < 0.05$

No	Item	Descriptive Analysis				Inferential Analysis		
		No	%	Yes	%	df	χ^2	Sig
1	Do you feel anxious in class?	118	32.96	240	67.04	1	31.10	0.00
2	Do you think that you can control the classroom carefully?	65	18.16	293	81.84	1	201.4	0.00
3	Do you think that your students feel comfortable with you?	270	75.42	88	24.58	1	143.5	0.00
4	Do you think students understand what you want to communicat?	28	79.9	72	20.11	1	260.6	0.00
5	Do you think that students like you?	268	74.9	90	25.14	1	194.9	0.00

As it can be understood from table5 item1, the majorities (240, 67.04%) of the in-service teachers were responded that they felt anxious in classroom while in teaching-learning processes, but only (118, 32.96%) of them were responded that they did not feel anxious in the classroom. Furthermore, from item by item analysis of chi-square test, it was concluded that there was statistically a significant association between teachers who feel anxious in the classroom and their level of motivation, χ^2 (1, n = 358) = 31.05, $p < 0.05$, one tailed. From the same table5 item2, the majorities (293, 81.84%) of the in-service teachers were responded that they were thought that they could not control their classroom carefully, but only (65, 18.16%) of them were responded that they were thought that they controlled their classroom carefully. Furthermore, from item by item analysis of chi-square test, it was so identified that there was statistically a significant association between teachers who thought that they could not control their classroom carefully and their level motivation, χ^2 (1, n = 358) = 248.97, $p < 0.05$, one tailed. This idea was not supported by semi-structured observational checklists.

In the same table5 item3, the majorities (270, 75.42%) of the respondents were responded that they thought that their students were not felt comfortable with them in teaching-learning processes in the classroom, but only (88, 24.58%) of them were responded that they feel comfortable with their students in teaching-learning processes. Furthermore, from item by item analysis of chi-square test, it was indicated that there was statistically a significant association between teachers who did not feel comfortable with their students and their level of motivation, χ^2 (1, n = 358) = 201.50, p < 0.05, one tailed. This idea was also not supported by semi-structured observational checklists. As it can be understood from the same table5 item4, the majorities (286, 79.89%) of the respondents were responded that their students were not able to understand and communicate them, but only very few (72, 20.11%) of them were responded that they were able to understand and communicate with their students in teaching-learning processes. Furthermore, from item by item analysis of chi-square test, it was concluded that there was statistically a significant association between teachers who were not able to understand and communicate their students and their level of motivation, χ^2 (1, n = 358) = 260.60, p < 0.05, one tailed. This idea was not supported by semi-structured observational checklists.

From the table5, item5, the majorities (268, 74.86%) of the respondents were responded that they were not most liked by their students in teaching-learning processes, but only a few (90, 25.14%) of them were liked by their students in teaching-learning processes. Furthermore, from item by item analysis of chi-square test, it was identified that there was statistically significant association between teachers who were not most liked by their students and their level of motivation, χ^2 (1, n = 358) = 194.88, p < 0.05, one tailed. This idea was not supported by semi-structured observational checklists. Even if the complexity of achieving secondary school quality education extends beyond the bounds of any single discipline and necessitates disciplinary rigor as well as interdisciplinary, international, and cross-professional collaboration were expected to have the motivated professionals particularly teachers who are the determinant to quality of education. Rather than focusing on secondary education, paying attention to access, quality, and cultural diversity, and encouraging fresh perspectives, it can be advisable to critically focusing on teachers' motivation which will accelerate and enrich quality of education (Pilot, 2007).

