

Teaching Stress on In-service Teachers' Motivation: Its Implication for Quality-education in Ethiopian Secondary Schools

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The study aimed at assessing teaching stress on in-service teachers' motivation and its implication for quality education in Ethiopian Secondary Schools. A correlational research design was employed. The target population for this study was one higher learning institution's three college in-service teachers who attend their upgrading degree. 358 in-service teachers were sampled out of 1078 by stratified random sampling technique to collect pertinent information through a questionnaire. Firstly, about 69% of the in-service teachers were frustrated by teaching stress; secondly, about 70% of them failed to feel responsible for low results scored by students; thirdly, about 79% of them were poorly motivated in the teaching profession. Finally, it was found that there was statistically a significant strong negative relationship between teachers' level of motivation and causes of stress (workload, resources constraints, time pressure, students misbehavior and large class size), $\rho(354) = -.75^{**}$, $\rho(354) = .73^{**}$, $\rho(354) = -.72^*$, $\rho(354) = .72^{**}$ and $\rho(354) = -.80^{**}$, $p < 0.05$. Therefore, to sustain the quality education in Ethiopia, all education stakeholders should search for mechanisms to minimize teaching stress and increase teachers' motivation through providing professional training, incentives, and privileges in type and in kind.

Keywords: Haramaya University, quality-education, psychology, stress, teaching

INTRODUCTION

Teaching-stress is a widespread feature of work in the teaching profession. Recent accounts of teacher emotions and cultures of teaching have noted that unsatisfactory social relationships with adults, e.g. colleagues, head teachers, parents, and inspectors, elicit hostile emotions from teachers and appear to be a source of stress in teaching (Geoff, 2020). Some commentators have used labour process theory to argue that the intensification of work and government policies promoting managerialism in schools are the roots of the problem. Geoff (2020) argued that while intensification of teachers' work is certainly involved in eroding positive staff relationships, it is also the changing trust relations in high modernity that are shaping the social relations of low-trust schooling, and impacting negatively on teachers' physical and emotional well-being and their collegial professional relations and motivation towards their motivation. In supporting these ideas Adelabu (2005:76) stated, "There are three things to remember about education. The first one is motivation. The second one is motivation. The third one is motivation". Teachers need to know how this conceptual knowledge relates to the classroom and to their instructional role in the classroom. They also need to know how to rely on this knowledge when dealing with issues that involve motivational concerns and when making instructional decisions (Gobena, 2020). They are very much important instruments in education. They are also the pivot on which the educational process hangs. They play a major role in the whims and caprices of the educational system. They can influence the teaching-learning outcomes either positively or negatively

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because they determine the quality of instructional delivery and influence quality education when it comes to the implementation of the curriculum and educational policies. They are to be considered when addressing issues such as quality assurance, quality delivery (teaching), quality context, and quality learning outcomes (Onucha, 2002).

This is the more reason why they should be motivated properly for effectiveness and efficiency in the educational and school system (Pilot, 2007). Moreover, UNESCO (2005) reemphasized that teachers' motivation is a powerful means that can improve the effectiveness of education. Its key principle is that the main actors at the forefront of education such as teachers, head teachers and so on are responsible for improving educational performance. Teachers are essential elements in the school organization whose cost effectiveness in maintaining them accounts for over 60 percent of the total cost of education (Gobena, 2020).

Teachers' motivation should be at the forefront of government policies in order to enhance quality education and attain the goals and objectives of education (Edem, 1982; Gobena, 2020). It 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. That is why teachers should be motivated properly in order to enhance quality in the educational system. As such any credible analysis of achieving quality education in the Ethiopian education system, education stakeholders should critically examine the roles played by teachers in enhancing the quality in education (Saetang et al., 2010).

The development of any nation depends on its educational system and teachers are expected to be the nation builders. The role of a teacher cannot be ignored in bringing progress, prosperity and developmental process to a nation. The stability of a society is facilitated by the promotion and acceleration of growth through disciplined, academically sound and professional competent academicians. Organizational success depends on the effectiveness of the performances of the individuals who constitute the human capital (Saetang et al., 2010). This research was, therefore, assessed on two important components namely, teaching stress and in-service teachers' motivation in general and its' implication to quality- education in particular.

