

**FACTORS AFFECTING PRIMARY SCHOOLS TEACHERS'
MOTIVATION AND PROFESSIONALISM: THE CASE OF SOME
SELECTED PRIMARY SCHOOLS IN IJEBU-ODE LOCAL
GOVERNMENT AREA OF OGUN STATE**

BY

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CERTIFICATION

I hereby certify that this project was carried out by Kehinde Oluwakemi Omowunmi with Matric no: 17080130017 under my supervision

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DEDICATION

This work is dedicated to Almighty God and my family as a whole

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My unreserved appreciation to the almighty king of kings for sparing my life through this course. Also, I want to use this medium to appreciate my understanding support and encouragement throughout the period of this project. I also appreciate my supervisor MR M.O LAWAL For his time, understanding, support and encouragement throughout the period of this project. I also appreciate the motherly love of Mrs ALATISE God bless you ma.

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For everyone that God has used for me throughout this program I prayed that Hod almighty will keep you save and protect for all your need in Jesus' name

God bless you all.

ABSTRACT

This qualitative case study aimed to investigate factors that affect teachers' motivation and professionalism. Two public primary schools were selected in Ijebu-Ode. A structured and semi structured interview was conducted with teacher participants and an open and closed ended questionnaire was administered. Field observation was also conducted for consecutive five weeks. From the data obtained the key factor for poor motivation of teachers was repellent salary. Teachers felt that the salary and incentives are very low. The study also revealed that the other reason, in addition to salary and benefits, for the low motivation of teachers was the low emphasis given by the society, student's misbehaviour and the inability of the school management & administration to effectively address the teachers' demands for supportive and fair leadership.

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CHAPTER ONE

INTRODUCTION

1.1 BACKGROUND TO THE STUDY

A teacher is one of the valuable assets for quality education. Development of any country depends on its educational system that is the quality of its graduates, so teachers are the nation builders. The role of a teacher cannot be ignored in the process of development and success in one country. Teaching is a profession that has low emphasis, but teachers have a great role in their students' intellectual, personal, and social development, there by influencing the whole nation's development. Teachers can have an influence more profound than others and give the glorious position and dignified status to the nation (Imrab S. et al., 2013). Teaching is about passion, love of education and learning, inspiration, concern, consideration of the other, dedication to trusting students, belief in the power of knowledge and a non-stop attempt to make a difference to the lives of others (Troudi, 2011).

According to Kayuni & Tambulasi (2007) lack of motivation and commitment of teachers can have a negative impact on the student's learning and most importantly it put the future of children on the stake. Thus, teacher's contribution in the human capital development and technological advancement greatly depends on their motivation and willingness for taking initiatives. Generally, competence and commitment of teachers should be the most important determinant of learning outcomes.

Dornyei and Otto (1998) defines motivation as the dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates, and evaluates the cognitive and motor processes whereby initial wishes and desires are selected, prioritized, operationalized and (successfully or unsuccessfully) acted out. According to this definition, motivation is dynamic and can change a person's level of interest and involvement in a task. A

motivated teacher is recognized by high level of commitment, hard work, devotion, dedication and becomes a source of inspiration through his or her exemplary character because a teacher is always expected to be a role model for students (Imrab, et al., 2013).

Motivation is the desire or drive within a person to achieve some goal and it is an internal condition based on a person's perceptions and needs (Muhammad et al., 2012). To motivate teachers is one of the most important management tasks expected from school heads. It comprises the abilities to understand what initiates people to communicate, to involve, to encourage, setting an example, to develop and coach, to obtain feedback and to provide a just reward (Cook, 1991).

Motivation is about cultivating your human capital. According to the report of Centre for British Teachers in 2008, it was found that the education system in Nigeria, at all levels is confronted by a lack of quality. Policy makers themselves and other stakeholders also portray the lack of quality in the education system. This is confirmed by the state itself on the debate with political parties. Thus, a reform is needed to improve the efficiency and quality of education system of Nigeria. The lack of quality in the education system in Nigeria is associated with many factors including the poor standard of those entering the teaching profession, high teacher turnover and problems such as demotivation, poor quality of the teachers' working environment, low status of teachers, inadequate salaries (Centre for British Teachers, 2008: Voluntary Services Overseas, 2010: Workneh & Tassew, 2013: Gedefaw, 2012). Of these factors motivation plays a great role in the education system because it is when a teacher has high motivation and commitment that the required change and quality education be ensured.

Imrab, et al (2013) strengthen this argument by noting a profound influence of teachers than any other body in the education system. Similarly, Kayuni & Tambulasi (2007) and Troudi (2011) confirmed the negative effect of low motivation of teachers on students learning.

However, to alleviate the problem, there is a need to investigate and understand its root causes to help policy makers take plausible interventions.

This study, therefore, was directed towards identifying factors that motivate and de-motivate teachers' and to obtain teachers' views on what improvements could be made to motivate them by gathering in-depth data from teacher participants. According to (Cook, 1991) the indicators of low motivation are: carelessness in preparation, poor classroom management, lack of punctuality and failure to obey school policy, low commitment to use their maximum effort for the betterment of students learning. As it is discussed above, it is argued that education in Nigeria is on crisis (decline of quality over time). Therefore, this study might contribute some information about the causes of de-motivation and possible implications for practice. Teacher motivation plays an important role in the promotion of teaching and learning excellence. Motivated teachers are more likely to motivate students to learn in the classroom, to ensure the implementation of educational reforms and feelings of satisfaction and fulfillment Teresa (2012).

Education reforms focus on improving teacher competence, the learning and working environments and greater decentralization, all of which can improve teacher motivation. But many reform programs also try to increase the workload of teachers and ignore or pay insufficient attention and other conditions of service (Paul, 2004). He also put that regardless of development status, the teaching force in most countries has never enjoyed full professional status. According to him, the status of teachers as a semi-profession is more evident in developing countries including Ethiopia. There are two basic types of motivation which an individual (the teacher in this case) experiences. These are intrinsic motivation and extrinsic motivation. Intrinsic motivation refers to motivation that is driven by an interest or enjoyment in the teaching profession itself. All these factors exist within the individual rather than external pressures. It is based on taking pleasure in an activity rather than working towards an external

reward. Extrinsic motivation on the other hand is a drive to perform an activity to attain an outcome, which then contradicts intrinsic motivation. Extrinsic motivation comes from outside of the individual. Common extrinsic motivations are rewards like money and promotion, working conditions, pressure, threat of punishment, relationships with others (Hayford & Ahmed 2013). The teaching profession is one of the undermined professions in Nigeria (Voluntary Services Overseas, 2010; Gedefaw, 2012).

