TEACHERS' MORALE COMPETENCE, STUDENTS' ENGAGEMENT AND ACADEMIC PERFORMANCE IN SECONDARY SCHOOLS: THE CASE OF KERSA WOREDA,

JIMMA ZONE

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A THESIS SUBMITTED TO

THE DEPARTMENT OF TEACHERS EDUCATION AND CURRICULUM STUDIES,
COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES,

JIMMA UNIVERSITY

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF
MASTERS OF ART DEGREE IN CURRICULUM AND INSTRUCTION

FEBRUARY, 2022

JIMMA, ETHIOPIA

APPROVAL SHEET

JIMMA UNIVERSITY

DEPARTMENT OF TEACHERS EDUCATION AND CURRICULUM STUDIES

SPECIALIZATION: CURRICULUM AND INSTRUCTION

Teachers' Morale Competence, Students' Engagement and Academic Performance of Secondary
Schools: The Case of Kersa Woreda, Jimma Zone.

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List of Abbreviations

BA: Bachelor of Art

BEd: Bachelor of Education

BSc: Bachelor of Science

ICT: Information Communication and Technology

MA: Master of Art

MERC: Metropolitan Educational Research Consortium

MoE: Ministry of Education

MSc: Master of Science

NCFHE: National Commission for Further and Higher Education

PGDT: Post-graduate Diploma in Teaching

TESO: Teacher Education System Overhaul

TDP: Teacher Development Program

Abstract

The purpose of this study was to assess teachers' morale competence, level of students' engagement and academic performance in secondary school of Kersa woreda, Jimma zone, Oromia, Ethiopia. In order to achieve this objective the researcher used correlational research design. Quantitative data were collected by using questionnaire, classroom observation and document analysis. The source of data was seven secondary schools of Kersa Woreda selected by census sampling technique. The study was carried out 110 secondary school teachers who were teaching grade nine, 36 classroom observation of grade nine and document analyses of grade nine students result focused on; Biology, Chemistry, Physics, Mathematics and ICT subjects. The analysis of the quantitative data was carried out by using descriptive statistics, correlation analyses and regression analyses in this study. The study revealed that the current status of teachers' morale had low and poor feelings about their work satisfaction with teaching due to various reasons such as lack of good rapport with principal, poor rapport among teachers, low salary, teaching load, curriculum issues, lack of motivation of the community support for education, lack of good school facilities and services and community pressure on the teachers. The study also found that the level of students' engagement had low in the components of emotional engagement, behavioral engagement and cognitive engagement. The study also found that secondary school grade nine students' had low performance on; Science, Mathematics and ICT. The correlation analyses signifies that there were strong relationship between teachers' morale and students' engagement (r = .982[*]), strong relation between teachers' morale and academic performance (r = .931[**]) Also, the study find out students' engagement and academic performance have positive correlated (r = .969[**)]. The regression analyses showed that when the teachers' morale has high or low the level of students' engagement and academic performance also fluctuate and depended on the status of teachers' morale. The success of any school is based on high academic achievement of students. Based on the findings, the study recommended that to improve teachers' morale; Woreda education office, secondary School principals, vice-principals and secondary school supervisors should give special attention to encourage teachers' morale by providing fair and equitable school facilities and services system and creating awareness to community to support for education to achieve school goals and objectives.*

CHAPTER ONE: INTRODUCTION

1.1Background of the Study

Teachers are the main resources for schools, teaching learning activities and conducted simultaneously with the expansion of the education system. A teacher is a person who helps students to acquire knowledge, competence or virtue. Teachers are the primary agent in the development of students' minds and play an important role in the promotion of teaching and learning excellence. Teachers' morale can be viewed as teachers striving to achieve their individual goals and the educational goals of the school system, and their perceptions of satisfaction that stem from the total school environment (Nieto, 1991; Dotterer, 2011).

Teachers' morale is the collective feelings and attitudes of an individual and group related to their duties, responsibilities and goals, state of mind of a teacher with respect to their work (Carroll, 1992, Eboka, 2017). Teachers who have high morale are more likely to motivate students to learn in the classroom, to ensure the implementation of educational reforms and to develop feelings of satisfaction and fulfillment. While teacher motivation is fundamental to the teaching and learning process, several teachers have low morale for different reasons. Teachers with low morale take personal and sick leave at a high rate because of their state of mind, which may have possibly been linked to a decrease in student achievement (Rempel, 1970).

The success of an educational institution depends on teachers' commitment which is directly related to the level of morale they have within the institution. Therefore, we understand that if the enthusiasm and willingness to the work of a group are high, the morale is high and vice versa. Morale has to be qualified with a degree, as high morale or low morale. Thus, morale is the degree of enthusiasm and willingness which the members contribute their efforts towards the organizational goals (Venkatachalam, 2015). A teacher's personality, attitude, motivation, dedication, and job value are all important issues in assessing the standard of education. Teachers' who have high morale is a strong acceptance of the school's values, tasks, and working manner. This motivated the investigator to find out the status of teachers' morale competence and relationship with the level of students' engagement and academic performance.

The teacher has a direct role in levels of student engagement through classroom environment (Dotterer, 2011). According to Hughes (2007) study classroom engagement is a mechanism of

the student teacher relationship which has a positive impact on student achievement. There is still an obvious gap in the levels of student engagement from school to school and from course to course in the study area. It happens quite often that the student is completely engaged in the process of learning when attending one class, but shows no engagement during some other class. Usually, the difference in the level of engagement occurs because of the teacher's morale, behavior and their instructional style. When students engage in classroom learning, there is almost always some aspect of the teacher's behavior that plays a role in the initiation and regulation of the engagement (Jang and colleagues, 2010).

The relationship between teachers' morale and students' academic achievement, according to Ellenburg (1972) made comparison between teachers' morale and academic achievement of students. He confirmed that in schools having high teachers' morale showed an increase in student academic achievement. On the other hand, teachers who have low morale level are not pleased and they are dissatisfied by their profession. Based on the idea when the teachers' morale are high the students' academic achievement also increases. And the school having decreased teachers' morale, students showed less achievement. When the teacher morale is low then it results in decreased students' achievement due to their sick state of mind (Willis & Varner, 2010).

It is obviously reasonable to state that student's successful academic performance is often a matter of concern for both educators and the society in general, as well as the student's family in particular. On the one hand, families are often interested in improving students' academic performance. The success of any school is based on high academic achievement of students. An academic achievement is a performance judgment test which evaluate that a learner has gain particular information or their have mastered the essential expertise or not (David, Robert, and Norman, 2012). The existing of teachers who have self-confidence is an essential among teaching and learning, and they can influence the teaching-learning outcome either positively or negatively. They are to be considered when addressing issues such as quality assurance, quality delivery (teaching), quality context and quality learning outcome (Onacha, 2002).

Student disengagement and poor performance had been attributed to the student by some researchers (Urdan & Schoenfelder, 2006), Reyes et al. (2012) indicated by their research that student engagement and academic performance to great extent depended on how teachers

promoted classroom interactions. Supportive teachers who created a positive emotional climate for learning demonstrated that the classroom was a safe and valuable place to be and were enthusiastic about learning. As a result, students felt more connected and engaged in learning, and [became] more successful academically (Reyes et al., 2012).

It is the responsibility of teacher training and development programs to provide teachers with opportunities to redirect their beliefs and reflect upon their classroom practices, so that maximum targeted professional development should be important. Ethiopian secondary school teachers training system are passing through pre-service or in-service program (Mulugeta, 2017). For instance, secondary school teachers are from current level, upgrading by summer program to the next level, few of teachers are under graduated bachelor of art then taking PGDT course in regular or summer program. Therefore, still now the current Ethiopian secondary school teachers training systems has not strong. The Ethiopian secondary school teacher salaries and benefits are deteriorating, and teachers are struggling to support themselves and their families on their salaries. As a result, many teachers have less personal satisfaction and competent in present teaching position.

The current situation of teachers' morale, students' engagement and academic performance of secondary school is diminished by different both inside and outside of the school factors. Teachers' morale is coming to decadence since 1990s for the sake of political issues in the country, the classroom engagement is drop off and also the current students achievement of secondary school is low. Recently, teaching is becoming an increasingly more demanding profession in Ethiopia; this is due to an increased number of schools and enrolment in particular. The basic question here is on how teachers should be motivated so as to improve their effectiveness at work for improved academic performance in our schools. The main goal is to identify the real teacher motivator on cultivating high morale for achievement of the set schools academic objectives and targets within or at the end of the implementation of solution towards the problem. Therefore, in this paper the researcher tried to assess teachers' morale competence, level of students' engagement and academic performance in secondary schools of Kersa woreda, Jimma zone.

1.2 Statement of the Problem

This study focused on investigate imperative area of the current teachers' morale competence, students' engagement and academic performance in secondary schools of Kersa woreda, Jimma zone, Oromia Regional State. In Ethiopia, even though many attempts have been made by the government, the community and schools in order to solve different problems associated with teaching and learning, still there are a number of problems that need serious attention. The teaching-learning process in it is suffering from inadequate availability of instructional materials, irrelevant and inappropriate curriculum, lack of sufficient qualified teachers and etc. The researcher tried to assess teachers' morale competence, students' engagement and academic performance in secondary school. It is clear that the purpose of any educational system is the preparation of skillful citizens that help for political, social, and economic development of the country. These would accomplish when the components of the educational systems is in a good conditions (Ayele, 2014).

The teaching profession is one of the undermined professions in Ethiopia (Voluntary Services Overseas, 2010: Gedefaw, 2012). Because of this, the education system in Ethiopia 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 with regard to teaching, thus affecting on the standard of students' engagement and academic performance of students. Low morale however is characterized by obstructive or non-contributory behavior and normally leads to indifference towards others; cynical attitudes toward students; little initiative when it comes to preparing lessons; preoccupation with leaving teaching for a better job and bouts of depression (Monica & Lawrencia, 2014).