Table6: Self-confidence towards teachers' level of motivation (n_i = 303, p< 0.05)

No	Descriptive Analysis					Inferential Analysis		
	Items	**No**	**%**	Yes	%	df	χ^2	Sig.
1	Do you think that you have more abilities than your colleagues?	94	26.26	264	73.74	1	6.68	0.01
2	Do you think that your colleagues are happy with you?	64	17.88	294	82.12	1	152.58	0.00
3	Do you think that your colleagues feel jealous of you?	96	28.82	262	73.18	1	12.80	0.00

As the table6, item1 indicates, the majorities (264, 73.74%) of the respondents were responded they had more abilities than their counterpart colleagues at their schools whereas the rest (94, 26.26%) of them were responded that did not have more abilities than their counterpart colleagues. Furthermore, from item by item analysis of chi-square test, it was found that there was statistically a significant association between teachers who thought that they have had more abilities than their counterpart colleagues and their level of motivation, χ^2 (1, n = 358) = 6.68, < 0.05, one tailed. From the same table6, item2, the majorities (294, 82.12%) of the respondents were responded that they were happy with their counterpart colleagues in their respected schools, but only (64, 17.88%) of them were responded that they were not happy with their counterpart colleagues. Furthermore, from item by item analysis of chi-square test, it was identified that there was statistically significant association between teachers who were happy with their counterpart colleagues and their level of motivation, χ^2 (1, n = 358) = 152.58, p < 0.05, one tailed. This idea was fully supported by semi-structured observational checklists.

From the same table6, item3, the majorities (262, 73.18%) of the respondents were responded that they felt jealousy to their counterpart colleagues, but the rest (96, 28.82%) of them were responded that they did not feel jealousy to their counterpart colleagues in their schools. Furthermore, from item by item analysis of chi-square test, it was nominated that there was statistically a significant association between teachers who felt jealousy to their counterpart colleagues and their level of motivation, χ^2 (1, n = 358) = 12.80, p < 0.05, one tailed. This idea was fully supported by structured observational checklists.

In support of these analyses, Morin and Welsh (1991) stated that an educator with high teaching efficacy will engage in activities that promote the development of competencies teachers' self-confidence is highly stressed whereas teachers with low self-confidence may avoid engaging in those activities. It seems reasonable to conclude that the higher a teacher's sense of self-confidence, the more successful that teacher will be in facilitating desirable student outcomes. The relationship between teachers' self-confidence and teacher effectiveness was explored by Gibson and Dembo (1984). They observed those teachers' beliefs in their own abilities to teach students may contribute to individual teacher differences in effectiveness. One would predict

that teachers who believe student learning can be influenced by effective teaching, and who also have confidence in their own teaching abilities, should persist longer, provide a greater academic focus in the classroom, and exhibit different types of feedback than teachers who have lower expectations concerning their ability to influence student learning.

Table7: Teachers' attitudes towards teaching profession and teachers' level of motivation ($n_i = 358$, $p < 0.05$)

No	Descriptive Analysis					Inferential Analysis		
	Items	No	%	Yes	%	df	χ^2	Sig.
1	Did you select teaching profession on your own choice?	282	78.77	76	22.23	1	65.2	0.00
2	Did you want to go to any other profession?	162	45.25	196	54.75	1	2.78	0.09
3	Did somebody pressurize you to select this profession?	268	74.86	90	25.14	1	234.77	0.00
4	Didn't you get admission in the field where you wanted to go?	177	49.44	181	50.56	1	1. 19	0.28
5	Didn't you get any other job?	178	49.72	180	50.28	1	0.40	0.54
6	Do you have any special objective in this field?	296	82.68	62	17.32	1	26.14	0.00

As it can be seen from the table7, it was found that the majorities (282, 78.77%) of the respondents did not select teaching profession by their own interest whereas the rest (76, 22.23%) of them selected teaching as their first choice while they had been enrolling in the profession. Furthermore, from item by item analysis of chi-square test, it was concluded that there was statistically a significant preference among teachers in teaching profession and their level of motivation. The conclusion is that there is enough evidence to support the claim that teachers' attitudes towards teaching profession is statistically significant to their level of motivation, $\chi^2(1, n = 358) = 65.2$, $p < 0.05$, one tailed. From the data given in the same table7, it was found that the majorities (196, 54.75%) of the respondents were responded that they have been searching for joining other professions outside of teaching whenever and wherever they got the chance whereas the rest (162, 45.25%) of them were responded that they did not want to join other professions outside of teaching. Even though the respondents attitude towards teaching profession were contrasted with item one given in the table9, most of the in-service teachers were interested to join other professions outside of teaching if they had got any chance. However, an item by an item analysis of chi-square test was shown that there was no statistically a significant preference among teachers in choosing teaching professions outside of teaching and their level of motivation, $\chi^2(1, n = 358) = 2.78$, $p > 0.05$, one tailed.