Morale is the professional interest and enthusiasm of a person that displays towards achievement of individual and group goals in each job situation. Morale is set within the framework of organizational theory with an individual progression toward the achievement of organizational tasks and his/ her perceived job satisfaction within the total organization (Bentley & Rempel, 1980). Teachers' morale describes the overall outlook, attitude, satisfaction, and confidence that teachers feel at work. When teachers are positive about their job, they believe that they can meet their career. Positive attitude towards teaching heightens teachers' morale. Circumstances of teaching and teaching environment have their impact on employee's morale such as the role of Headteacher, the quality of their interaction with the people, employ, and the way teachers interact with each other in the day-to-day workplace. School leaders create an environment; strengthen teaching and learning culture in school, such as, positive factors are valued for Teachers' morale. While the demands upon teachers have increased, there has been little change in patterns of employment, compensation, and career advancement of teachers (Kelly, 2000). Intensification of the teaching role (Sachs, 2003 & Smyth, 2001) and deterioration of working conditions are recognized in the literature. However, it is suggested that workload is a major contributor to stress. Stress lessens morale. Sachs (2003) argues that teachers are generally able to maintain a focus 'upon the best interests of their students, even if the system appears to let them down'. Perhaps this is the reason why systems do not see a need to address the crisis in teacher morale.

1.2 STATEMENT OF THE PROBLEM

Because of this the education system in Nigeria is challenged with high turnover (Workneh & Tassew, 2013). Many teachers have been leaving the job to seek employment elsewhere which they think hold promises of better pay and fame for them. Most of the remaining teachers in the profession might experience lower level of commitment about teaching, thus affecting the standard of performance of students. In Zimbabwe, Gullatt & Bennet (1995) found that the need for motivated teachers is reaching crisis and asserts that a motivated and dedicated teacher need to be considered as a foundation for the effectiveness of a school in facing the various challenges and problems posed to it. It is therefore important to investigate the factors affecting teacher motivation to revert the situation. Teachers' poor motivation was reflected in their deteriorating standards of professional conduct including poor professional performance and commitment, absenteeism, lateness, and general misbehaviour Gullatt and Bennet (1995). Though there are many factors that are assumed to cause poor teacher motivation, the factors vary from place to place and from time to time. Thus, understanding the situation in a particular place (county) for a particular school community is important. Teachers' poor motivation and intention to quit are the main norm of schoolteachers in Nigeria. This study therefore aimed at identifying factors that de-motivate teachers and provide possible implication for practice from teachers' perspectives.

1.3 RESEARCH QUESTIONS

The research questions addressed in this study were:

- a. What are the factors that affect teacher motivation at primary schools in Ijebu-Ode Local Government Area?
- b. To what extent is poor teacher motivation prevalent at primary schools in Ijebu-Ode Local Government Area?

- c. How should poor teacher motivation be improved at primary schools in Ijebu-Ode Local Government Area?

1.4 SIGNIFICANCE OF THE STUDY

This study provides rich insight into why some teachers remain unmotivated about their work, because its intension is to come up with practical implication for the improvement of motivational level of teachers. It might provide information about factors which demotivate teachers and this would in turn enable concerned bodies to try to provide motivating factors. The results achieved thereof, help the government, ministry of education, researchers, parents, school administrators to have an insight into the factors that motivate teachers to high performance and determination of which areas of dissatisfaction need to be addressed to retain teachers.

1.5 DEFINITION OF TERMS

1. Incentive: Something that encourages a person to do something or to work harder. How to use incentive in a sentence.
2. Teacher Motivation: Refers to reasons that emanating from individuals' intrinsic values to choose to teach and sustaining teaching, and the intensity.
3. Success: Is the status of having achieved and accomplished an aim or objective. Being successful means the achievement of desired visions and planned goals.
4. Quality Education: Defines quality education as one that focuses on the social, emotional, mental, physical, and cognitive development of each student regardless of gender, race, ethnicity, socioeconomic status, or geographic location.

CHAPTER TWO

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

2.1 LITERATURE REVIEW

High morale in the workplace is important to teaching for overall success. Teachers who rank high on the morale scale generally exhibit their positive attitude towards their job in several ways: better student, more focused on student or environments, increased communication between co-student and teachers, better work attendance and timeliness, enhanced care about the student and fewer workplace-related accidents. Millor (1981) states teacher morale can have a positive effect on pupil attitudes and learning. Raising teacher moral level is not only making teachers more pleasant but also learning more pleasant for the students. This creates an environment that is more conducive to learning. Teachers are the vital part of educational system. They provide motivation and supports that student need to succeed. Yet, teachers also need to be motivated and supported to be productive. Teacher morale could suffer due to the constant stress of trying to meet educational goals, or due to a change in leadership or policies. Improving teacher morale has many benefits in that it can help teachers to maintain a positive attitude and be happier at work. In the context of Nepal, poor management of teachers and education system can lead to overcrowded classrooms, the children being turned away from school due to insufficient number of teachers, inequality in teacher deployment policies, and low teacher pay. These problems can contribute to low teacher morale leading to teacher palliation, teacher absenteeism and low quality of education delivered to children. Where teachers are not regularly present in the classroom with high morale, this will have negative impact on quality of education, which will lead to high repetition and dropout rate (Santwona Memorial Academy (P) LTD Educational Research and Consultancy Centre, 2012). Hence, this study intends to explore the factors affecting teachers' morale in school situation and seeks to come up with strategic recommendations to improve teachers' morale.