Objective of the study

The general objective of this study was aimed to explore the teaching stress at in-service teachers' motivation and it's implication for quality education in the area under the study. Specifically, the study was intended to:

- Assess the status of in-service secondary school teachers' motivations in the study area.
- Identify the teaching stresses at in-service teachers' motivation in teaching-learning processes in the study area.
- Identify the extent to which in-service teachers' motivations affect quality educations in the study area.
- Pinpoint the extent to which in-service teachers' level of motivation was affecting the teaching profession in the study area.
- Investigate the relationship between the teachers' level of motivation, teaching stress in general, and its implication for quality education in particular.

Review of Related Literature

Arif (2003) discussed that the most traditional role and objective of a culture is to protect the development of intellectualism. Competent and knowledgeable academicians are considered an

important strength of any educational institution. Teaching is a very scary profession and teachers have a great role in their student's intellectual, personal and social development, thereby influencing the whole nation's development. Teaching is the supreme art of the academicians for awaking the joy in creative expression and knowledge. Only the academicians push the nations in achieving commanding heights of development by promoting intellectualism. Teachers can have an influence more profound than others and give the glorious position and dignified status to the nation (Gobena, 2020).

According to Kayuni & Tambulasi (2007), lack of motivation and commitment can have a negative impact on the student's learning and most importantly it put the future of children at stake. In relation to teachers' motivation level in Ethiopia, VSO (2008) indicated that a large number of teachers did not feel motivated due to different factors and they would move to another profession if options are available to them. The motivation of in-service teachers is as important as the blood for sustaining human life. Teachers who are considered to be the most precious and intellectually sound people and who can change the destiny of the nation through the contribution of their through-provoking and knowledge; are always being given a distinguished position in civilized societies. An issue that warrants attention in motivation research is the method and approach used to assess this construct.

Quality education in higher education

Education is considered as an instrument of change whereas change is happening quicker than in older times. Quality education can ensure security, welfare and prosperity of a nation. The quality of education is assessed through the quality of curriculum, students, teachers, teaching methods, governance, financing, evaluation and linkage with other apex institutions (Ministry of Education, 2013). The most important out of these factors is the teachers. The quality of any education system depends upon the quality of higher education's teachers. Transformation of our institutions of higher education into world class seats of learning, equipped to foster high quality education, scholarship and research, to produce enlightened citizens with strong moral and ethical values that build a tolerant and pluralistic society rooted in the culture of Ethiopia (Ministry of Education (MoE), 2008).

Quality in higher education is multidimensional concept, which should embrace all its functions, activities, teaching and academic programs, research staffing, students, building, facilities, equipment, services to the community and the academic environment (UNESCO, 1998 as cited in MoE, 2008). A university teacher is more than a teacher of her or subjects, she/he ought to be a powerful influence for enlightenment, stability, good conduct and national cohesion (McCarty, 2003 as cited in MoE, 2008). In higher education, university teachers play an effective role to understand and to improve the teaching-learning process (Zaman, 1998 as cited in MoE, 2013). Teaching means to help somebody to learn something by giving information of it. Imparting instructions or guiding the students in institutions is called teaching (MoE, 2013). In wider perspective, it implies the interaction between the teachers and the taught, preparation and planning of the lesson, collecting necessary teaching aids and also such activities as evaluation of the instruction and communication (Misra, 2002 as cited in MoE, 2013). University teachers play a basic and dynamic role in an educational system. It is said that good performance of students depends upon effective teaching of their teachers. One of the most difficult problems in educational research is that of recognizing the teacher's effectiveness i.e. discriminating between more effective teachers and less effective teachers (Coleman, 1998 as cited in MoE, 2013).