As it was seen from the same table7 item3, the majorities (268, 74.86%) of the respondents were responded that they were not pressurized by anybody to join a teaching profession, but the rest (90, 25.14%) of them were responded that they were pressurized by somebody particularly family to join teaching profession because of access to the job opportunities. Furthermore, an item by an item analysis of chi-square test was shown that there was statistically a significant preference of some teachers to join teaching profession without anybody's pressure and their level of motivation, $\chi^2(1, n = 358) = 234.77$, $p < 0.05$, one tailed. In the same fashion of table7 item4, it was found that the majorities (181, 50.56%) of the respondents were responded that they did not get a chance of admission to other professions even if they had been interested to join the profession outside of the teaching whereas the rest (177, 49.44%) of the them were responded that they got a chance to get admitted to other profession. Moreover, an item by an item analysis of chi-square test concluded that there was no enough evidence to support the claim that there is statistically significant preference among teachers to get admitted to other professions and their level of motivation, $\chi^2(2, n = 358) = 1.19$, $p > 0.05$, one tailed.

From the same table7 item5, the majorities (180, 50.28%) of the respondents were responded that they did not get any other job opportunities rather than teaching whereas the rest (178, 49.72%) of them were responded that they got the opportunities of joining other profession for job. However, the item by item analysis of chi-square test indicated that there was no statistically a significant preference between teachers' job opportunities and their level of motivation, $\chi^2(2, n = 358) = 0.40$, $p > 0.05$, one tailed. As it was indicated in the table7 item6, the majorities (296, 82.68%) of the respondent did not have any special objectives to join teaching profession whereas the rest (62, 17.32%) of them were responded that they had enough objectives to join the teaching profession. From item by item analysis of chi-square test, one can conclude that there was statistically a significant association between teachers' profession and their objectives to join teaching profession, $\chi^2(2, n = 358) = 23.2$, $p < 0.05$, one tailed. Even though respondents' responses were not consistent on their attitude about their teaching profession, almost one can conclude that teachers were not enthusiastic in their profession.

In support of this finding, Dörnyei, (2001) is widely argued that the status of teachers in most countries, both developed and developing, has declined appreciably during recent decades. However, the forces that are resulting in the de-professionalization of teachers are probably more pronounced in LICs. hese include protracted economic and social crisis in many LICs, increasing diversification of the teaching force with increasing reliance

on less well-educated and qualified teachers with lower job security, generally lower standards of teaching, feminization, and dramatic declines in the standard of living of teachers. Regardless of development status, the teaching force in most countries has never enjoyed full professional status. However, the status of teachers as a semi-profession is more evident in developing countries in general and Ethiopian teachers in particular.

Rating Scales	Frequency	Percent	Cumulative Percent
Very poor	166	46.37	46.37
Poor	117	32.68	79.05
Medium	28	7.82	86.87
High	33	9.22	96.09
Very High	14	3.91	100.0
Total	358	100.0	

As it has been indicated from the table8, the cumulative frequencies (283, 79.05 %) of the respondents were responded that they were either poorly or very poorly motivated to the profession of teaching; (28, 7.82%) of them were responded that they were motivated moderately to the profession of teaching whereas the rest (47, 13.23%) of them were responded that they were either highly or very highly motivated to the profession of teaching. Moreover, the data obtained from semi-structured observational checklists were indicating that they were not motivated to the profession of teaching.