Morale or mental condition is respect to cheerfulness, confidence, and zeal (Macquarie Dictionary, 1997). When teacher morale in a school is high, the school environment is healthy; teachers feel good about themselves, each other, and their teaching, which in turn impacts on student morale and achievement (OECD, 2000 & Young, 1998). Low morale for teachers can lead to decreased productivity and detachment from the teacher role, colleagues, and students. Teachers with low morale may begin to 'lose heart', take increased sick leave, look for alternative employment and develop a cynical approach to students, teaching and the education system (as cited in Mackenzie, 2007). People with high morale see obstacles as challenges which need to be solved (Ramsey, 2000). If we accept a reciprocal relationship between teacher morale and student learning (Ramsey, 2000 & Organization for Economic Cooperation and Development (OECD) 2000), students in some schools may not be getting the best possible value from teachers affected by low morale. Young (1998) claims that morale is often influenced more by outside factors than internal ones. Rogers (1992) identifies both internal and external factors as influencing morale, highlighting 'pace of bureaucratic change; discipline and management concerns; staff and staff relations; time and workload pressures' as the most common stressors for teachers.

Verdugo, Greenberg, Henderson, Uribe, and Schneider (1997) claim that 'the closer schools come to developing a community, the greater will be teachers' job satisfaction. Lumsden (1998) suggests that it may be impossible to separate the issues of school culture, leadership and teacher morale arguing that although individuals can take steps to maintain their professional satisfaction. Many teachers in Australia perceive that the government has retreated from education with constant 'brawls between Commonwealth and State Ministers over funding' and that this contributes to what has become a 'crisis of morale amongst teachers. Too many young teachers who initially begin their career with enthusiasm and positive expectations are looking for a change in direction after only 3-5 years (Hicks, 2003), while experienced teachers

'suffering from low morale are retiring early or leaving the profession to seek other employment' (O'Donnell, 2001). 'Personal morale' results from an individual teacher's personal circumstances, including health, family situation and financial stability. Although the status of the profession and in-school experiences will impact upon 'personal morale' many factors which influence 'personal morale' remain private and personal. 'School morale' is influenced by 'personal morale' and vice versa. Morale which is inextricably intertwined with the status of teaching as a profession is referred to here as 'professional morale' or 'morale of the profession'. 'Professional morale' may impact on 'personal morale' and 'school morale' but may not impact on the day-to-day lives of teachers to the same extent as 'personal' and 'school morale'.

These three overlapping forms or levels of morale create 'teacher morale'; personal morale (largely within the control of the individual); school morale (which the individual teacher may have some influence over); and professional morale (which the individual may feel they have little or no influence on). That is: Personal morale + School morale + Professional morale = Teacher morale (as cited in Mackenzie, 2007). Morale affects more than just productivity, efficiency, and student achievement. Von Burg (1963) says, "Call it rapport, morale, spirit, enthusiasm, or what you will. It is something easy to overlook and yet it can make a school stand ahead of the rest." Why teachers quit the profession was examined by Nelson and Thompson (1963). Out of a list of 17 reasons, the one given most frequently was salary. Others near the top included teaching loads, inadequate supervision, and poor assignment during first year at teaching, discipline problems, pressure groups, marriage, and inadequate preparation in the subject field. Dropkin and Taylor (1963) conducted a similar study with relation to first-year teachers only. The problems that these teachers faced were, in descending order of difficulty: discipline, relations with parents, methods of teaching, evaluation, planning, materials and resources, and classroom routines.

Focusing on teachers, one of the basic components of the education system is an effective approach for the researchers and policy makers who attempt to find ways to improve education. Conforming the existing perception, the previous studies underline the fact the student achievement is mainly based on their teachers. In this respect, it has been argued that the teachers are the most basic resource of the system by also emphasizing the fact the teacher salaries are the greatest share of the primary education budget. Professional motivation refers to a psychological process affecting the behaviours of individuals for realizing goals and tasks in a workplace. In this respect, teacher motivation is one of the factors that affect the realization of the teaching objectives, motivation, and academic achievement of student. This has been underlined in much research in the literature that reveal the teacher qualities are related with the student learning and achievement. These studies mainly found a positive relation between the morale of teachers and student achievement and underlined the positive effect of the teacher morale on the attitude and learning desire of students. In the literature, there are many studies focusing on the job satisfaction, motivation, and morale of the teachers of mathematics and sciences. These studies mainly focused on the factors affecting the job satisfaction and motivations of teachers. Cemaloğlu (2007) stated that the teacher motivation is affected by the frequent and long-lasting face to face relations of teachers with students, parents, managers and staff and by the work in over-crowded classrooms. Balcı (1991) ranked the most important motivating factors for teachers as follows:

- (1) “peace and good relations at the working environment”:
- (2) “moral support and incentives”,
- (3) “material support and incentives” and
- (4) “having a good dialogue with students and parents”.

Other motivating factors are stated as “loving teaching, students, job, people and serving to people”, “to see the student achievement and outcome of education”, “loving to be in constant action” and “being trained for teaching with respect to professional knowledge and formation”. Balcı (1991) argues that the teaching profession is actually done based on the importance assigned to the act of teaching. This importance has parallels with the appreciation of the teaching profession by the society. In the study the ratio of the teachers who think that the teaching profession is appreciated by the society was found to be 45%.

Another remarkable finding of the study is related to the professional satisfaction of the teachers in Turkey. 27% of the teachers stated that they would quit the teaching profession at the first opportunity. Esteve (2000) provided a different point of view to the teacher motivation and studied the factors revealing the motivation differences among teachers in two groups. The first group of factors is the negative conditions that directly affect the teacher in the classroom and thus cause tension like tools, materials, negative working conditions, student violence on teachers, increasing teacher expectations and tiredness of teacher. Second group of factors are the environmental factors. All these factors indirectly affect the academic achievement of the students. According to the PISA 2012 results, one of the factors with positive effect on the mathematics achievement of students is found to be the levels of “teachers’ morale”. The study emphasized that there was a statistically significant relation between the teachers’ morale and student achievement. When the effect of the factors expressing the school level material and human resources is compared, it was observed that the teachers’ morale factor and the school education resources quality factor were the most effective two factors on the mathematics achievement of the students. In the literature, the factors affecting the academic achievements of students are generally listed as follows:

Teachers

Teachers' motivation

Their morale at school

Enthusiastic works

Being proud of being at school

Appreciation of academic achievement

Socio-economic infrastructure

School environment

Family structure

Friendship environment and similar factors.