Effect of teaching stress on teachers' motivation

Stress in the workplace can be a serious problem that degrades productivity and cost-effectiveness of organizations. Recent research findings have suggested that undue stress perceived by workers in various occupations may cause burnout and may perhaps result in eventually quitting the job. For example, Su (1997) has suggested that emotional aspects such as stress and frustration may be major causes for teachers leaving the teaching career. The teaching stress of teachers and other educational

practitioners is a serious concern because their burnout and avoidance of exerting an effort in the education of their students may have a serious negative impact on the academic development as well as personal well-being of the younger generation. Teachers, in particular, who bear the responsibility of providing education for often 30 or more students at a time, could have a serious influence on these young people at the most critical stage of human growth. Thus, teacher stress and demotivation are important issues that should warrant serious attention in teacher education programs (Mays, 2020).

The problem of teacher stress has attracted great concern over the past decades (Borg, 1990; Borg et al., 1991; Chan, 1998). Some researchers have suggested that up to one-third of the teachers tend to regard their job as stressful (Borg & Falcon, 1989; Kyriacou & Sutcliffe, 1979; Solman & Feld, 1989). According to Kyriacou & Sutcliffe (1979), teacher stress may be defined as responses to the negative effects of the job in terms of anger and depression due to aspects of the teacher's job that are perceived as a threat to physical and psychological well-being. Teacher stress is an important issue because it tends to have a noticeable impact on most teachers (Borg et al., 1991). Among various factors identified in various careers, two factors workload and time and resources constraints seem to be the most commonly reported (Grieve, 1997; Harri, 1997). Chan (1998), in his study on the relations of teacher stress to coping strategies and psychological distress, has also identified workload/time pressure as one of five major teacher stressors. Thus, on the basis of the findings in education and other fields, there is reason to anticipate that workload and time resources constraints as teacher stress sources are particularly strong determinants of other outcomes, such as teacher burnout which is considered below.

Relationship between teaching stresses

Prolonged teacher stress may lead to the emergence of a syndrome known as teacher burnout which is often characterized by physical, emotional and attitudinal exhaustion (Kyriacou & Sutcliffe, 1979). Researchers have proposed different operationalization of burnout measures. For example, in terms of health conditions, Girclano, Everly & Ousek (1993) proposed a 3-stage measure of burnout, suggesting that an employee tends to experience stress arousal at the initial stage of burnout and may proceed to the second stage known as energy conservation when the employee avoids putting in an effort, and finally the teacher-stress and burnout third stage of exhaustion that is characterized by numerous symptoms of serious health problems. Research findings have indicated a close relationship between teaching stress and burnout in various occupations (Stevens, & Everitt, 1997 as cited in MoE, 2008).

On the basis of these findings, the important stress factors that may lead to burnout may be summarized as sources from within the nature of the job and from significant others. In the context of teacher stress and burnout, the stress sources due to the nature of the job itself may come from the curriculum demands, teaching, the daily teaching, and other duty commitments whereas the stress sources due to pressure from significant others may come from the students, people other than the students, such as the parents, senior staff, and inspectors, and finally from a lack of recognition and appreciation from significant people such as the principal. Job satisfaction although not a major focus of the present study, the relation of teacher stress to job satisfaction is also a relevant concern. In their meta-analysis of 330 studies, Thompson et al. (1997) found that the largest mean effect sizes were between overall job satisfaction and both role ambiguity and role conflict.

Motivation orientations of teachers

Selye (1956) introduced the term 'eustress' which could best describe the positive stress experience one encountered. It was believed that the individual had perceived the stress experience positively as a form of challenge and motivation rather than a discouraging factor. As concluded by Fisher (1994), people in different work environments might have different work targets. Furthermore, personality,

style and personal goals might also vary for different people in different professions. Therefore, it is not surprising to find that stress experience one faced in a particular occupation may be perceived as a challenge in another occupation. As teachers are self-driving and they themselves are the quality controller of their performance besides their supervisors, occupational stress may be perceived as a kind of motivation. People of a high need for achievement always think about means to do better jobs and accomplish tasks, and they perform well in challenging situations. However, these are also stressors inherited in the teaching profession. Lussier (1996: 180) concludes that people with a high need for affiliation think about friends and relationships. They tend to enjoy developing, helping and teaching others. People with high need for affiliation seek jobs as teachers. Education is basically a people business and teaching itself is challenging and demanding, thus teachers who choose to be in this profession will have both high achievement and affiliation needs, and they derive satisfaction from the people they work with.