Classroom Learning has depends on a great pact of the structure and patterns of inter-personal relationships particularly pupil with pupil and pupil with teacher relationship, existing at a given point of time within the learning group. The transition from primary school to secondary school of learning is the first life change and time of facing psycho-social problems like peer pressure, different interpersonal relationship for the sake of adolescent age. Different factors like shortage of teachers' professional competence, lack of instructional materials and unsuitable of school environment have been identified as the major factors for the performance status. However,

researcher has considered teachers' morale as also important factor that may influence students' engagement and academic performance of secondary schools. Teachers' morale is extremely important in the teaching effectiveness which enhances students learning and their higher performance in general.

Ayalew (1991), have also identified low or inadequate salary and inadequate opportunity to carry educational advancement is sires matter on teachers' job satisfaction. Gedefaw (2012) was conducted study on job satisfaction in secondary schools in Addis Ababa. His study showed that teachers' job satisfaction is strongly relationship with the intrinsic aspects like teachers' competence and professional development. In this study Gedefaw, found that teachers were significantly dissatisfied with their job due to reasons as they have poor fringe benefits and lack of opportunities for promotion, poor management styles of school principals, teachers lake decision-making opportunities, lake of opportunities to develop personalities, and their poor relationship with school principals. Resent similar study in Ethiopia done on secondary school teachers in Hadiya Zone reveals that teachers' on the target area were dissatisfied with their teaching (Ayele, 2014). The author observes some variables like teachers' job satisfaction and commitment. Its conclusion clearly shows that more satisfied teachers' are more committed on their job than from less satisfied teachers. Also the study done by Melkamu (2016) showed that the relationship between job satisfaction and professional commitment is significant and strong relationship. This indicates that positive and very high relationship between teachers' job satisfaction and professional commitment. In general, the above mentioned local studies were mostly focused on teachers' job satisfaction and commitment. Therefore, this study is different from the above mentioned and focused on the teachers' morale, students' engagement and academic performance.

The trend of the studies done on concept of job satisfaction and professional commitment shows that some studies have done on this topic in some countries but a little emphasis has given to such studies in Ethiopia. Studies done on job satisfaction are mostly centered towards the organization like corporate offices but little of the studies whether in Ethiopia or abroad is done on job satisfaction among teachers leaving the exceptional which have been done years back by (Ayele, 2014), (Mengistu, 2012) and Melkamu (2016). There have been no recent studies related to this aspect of teachers' morale, students' engagement and academic performance.

Studies have conducted on teachers' job satisfaction both in Ethiopia and abroad but most of them done in primary school teachers. Numerous studies have done in the field of teaching competency and job satisfaction. This gap was makes study on the teachers' morale competence, students' engagement and academic performance in Kersa Worada. Therefore, this study focused on investigating the current status of teachers' morale, level of students' engagement and academic performance in Kersa Worada

Currently the frequent teacher absent from school, aggressive behavior towards colleagues and learners, early exits from the profession, and psychological withdrawal from the work is the major problems in secondary school of Kersa Woreda, since it is a work place of a researcher. Some are changing their profession and filled of study rather than teaching and applying for vacancy to sector offices by handling different documents. Others leave public schools, which are remote and hired in private schools in city this makes shortage of teachers in remote schools in the woreda. Currently, large number of students who scored an average mark by Science, Mathematics and English subjects were low performance. In order to address this problem, the following leading research questions were formulated.

1. What is the current status of secondary school teachers' morale, level of students' engagement and academic performance in Kersa woreda?
2. What is the relationship between secondary school teachers' morale, students' engagement and academic performance in Kersa woreda?
3. To what extent secondary school teachers' morale effects students' engagement and academic performance?

1.3 Objectives of the Study

The general and specific objectives were formulated as follows.

1.3.1 General Objective of the Study

General objective of this study is to assess the current status of secondary school teachers' morale competence, level of students' engagement and academic performance of grade nine in Kersa woreda.

1.3.2 Specific Objective of the Study

1. To describe the current status of secondary school teachers' morale, level of students' engagement and academic performance in Kersa woreda.

2. To examine the relationship between secondary school teachers' morale, students' engagement and academic performance in Kersa woreda.

3. To investigate the extent to which secondary school teachers' morale effects students' engagement and academic performance.

1.4 Significance of the Study

The intention of the present study is to contribute to the existing knowledge of the investigation of the current status of teachers' morale competence, level of students' engagement and academic performance in Kersa woreda secondary schools. This study sought to provide information on which action or measure to taken to promote secondary school teachers' morale competence, level of students' engagement and academic performance. Therefore, the study may provide the following significances:-

⇨ The findings of this study would help to create awareness for education managers, zone and woreda education office and school leaders about the current status of teachers' morale, level of students' engagement and academic performance as well as factors affecting on teachers' morale and the measures to be taken to improve it.

⇨ The findings of this study would help to create awareness and amplify the relationship between teachers' morale, students' engagement and academic performance.

⇨ The findings of this study are expected to benefit to reduce factors that could affect of teachers' morale on students' engagement and academic performance of the study area in its genuine authentic recommendations for the challenges facing secondary school students' achievement.

⇨ It may serve as reference point for education managers, experts, supervisors and school principals in the area of teachers' morale, students' engagement and academic performance.

⇨ It may serve as a catalyst for those who are interested to extend this study for further investigation.

1.5 Delimitation of the Study

Among twenty two woredas of Jimma zone, this study was delimited in scope to Kersa woreda, due to time and other financial constraints. The study covered seven secondary schools in Kersa woreda to assess the teachers' morale competence, students' engagement and students' academic performance. Conceptually; the study explored the current status of teachers' morale, level of students' engagement and academic performance, the relationship among teachers' morale, students' engagement and academic performance and the effects of teachers' morale on students' engagement and academic performance.

1.6 Limitation of the study

There were some constraints which the researcher faced when conducting this study. These were: Some of respondents who participated as data sources were too busy to provide the necessary data regarding the problem understudy which results in the delay of data collection process; however, the researcher managed to address them with extra patience. The findings of the study cannot be generalized for other woredas due to time and other financial constraints faced by the researcher.

1.7 Operational Definition of Key Terms

Teacher's morale: as teachers' commitment, interest towards profession, aim to deliver the best, positive attitude towards profession and it can be described as teachers seeking to achieve their personal goals.

*Students' engagement***:** as the active student involvement and motivation in the achievement of their learning goal, towards schooling and their participation in school activities such as attending class, submitting school work, and following class instructions.

*Students' academic performance***:** is the level at which a student performs in education to achieve or score the entry point or pass mark of each subject according to the standard set by Ministry of Education.

1.8 Organization of the Study

For the sake of suitability, the study is organized in to five chapters. The first chapter presents the introduction which encompasses; background of the study, statement of the problem, basic research questions, objectives of the study, significance of the study, scope of the study, limitation of the study, operational definition of key terms and organization of the study. The second chapter incorporates review of related literature. The third chapter deals with research design and methodology of the study. Chapter four present data obtained from field, its analysis, and interpretations. The fifth chapter brings to an end of this study with summary, conclusions and recommendations. Finally, references and appendixes are presented.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 The Concept of Teachers' Morale

It is common to hear about teachers' morale in public discussions of schools and within the media, however, it is a concept that has not gained attention among educational researchers. The meaning of morale is according to Linda Evans, who through the 1990s conducted a series of qualitative case studies of teachers within several school contexts in the United Kingdom, She defines morale as a state of mind determined by the individual's anticipation of the extent of satisfaction of those needs which s/he perceives as significantly affecting her/his total work situation. The other definition of morale is given in the Merriam-Webster Collegiate Dictionary (2004) as the level of individual psychological well-being based on such factors as a sense of purpose and confidence in the future. The Compact Oxford English Dictionary (2004) describes it as "the level of a person' or group's confidence and spirits". Morale is the mental attitude of individual or of a group, which enables the employee to realize that the maximum satisfaction of his drives coincides with the fulfillment of the objective or the concern.

Morale is state of mind or attitude of an individual or group towards the work and environment. Meaning, towards the superior colleagues and goals of the organization as well as the task assigned. A favorable attitude is an indication of high morale while, when a favorable attitude indicates low morale. Individual morale is a single person's attitude towards work, environment and etc. Whereas group morale reflects the general attitude of a group of persons and everybody's concern and may go on changing with the passage of time. Morale is used to describe about overall "tone" or "climate" prevailing in members of group, society or association. Because a teacher who has a good morale or poor morale can influence the others or a group's willingness to work & cooperate in the best interests' of the individuals, groups & the organizations for which they work (MERC report, 2016).

Morale may be referred to high morale or low morale. In the words of McFarland, high morale exists when employee attitudes are favorable to the total situation of a group and to the attainment of its objectives. Low morale exists when attitudes inhibit the willingness and ability of an organization to attain its objectives. The words such as zeal, enthusiasm, loyalty,

dependability denote high morale. Low morale may be described by words like lack of interest, laziness, apathy, bickering, jealousy, quarrelsome, pessimism, etc. This makes it important for stakeholders in secondary schools to encourage teacher participation, commitment and co-operation in school activities by providing a supportive climate. In such a healthy school climate, teachers may be more willing to perform any assignment given to them with zeal and dedication. Therefore, teacher morale may possibly be high in school environments that are healthy and supportive. Teacher morale can be viewed as teachers striving to achieve their individual goals and the educational goals of the school system, and their perceptions of satisfaction that stem from the total school environment Henderson & Nieto, 1991 as cited in Monica & Lawrencia (2014).