2.1.1 Perspectives on Teachers' Morale

According to Webster's Dictionary (2010), morale is a person's mental state that is exhibited by assurance, control, and motivation to perform a task. Bentley and Rempel (1970) define teacher morale as the degree to which the needs of a person are satisfied, and the person's perception of how the job situation brought the state of satisfaction of the worker to fruition. As cited in the Administrator's Handbook for Improving Faculty Morale (Andrews, 1985), Smith defines morale as a confident state of mind that progressively looks to achieve an essential and shared function. The assumption that 'education is not fulfilling its potential' (OECD, 2000) has led to a focus on 'acceptable end products', state-wide testing and performance appraisal techniques aimed at 'value for money' (Smyth, 2001). Numerous causes for low teacher morale have been suggested: poor status in the community; poor salaries (relative to other professions); poor student behaviour; excessive workload; poor leadership; poor working conditions; and increasing government accountability measures. Teachers'

morale, in human resources, is defined as the job satisfaction, outlook, and feelings of well-being and teachers have within a workplace setting. Dissatisfied and negative employees portray negative, low employee morale about their work environment. Positive or highly confident employees that are happy and positive at work are said to have high morale. Staff morale is the overall viewpoint of individuals in the workplace, including emotions, attitudes, outlook, and satisfaction level. It is the result of working conditions and attitudes, rather than the cause. Good morale among staff leads to positive, confident, and satisfied staffs, while low morale can be observed in negative, angry, and uncaring staffs who fail to maintain productivity and safe business practices (Ramachandran & Shibu, 2017). High and Low Morale Teachers: Administrators need to conduct frequent and accurate evaluation of teachers' morale and behaviour. Effective evaluations should include the collection and reflective analysis of a wide range of information drawn from various sources on teaching, such as self-assessments and reflections, observations, interviews, teacher portfolios and input from supervisors and administrators, as well as from multiple measures of student performances. A teacher's first moral obligation is to provide excellent instructions. Teachers with large level of moral professionalization have a deep obligation to help student learn.

According to Wynne (1995), teacher with that sense of obligation demonstrate their moral professional by; coming to work regularly; being well informed about their student-matter; planning and conducting classes with care; regularly reviewing and updating instructional practices; confronting parents of under achieving students; co-operating with colleagues and observing school policies so the whole institution works effectively; and, tactfully, but firmly criticizing unsatisfactory school policies and proposing constructive improvement. When Teachers have confidence in the capability of their intuitional leadership, they tend to have positive morale. When they share a vision for, where the school is headed and are positive about the direction, employees have high morale. Feeling part of goals that are bigger than

themselves and their job contributes to positive teachers' morale. A deep focus on serving the needs of their students, their reason for existing at all, also promotes positive teacher morale. Communication is another significant factor in positive teachers' morale. They need current information so that the decisions they make are congruent with their success in the school. The interaction of teachers with their immediate headmaster and co-workers plays a role in teacher's morale. Effective, harmonious, interpersonal relationships strengthen teacher's morale and make teachers feel that coming into work highly (as cited in Ellenburg, 1972; Krishnamoorthi, 2012). If teachers are negative and unhappy about their workplace, feel unappreciated and as if they cannot satisfy their goals and needs, teacher's morale is negative or low. If teachers dislike their headmaster and compete with co-teachers for attention and appreciation, morale is generally low. If teachers lack confidence in the school leadership and direction, morale is affected. High morale can be characterized by interest and enthusiasm for the job. While low morale is characterized by feelings of dissatisfaction and frustration. Low teacher morale is the result of low leadership morale. Stress also affects teacher morale. It can "result in emotional and physical fatigue and a reduction in work motivation, involvement and satisfaction". Low pay, lack of respect create crisis in teacher morale (Reid, 2010). Low teacher morale has been linked to lack of recognition. Recent research findings emphasize that teachers were dissatisfied with the amount and type of recognition and respect they received as teachers in the school (Huysman, 2008; Mackenzie, 2007; Reed, 2010). Miller (1981) conceded that teachers were more productive when they were provided opportunities to participate in the decision-making process. Teacher praise, instructional leadership, technical leadership, and supporting professional growth were all practices that impacted teacher morale.

Miller (1981) argues that student learning and teacher morale were related to a positive school culture that was characterized by respect, shared decision making, communication, and administrative support. Before school leaders can be successful change agents, it may be

important to know the factors that affect teacher morale. Another study revealed that a significant percentage of the teachers (88%) believed that the government should raise teacher salaries (Mackenzie, 2007). Although, it is evident in the literature that other factors affect teacher morale, it can be implied that teacher compensation has a significant impact on teacher morale. Recent research findings emphasized that teachers were dissatisfied with the amount and type of recognition and respect they received as teachers in the district (Huysman, 2008; Mackenzie, 2007; Reed, 2010). Within the context of recognition and respect, teachers saw mainstream media as an adverse opponent to the teaching profession because teachers were often characterized in the news by negative incidents (Mackenzie, 2007).

2.1.2 Relationship between Teacher Morale and Student Achievement

Teacher morale and its affect on student achievement have been positively correlated. Student achievement is adversely affected by low teacher morale. Boosting morale will do more than save a teacher. It will save a student. It will save a school. Ellanberg (1972) found that where morale was high, schools showed an increase in student achievement. inversely, low levels of satisfaction and morale can lead to decreased teacher productive and burnout, It is associated with a loss of concern for and detachment from the people with whom one works, decreased quality of teaching, depression, greater use of sick leave, efforts to leave the profession and dehumanized perception of students (as cited in Krishnamoorthi, 2012). Andrews (1985) asserted that teachers with high morale put more work into their jobs and students. Students who had good relationships with their teachers felt a closer connection with teachers with high morale because these teachers showed a deeper interest in their development, thus possibly increasing achievement. Lumsden (1998) asserted Andrews' position that teacher morale influenced student achievement. In addition, he believed that low teacher morale negatively affected worker productivity and those teachers became detached from the students. Low

teacher morale was identified as the possible reason for low student achievement, unfavorable school and classroom climate, and poor personal health (Lumsden, 1998).