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 as cited in Gobena, 2020).

Samples

The target population for this study consisted of one higher learning institution, Haramaya University's three colleges: College of Natural and Computational Sciences (CNCS), College of Social Sciences and Humanities (CSSH), and College of Education and Behavioural Sciences (CEBS) - in-service secondary school teachers. 358 of them were sampled out of 1078. 78 (21.79%) of them were female whereas 280 (78.21%) of them were male. Stratified random sampling technique was employed because firstly, there were different subdivisions (colleges, departments, population size, sex, and ages) in the targeted population (in-service teachers) which are important to be considered. Secondly, there were also variations in population sizes of different strata in this case sex, age,

department, and colleges. $n_i = \frac{N_i}{1 + N_i(\alpha)^2} + 28\% \left(\frac{N_i}{1 + N_i(\alpha)^2} \right)$ where 28% is a contingency

$\alpha = 0.05$, N_i = the total population size from the three colleges: College of Education and Behavioural Sciences, College Social Sciences & Humanities and College of Natural and Computational Sciences Streams; n_i = the total sample taken from both streams (Taro, 1967)

$$: n_i = \frac{1078}{1 + 178(0.05)^2} + 28\% \left(\frac{1078}{1 + 1078(0.05)^2} \right) = n_i = \frac{1078}{1 + 1078(0.0025)^2} +$$

$$28\% \left(\frac{1078}{1 + 1078(0.0025)^2} \right) = n_i = \frac{1078}{1 + 2.695} + 28\% \left(\frac{1078}{1 + 2.695} \right) \quad n_i = \frac{1078}{3.695} +$$

$$28\% \left(\frac{1078}{3.695} \right) = n_i = 292 + 0.28(292) = 373. \text{ Moreover, the researcher used a systematic random}$$

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

Instrumentation

The researcher employed two types of data gathering instruments: questionnaire and document review of (teachers about their teaching) to collect both quantitative and qualitative data respectively. To make the interpretation descriptively easier, the researcher used descriptive statistics (percentages and frequency) to describe the characteristics of the respondents. Furthermore, inferential statistics (bivariate correlation, independent chi-square test, and stepwise multiple regression) were used to show the degree of strength or relationship, associations, and average relationship to predict or estimate the most likely value of those variables respectively. This result was statistically significant at $\alpha = .05$ level.

FINDINGS AND DISCUSSIONS

This chapter has two parts: the first part deals with the characteristics of the respondents; the second part presents the analysis and interpretation of the main data. The data gathered through document reviews were supposed to supplement the quantitative data. The questionnaire was distributed to 373 respondents out of which 358 (95.98%) copies were returned back whereas 15(4.02%) of them were not returned the questionnaire back to the researcher. The analyzed data were compiled and organized in a way that suits the interpretations of the results in addressing the specific objectives of the study. In this way, seven 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 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).

Demographic Analysis

This part of the chapter was going to talk about the demographic characteristics (colleges) of the respondents to make a summary very briefly.

Table 1

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

As it was indicated in Table1, the majority, 218 (60.89%) of the respondents were selected from CNCS; 77 (21.51%) of them were selected from CSSH and the rest 63 (17.60%) of them were selected from CEBS. This indicated that 61: 39 enrolment ratios seemed to be implemented as per the national curriculum of the country which was natural sciences to social sciences ratio would 70:30 at all education levels (grade 11-12 and tertiary education) respectively.

Analysis on Teaching Stress at In-Service Teachers' 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 in-service teachers' teaching stress, teachers' level of motivation and quality-education. Therefore, the researcher tried to organize, present, analyse and interpret both quantitative and qualitative data as follows.