According to Monica & Lawrencia (2014) the study of Henderson & Nieto (1991) point out that high morale is achieved when the administrators and teaching and non-teaching personnel desire to remain with the school over a period of years, put in their best effort in the job assigned to them and are willing to work towards the solution of problems within the school. Low morale however is characterized by obstructive or non-contributory behavior and normally leads to indifference towards others; cynical attitudes toward students; little initiative when it comes to preparing lessons preoccupation with leaving teaching for a better job and bouts of depression Monica & Lawrencia (2014). Teachers' morale plays an essential role in the overall commitment and productivity of the school organization. The teachers' morale significantly influenced their commitment to the organization. Teachers who are satisfied with the job are also committed to work in the organization.

Teachers' morale is an under-studied concept. According to MERC report (2016) present several reasons why morale is worth studying: First, although morale is conceptually aligned with the other popular concepts that are used to understand teachers' work experience, such as burnout and job satisfaction, it is distinct. Second, morale is connected to the idea of job fit and the decision to stay or leave a position. Low morale teachers that are not hopeful about their future in the classroom are more likely to leave. In this regard it is useful for understanding the factors and processes that support teacher retention. Third, morale is a neutral rather than negative construct. Morale can be either high or low. Finally, Evans' model suggests that morale is malleable. While the model rests on the premise that the most influential determinants

of job satisfaction and morale are individuals' need fulfillment, expectation fulfillment or value congruence (Senechal, Sober, & Hope, 2016).

2.1.1 High Teachers' Morale

High teacher morale is associated with intrinsic rewards such as pupil achievement, changing attitudes of students and behaviors in a positive way, recognition from others, mastery and self-growth and positive relationships Dinham (1994). According to Watson (1976) teacher's high morale can be perceived through the display of several behaviors. These high teachers' morale behaviors are demonstrated when teachers look forward to going to work in the morning and are not in a hurry to leave work at the end of the school day, teachers who show concern as to the direction of school programs and participate actively in school functions, committees and organizations, perform various school tasks above and beyond stated duties as well as derive satisfaction from being a member of the school and teaching profession. More so, a high morale is seen in teachers who support the school, its goals and philosophy and are actively engaged in improving school community relations.

According to Napier as cited in Hourchard (2005) associated high teacher morale with teachers being appreciated by the school administration, the administrators confidence in teachers competence, the support of the administration when dealing with student discipline problems, teacher participation in the development of school policies, the provision of adequate equipment, teaching supplies and facilities, appropriate teaching loads and assignments, equitable distribution of curricular duties, in-service training and staff development and job security.

High Morale exists when teachers' attitudes are favorable to the total situation of a group and to the attainment of its objectives represented by terms such as team spirit, zeal, enthusiasm, confidence and resistance to frustration. All in mentioned above idea are the indicators of high teachers' morale and direct or indirect influence on students' academic performance.

2.1.2 Low Teachers' Morale

Teachers with low morale see their professional lives as having little meaning out of frustration and the inability to change the adverse state of affairs Koerner (1990). According to Strickland as cited in Houchard (2005) identified ten factors that may lead to low teacher morale as lack of

relief from student contact on a school day, overwhelming clerical duties, lack of support and co-operation from school administration, inadequate school facilities, lack of co-operation with staff, excessive teaching loads, low salary, reduced parental interest and co-operation, student discipline problems and lack of working equipment and supplies. Low level of teacher morale according to Lumsden (1998) can lead to a decrease in teacher productivity, loss of concern for students, alienation from colleagues, depression, and increased rate of sickness resulting in absenteeism on some workdays, general fatigue and burnout.

Teachers' low morale exist when teachers' job satisfaction and motivation come to decrease, lack of job interesting, lack of participation among group work, demoralize, burning class, absent from school, decrease personal quality like personal hygiene and wearing and record low achievement in teaching process. All in mentioned above factors are the indicators of low teachers' morale and direct or indirect influence on students' academic performance

2.2 The Concept of Students' Engagement

Student engagement is a term used to describe an individual's interest and enthusiasm for school, which impacts their academic performance and behavior Gallup, 2013 as cited in Amber & Reece (2015). Student engagement involves positive student behaviors, such as attendance, paying attention, and participation in class, as well as the psychological experience of identification with school and feeling that one is cared for, respected, and part of the school environment Anderson, Christenson, Sinclair, & Lehr (2004). It is evident from this definition that the concept of student engagement is multidimensional and multifaceted; students vary in their level of engagement as they progress through school. Also, students can change within specific aspects of engagement Archambault et al. (2009). For example, a student may demonstrate high levels of engagement for reading, but demonstrate low levels of engagement during math and science classes. Varying degrees of engagement are evident both within an individual student and across specific students. The Great Schools Partnership's definition of student engagement provides a thorough description of student engagement Amber and Reece (2015).

In education, student engagement refers to the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught, which extends to the

level of motivation they have to learn and progress in their education. Generally speaking, the concept of "student engagement" is predicated on the belief that learning improves when students are inquisitive, interested, or inspired, and that learning tends to suffer when students are bored, dispassionate, disaffected, or otherwise "disengaged." Stronger student engagement or improved student engagement are common instructional objectives expressed by educators Student Engagement (2014).

The concept of student engagement seems straightforward; it can take fairly complex forms in practice. According to (student engagement last updated, 2016) the following examples illustrate a few ways in which student engagement discussed or addressed in schools:

⇨ Intellectual engagement: To increase student engagement in a course or subject, teachers may create lessons, assignments, or projects that appeal to student interests or that stimulates their curiosity.

⇨ Emotional engagement: Educators may use a wide variety of strategies to promote positive emotions in students that will facilitate the learning process, minimize negative behaviors, or keep students from dropping out.

⇨ Behavioral engagement: Teachers may establish classroom routines, use consistent cues, or assign students roles that foster behaviors more conducive to learning. For example, secondary school teachers may use cues or gestures that help adolescent students refocus on a lesson if they get distracted or boisterous. Also, physical engagement, social engagement and cultural engagement are the examples of students' engagement edglossary.org/student-engagement/ (2016).

The theory of student involvement stressed that the greater the student's involvement in school, the greater will be the amount of student learning and personal development, (Astin, 1984). The productive engagement is an important means by which students develop feelings about their peers, professors, and institutions that give them a sense of connectedness, affiliation, and belonging, while simultaneously offering rich opportunities for learning and development (Bensimon, 2009). The time and energy students devote to educationally purposeful activities is the single best predictor of their learning and professional development. Those institutions that more fully engage their students in the variety of activities that contribute to valued outcomes of

school can claim to be of higher quality compared with other schools where students are less engaged (Kuh, 2001 cited by Armando, 2019).

The general goal of the mentioned several strategies would be to reduce the feelings of confusion, alienation, disconnection, or exclusion that some students and families may experience, and thereby increase their engagement in academic performance and especially for adolescent level school activities.

Other studies have demonstrated that the components of students' engagement Archambault and colleagues (2009) as cited in Amber & Reece (2015) identified three distinct categories of student engagement: behavioral engagement, affective engagement, and cognitive engagement. The first type of student engagement, behavioral engagement, includes a student's compliance to rules and involvement in the classroom and with extracurricular activities. The second type of student engagement, affective engagement, includes the experience, feelings, attitudes, and perceptions a student has towards school, specifically the student's sense of belonging, interest, willingness to learn, and general sense of liking school. The third type of engagement, cognitive engagement, refers to the cognitive functions involved in a student's learning process. Because behaviors, emotions, and cognitions are all a part of development, it is important to consider all three categories (i.e., behavior engagement, affective engagement and cognitive engagement) Archambault et al. (2009). A student's perception of the school environment influences their motivation for academic achievement, which can be influenced by all three of these types of engagement (Wang & Peck, 2013 as cited in Amber & Reece, 2015).

2.2.1 Relationship between Teachers' Morale and Students' Engagement

According to NCFHE (2017) report finding, the reasons of students disengage are; Previous school experience, lack of support, boredom, ineffective teaching methods, dislike toward subject or teacher, excessive workload and difficulty level, wrong subject choice and low academic performance, student-related factors include non-commitment, immaturity and lack of discipline, external factors consist of financial issues, peer pressure and family mind-set. Students' failure to see the relevance of their studies to their lives as well as feeling forced to study certain subjects.

The reason around the school environments are: disruptive environment is linked to lack of discipline among students' inside the classroom as well as distractions in the school

environment, the school's physical environment including limited school facilities and lack of space for students to spend their free time negatively impacts engagement a general top-down school atmosphere with closed-door policies and limited or non-existent personal involvement in students' lives on the part of the administration also hinders engagement NCFHE (2017).

The other reason around teaching and learning process are: teachers are key elements in the learning and teaching process; teaching skills, personal attitude, lesson planning, fair treatment of students, teaching methods and pedagogical approaches influence engagement on the one hand and pique student interest in the subject on the other heavy workload in the limited time available and the pressure to complete the syllabus have a deleterious effect on the teaching and learning process NCFHE (2017).

As mentioned above factors in the section on school environment and section on teaching and learning process students become disengaged from teaching and learning spaces, especially classroom settings. The teachers' attitudes toward students such as biases or favoritism are among other factors that demoralize learners. The ensuing barrier between teachers and students lack of enthusiasm in encouraging students to engage makes learners. This study would help to create awareness teachers' morale effects on students' engagement.

2.3 The Concept of Students' Academic Performance

Good academic performance in level of schools is very important for a country's future success. A person who is successful in education plays an important role in nation building. Education helps to increase the basic physical and material wellbeing of the people of a given society in economic, social and cultural development aspects. It also helps to increase the people of a given society's basic physical and material wellbeing of economic, social and material developments (UNESCO, 2002).