In the support of these findings, Welmond (2002); and Lauwerier (2013) indicated that poor or very poor motivation of teachers in this context compromises the quality of their activity and has led to institutional instability in many countries, with repeated strikes and wasted school years. For instance, a study carried out in South Africa also revealed the negative impact of strikes on learning, particularly among the most deprived pupils (Wills, 2014). Finally, Lauwerier (2013) conducted research on teacher morale over a four-year period in a rural region of Ghana. One of its findings was that training partly improved their morale, in particular by giving them a sense of professional identity as teachers. On the other hand, teachers who lack the ability needed to improve the attainment of their pupils are affected by this shortcoming. Thus, it can be indicated that teachers' level of motivation affects quality education delivery. Both extrinsic factors (including salary and allowances, professional advancement, promotion, award schemes) and intrinsic factors (such as ability and competence, consultation, achievements, recognition and good interpersonal relationship) impact on teachers' level of motivation.

Table 9: Spearman Rank order correlation matrices ($n_i = 358$, $p < 0.05$)

Variables	Variables		Sig.
	Level of motivation	Sex	
Level of motivation	1.00	-0.18**	0.002
Sex	-0.18**	1.00	0.002

As it can be seen from table9, there was a weak negative relationship between teachers' level of motivation and their sex. This means that being a male or a female can negatively affect the level of motivation of these subjects under the study. From the computed equivalent independent t-test of the correlation coefficient (ρ) at $\alpha = 0.05$, df = 356, was -0.18 is -3.16 which is much more greater than the critical region of t-value at $\alpha = 0.05$, df = 356 is -1.96. Therefore, it can be concluded that there was statistically a significant weak negative relationship between sex and teachers' level of motivation, t (df =356, n = 303) = -3.16, $p < 0.05$, two tailed.

Table 10: Spearman Rank order correlation matrices between TLM and Ag (n_i =358, p = 0.05)

Variables	Variables		
	Teachers' Level of Motivation	Age	Sig.
Teachers' Level of Motivation (LTM)	1.000	-0.076	0.187
Age	-0.076	1.000	0.187

As it can be seen from table10, there was a weak negative relationship between teachers' level of motivation and their age. This means that being a young or an old can negatively affect the teachers' level of motivation. From the computed equivalent independent t-test of the correlation coefficient (ρ) at $\alpha = 0.05$, df = 356, was -0.076 is -1.322 which is less than the critical region of t-value at $\alpha = 0.05$, df = 356 is -1.96. Therefore, it can be concluded that there was no statistically a significant weak negative relationship between age and teachers' level of motivation, t (df =301, n = 303) = -1.322, $p > 0.05$, two tailed.

Table 11: Spearman Rank order correlation matrices between TLM and experiences
(n_i = 358, p = 0.05)

Variables	Variables		
	Experience	Teachers' Level Motivation	Sig.
Experience	1.000	-0.247**	0.00
Teachers' level of motivation	-0.247**	1.000	0.00

As it can be seen from table11, there was a weak negative relationship between teachers' level of motivation and their work experience. This means that being a less experienced or more experienced can negatively affect the teachers' level of motivation. The more experienced, the less likely to leave the teaching profession or conversely, the less experienced, the more to leave the teaching profession. From the computed equivalent independent t-test of the correlation coefficient (ρ) at α = 0.05, df = 356, was -0.247 is -4.422 which is greater than the critical region of t-value at α = 0.05, df = 356 is -1.96. Therefore, it can be concluded that there was statistically a significant weak negative relationship between experiences and teachers' level of motivation, t (df =356, n = 358) = -4.422, p < 0.05, two tailed.

Table 12: Descriptive and inferential statistics on teachers' level of motivation versus quality education

Descriptive Analysis			Summary of ANOVA Table					
Variables	Mean	SD	SV	SS	df	MS	F	Sig.
Teachers' Level of motivation	2.31	0.36	Between Groups	14.04	1	14.04	9.18	0.00
			Within Groups	546.42	356	1.53		
			Total	560.46	357			
The extent to which teachers' motivations affect quality educations	4.26	0.99	Between Groups	20.21	1	20.21	25.91	0.00
			Within Groups	277.71	356	0.78		
			Total	297.92	357			
The extent to which teachers' attitudes towards teaching profession affect quality of education	4.28	0.89	Between Groups	0.11	1	0.11	0.16	0.71
			Within Groups	240.62	301	0.68		
			Total	240.73	302			