Table 2

The associations between teaching stress and teachers' level of motivation ($n_i = 358$, $p < .05$)

No	Items	Descriptive Analysis				Inferential Analysis		
		No	%	Yes	%	df	χ^2	Sig.
1	Do you think that teaching stress affect your teaching?	110	30.73	248	69.27	1	6.19	.04
2	Are you accountable to the principal for the low results of your classes?	100	27.93	258	72.07	1	67.49	.00
3	Are you blamed for low results?	113	31.56	245	68.44	1	6.95	.03
4	Do you think that you are responsible for students' low result?	68	19.00	290	81.00	1	103.40	.00
5	Do you think that students should be responsible for their low result?	78	21.79	280	78.21	1	81.50	.00
6	Do you think that you are given incentives according to your abilities?	223	74.86	135	25.14	1	3.59	.06
7	Do you think that teachers should be rewarded on showing good results?	64	17.88	294	82.12	1	112.95	.00

As it can be seen from Table 2 item 1, the majority, 248 (69.27%) of the respondents were affected by teaching stress in teaching-learning processes in their respective schools, but 110 (30.73%) of them were not affected by teaching stress during teaching-learning processes in their respected schools. Furthermore, from item by item analysis of the chi-square test, it was found that there was a statistically significant association between teachers who have been affected by teaching stress and those who have not been affected by teaching stress in teaching-learning processes, $\chi^2(1) = 6.17$, $p < .05$. This idea was not supported by the data obtained from document reviews. This was mainly because the data that were collected from offices were about appreciating the administrative policies rather than the teachers' concern of the teaching-learning processes.

In supporting this finding, the previous research findings have suggested that undue teaching stress perceived by teachers in various occupations may cause demotivation and may perhaps result in eventually quitting teaching. For example, Su (1997) has suggested that emotional aspects such as teaching stress and frustration may be the major causes for teachers leaving the teaching career. Teaching stress of teachers and other educational practitioners is a serious concern because their demotivation and avoidance of exerting an effort in the education of their students may have a serious negative impact on the academic development as well as personal well-being of the younger generation. In the same way, Table 2 item 2 indicated that the majorities, 258 (72.07%) of the respondents were very much confident and were accountable to the principals for the low result scored by their students in the classes in teaching-learning processes, but the rest 100 (27.93%) of them were not very much confident and were not accountable to the principals for the low result scored by their students in the classes. Furthermore, from item by item analysis of chi-square test, it was identified that there was statistically a significant association between teachers who were very much confident and were accountable to the low result scored by their students in the classes and those who did not confident and not accountable to the low result scored by students, $\chi^2(1) = 67.49$, $p < .05$. This idea was fully supported by the data obtained from document reviews.

In supporting this finding, the previous research suggested that teachers who bear the responsibility of providing education for often thirty or more students at a time, could have serious influence on these young people at the most critical stage of human growth. Thus, teacher stress and demotivation are important issues that should warrant serious attention in teacher education programs. It is essential for teachers entering the profession to be aware of the potential sources of stress and their impacts on their

psychological well-being (Borg, 1990; Borg et al., 1991; Chan, 1998; Kyriacou & Sutcliffe, 1979). The same Table 2 of item 3, the majority, 245 (68.44%) of the respondents were very much blamed for low result scored by their students, but 113 (31.56%) of them were not very much blamed for low results scored by their students in teaching-learning processes in their respected schools.

Besides, the chi-square test analysis was found that there was statistically significant association between teachers who were no very much blamed and those who were blamed for low result scored by their students in teaching-learning processes, $\chi^2(1) = 6.95$, $p < .05$. This idea was fully supported by document reviews. Previous exploratory factor analytic studies have identified several major components of teacher stress among which pupil misbehavior, time and resources constraints, professional recognition, relations with others; curriculum demand and workload were found to be important factors that resulted in demotivation of teachers in schools and classes (Borg et al., 1991; Boyle et al., 1995; Kyriacou & Sutcliffe, 1979).