2.1.3 Improving Teacher's Morale

There is not one single issue that will improve teacher morale. Factors that can contribute to positive teachers' morale include are not limited. Positive work environment for teachers helps to build teachers morale. The most common way to improve teacher morale is increasing conducive working environment, allocation of workload, supportive leadership, media attention and recognition of groups and individuals, improved working conditions (reduced stress), better pay/professional salaries, provide access to high quality training and development, treat employees with respect, and improve career structures. Similarly, provide regular teacher recognition to make decisions about their job, offer open and regular communication about factors important to teachers, provide feedback, offer above school average benefits teachers the opportunity to develop their professional skills and their careers, provide teachers materials and school activities, and manage teachers within a positive success framework of goals, measuring employee satisfaction, and clear expectations.

To improve the level of teachers Morale, it is better to consider following suggestions:

- Keep employees 'feeling of us' with their work.
- Take time to creatively celebrate accomplishments.
- Sharing the instructional problems with members.
- School Teachers to develop positive attitudes.
- Provide opportunities to teachers.
- Management should reduce the workload of the employees.

- Introduce suggestions scheme system for the employees.
- Management should recognize the needs of employees and encourages employees' special talents.
- Management should provide incentives to employees for boosting in their morale and productivity.
- Headteacher should maintain coordinational relationship with teachers and offers recognitions of the teachers.
- Management should provide motivation and potential appraisal in regularly.
- Management should provide opportunities for career development.
- School management should provide performance awards to teacher

2.1 CONCEPTUAL FRAMEWORK ON MORALE OF TEACHERS

Morale can be defined as the professional interest and enthusiasm a person displays towards the achievement of individual and group goals in each job situation (Bentley & Rempel, 1980). Moral is set within the framework of organizational theory with an individual progression toward the achievement of organizational tasks and his or her perceived job satisfaction within the total organization. Definition of Teacher Morale: According to Webster's Dictionary (2010), morale is a person's mental state that is exhibited by assurance, control, and motivation to perform a task. Bentley and Rempel (1970) defined teacher morale as the degree to which the needs of a person are satisfied, and the person's perception of how the job situation brought the state of satisfaction of the worker to fruition. As cited in the Administrator's Handbook for Improving Faculty Morale (Andrews, 1985), Smith defines morale as a confident state of mind that progressively looks to achieve an essential and shared function.

Millor 1981 teacher morale can have a positive effect on pupil attitudes and learning. Raising teacher moral level is not only making teachers more pleasant for teachers but also learning more pleasant for the students. This creates an environment that is more conducive to learning. Teachers are a vital part of the educational system. They provide the motivation and support that student need to succeed. Yet, teachers also need to be motivated and supported to be productive. Teacher morale could suffer due to the constant stress of trying to meet educational goals, or due to a change in leadership or policies. Improving teacher morale has many benefits in that it can help teachers to maintain a positive attitude and be happier at work.

2.3 FACTORS THAT AFFECT TEACHER MORALE

- a. High morale can be characterized by interest and enthusiasm for the job. While low morale is characterized by feelings of dissatisfaction and frustration. Teacher morale can be viewed as teachers striving to achieve their individual goals and educational goals of the school system and their perception of satisfaction that stem from the total school environment.
- b. Supported and empowered teachers are more likely to have high morale.
- c. The morale of an organization will only be as high as its leader. Low teacher morale is the result of low leadership morale.
- d. Stress also affects Teacher Morale. It can “result in emotional and physical fatigue and a reduction in work motivation, involvement and satisfaction” (Stenlund)
- e. Low pay, lack of respect create crisis in teacher morale. A study revealed that teacher morale in the Lodi Unified School district was low because teachers felt undervalued as professionals during the district's salary bargaining and negotiations about compensation (Reid, 2010). Smith (2010) noted similar sentiments that teachers believed affected their morale. In a meeting the with school board, the Fort Wayne Education Association advocated for their teachers and

highlighted several reasons for the teacher morale problem, which included salary negotiations (Smith, 2010).

f. Low teacher morale has been linked to lack of recognition. Recent research findings emphasize that teachers were dissatisfied with the amount and type of recognition and respect they received as teachers in the school (Huysman, 2008; Mackenzie, 2007; Reed, 2010).

g. Miller (1981) conceded that teachers were more productive when they were provided opportunities to participate in the decision-making process. Teacher praise, instructional leadership, technical leadership, and supporting professional growth were all practices that impacted teacher morale.

h. The link between school culture and teacher morale. Miller (1981) maintained that student learning and teacher morale were related to a positive school culture that was characterized by respect, shared decision making, communication, and administrative support.

2.4 MORALE AND ACHIEVEMENT

Morale and achievement are also related. Ellanberg (1972) found that where morale was high, schools showed an increase in student achievement. Conversely, low levels of satisfaction and morale can lead to decreased teacher productive and burnout, which is associated with a loss of concern for and detachment from the people with whom one works, decreased quality of teaching, depression, greater use of sick leave, efforts to leave the profession and a cynical and dehumanized perception of students. (Mendel citing Holt 1980) “Morale is like achievement. It goes up the more we differentiate our practices to fit individual needs” There is no silver bullet, no magical formula. We can, however, look at the situation around us and respond in ways that boost the morale. Being sensitive to morale can do much to turn around a lot of things in your school. Student achievement is adversely affected by low teacher morale. Boosting morale will do more than save a teacher. It will save a student. It will save a school.

2.5 EVALUATION OF TEACHER MORALITY

In addition to being masters of subject matter and teaching techniques, teachers must also serve as ethical examples for their students. For this reason, administrators need to conduct frequent and accurate evaluation of teachers' morale and behaviour. Effective evaluations should include the collection and reflective analysis of a wide range of information drawn from various sources on teaching, such as self-assessments and reflections, observations, interviews, teacher portfolios and input from supervisors and building-based administrators, as well as from multiple measures of student performances. Moral obligation of a teacher A teacher's first moral obligation is to provide excellent instructions. Teachers with large level of moral professionalisation have a deep obligation to help student learn. According to Wynne (1995), teacher with that sense of obligation demonstrate their moral professional by.