As it can be understood from table12, the computed mean score (M = 2.31) of the respondents were indicated that teachers' level of motivation towards teaching profession was low. Moreover, the computed standard deviation (SD = 0.36) from the same table indicated that there was hardly a little variation among respondents in their level of motivation. However, the computed F ratio at α = 0.05, F (1, 356) was found to be 9.18 which was greater than the critical region at α = 0.05, F (1, 356) is 3.94. Therefore, it can be concluded that there were statistically significant mean difference among respondents in their level of motivation, F (1, 356) = 9.18, p < 0.05, one tailed. From the same table12, item2, the computed mean score (M = 4.26) of the in-service teachers were indicated that the extent to which teachers' motivations affect quality educations was high. Moreover, the computed standard deviation (SD = 0.99) from the same table indicated that there was almost no variation among respondents in their level of motivation. Therefore, it can be concluded that there were statistically a significant mean difference among teachers in the extent to which their level of motivation affect quality of education, F (1, 356) =25.91, p < 0.05, one tailed.

From the same table, the computed mean score (M = 4.28) of the respondents were indicated that the extent to which teachers' attitudes towards teaching profession affect quality of education was high. However, the computed standard deviation (SD = 0.89) indicated that there was almost no variation among them in the extent to which teachers' attitudes towards teaching profession affect quality of education. However, it was concluded that there was no statistically a significant mean difference among in-service teachers in the extent to which teachers' attitudes towards teaching profession affect quality of education, F (1,356) = 0.16, p > 0.05, one tailed. This indicated that in any educations systems student-learning suffers due to difficulties attracting high-quality teachers, limited motivation for teachers to perform their jobs well, and teacher attrition. As a result, the quality of education was extremely affected by low teachers' level of motivation and attitudes towards the profession. Though well intentioned, some educational policies and programmes actually undermine teacher motivation. Education planners should therefore carefully consider the impact of their decisions on teachers and their motivations to teach.

Table 13: Regression Analysis (n_i = 358, p <0.05)

Coefficients[a]								
		R	R^2	USC		SC	t	Sig.
Model				B	SE	Beta		
1	(Constant)			3.497	0.295		11.854	0.00
	Teachers' Attitudes towards Teaching Profession	0.795	0.632	-0.733	0.062	-0.210	-3.747	0.00
	Teachers' Level of Motivation			-0.603	0.041	-0.141	-2.518	0.01

a. Dependent Variable: Quality educations

As the table13 reveals, the regression analysis on the extent to which teachers' motivations and teachers' attitudes affect quality education measured by regression correlation coefficient (0.795) was contributing 63.20% to deteriorating of quality education as measured by the Stepwise Regression Analysis Coefficient (R^2)*100. This result means that 63.20% of the variation on the dependent variable is accounted for by the variations in the independent variables whereas the rest unexplained variables (1-R^2)*100 were contributing 36.80% to deteriorating quality of education. This means that the rest of the variation 36.80% is unexplained. The t-value is significant for the two variables namely teachers' attitudes towards teaching profession and teacher' level of motivation. The accompanying computer printout shows a regression equation that predicts the extent to which teachers' level motivation (x_1) and teachers' attitudes (x_2) affect quality of education were expressed by two statistically significant independent variables were **$Y = 3.479 - 0.733x_1 – 0.603x_2$ where 3.479 is constant**. The negative slopes of the two variables respectively were (- 0.733 and -0.603) which used to indicate that per a unit increase of the independent variables would tend to respectively decreases (- 0.733 and -0.603) in the quality of education.

4. Conclusions

✓Based on the result and discussions parts, the researcher drew the following conclusions: 78.21% of the total sampled in-service teachers were males whereas 21.79% of them were females. From this, it can be concluded that there was a big gap of sex disparities among in-service secondary school teachers in the selected samples under the study. 64.25% of the teachers were found between 25 to 30 years old which can be used to conclude that almost the sampled in-service teachers were young adults so that it is a good opportunities for further professional development of the country in general and the study area in particular. Moreover 64.25%) of them were experienced 5 to 10 years. This also indicates that almost the sampled in-service teachers had enough experiences for teaching-learning processes in the schools. 60.89% of the in-service secondary school teachers were from College of Natural & Computational Sciences (CNCS) the rest 39.11 % of them were from College of Social Sciences & Humanities (CSSH), and from College of Education & Behavioural Sciences (CEBS). This seemed that the **61: 39** enrolment ratios were seemed to be roughly implemented as per the national curriculum of the country which was 70: 30 natural sciences to social sciences ratio in all secondary schools of the country.