From the same Table 2, item 4, the majority, 290 (81.00%) of the respondents were felt very much responsible for the low results scored by their students in teaching-learning processes, but only 68 (19.00%) of them were not very much felt responsible for low results scored by their students. Furthermore, from item by item analysis of chi-square test, it was found that there was statistically a significant association between teachers who were very much felt responsible and those who were not felt responsible for low results scored by their students in their respected schools, $\chi^2(1) = 103.40$, $p < .05$. This idea was fully supported by the data obtained from document reviews. In supporting this finding, a previous research suggested that preparing and motivating learners, equipping and motivating teachers are the most fundamental ingredient of learning. Teachers are also the largest budget item, with their salaries accounting for over three-quarters of the education budget at the primary level in low-income generating countries. Yet many education systems put in classrooms teachers who have little mastery of the subjects they are to teach especially in classrooms serving poor children (Okebukola & Jedege, 1989).

As it was indicated in the same Table 2, item 5, the majority, 280 (78.21%) of the respondents responded that their students should feel responsible for the low results scored by them in teaching-learning processes, but only 77 (21.79%) of them were responded that their students should not feel responsible for the low results scored by them. Furthermore, from item by item analysis of the chi-square test, it was pinpointed that there was statistically a significant association between teachers who were very much confident that their students should feel responsible and those who did not much feel responsible for the low results scored by their students, $\chi^2(1) = 87.50$, $p < .05$, one-tailed. The finding was fully supported by document reviews because all documents that were found in the respected office were clearly shown that there were ways complaints between students, teachers, and administrators (department heads, unit leaders and office records).

In the same fashion Table 2 item 6 indicated that the majority, 223(74.86%) of the respondents were not given different incentives in kinds and in types according to their performances and abilities in teaching-learning processes, but the rest 135 (25.14%) of them were responded that they were given different incentives in kinds and in types according to their performances and abilities in teaching-learning processes. Furthermore, from item by item analysis of the chi-square test, it was found that there was no statistically significant association between teachers who were given different incentives in kinds and in types as per their performances and abilities and those who were not given different incentives in kinds and in types as per their performances and abilities in teaching-learning processes, $\chi^2(1) = 3.59$, $p > .05$, one-tailed idea was fully supported by the data obtained from document reviews because some documents that were found in the respected offices were clearly shown that there were always complaints between teachers and administrators (department heads, unit leaders and office records) on the issues of merit-based and benefits in type and kind.

In the same fashion Table 2, item 7 indicated that the majority, 294 (82.12%) of the respondents responded that they should be rewarded for the results that they have accomplished in teaching-learning processes, but only 64 (17.88%) of them were responded that they should not be rewarded for their good results that they were not accomplished in teaching-learning processes. Furthermore, from item by item analysis of the chi-square test, it was found that there was statistically a significant association between teachers who should be rewarded and who should not be rewarded for the good results that they have accomplished in teaching-learning processes, $\chi^2(1) = 112.95$, $p < .05$. This idea was fully supported by document reviews that teachers who performed well should be encouraged by different incentives in which the school leaders' guidelines have been clearly indicated even if there were a subjective judgment in decision making about these incentives in kind and in type.

In support of these analyses, Soleme (2014) stated that lack of incentives in kind and in type will result in low teacher motivation which in turn leads to negative educational outcomes which again in turn result, in turn, or quality of education. In the same study, it was found that low motivation results in absenteeism, underutilization of class time, professional misconduct, and reliance on traditional teaching practices, poor preparation, and secondary income-generating activities that distract from teaching duties. Recent studies was found that quality education in higher education is a multidimensional concept, which should embrace all its functions, activities, teaching and academic programs, research staffing, students, building, facilities, equipment, services to the community, and the academic environment (UNESCO, 1998 as cited in MoE, 2008). The question of quality education is related to the quality of teachers. The teacher is at the heart of the educational process. It is extremely important that she or he should be professionally competent and dedicated to her or his profession. A university teacher is more than a teacher of her or subjects, she/he ought to be a powerful influence for enlightenment, stability, good conduct and national cohesion (McCarty, 2003 as cited in MoE, 2008). In higher education, university teachers play an effective role to understand and to improve the teaching-learning process (Zaman, 1998 as cited in MoE, 2013).