- a. Coming to work regularly.
- b. Being well informed about their student-matter.
- c. Planning and conducting classes with care.
- d. Regularly reviewing and updating instructional practices.
- e. Co-operating with, or if necessary, confronting parents of under achieving students.
- f. Co-operating with colleagues and observing school policies so the whole institution works effectively.
- g. Tactfully, but firmly criticizing unsatisfactory school policies and proposing constructive improvement

CHAPTER THREE

METHODOLOGY

3.1 INTRODUCTION

Since this research requires a fresh and rich description of teachers' motivation and professionalism as it is concretely lived, a phenomenological study design was used to achieve my goal. Louis, Lawrence & Keith (2007), confirmed that this methodology allows the researcher to understand human and social behaviour from the insider's perspective and thus gain firsthand information about the perception of the participant.

3.2 DATA SOURCE

3.2.1 Primary Source of Data

Unstructured interview and non-participatory observation were used as a primary source of data for this research. The goal of my observation is to understand the culture, setting, or social phenomenon of teachers in line with the purpose of the study. Non-participant observation involves observing participants without actively participating. This option is used to understand a phenomenon by entering the community or social system involved, while staying separate from the activities being observed (Flick, 2006).

I use this type of observation because of natural phenomena in which I cannot place myself as a second cycle primary school teacher. It also allows the researcher to be open to discovering inductively how the participants understand the setting (Patton, 1980).

Interviews on the other hand are particularly useful for getting the story behind a participant's experiences and pursue in-depth information around the topic being studied and the researcher can examine or ask to follow up questions (Berg, 2001).

In this research, teacher participants were asked unstructured questions such as: What factors do you think affect your motivation to teach or being a teacher? Or if the situation is left

unaddressed, what do you think will happen? Often, with only an occasional question from me for clarification, teacher participants described a wide variety of topics throughout an extended interview. Thus, this technique helped me to understand why teachers are de-motivated and lack professionalism. Convenience sampling was used to select teacher participants. This is to mean that available teachers those who were close at hand and were willing to participate were interviewed. I continued to select teacher participants according to the findings that emerge in the progress of the study, and I considered and examined extreme views or contrasting views. I persist doing this until saturation has been achieved or redundancies occur. This notion is called theoretical sampling (Brink, 1993).

Accordingly, 15 teachers were interviewed. Two school Head Teachers were also interviewed to examine contrasting ideas from teacher participants. To have initial concept for deep investigation during interview, a questionnaire containing open ended and closed ended question were administered for 32 teachers including those participated in the interview.

3.2.2 Secondary Source of Data

Secondary data was from literatures, institutions, magazines, and other relevant information on Teachers Morale in the media, and printed materials.

3.3 DATA ANALYSIS

The data was analyzed using both descriptive and inferential statistics.

CHAPTER FOUR

RESULTS AND DISCUSSION

Interview data that are audio-recorded was transcribed and checked by participants themselves and by outsider (colleague). After the interview data have been transcribed then the data was categorized in various ways. Coding is the process of creating categories and assigning them to selected data (Yvonne & Dorothy, 2002). Closed ended questions in the questionnaire were reported by tables and percentages, while open ended questions were thematically narrated by combining with the data obtained from the interview.

4.1. Ethical Issues

In any research, the researcher needs to consider the ethical and political issues in asking a particular research question (Yvonne & Dorothy, 2002). Therefore, in this research project I considered informed consent and confidentiality as an ethical issue to protect my participants' identity. All participants in this study were briefed on the aims of the study and gave their consent. Participants were also informed that there is no harm, whether they agree to participate in the research or not. They were also informed that they are free to withdraw from the research at any time. Each participant who agrees to be interviewed was asked to read and sign an informed consent form and assured their complete anonymity. Moreover, Tape recording during the interview was made only when the participant agrees to be recorded.

4.2. Trustworthiness and Dependability

According to Guba & Lincoln (1985), the basic question addressed in qualitative research is "How can an inquirer persuade his/her audiences that the research findings of an inquiry are worth paying attention to?" Trustworthiness is defined as the conceptual soundness of the research results and is influenced by the notions of credibility, transferability, dependability, and conformability (Ibid). Naturally, the very presence of the researcher affects the validity of

the data provided by participants. Because, when a new member is introduced into the community being studied, reactive effects can occur (Brink, 1993). Participants may also behave abnormally and distort some information. So, to tackle this issue, I tried to stay with my participants for an extended period and create a sense of trust. Moreover, I conducted repeated interviews at different times and in different settings and take detailed field note to examine the variations in responses over the course of time and then I compared results. To allow my audiences, assess the extent to which proper research practices have been followed and pose their own generalization to their context, I thoroughly described the procedures from the beginning to the end, which ensures dependability. Credibility on the other hand is about the congruency of the findings with reality and so ensuring credibility is one of the most important factors in establishing trustworthiness. To ensure this I used different data collection methods such as observation and individual interviews as well as open and closed ended questionnaire.

4.3. Findings and Discussions

The thematic data analyses generated four themes regarding teacher motivation and professionalism. These themes included: issues related to salary and benefits, administration, students' behaviour and respect, societal view of the teaching profession.