Students' academic performance deals with how students perform their studies and how they accomplish different tasks given to them by their teachers. It would be fruitful when certain conditions are fulfilled. In order to be able to acquire knowledge and skills, individuals need to have: motivation, capacity to learn and perform, skilled guidance and opportunities and facilities (Yekunuamlak, 1981, 2011:54 as cited by Getu, 2019).

The success of any educational institution is measured by the performance of its students in both academic and non-academic tests. This is supported by Yusuf (2008) as cited Luke & Mavis (2014) when contending that the performance should not only be based in terms of test and examination results and student ability to apply what is learnt and the rate at which students move on to higher institution of learning, but should include other areas such as whether the students have acquired the survival skills. In spite of that, the use of students' achievement in academic work to assess the teacher's effectiveness has gained ground. The measure of academic performance as a symbol of school success can be traced way back from the Victorian period Bell (2013). Since then, academic performance has been used to grade schools and most importantly to determine ones career paths. The 'good schools' are acclaimed to be those that are able groom the students well enough to achieve the set standards. This is measured by use of students' academic performance both at school level and nationally. The importance of students' high performance has attracted the attention of the public, policy-makers, educators, learners and ministry of education alike Luke & Mavis (2014).

The level of students' performance has an impact on the roles played by education stakeholders. Students' achievement is influenced by a number of factors. According to Luke & Mavis (2014) study factors such as school leadership, teacher's quality, parental support and students are detrimental to students' high or low academic performance. Collaboration between school leaders, teachers, students and parents can assist in promoting students learning. This study would help to create awareness teachers' morale effects on students' academic performance.

2.3.1   Relationship between Teachers' Morale and Academic Performance

According to Ayeni & Afolabi, as cited in King'oina, Kadenyi & Ngaruiya (2015) contend that teacher tasks are statutory curricula functions that are performed by the teachers to enable learners achieve the set educational goals in schools. The performance of teachers' work is therefore manifested in their knowledge of the subject-matter, skills, and competences in the teaching and learning processes, which lead to the accomplishment of the stated educational goals. This suggests that teachers must possess qualities which are effective for teaching and learning within the school setting. Teachers need to discern what to teach, how to teach it and whom to teach it. Too, Kimutai & Kosgei (2012) concur with Ayeni & Afolabi (2012) by making assertion that quality of teachers' work has a significant impact on pupils' academic

achievement and to ensure quality oriented teaching and learning processes, the teachers are expected to have in-depth knowledge of the pedagogy in their subject areas.

Ayeni & Afolabi (2012) carried out a study on teachers' instructional task performance and quality assurance of students' learning outcomes in Nigerian secondary schools. The findings of the study revealed that teachers' instructional work entailed delivery of lessons, evaluation of learning outcome, classroom management, and feedback on learning outcomes. Apparently, the study was conducted in a secondary school setting and captured performance of teachers' instructional work.

A number of studies have been carried out to identify causal factors of poor academic performance in a number of institutions worldwide. Diaz (2003) reported that most studies focus on the three elements that intervene, that is, parents (family causal factors), teachers (academic causal factors), and students (personal causal factors), though the influence on academic performance varies from one academic environment to another, from one set of students to the next, and indeed from one cultural setting to another.

2.4 Experiences of Teachers' Morale from Africa

In Africa the issue of teachers' morale has been addressed by different researchers who were trying to work on the real solution for the problem. Most of the African countries have been affected by the shortage of resources and capital in general. Lack of commitment towards improvement of the education sector has made the situation worse so African governments have to deal with the issue seriously for improvements. Prof. Steyn (2014) in his study 'A theoretical Analysis of Educator Motivation and Morale' showed that Prof. Kader Asmal, the minister for Education, had stated that educators morale in all communities in South Africa is low and that their morale was affected by different factors depending on age, length of services, qualifications and experience, resources available, aspirations with respect to career development, priorities and social factors.

According to Bernnell et al. (2007) in his study on Teachers Motivation in Sub Saharan Africa and Asia, he found that there was a crisis on teacher motivation and the level of motivation varied from country to country while in Ghana and Zambia teachers were poorly motivated compared to other parts of Africa. He mentioned some factors such as accountability, policy

environment, security and conflict, pay and career progression, teacher competence, working and living conditions, teacher management and professional support. Incentives for rural teachers, improved conditions of services, attractive career structures, and increased teacher accountability were his concern on improving morale among teachers.

According to Ngimbudzi (2009) study found that teachers were satisfied with the meaningfulness of the job, social benefits and support from administrators but not satisfied with job characteristics such as pay, fringe benefits, bonuses, promotion process and procedures, in service training, professional growth and appreciation. Also Mkumbo (2012) on the journal on International Education Studies vol. 5 No 3 wrote a research report on 'Teacher's Commitment to and Experience of the Teaching Profession in Tanzania'. The report revealed that teachers' commitment to the teaching profession was low from factors such as poor working condition, low status accorded to teachers by the government and the community

2.5 Experiences of Teachers' Morale from Ethiopian Secondary Schools

The history of Ethiopian teacher has not been adequately investigated and well documented by scholars. According to Tesfaye (2013), the first teacher training program was launched in Ethiopia in 1944 at Menelik-II Secondary School. The Faculty of Education emerged at Hailesillassie I University (now Addis Ababa University) in 1961 as the first university-based program of teacher preparation. It was the first faculty that specialized in the preparation of secondary school teachers in the country. Almost during the same period, Kotebe Arts and Mechanical College was entrusted with the mission of training teachers for upper primary schools for a long time, and around 1990, the college launched secondary teacher education programs in English, mathematics, Amharic, and physical education. This college was known the most for its specialization in teacher preparation activities till the mid 1990s when some emerging universities introduced secondary teacher education programs. As teacher preparation programs have opened in the emerging and old universities, the college was handed down to a city administration, and consequently, was forced to phase out almost all the B.Ed. courses (Kedir, 2015).

Ethiopia has envisioned improving the quality of education system since 1990s. The Ethiopian Education and Training Policy states the general and specific objectives of the education, several strategy and areas of special attention and, one focuses on teacher developing program

and over all development of teachers and other personnel. The Ethiopian teacher education reforms made by MoE practiced in the country were categorized as Pre-TESO (1991-2002), TESO (2003-2009), Post-TESO (2010 - 2013) and PGDT (2012 onwards). Teacher Education System Overhaul was designed to address educational problems in Ethiopia and thus introduced significant structural changes in the Ethiopian educational system (Dawit, Tesfaye,).

The replacement of TESO by Post-graduate Diploma in Teaching (PGDT) initially faced a lot of resistance from faculty members (Koye & Yonas, 2013; Tesfaye, 2014). According to the curriculum framework for secondary school teacher education program (MoE, 2009), till recently, it hasn't had strong policy. Even after having the needed policy, according to the document, the program has been in trouble. The same document further explains that the teacher education in the country is still suffering to produce teachers who are competent in subject areas and can effectively promote the learning of students in schools.

The education systems of the Ethiopian secondary school teachers have the different training program such as; pre-service and in-service. For instance, most of the teachers are upgrading from diploma to degree level by summer program, few of teachers are completed by regular program in bachelor of education, small number of teachers are completed in bachelor of art or BSc and taking PGDT course in regular or summer program. On this context, different program completed may affect on teachers' morale.

In Ethiopia, during the imperial period (1934–1974) and the Dergue regime (1974–1991), teaching profession have good resections from the society, good salary when compared with other sectors, and top scored students were selected to join the teacher training program. But after the implementation of the Ethiopian Education and Training Policy of 1994, the morale of Ethiopian teachers were day to day shrink from the level of elevated. For instance, the level of interesting on his/her profession, the acceptances of the teaching profession from the society and the selection system of to join teacher training institutions is the main point of challenging in the education sector (The Root Cause of Poor Quality of Education in Ethiopia: an Elephant in the Room, 2015).

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).

In Ethiopia the issue of teachers' morale and students' academic performance were much addressed after the massive failure in schools after 1991 though still an issue to date. Different strategies were made to solve the crisis but seem not to be permanent as teachers are still complaining on the way they suffer socially and economically. The researcher was trying to analyze some of the indicators and the way forward for better performances of secondary schools academically in relation to what others have done.

According to Gedefaw (2012), "Job Satisfaction of Secondary School Teachers in Ethiopia…" Teachers' job satisfaction has strong relationship with the intrinsic aspects like teachers' competence and professional development. In his study found that teachers were significantly dissatisfied with their job due to different reasons like poor management styles of school principals and luck of opportunities to develop personalities. Similar study done by Ayele (2014), "Teachers' job satisfaction and commitment in general secondary schools" reveals that teachers' on the target area were dissatisfied with their teaching profession. According to the finding of his study the level teachers' job satisfaction and their commitment are not satisfactory. The low level of teachers' job satisfaction and their commitment in the study area make the teaching-learning process become ineffective. Also the study done by Melkamu (2016), "Teachers' job satisfaction and professional commitment in primary schools…" showed that the relationship between job satisfaction and professional commitment is significant and strong relationship. This indicates that positive and very high relationship between teachers' job satisfaction and professional commitment.

2.6 Factors Affecting Teachers' Morale

In this study shown certain factors have been perceived to affect teacher morale. A healthy school environment and high teacher morale tend to be related. A principal's ability to create a positive school climate and culture can affect teacher morale. Adams as cite in Lumsden (1998) states, principals who control many of the contingencies in the work environment and are the

source of much reinforcement for teaching behavior are the keys to improving the morale and self-esteem of teachers. These factors include a healthy school environment, teachers' perception of students and student learning, administrative support and leadership, and favorable workplace conditions Lumsden (1998). The study of Mullins (2007) believes that the climate created by leadership in organizations has a significant influence on the motivation and behavior of employees. Stress has also been found to be a factor that can affect the morale of teachers. According to Stenlund (1995) stress can result in emotional and physical fatigue which can lead to a reduction in work motivation, involvement and satisfaction. A stressed feeling, therefore, can result in the erosion of a teacher's interest, sense of humor and enthusiasm.