✓ 79.05% of the teachers were either poorly or very poorly motivated to the profession of teaching. 67.04%) of the in-service teachers were felt anxious in classroom while teaching-learning processes. 75.42%) of the in-service teachers were not felt comfortable with them in teaching-learning processes in the classroom. 79.89%) of the in-service teachers were not able to understand and communicate with their students. 74.86%) of them were responded that they were not most liked by their students in teaching-learning processes. Therefore, the conclusion was that there was enough evidence to support the claim that good classroom management can positively contribute to teachers' level of motivation and teaching profession was statistically significant mean differences among them.

✓73.74%) of the respondents were responded they had more abilities than their counterpart colleagues; 82.12%) of them were responded that they were happy with their counterpart colleagues in their respected schools; finally it was indicated that 73.18%) of the respondents were responded that they felt jealousy to their counterpart colleagues in their respected schools. Therefore, it can be concluded that teachers were not enthusiastically self-confident to their teaching profession and poorly motivated was statistically significant mean differences among them.

✓78.77%) of the respondents did not select teaching profession by their own interest; 54.75% of them were responded that they have been searching for joining other professions outside of teaching whenever and wherever they got the chance; 74.86% of the respondents were responded that they were not pressurized by anybody to join a teaching profession; almost half (50.56%) of the respondents were responded that they did not get a chance of admitting to other professions even if they had been interested to join the profession outside of

the teaching whereas 49.44% of the them were responded that they got a chance to get admitted to other profession. It was concluded that there was no statistically significant preference among teachers to get admitted to other professions; furthermore, 50.28% of the respondents did not get any other job opportunities rather than teaching whereas the 49.72% of them were got the opportunities of joining other profession for job. However, it was concluded that there was no statistically a significant preference between teachers' job opportunities. However, 82.68% of the respondent did not have any special objectives to join teaching profession. Therefore, it was found that there was statistically a significant association between teachers' profession and their objectives to join teaching profession.

✓ From Spearman correlation, it was concluded that there was statistically a significant negative relationship between sex and teachers' level of motivation; however, there was no statistically a significant negative relationship between age and teachers' level of motivation; on the contrary, it was concluded that there was statistically a significant negative relationship between experiences and teachers' level of motivation.

✓ The computed mean score (M = 2.31) of the respondents were indicated that teachers' level of motivation towards teaching profession was low. However, it was concluded that there were statistically a significant mean difference among respondents in their level of motivation and quality of education. However, the computed mean score (M = 4.26) of the in-service teachers were indicated that the extent to which teachers' motivations affect quality educations was high. Moreover, it was concluded that there were statistically a significant mean difference among respondents in the extent to which teachers' level of motivation affect quality of education. Besides, the mean score (M = 4.28) of the respondents were indicated that the extent to which teachers' attitudes towards teaching profession affect quality of education was high. However, it was concluded that there was no statistically a significant mean difference among in-service teachers' attitudes towards teaching profession affecting quality of education.

✓From regression analysis, it was concluded that teachers' attitudes towards teaching profession and teacher' level of motivation was contributing 63.20% to deteriorating of quality education as measured by the Stepwise Regression Analysis Coefficient (R^2)***100%** or this result means that 63.20% of the variation on the dependent variable is accounted for by the variations in the independent variables whereas the rest unexplained variables ($1-R^2$)*100% was contributing 36.80% to deteriorating quality of education. The multiple regression equation that predicts the extent to which quality of education was affected by the two statistically significant independent variables namely- teachers' attitudes towards teaching profession (x_1) and teacher' level of motivation (x_2) was $\mathbf{Y = 3.479 - 0.733x_1 – 0.603x_2}$ **where 3.479 is constant**. The negative slopes of the two variables respectively were (- 0.733 and -0.603) indicated that per a unit increase of these independent variables would tend to respectively decreases (- 0.733 and -0.603 in the quality of education.