Table 3
In-service teachers' level of motivation

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 in Table 3, the cumulative frequencies, 283 (79.05 %) of the respondents were either poorly or very poorly motivated to the profession of teaching; 28 (7.82%) of them were motivated moderately to the profession of teaching whereas 47 (13.23%) of them were either highly or very highly motivated to the profession of teaching. Moreover, the data obtained from document reviews were indicating that they were not as such motivated to the profession of teaching. Lack of portfolio practices, lack of conducting action research, frequent striking and high turnover in leaving schools for better work opportunities were one of the main indicators that teachers have not yet been motivated to the profession of teaching.

In the support of these analyses, 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). Moreover, Buckler and Gafar (2013) conducted research on teacher morale over a four-year period in a rural region of Ghana. One of their 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' motivation affects quality education delivery.

Similarly, a study conducted by VSO (2008) indicated that teacher motivation in Ethiopia, Zambia, Papua New Guinea, and Malawi found that low motivation results in high attrition rates, constant turnover, lack of confidence, varying levels of professional commitment, and a feeling of helplessness to either improve student outcomes or teachers' own situations. Furthermore, the theoretical literature on teacher motivation in developing countries is sparse, but certain psychological theories offer relevant applications for the developing country context. For instance, Maslow's (1943) hierarchy of needs proposes that individuals must fulfil their lower-order needs (basic needs such as water and housing, safety, belonging, and esteem) before being motivated to fulfil the higher-order need for self-actualization. In the context of teaching, self-actualization can be understood as a personal achievement, a key component of teacher motivation. As basic needs often go neglected in the developing world, Maslow's theory is pertinent to an investigation of teacher motivation in developing countries. While the fulfillment of basic needs is important to lay the foundation for teachers to desire to improve their professional behaviour and personal achievement, the satisfaction of basic needs in and of itself functions as a mere extrinsic, or external, incentive.

Table 4

Correlation matrices between teachers' level of motivation and cause of stress ($n_i = 358$, $p < .05$)

Teachers' Causes of stress	Causes of stress					
	TML	1	2	3	4	5
Motivation Level (TML)	1.00	-.75**	-.73**	-.72**	-.78**	-.80**
Sig. (2-tailed)	.000	.009	.004	.022	.002	.000

**Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

Note: Where 1 = Work load, 2 = Resource constraints, 3 = Time pressure 4 = students misbehavior and 5 = Large class size

As it can be seen from Table 4, there was a very high negative relationship between teachers' workload and teachers' level of motivation ($\rho = -.75^{**}$); resource constraint and teachers' level of motivation ($\rho = -.73^{**}$); time pressure and teachers' level of motivation ($\rho = -.72^{**}$); students' misbehavior and teachers' level of motivation ($\rho = -.78^{**}$); and large class size and teachers' level of motivation ($\rho = -.80^{**}$). Therefore, it was concluded that there was statistically a significant high negative relationship between teachers' level of motivation and causes of stress (work load, resources constraints, time pressure, students misbehavior and large class size), $\rho(354) = -.75^{**}$, $\rho(354) = .73^{**}$, $\rho(354) = -.72^{**}$, $\rho(354) = .78^{**}$ and $\rho(354) = -.80^{**}$, $p < 0.05$.

Among various factors identified in various careers, five factors workload, students' misbehavior, large class size, time pressure, and resource constraints seem to be the most commonly reported (Grieve, 1997; Harri, 1997). Chan (1998), in his study on the relations of teacher stress to coping strategies and psychological distress, has also identified workload, time pressure as one of the five major teacher stressors. Thus, on the basis of the findings in education and other fields, there is reason to anticipate that workload, large class size, students' misbehavior, time pressure, and resources constraints as teacher stress sources are particularly strong determinants of other outcomes, such as teacher burnout that is considered below.