The teachers' perception of rewards system may affect on teachers morale. The worker's perception of past rewards and future opportunities for rewards affect their morale to a substantial extent. If the workers regard the rewards as fair and satisfactory, their morale will tend to by higher than if the perception is in the opposite direction.

Herzberg's motivator-hygiene theory of job satisfaction is linked to the facet theory of job satisfaction, but concentrates on the influences of certain types of facets on job satisfaction Kirby (2011). Herzberg reported that there are two types of needs linked to the various facets of work environments: motivator needs and hygiene needs. Motivator needs are linked to the types of work and the challenges kept company with the work types (such as responsibility); hygiene needs are related to the physical and psychological environment in which the types of work are executed (such as temperature) Russell & Van Gelder (2008). Herzberg had put forward two theoretical relationships between these needs: (1) when employees meet motivator needs, they will be satisfied; when employees do not meet these needs, they will be dissatisfied, (2) when employees meet hygiene needs, they will be satisfied; when employees do not meet these needs, they will not be satisfied George & Jones, 2005 as cited in Nguyen (2018).

2.7 Conceptual Framework

The conceptual framework illustrates the perceived relationship between the independent variables and the dependent variables. Students' academic performances are depending on teachers' morale and classroom engagement. The research is to find out whether the independent variables have any effect on the dependent variable.

The conceptual framework illustrates the major factors impact positively or negatively and direct or indirect to students' academic performance. Therefore, this conceptual framework in diagrammatically showed the relationship between teachers' morale with students' engagement, teachers' morale with academic performance and students' engagement with academic performance .
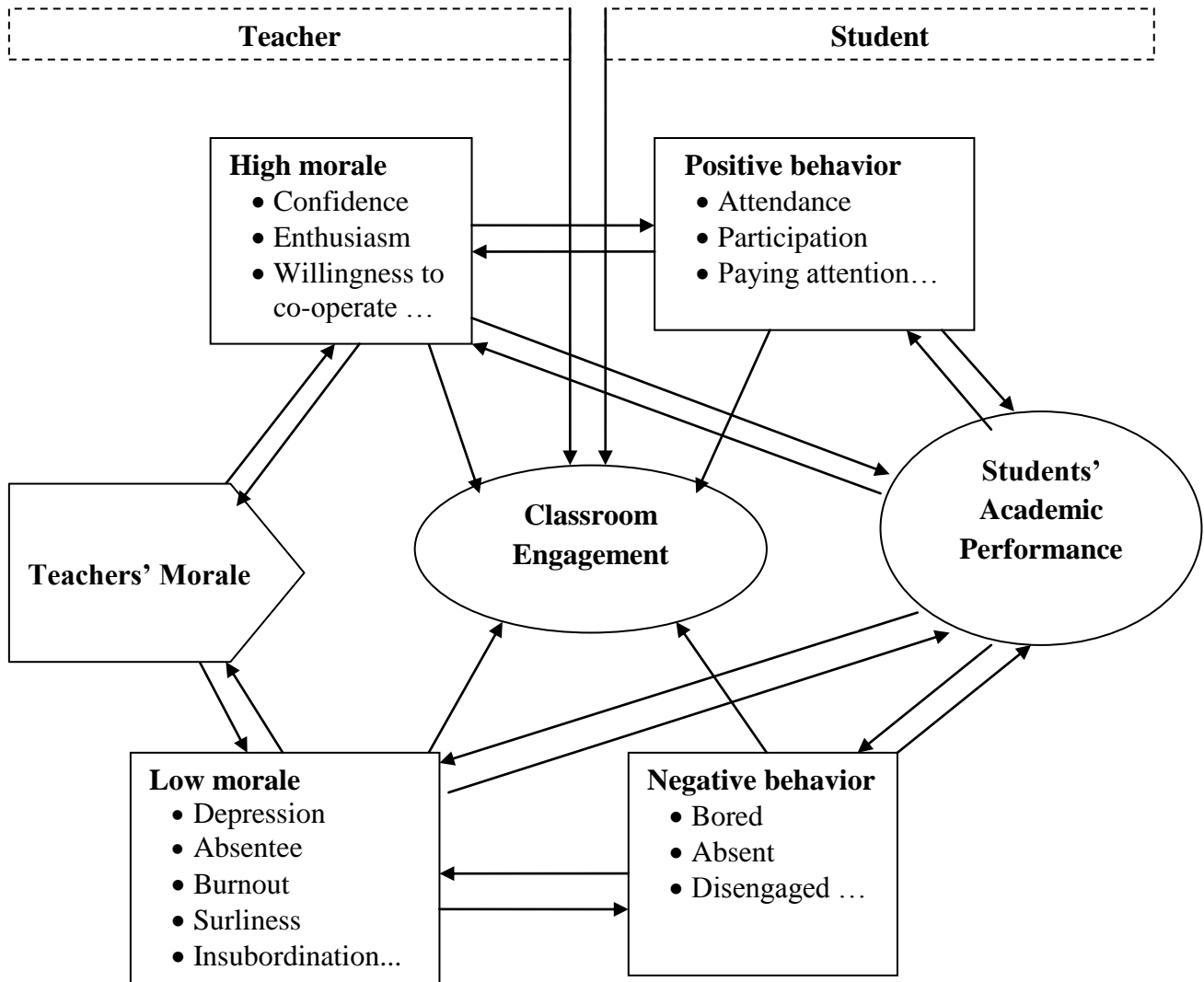
Figure 1 Conceptual Framework

CHAPTER THREE

RESEARCHDESIGN AND METHODOLOGY

3.1Research Design

Research design is the conceptual structure within which research is conducted; it constitutes the blueprint for the collection, measurement and analysis of data (Kothari, 1990). The main objective of the study was to investigate current status of teachers' morale competence, level of students' engagement and academic performance of secondary school grade nine in Kersa woreda. To attain this purpose correlational research design was adapted to study based on the research questions and objectives. In correlation research designs, investigators use the correlation statistical test to describe and measure the degree of association (or relationship) between two or more variables or sets of scores. A correlation is a statistical test to determine the tendency or pattern for variables or sets of data to vary consistently (Creswell, 2012). The main reason of choosing the correlation research design was also relevant to gather detailed information concerning the relationship between teacher's morale competence, students' engagement and academic performance.

3.2Research Method

Research method is a technique of conducting a research work, which is determined by the nature of the problem. Quantitative research approach was used to study the problem in detail and to identify the reality case in the study area. Quantitative research method was used for the investigation in which data were gathered from teachers of teach grade nine of Kersa Woreda Secondary Schools through data collection instruments.

3.3Source of Data

Researcher used primary sources of data for this study. Primary data is preferred to collect factual, original and real-time information obtained from teachers. The teachers in Kersa Woreda Secondary Schools and students' roster of current academic year were the sources of data for the study.

3.4 Study Site and Population

The aim of the study was to investigate teachers' morale competence, students' engagement and academic performance in Kersa Woreda Secondary Schools of Jimma zone. Kersa Woreda is found in Jimma zone, Oromia regional state. It is located, 18 kilometers far away from Jimma town. Kersa is one of the districts near to Jimma town and bordered in the north Limu Kosa Woreda, in the south Dedo Woreda, in the west Jimma town and in the east Omo Nada Woreda. Kersa district has 2 urban and 30 rural in total 32 kebeles are included in the woreda. According to the woreda administrative office the total population of Kersa woreda is 112,849 male and 117,456 female in total 230,305 people are living in the district. The socio economic activities of the community has based on mostly farms and few merchants. There are different religions in the district namely Orthodox, Muslim, Protestant and others. Kersa is one of the largest districts', which contains seven secondary schools, teachers of secondary schools are 165 male and 47 female in total 212 teachers and enrolled students male 2254 and 2243 female in total 4687 secondary school students attended school in 2013/2021 academic year.

3.5 Sampling Technique and Procedures

There are seven secondary schools available in Kersa woreda which are Serbo, Lemlem, Kera Gora, Bulbul, Biftu Gibe, Wacho and Dibu Bijit secondary schools. The sample size of this thesis is teachers who teach grade 9. Teachers who teach grade 9 were took by using census method of sampling technique and suitable for classroom observation to get the real information through data collection instruments. Specifically, from Serbo Secondary School 24 teachers, from Lemlem Secondary School 12 teachers, from Kera Gora 16 teachers, from Bulbul 18 teachers from Biftu Gibe 14 teachers, from Wacho 12 teachers and from Dibu Bijit 14 Secondary School teachers are selected to fill the questionnaires. In general, 110 teachers were selected from grade 9 teachers. And also for observation of classroom 36 sections of grade 9 was taken by census sample method, from Serbo 16, from Lemlem 2, from Kera Gora 4, from Bulbul 5, from Biftu Gibe 3, from Wacho 3 and from Dibu Bijit 3 sections in total 36 classrooms or grade 9 sections were selected for observation. In general, researcher took 7 secondary schools, 110 teachers and 36 classrooms of grade 9 were selected from secondary schools available in Kersa woreda. Accordingly, the following table clearly shows the population, sample size and sampling technique for the study.