4.1. Recommendations

To sustain the quality of education to better use of teachers' knowledge and skills and to improve student achievement, the following recommendations were forwarded to all concerning bodies in the study areas.

Large proportions of teachers are poorly motivated to teaching professions; furthermore, poor teachers' attitudes, poor teachers' self-confidence and poor classroom managements were contributed much to poor quality of education in the country in general and the study area in a particular. Consequently, teachers need to be motivated through different incentives, and good governance so that they can develop self confidence, good classroom management and good attitude towards the teaching profession which in turn improve student achievement which again in turn improve the quality of education gradually.

4.2. Implications

All students should be motivated unconditionally by the teacher. They should be made to know that they are important. Favoritism should be avoided. Effort should be made at giving every student a responsibility within the class. Teachers should encourage students and to be encouraged by students conversely to do task on their own sometimes, and praise them for their efforts. Teachers should allow students to express themselves and to believe in themselves. Teachers should use words that build rather than words that can shatter their confidence.

References

Adelabum M.A.(2005). Teacher motivation and incentives in Nigeria. Its meaning and measure. *Review of Educational Research,* 68, 202–248.

Ball, S. J., Maguire, M., & Braun, A. (2012). *How schools do policy: Policy enactments in secondary schools*. Oxon, London: Routledge.

Barr, A. (2009). Support for the government's policy on suspensions Speech to the Legislative Assembly for the ACT,15th October (pp. 4575): Hansard.

Cameron, R. (2010, 8th February). Something's rotten in the state of NSW–comprehensive public schools. Sydney Morning Herald.

Creswell, J.W.,(2012). *Educational research: Planning, conducting and evaluating quantitative and qualitative research (4th ed.).* Boston: Pearson Education.

Critcher, C. (2003). *Moral panics and the media*. Buckingham, UK: Open University Press.

Donnelly, K. (2009, 18th November). *Violence disrupts the class*. Courier-Mail.

Doyle, W. 1986. Classroom organisation and management. In: Wittrock, M. (Ed), *Handbook of Research on Teaching, 3rd edition*. New York:Macmillan.

Edem, D.A. (1982). *Introduction to educational administrtion*. Ibadan: Spectrum Books Limited.

Lauwerier, T. (2013). The Influence of the World Bank on National Policies for Basic Education in French-speaking West Africa]. Geneva, FAPSE, University of Geneva.

Marzano, R.J. (2003). *Classroom management that works. Research-based strategies for every teacher.* Alexandria, VA: ASCD.

Morin .G. & Welish A. (1991). *Psychology: An introduction (*11thed). New Jersey: Prentice Hall.Gibson, S., & Dembo, M. (1984). Teacher efficacy: A con struct validation**.** *Journal of Educational Psychology,* 76 (4)**,** 569-582.

Pilot, A. (2007). The teacher as a crucial factor in curriculum innovation, the case of UtrechtUniversityRetrievedApril4,2009,from www.diz.ethz.ch/veranstaltungen/freuhereveranstaltungen/conference/keynote/pilot_paper.pdf+the+teacher.

Pretorius, F. & Lemmer, E.M. (1998). *South African Education and Training: Transition in a Democratic Era*. Johannesburg: Hodder & Stoughton.

Watson, C. (2012, 16/7/2012). Five teachers a day assaulted by students, Adelaide Now.

Welmond, M. (2002). Globalization viewed from the periphery: the dynamics of teacher identity in the Republic of Benin. *Comparative Education Review*, Vol.46, No. 1, pp. 37-65.

Wills, G. (2014). The effects of teacher strike activity on student learning in South African primary schools. *Johannesburg, Economic Research Southern Africa.*

Wubbels, T. (2007). Classroom management around the world. In M. Hayden, J. Levy & J. Thompson (Eds.), *Handbook of Research in International Education*. London: Sage. http://dx.doi.org/10.4135/9781848607866.n24.