4.4. Salary and Benefit

Of all the issues facing second cycle primary school teachers in Ijebu-Ode, inadequate pay is the highest in their minds and some of my respondents feel nervous when talking about their salary. One respondent claimed that "I hate the profession since it does not change my life, regardless of its importance we are living under poverty so how can we teach?" The salary paid to teachers is not large enough to support their family. This issue is found to be the most demotivating factor. Currently, teachers report that there are allowances paid for housing and

public travel (for free), and they claimed the absence of facilities for loans or grants or medical insurance. One of the interviewee states that “the house allowance we receive does not cover the house rent we require, and we are unable to meet the current market situation” The following table shows views of teachers about their profession and salary:

Statement	Yes (%)	No (%)	Total (%)
Do you think that you are satisfied with teaching profession?	67.7	32.3	100
If you are free to choose, would you prefer to continue in your profession?	84.3	15.7	100
Do you think that you receive less salary as compared to the work you do?	0	100	100
Is your salary sufficient to meet the financial needs of your family?	0	100	100

Table 1: Teachers view about their profession and salary

As shown in the above table all respondents are not satisfied with their salary and so they claim for the improvement. Similarly, there is a high quit intension, revealing that the status of the profession is on crisis. One of my respondents put his reason for leaving the profession if he is free to do so, “...everybody knows the reason even you know it very well, but mine is for the sake of survival”. And the other says “the only thing that de- motivate me is the low amount of salary this forced me to leave the profession”. The respondents also recognized that there are few opportunities for them to have additional income. About 75% of the respondents say that there is no additional income they earn. The rest of the respondents 25% however said that they get additional income other than their normal career by giving tutor. The result of the finding clearly shows that majority of them doesn’t have any source of additional income other than their regular income (their salary).

4.5. School Administration

Teacher participants also raised the issue of a lack of good governance in their school. This is related access to training and workshops and that there was little transparency about how these choices were made. Of the respondents 65.6% report that the school has limitations in communicating policies and procedures of selection to different training and workshops. This is also another de-motivating factor for teachers, because how teachers are managed and supported is of fundamental importance to teacher motivation. One of my participants stated as follows to mention the poor administration in the school system “...The school administration not focused on and accountable for what matters to the primary stakeholders, their focus is simply to meet the political needs of the ruling party and also they are appointed to do so by the top-down process”. The following table shows teachers view on the administrative support and reward system:

Statement	Yes (%)	No (%)	Total (%)
Is there any reward given for academic staff for those showing good performance?	50	50	100
Do you think that your school administrators appreciate your participation in decision making?	34.8	65.2	100
Do you feel that your administration is best in communicating its policies and procedures?	34.4	65.6	100
Do you feel there are tight rules and regulations in your school which demotivate teachers?	71.8	28.2	100

Table 2: Teachers view on the administrative support and reward Statement

4.6. Students' Misbehaviour

Respondents mention students' misbehaviour as part of their de-motivation. One of the respondent states that “...what is disgusting about my profession other than salary is: high workload and students' misbehaviour”. Student misbehaviours such as disruptive talking in the classroom, avoidance of academic work, disrespect of teachers and rudeness were observed

and reported by teacher participants. Besides de-motivating teachers, students' misbehaviours in schools can clearly affect the smoothness and effectiveness of the learning process. This is a point of departure for teacher respondents to agree with the decline of students' achievement. The other respondent stated as follows to mention the decline in achievement of students over time. "...almost all students' are low achievers and have low interest to learn". 4.7. Societal View of the Profession Respondents mention the low emphasis given by the society, as another aspect of teacher's de-motivation. One of the respondent states that, "in the eyes of the society the profession is underrated." Another respondent mentions the following to highlight the low emphasis given by the society "around 20 years ago teachers were respected by the society and the government. People were proud to give their daughters to teachers as a wife, claiming that she is lucky to marry a teacher. But now, they are claiming that a teacher is the lowest option to be married by Nigerian ladies.

4.7. The Extent of Poor Teacher Motivation

As it is discussed above, the most de-motivating factor was the issues related to salary and the other factors were secondary for teacher respondents of the study area. Teacher respondents believe that their role is important, and they highlight the opportunity they get for their personal development in the teaching profession. However, teachers' does not have any motivation to join the profession; they joined because of lack of opportunity for other professions. This shows that when they join the profession, these teachers have low motivation because of the low emphasis given to the profession and the low salary. Of the respondents of this study, 93.7% percent of the respondents claimed that they joined the profession without their choice. The remaining 6.3% reported that it is their first choice. The positive thing that teachers have is that they believe that being a teacher is being a base for all professions. One respondent for instance claimed that "a teacher produces human power not an object and producing skilled manpower is the best ever satisfying thing" The respondents mentioned that teaching is the main source

to every other profession, and they can be happy and satisfied by seeing their students' success. One of the respondents feels as follows: "I feel happy in building future generation and what is more satisfying is when I see my students' achievements in their workplaces". "When I teach my students, I upgrade myself with a lot of knowledge and that makes me happy and satisfied" the other respondent replied. It is also found that they have high commitment to teach and contribute to their country and the society, provided that the question for survival is assured. Regardless of these views, all of them (100%) reported that they want to shift to other profession. The foremost reason to do so was found to be salary issue. All respondents report that they joined the profession because of their relatively low result they have as compared to their peers and hence they have no other option. One of the respondents claimed that "...the only job I get at that time was teaching and so I joined since I have no choice". This shows that less competitive students are joining the teaching profession.

4.8. Motivating Factors

From teachers' point of view, strategic measures to be taken to enhance both job satisfaction and motivation was found to be the improvement of salary and the provision of good governance. Additionally, respondents mention the provision of allowances, life insurances and housing. Teacher respondents agree that poor motivation affects their efficiency and thereby, badly affect their students' performance or learning outcome. For instance, one of the respondents says "almost all students' are low achievers and have low interest to learn. To resolve all these problems and impose quality into the education system there should be a political will and commitment to address the problem". Maslow (1943, cited in Saul, 2007) stated that people are motivated to achieve certain needs. When one need is fulfilled, a person seeks to fulfill the next one, and so on. The most widespread version of Maslow's hierarchy of needs includes five motivational needs, often depicted as hierarchical levels. These are physiological needs, safety needs, love and belonging needs, esteem needs and self

actualization. However, the above Maslow's five stage model currently has been expanded to include cognitive need, aesthetic needs and transcendence needs (Saul, 2007). Cognitive needs include knowledge, meaning, etc. Aesthetic needs include appreciation and search for beauty, balance, form, etc. Transcendence needs include helping others to achieve self-actualization.