Table 1: Summary of Population, Sample Size and Sample Technique

No	Types of respondents	Population	Sample size		Sample technique
			No	%	
1	Secondary Schools	7	7	100	
2	Teachers of Serbo Secondary School	24	24	100	
3	Teachers of Lemlem Secondary School	12	12	100	Census method of Sample technique
4	Teachers of Kera Gora Secondary School	16	16	100	
5	Teachers of Bulbul Secondary School	18	18	100	
6	Teachers of Biftu Gibe Secondary School	14	14	100	
7	Teachers of Wacho Secondary School	12	12	100	
8	Teachers of Dibu Bijit Secondary School	14	14	100	
	Total	110	110	100	

3.6 Instruments of Data Collection

In order to achieve the purpose of the study, quantitative data were utilized to obtain valuable data. In the selection of the instrument to be used in the study, it is believed that the instrument chosen is suitable and appropriate by considering the literacy level of the targeted respondents and their availability.

3.6.1 Questionnaires

The required data were collected through questionnaire which contained close-ended questions. The researcher adapted standardized questionnaires from the previous dissertation by Jennifer Blackburn (2015) for this study. Questionnaires were prepared to obtain information from sampled teachers of the secondary schools. This is because questionnaire is convenient to conduct survey and to acquire necessary information from large number of study subject within a short period of time. Each item in the questionnaire was developed to address a specific objective. This is made the questions readable and clear for respondents. The questionnaire was divided into two sections. Section one of the questionnaires contained questions to obtain demographic information of respondents; categories include gender, age, qualification and service year, The second and the largest part contain closed ended question items that address the basic research questions contained items to measure the current status of teachers' morale.

The questionnaire was used to secure information from teachers as it is the most appropriate instrument to obtain reliable and adequate information on the current status of teachers' morale from the entire population of the sample size within a limited period of time.

The closed ended items were prepared by using Likert-scales model to get a greater the chance of uniformity of responses of the respondents that can be helpful to make it easy to be processed. A five point Likert-scale items like: strongly disagree = 1, Disagree = 2, undecided = 3, agree = 4 and strongly agree = 5. The questionnaire was prepared in English language, because all of the respondents or teachers can have the necessary skills to read and it is believed that they could understand the issue.

3.6.2 Observation

Classroom observation was conducted by the researcher preparing semi-structured checklists with considering the local context. The researcher adapted standardized classroom observation checklist from Jenny Fulton (2019) and observed each 36 sections of grade 9 classrooms for two times to measure about the level of students' engagement. Each item in the observation checklist was developed to address a specific objective and rate each item on the scale of Very Low = (1), Low = (2), Medium = (3), High = (4), and Very High = (5). The observation focused on: at the beginning of class, during teacher-directed instruction, during group activities, during independent work time and at the end of the class adapted from the study of Amber & Reece (2015) indicators of emotional engagement, behavioral engagement and cognitive engagement.

Table 2: Summary of the number of classroom observation

No	Name of the sample school	2013/2121 Academic year		
		No. of grade 9 classroom	No. of Classroom observation	Percent
1	Serbo	16	16	100
2	Lemlem	2	2	100
3	Kera Gora	4	4	100
4	Bulbul	5	5	100
5	Biftu Gibe	3	3	100
6	Wacho	3	3	100
7	Dibu Bijit	3	3	100
	Total	36	36	100

3.6.3 Document Analyses

Recorded documents are readily available and stable source of data for researchers. Therefore, in order to check and to measure the level of current grade nine student's assessment result, the researcher looked in to the roster filled by the subject teacher at the end of the lesson namely; Biology, Chemistry, Physics, Mathematics and ICT exam result on 2013/2021 academic year. The researcher got the opportunity to see the real situations of the students' academic performance from their records on the roster.

3.7 Maintaining Validity and Reliability of Instrument

Validity and reliability of the research instruments were used in determining the quality of the research instrument used in data collection as elaborated below.

3.7.1 Validity

The validity in the instruments of data collection, the instruments were prepared in English language, and confirmed by main advisor and co-advisor as well as colleagues in order to comment the extent to which the items are suitable in securing relevant information to the research format. All the items were developed to address the research questions under investigation made to maintain validity of the instruments of the study. Content validity was established by cross-referencing the content of the instruments to the elements contained in the basic research questions. Content validity addresses to what extent the fit content is represented in questionnaires and observation guide items.

3.7.2 Reliability

The main issue of reliability is addressing the consistency of the instruments in relation to what they intend to measure. The researcher carried out a pilot test for reliability check at secondary schools on the teachers who are not which was not part of the study population. Based on the pilot test, various misleading items were corrected and made ready for actual use. Assessment of reliability of the questionnaire was used 'Cronbach's' Alpha method. Accordingly, the basic information reliability of questionnaire was summarized by the word consistency in the following table 3.

Table 3: Cronbach's Alpha

No	Items	No of Items	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items
1	Teaching satisfaction	10	0.843	0.862
2	Status of teacher' morale	38	0.879	0.899
	Total	48	0.861	0.88

According to Orodho (2004) a correlation coefficient of about 0.70 is high enough to judge the instruments as reliable for the study. In the pilot test for the reliability of the instrument Cronbach's Alpha coefficient of 0.88 for the questionnaire was obtained and hence, the instrument for the study was quite reliable.

The reliability of observation checklist was checked by main advisor, co-advisor and language expert. Then, some misleading items were corrected and made ready for actual use. The instruments were then said to be reliable and made ready for actual use.

3.8 Data Gathering Procedures

The instruments of research questionnaire were adapted from standard questionnaire. At the beginning draft of the questionnaire was prepared and submitted to the advisor for comment. It was critically checked and the relevance of its content commented by the respected thesis advisor. Then, pilot testing was held on 15 % of respondents who were randomly selected from neighboring woreda, Asendabo secondary school and depending on the feedback of these respondents' responses amendments were made for clarity. Then, after the necessary amendments were made, the questionnaires were distributed to the sampled school teachers. The questionnaires were administered by the student researcher from June 24 – July 10/2021.

3.9 Methods of Data Analysis

The collected data were analyzed by quantitative analysis methods. The analyses of the data were based on the responses that are collected through questionnaires, observation and document analysis. Quantitative data from responses were analyzed by descriptive statistics as well as appropriate tools with the SPSS version 24 (statistical software which eases to compile

and analyze data) namely; percentages, mean, standard deviation. Also Pearson's correlation and regression analyses to determine the sample response rate were used to determine the differences in the research instrument. The outputs of the data were presented appropriately based on the respondents' responses. The end result was presented in written form and in the form of table. This is made possible owing to descriptive statistics that are appropriately used for understanding the main characteristics of the research questions. Pearson's correlation analysis was employed to see the direction and magnitude of the relationships between teachers' morale with students' engagement, teachers' morale with academic performance and students' engagement with academic performance. Regression analyses was employed to investigate teachers' morale effects students' engagement and academic performance, students' engagement effects academic performance.

3.10 Ethical Consideration

Ethical issues were considered during data collection, the researcher was adhering to the rules and regulations governing human rights. This is to ensure that the rights to privacy and protection of the respondents were not infringed. Based on this, the researcher informed about the purpose of the study to respondents and also informed them that there is no coercion of any of the participants either before or during the study to get full information. He informed that their participation was purely voluntarily in this study and they can stop any time they felt uncomfortable to them. Both procedures were carried out with the participants' consent, without endangering or jeopardizing their personal or school safety. Thus, all communication with respondents were undertaken with open and honest way in considering the research ethical codes issues like anonymity (not use of any names and address in the final report) and confidentiality (not to disclose directly any information to the third party). Privacy was adhered to for maintaining confidentiality of the information obtained during data collection. Finally, the researcher underlined that; their responses were not be used for any other purposes except for this academic research.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This chapter deals with presentation, analysis and interpretation of the data. The data was obtained from teachers of secondary schools. The data were gathered using different instruments such as, questionnaire, semi-structured classroom observation and document analyses. In this study, the main respondents' were 110 teachers who gave the researcher the necessary information on the issue raised through questionnaire. The responses given to each of the questions were analyzed and interpreted in line with major research questions.

Mean, standard deviations, correlation coefficient analysis and regression analysis were some of the statistics that used to the analysis; current status of teachers' morale, the relationship between teachers' morale, students' engagement and academic performance, teachers' morale effects on students' engagement and academic performance. Also, the study has investigated factors affecting teachers' morale. The overall results of the issue investigated as well as respondents' personal background were presented in the table 4 below.

4.1 Demographic Characteristics of the Participants

Describing the demographic characteristics of the population under study gives important basic information about the participants of the study. Thus, the demographic variables were presented using descriptive statistics in Table 4 and 5 as follows:

Table 4: Demographic information of respondents

	Items	No	Percent
Sex	Male	86	78.2
	Female	24	21.8
	Total	110	100
Age	Less than 25	11	10
	26 – 30	36	32.7
	31 – 35	29	26.4
	36 – 40	22	20
	Above 40	12	10.9
	Total	110	100

As shown in Table 4 out of 110 respondents 86 (72.8) were male and 24 (21.8%) were females. It showed that majority of teachers in secondary schools of Kersa woreda were male. In terms of age the data indicated that, the largest group was categorized under age group of 26 – 30 years which accounts for 36 (32.7 percent). The second largest group was categorized under age group of 31 – 35 years which accounts for 29 (26.4 percent). Whereas, 22 (20 percent) of the respondents' was categorized under age group of 36 – 40 years. Similarly, 11 (10 percent) was categorized below 25 years and 10 (10.8 percent) age group was categorized above 40 years.