Table 5
Regression analysis ($n_i = 358, p < .05$)

Model	R	R ²	USC		SC	t	Sig.
			B	SE			
(Constant)			5.98	.40		11.85	.00
2 Teaching stress	0.87	0.76	-1.67	.06	-.29	-3.75	.00
Teachers' level of motivation			-1.77	.05	-.17	-2.52	.01

a. *Dependent Variable: quality educations*

NB. R = Multiple Correlation Coefficient of Regression, R² = Multiple Correlation Coefficient of Regression squared, USC= Unstandardized Coefficients, SC = Standardized Coefficient, SE = Standard Error

As it can be seen from Table 5, the regression analysis on the extent to which teaching stress and teachers' level of motivations affect quality education as measured by regression correlation coefficient (0.87) was contributing 76% to deteriorating quality-education as measured by the Stepwise Regression Analysis Coefficient (R²)*100. This result means that 76% of the variation in the dependent variable is accounted for by the variations in the independent variables whereas the rest unexplained variables (1-R²)*100 were contributing 24% to the deteriorating quality of education. This means that the rest of the variation 24% was unexplained. The t-value was significant for the two variables namely teaching stress and teacher' level of motivation as mentioned in Table 5.

Moreover, the accompanying computer printout shows a regression equation that predicts the extent to which teaching stress affected quality education by the two statistically significant independent variables namely teaching stress (x_1) and teacher' level of motivation (x_2). Therefore, the multiple regression equation for the dependent variable- quality-education (Y) could be expressed in terms of these statistically significant independent variables that have already been mentioned $Y = 5.98 - 1.67x_1 - 1.77x_2$ where **5.98 is constant**. The negative slopes of the two variables respectively were (-1.67 and -1.77) which used to indicate that per a unit increase of the independent variables would tend to respectively decrease (- 1.67 and -1.77) the quality education.

CONCLUSIONS

Based on the result and discussion parts made, the researcher drew the following conclusions.

- About 79% of the teachers were either poorly or very poorly motivated in the profession of teaching. Lack of portfolio practices and lack of conducting action research was one of the main indicators that most in-service teachers have not been yet motivated to the profession of teaching.

Teaching Stress

- About 69% of the teachers were affected by teaching stress in teaching-learning processes; about 72% of the teachers were very much blamed for the low result scored by their students in teaching-learning processes.
- On the other hand, about 68% of the teachers felt very much responsible for the low results scored by their students in teaching-learning processes. From this analysis, it might be concluded that teachers were demotivated by feeling responsible and scapegoated the low results of their students because there were no merit-based incentives to encourage them and discourage otherwise in the school systems; about 75% of the in-service teachers were not given different incentives in kinds and in types for their performances and abilities in teaching-learning processes; About 70% of the teachers should be held responsible for low results scored by their students in teaching-learning processes.

- About 82% of the in-service teachers were expected to be rewarded for the good results that they have accomplished in teaching-learning processes; however, nothing has been made as per their willing.

From correlational analysis. It was concluded that there were statistically significant high negative relationships between teachers' level motivation and causes of stress (workload, students' misbehavior, large class size, time pressure, and resources constraints). The main contributing variables to the deteriorating quality of education were teachers' teaching stress and teacher' level of motivation.

To conclude what has been said so far, the study was to investigate the teaching stress on in-service teachers' motivation and its implication for quality education in Ethiopian Secondary Schools. It also set out to hear ideas about which aspects of the education system could be changed so that morale could improve. The research indicates that teaching can be a satisfying profession when teachers take pride in seeing and helping students to achieve. However, teachers in Ethiopia feel poorly rewarded and undervalued, and wish to see their pay, status, and conditions of service improved. They would also like access to better management and support, more involvement in decision-making and representation, and better resources with which to tackle their huge and important task of equipping the next generation of Ethiopian citizens with adequate quality education.

It was recommended that the stakeholders should (i) initiate media programs to promote teachers' profession, status, rights, and roles through publishing positive stories and articles, conducting panel discussions on teachers' issues, and promoting the profession; (ii) help share best practices through role model articles and raise awareness on the importance of the teaching profession for society; (iii) mobilize resources for schools, for example, housing and classrooms, by providing labor, funds, and materials; (iv) create an enabling environment for quality teaching and learning that ensures the safety of students and teachers, promoting positive cultural values and respect of others.; (v) encourage community participation in schools to strengthen links between leadership, staff and students and share skills and experience; and work in areas where teachers and their families are marginalized, for example, HIV and AIDS, disability, gender and minority discrimination.

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