Figure 1: Abraham Maslow's hierarchy of needs adopted from Saul (2007)

Physiological needs consist of the need for basic biological needs which includes the need for food, water, air, and other primary needs such as shelter, clothing, etc. When the physiological needs are not satisfied, no other need will serve as a basis for motivation. Once they are satisfied, then newer needs emerge. Considering this as a baseline when we see primary school teachers particularly in Ijebu-Ode (Nigeria), it is evident that teachers are striving to fulfill their physiological needs. Teacher participants call for the improvement of this salary. The current house rent in Addis Ababa ranges from N150-N350 according to the distance from the centre and the quality of the house. Teachers are suffering of these problems. They are unable to fulfill their basic needs. From Abraham Maslow's perspective, their motivation lies at the bottom of

the hierarchy. In this stage peoples are motivated to fulfill the physiological needs such as food, water, air, and other primary needs such as shelter, clothing, etc. As a teacher they need to prepare themselves for teaching and assisting students in a different way, but their mind is busy and depressed of the way they are living. Thus, they don't give appropriate emphasis for their students in the school. This leads students to become dependent and less competitive which in turn mean gradual decline of the education system in general. I believe that teacher will have a good motivation to work if they reach the safety needs. Because it is at this stage that they feel they are living and the need for serving the society arise.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 SUMMARY

This study is not without limitations. The results of this study should be understood with the following limitations in mind: As teachers (the participants) know that they were being observed, they might not exhibit as usual. However, as the data collection stretched over a substantial period and I attempted to create sense of trust, (so that) the problem might be reduced to some extent. The study was conducted in two schools in Ijebu-Ode town; consequently, the results of this study cannot be generalized to all second cycle primary school teachers in the other parts of Ijebu-Ode. Such generalization is left for the audiences.

By treating teachers in ways that empower them, such as involving them in decisions about policies and practices and acknowledging their expertise, administrators can help sustain teacher morale. Principals can also strengthen teacher morale by actively standing behind teachers. Effective principals serve as guardians of teachers' instructional time, "assist teachers with student discipline matters, allow teachers to develop discipline codes, and support teachers' authority in enforcing policy". Although teachers can take steps individually to preserve their professional satisfaction and morale, they must also be nurtured, supported, and valued by the broader school community. When teachers are provided with what they need to remain inspired and enthusiastic in the classroom, students as well as teachers will be the beneficiaries.

5.2 CONCLUSION

Conclusions and Implication Salaries of teacher are found to be the most de-motivating factors. There is a mismatch between the salary and living cost, and that teachers were unable to cover

all their basic needs up to the end of every month. Salary and benefits are extrinsic factors associated with the environment. The fulfillment of these factors is a requirement for the intrinsic aspects of the work factors to prevail (Gedefaw, 2012). This study showed that the absence of satisfactory salary and benefits were the main factors found to de-motivate teachers. Therefore, teachers were dissatisfied with the extrinsic aspects of their work. They also showed dissatisfaction with the absence of good governance. The school administration was found to be weak in effectively addressing the teachers' demands for supportive and fair leadership. The teachers expressed dissatisfaction with the administrative support practices prevailing in the schools, which relates to the fairness, transparency, and student disciplinary problems. Teachers' respondents found the intrinsic tasks associated with teaching a satisfying aspect of their work. Teachers were happy with the responsibilities associated with teaching (production of human capital). The teachers' greatest satisfaction was related to the emotional rewards of teaching, such as the opportunity to use their skills at school, their view that their teaching developed the human beings and their contribution to the development of their country.

Morale is psychological concept. Morale may be range from very high to very low. Through this study it is clear that various factors that influence morale and productivity of the teachers as social security measures, welfare facilities, salary status, bonus, health condition and recognition of work are getting much importance. Effective educational leader serves as guardians of teachers' instructional time, assist teachers with student discipline matters, allow teachers to develop discipline codes, and support teachers' authority in enforcing policy. In this paper, the findings of the study are supported by the literature. It is suggested that teacher's efficiency is directly linked to high morale. This study identified many reasons for high and low morale. High morale strengthens productivity and low moral lessens the quality. A current lack of political and community confidence in the quality of teaching leading to increased accountability and standardized testing aimed at accountability, competition, ranking, choice

and 'value for money' suggests a lack of regard for the professionalism of teachers. The status of teaching is influenced most at the macro level of society, while morale is influenced more at the system and school level. Links are identified between morale and status, leadership, salaries, workload, media coverage and student welfare. Improving the status of the profession could have a positive impact on the collective morale of the profession. Improved salaries and working conditions have the potential to improve the status of the 'professional morale' and the desirability of teaching as a career. Teachers are responsible towards improving the status of the profession. School communities should be supported in their ability to promote positive 'school morale' of all teachers. Finally, good teacher morale helps to success of the school. If teachers have poor morale a possibility of teacher's disharmony and also affect smooth running of the school.

5.3 RECOMMENDATION

The findings of this study have the potential to add value to educators as well as those who are interested in furthering the research in a more detailed way. The detailed findings from this study might provide current information to policy makers and practitioners on which areas to target to improve the teachers' satisfaction, and thus their motivation. Based on the discussion and conclusion, the following implications were forwarded for implication: Allocating sufficient budget for upgrading school materials like water, classroom structure, and restroom might help teachers at least to feel comfortable in the school compound. Producing good governance, including the appointment of school principals might also help to improve teachers' motivation level. Generally, the following points were found important from the data obtained:

1. Since teachers were highly dissatisfied with their salaries, the government of Ethiopia and education leaders needs to understand the issue and work for its improvement. This will

improve motivation of teachers' and effectiveness, and in the end, it might contribute for the overall quality in the education system.

2. Teachers' association needs to work hard to create commitment of teachers to the profession by dealing with stakeholders and government to raise teacher salaries.
3. There is a need to provide housing and free health facilities for teachers to meet their basic needs in such a way that they feel they are favoured for being in the profession.
4. The school principals, need to take time with teachers to listen to their thoughts, aspirations and complaints and take a positive measure.
5. Provide merit-based scholarships so teachers can upgrade their credentials and make the selection fair and clear.
6. Create a well-furnished staff room for teachers to hold staff meetings, work together, and socialize.
7. This study provides information about the factors that de-motivate teachers in Addis Ababa second cycle primary schools. Using the same methodology, it is recommended that this study be repeated in other parts of the country.
8. This study focused on second cycle primary school teachers. Similar studies could be done with first cycle primary school teachers and secondary school teachers in Nigeria.

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