Table 5: Qualification and Teaching Experience

	Items	No	Percent
Educational Status	Diploma	7	6.4
	Degree	96	87.2
	MA/MSc	7	6.4
	Total	110	100
Program	Diploma	7	6.4
	BA/BEd/BSc Regular	14	12.7
	BA/BEd/BSc Summer	41	37.3
	BA/BEd/BSc (PGDT) Regular	11	10
	BA/BEd/BSc(PGGT) Summer	30	27.3
	MA/MSc Regular	2	1.8
	MA/MSc Summer	5	4.5
	Total	110	100
Service years	0 – 5	11	10
	6 – 10	26	23.6
	11 – 15	45	40.9
	16 – 20	16	14.5
	Above 20	12	10.9
	Total	110	100

As shown in Table 5 above, in relation to concerning the qualification of the respondents, majority of them 96 (87.3 percent) were BA/BSc/BEd holders while 7 (6.4 percent) were Diploma and 7 (6.4) were MA/MSc holders.

Concerning fields of specialization of the respondents the largest population 41 (37.3 percent) were qualified at or trained at BEd/BSc in summer program, whereas 14 (12.7 percent) were qualified or trained BEd/BSc in regular program and 30 (27.3 percent) BA/BSc (PGDT) were qualified or trained in summer program, whereas 11 (10 percent) were qualified or trained BA/BSc (PGDT) on regular program. Similarly, 7 (6.4) were qualified or trained in diploma program and 2 (1.8 percent) were qualified in MA/MSc in regular program, whereas 5 (4.5 percent) were qualified or trained at MA/MSc in summer program. It shows as majority of responded teachers were degree holders.

In addition, the teaching experiences of the majority of respondents, 45(40.9 percent) was in between 11-15 service years. The second largest group 26(23.6 percent) were in the teaching experience of between 6-10 years. Similarly, 16(14.5 percent) were in between 16-20 years of teaching experience. The rest responses indicate that 11 (10 percent) were below 5 years and 12 (10.9 percent) were above 20 years of teaching experience respectively.

4.2 The Current Status of Teachers' Morale, students' engagement and academic performance

4.2.1   Analyses of the Current Status of Teachers' Morale

This part of the study was focused on assessing current status of teachers' morale in Kersa woreda secondary schools. The data analyses of current status of teachers' morale in secondary schools; a tool to measure current status of teachers' morale in the study area based on the standardized questionnaires adapted into 10 specific dimensions. The instruments were comprised of 48 questions that can be divided up into 10 different measurements to investigate current status of teachers' morale and were presented for the respondents to indicate their current status of teachers' morale as rated: strongly disagree = 1, disagree = 2, undecided = 3, agree = 4 and strongly agree = 5.The dimensions included satisfaction with teaching; relates to the teachers relationship with their students, teacher Status; teachers feeling wanted and secure in their job, teacher rapport with principal; deals with how the teacher feels about their

principal, their professional ability, their ability to communicate, and their interest in teachers and their work, rapport among teachers pertains to the relationships with other teachers, teacher Salary; how the teacher feels about their salary and the salary policies, teacher load; deals with record keeping, parent conferences, collaborative planning, and keeping up professionally, curriculum issues focuses on the teachers' proficiency in the curriculum and the ability to meet the needs of all students, community support of education; simply the support that teachers receive from their community, school facilities and services; refers to the campus being clean and teachers receiving the adequate supplies that they need and community pressures; to be a respected citizen in the community (refer Appendix A). To arrive at the intended conclusion of the respondents' responses, mean and standard variation were performed.

Table 6: Analyses of the data about teachers satisfaction in teaching (N=110)

No	Items	Mean	Std.
	1.1 Satisfaction with Teaching		deviation
1	Teaching gives me a great deal of personal satisfaction	2.9273	0.73832
2	Teaching enables me to make my greatest contribution to society.	2.5364	0.6729
3	I love to teach.	2.6455	1.00992
4	If I could plan my career again, I would choose teaching.	2.3273	0.57643
5	If I could earn as much money in another occupation, I would stop teaching	2.9091	1.01859
6	I feel successful and competent in my present position.	2.1182	0.58626
7	I enjoy working with student organizations, clubs, and societies.	2.2727	0.64834
8	Most of the actions of students irritate me	2.2545	0.7949
9	My students regard me with respect and seem to have confidence in my professional ability.	2.1455	0.40266
10	I am well satisfied with my present teaching position	2.0909	0.39598
	Aggregate	2.4224	0.68443

Scales: ≤ 1.49 = Strongly Disagree, 1.5 – 2.49 = Disagree, 2.5 – 3.49 = Undecided, 3.5 – 4.49 = Agree, ≥ 4.5 = strongly agree.

The above table 6, indicates the aggregate result of teachers respondent was (M=2.42, SD=0.68) showing that the grand mean of responses of the respondents expressed their disagreement on the issues listed in the table 6 above. It challenged the current status of satisfaction with teaching.

According to the above table 6, showed that the responses of the respondents mean result of four items; teaching gives a great deal of personal satisfaction (M=2.92, SD=0.73) rating in the scale of undecided, teaching enables to make teachers greatest contribution to society (M=2.53, SD=0.67) rating in the scale of undecided, teachers love to teach(M=2.64, SD=1.00)rating in the scale of undecided and if teachers could earn as much money in another occupation, teachers would stop teaching (M=2.9, SD=1.00) rating in the scale of undecided. The above four items were higher than the aggregate mean and rating in the scale of undecided.

Surprisingly, the following six items; if teachers could plan their career again, they would choose teaching (M=2.32, SD=0.57) rating in the scale of disagree, teachers feel successful and competent in their present position (M=2.58, SD=0.63) rating in the scale of disagree, teachers enjoy working with student organizations, clubs, and societies (M=2.27, SD=0.64) rating in the scale of disagree, most of the actions of students irritate teachers (M=2.25, SD=0.79) rating in the scale of disagree, students regard teacher with respect and seem to have confidence in their professional ability (M=2.14, SD=0.4) rating in the scale of disagree and teachers well satisfied with their present teaching position(M=2.09, SD=0.39) were rating in the scale of disagree and lower than the aggregate result.

Therefore, above table showed that the responses of the respondents of in four items mean results were rating in the scale of undecided and the responses of the respondents of in six items mean results were rating in the scale of disagreement. So, we can conclude that the aggregate mean rating of the teachers regarding their satisfaction with the nature of work are low, which indicated that the current status of teachers' morale is low in the study area.

Table 7: Analyses of teachers' morale about teachers status of feeling (N=110)

No	Items	Mean	Std.
	1.2 Teacher Status of Feeling		deviation
1	My teaching position gives me the social status in the community	2.1273	0.49044
2	Teaching enables me to enjoy many of the material and cultural things I like	2.2182	0.64084
3	Teaching gives me the prestige I desire.	2.0909	0.4185
4	My teaching job enables me to provide a satisfactory standard of living for my family	2.1182	0.44375
5	Community respects its teachers and treats them like professional persons.	2.2091	0.52629
6	It is difficult for teachers to gain acceptance by the people in the community.	2.4727	0.75065
	Aggregate	2.206	0.545

Scales: ≤ 1.49 = Strongly Disagree, 1.5 – 2.49 = Disagree, 2.5 – 3.49 = Undecided, 3.5 – 4.49 = Agree, ≥ 4.5 = strongly agree.

The above table 7, shows the aggregate score of teachers respondent (M=2.2, SD=0.54) implies that the total mean of the respondents articulated their disagreement on the issues listed in the table 7 above were impacted the current teacher status. Expressly, the above table shows that the responses of the respondents in items is difficult for teachers to gain acceptance by the people in the community (M=2.47, SD=0.75) was higher than the aggregate result but showed in the scale of disagree. While, community respects its teachers and treats them like professional persons (M=2.2, SD=0.52), teaching position gives me the social status in the community (M=2.12, SD=0.49) teaching enables to enjoy many of the material and cultural things teachers like (M=2.21, SD=0.64), teaching gives the prestige teachers' desire (M=2.09, SD=0.41) and teaching job enables to provide a satisfactory standard of living for teachers' family (M=2.11, SD=0.44) signify lower than the aggregate result and rating showed in the scale of disagree. Hence, the aggregate mean rating of the teachers regarding their satisfaction with the teacher

status were low, from this we can conclude that the current status of teachers' morale is low in the study area.

Moreover, researcher observed hinder teachers' morale and possible recommendations to enhance teachers' morale. Accordingly, the determinants factors that hinder teachers' morale were lack of satisfaction and demoralization with teaching profession, establish proper and genuine reward system for quality performance of teachers, adequate house allowance and clear medication system should be granted to teachers and their families, lack of confidence and enthusiasm in case of difficulty for teachers to gain acceptance by the students and community, especially the current cost of meal, transportation and house allowance were more than the paid teachers' salary that caused the dissatisfaction of teachers. Therefore, provide adequate incentives that could enable teachers to overcome the existing cost of living and support their families.

Table 8: Analyses of teachers' morale about teacher rapport with principal (N=110)

No	Items	Mean	Std.
	1.3 Teacher rapport with principal		**Deviation**
1	I feel free to go to the principal about problems of personal and group welfare.	2.0000	.48840
2	My principal makes my work easier and more pleasant.	1.9727	.16362
3	My principal shows a real interest in my department.	2.0000	.23462
4	My principal acts interested in me and my problems.	2.0000	.23462
5	My principal has a reasonable understanding of my teaching assignment.	2.0000	.23462
6	I feel that my work is judged fairly by my principal	1.9364	.24522
7	My principal tries to make me feel comfortable when visiting my classes.	1.8818	.37665
	Aggregate	1.97	0.2825

Scales: $\leq$ 1.49 = Strongly Disagree, 1.5 – 2.49 = Disagree, 2.5 – 3.49 = Undecided, 3.5 – 4.49 = Agree, $\geq$ 4.5 = strongly agree.

As shown in the Table 8, the aggregate mean score of the respondents was 1.97 with 0.28 SD shows most of the teachers expressed their disagreement on the issues listed in the Table 8 above were the factors affecting teachers' morale in the area understudy.

However, careful looks at individual items indicates different interpretation. For instance, according to the mean value of items; teachers feel free to go to the principal about problems of personal and group welfare (M=2, SD=0.48), principal makes teachers work easier and more pleasant (M=1.97, SD=0.16), principal shows a real interest in teachers department (M=2, SD=0.23), principal acts interested in me and teachers problems (M=2, SD=0.23) and principal has a reasonable understanding of teachers teaching assignment (M=2, SD=0.23) were higher than the aggregate mean. Whereas, feel that teachers work is judged fairly by school principal (M=1.9, SD=0.24), and principal tries to make teachers feel comfortable when visiting my classes. (M=1.88, SD=0.37) were lower than the aggregate mean. Therefore, the responses of the respondents to each item were showing that disagreement on teacher rapport with principal. From this idea we can conclude that the relationship between teacher and principal are low and poor teachers' morale in the study area.

Table 9: Analyses of teachers' morale on rapport among teachers (N=110)

No	Items	Mean	Std. Deviation
	1.4 Rapport Among Teachers		
1	The teachers in our school cooperate with each other to achieve common, personal, and professional objectives.	1.7636	.42679
2	Experienced faculty members accept new and younger members as colleagues.	1.7455	.43760
3	The teachers in our school work well together.	1.6182	.48806
4	The cooperativeness of teachers in our school helps make our work more enjoyable.	1.6545	.53220
5	The teachers in our school have a desirable influence on the values and attitudes of their students	1.7091	.51305
	Aggregate	1.698	0.479

Scales: ≤ 1.49 = Strongly Disagree, 1.5 – 2.49 = Disagree, 2.5 – 3.49 = Undecided, 3.5 – 4.49 = Agree, ≥ 4.5 = strongly agree.

As indicated in the Table 9 above, the aggregate mean score of the respondents was (M=1.698, 0.479 SD) implies that most of the respondents expressed their disagreement on the issues listed in the Table 9 above were the factors affecting on teachers' morale in the area understudy.

Specifically, this table show mean value of item; the teachers in the school cooperate with each other to achieve common, personal, and professional objectives (M=1.76, SD=0.42), experienced faculty members accept new and younger members as colleagues (M=1.74, SD=0.43), and the teachers in our school have a desirable influence on the values and attitudes of their students (M=1.7, SD=0.51) were higher than the aggregate mean. Whereas the items on: the teachers in the school work well together (M=1.61, SD=0.48) and the cooperativeness of teachers in the school helps make the work more enjoyable (M=1.65, SD=0.53) were lower than the aggregate mean. However, each item of the respondents' responses showed the disagreement on the issues listed in the above table in relation to the rapport among teachers. From this idea we can conclude that the low relationship among teachers and poor teachers' morale in the study area.

Table 10: Analyses of teachers' morale related to teachers' salary (N=110)

No	Items	Mean	Std.
	1.5 Teachers' Salary		**Deviation**
1	I feel that not paid a fair salary for the work I do	1.9091	.64318
2	I am satisfied with the policies under which pay raises are granted.	1.6364	.48325
3	Teachers clearly understand the policies governing salary issues.	1.7000	.46035
4	The salary schedule in our school adequately recognizes teacher competency.	1.8455	.43233
	Aggregate	1.77	0.5

Scales: ≤ 1.49 = Strongly Disagree, 1.5 – 2.49 = Disagree, 2.5 – 3.49 = Undecided, 3.5 – 4.49 = Agree, ≥ 4.5 = strongly agree.

Table 10 reveals that, the aggregate mean score of the respondents was 1.77 with 0.5 SD shows that most of the respondents expressed their disagreement on the issues listed in the Table 10 above as the factors affects teachers' morale in the area understudy.

Expressly, this table shows mean value of item that; teachers feel that they were not paid a fair salary for the work they do (M=1.9, SD=0.64) and the salary schedule in the school adequately recognizes teacher competency (M=1.84, SD=0.43) were higher than the aggregate mean. Whereas, teachers satisfied with the policies under which pay raises are granted (M=1.63, SD=0.48) and teachers clearly understand the policies governing salary issues (M=1.7, SD=0.46) were lower than the aggregate mean. However, each item of the respondents' responses showed the disagreement on the issues listed in the above table with the teachers' salary. From this idea we can conclude that related to the teachers' salary poor teachers' morale in area of the study.

Table 11: Analyses of teachers' morale on teachers' load (N=110)

No	Items	Mean	Std.
	1.6 Teachers' Load		**Dev.**
1	Extra-curricular load of the teachers in school is unreasonable	1.9000	.30137
2	The number of hours a teacher must work is unreasonable	1.8727	.47137
3	The school schedule places my classes at a disadvantage.	1.8909	.34122
4	My teaching load at the school is unreasonable.	1.9455	.42483
	Aggregate	1.9	0.38469

Scales: ≤ 1.49 = Strongly Disagree, 1.5 – 2.49 = Disagree, 2.5 – 3.49 = Undecided, 3.5 – 4.49 = Agree, ≥ 4.5 = strongly agree.

As shown in the Table 11, the aggregate mean score of the respondents was (M=1.9, SD=0.38) which implies most of the respondents expressed their disagreement on the issues listed in the Table 11 above was considered as the factors affecting teachers' morale in the area understudy.

Clearly, the above table is showing mean value of item such as; teachers teaching load at the school is unreasonable (M=1.94, SD=0.42) was higher than the aggregate mean, and the item related to the number of hours a teacher must work is unreasonable (M=1.87, SD=0.47) and the

school schedule places the classes at a disadvantage (M=1.89, SD=0.34) were lower than the aggregate mean. Whereas, the extra-curricular load of the teachers in school is unreasonable (M=1.9, SD=0.3) and was equal to the aggregate mean. However, each item of the respondents' responses was signifies disagreement on the issues listed in the above table with the teacher load. From this idea we can conclude that related to the teachers' load low teachers' morale in the study area.

Table 12: Analyses of teachers' morale about curriculum issues (N=110)

No	Items	Mean	Std.
	1.7 Curriculum Issues		**Deviation**
1	The curriculum has a well-balanced	1.8818	.40027
2	The curriculum has makes reasonable provision for student individual differences.	1.9364	.28015
3	The curriculum does a good job of preparing students to become enlightened and competent citizens.	1.9000	.54098
	Aggregate	1.9	0.4

Scales: ≤ 1.49 = Strongly Disagree, 1.5 – 2.49 = Disagree, 2.5 – 3.49 = Undecided, 3.5 – 4.49 = Agree, ≥ 4.5 = strongly agree.

As can be seen from the above Table 12, the aggregate mean score of the respondents was 1.9 with 0.4 SD, that shows the disagreement of most of the respondents on the issues listed in the Table 12 above indicated was the factors affecting teachers' morale in the area understudy.

Specifically, this table show the mean value of items such as; the school curriculum makes reasonable provision for student individual differences (M=1.93, SD=0.28) and the school curriculum does a good job of preparing students to become enlightened and competent citizens (M=1.9, SD=0.54) which were higher than the aggregate mean. Whereas, the curriculum has a well-balanced (M=1.88, SD=0.4) which was lower than the aggregate mean. However, all items listed in the above table showed that the respondents' responses were in disagreement on to the curriculum issues. From this idea we can conclude that related to the curriculum issues poor teachers' morale in the study area.

Table 13: Analyses of teachers' morale related to community support for education (N=110)

No	Items	Mean	Std. Deviation
	1.8 Community Support for Education		
1	Most of the people in this community understand and appreciate good education.	1.8182	.56148
2	Community supports ethical procedures regarding the appointment and reappointment of members of the teaching staff.	1.9545	.28370
3	Community is willing to support a good program of education.	1.8727	.47137
	Aggregate	1.8818	0.438

Scales: ≤ 1.49 = Strongly Disagree, 1.5 – 2.49 = Disagree, 2.5 – 3.49 = Undecided, 3.5 – 4.49 = Agree, ≥ 4.5 = strongly agree.

As shown in the Table 13, the aggregate mean score of the respondents was (M=1.88, SD=0.438) implies that most of the respondents expressed their disagreement on the issues listed in the Table 13 above was considered as the factors affecting teachers' morale in the study area.

Expressly, this table shows mean value of item like; community supports ethical procedures regarding the appointment and reappointment of members of the teaching staff (M=1.95, SD=0.28) was higher than the aggregate mean. Whereas, most of the people in the community understand and appreciate good education (M=1.81, SD=0.56) and community is willing to support a good educational program (M=1.87, SD=0.47) were lower than the aggregate mean. However, each item of the respondents' responses showed the disagreement on the issues listed in the table with the interest of community educational support. From this idea, we can conclude that for the sake of lack of community support education low teachers' morale in the study area.

Table 14: Analyses of teachers' morale about school facilities and services (N=110)

No	Items	Mean	Std. Deviation
	1.9 School Facilities and Services		
1	My school provides me with adequate classroom supplies and equipment.	1.9818	.54152
2	My school provides the teachers with adequate audio-visual aids and projection equipment.	1.5000	.55438
3	Library facilities and resources are adequate for the grade or subject area which I teach.	1.7000	.71099
	Aggregate	1.727	0.6

Scales: ≤ 1.49 = Strongly Disagree, 1.5 – 2.49 = Disagree, 2.5 – 3.49 = Undecided, 3.5 – 4.49 = Agree, ≥ 4.5 = strongly agree.

As indicated in the Table 14 above, the aggregate mean score of the respondents was (M=1.727 with 0.6 SD), shows that most of the respondents expressed their disagreement on the issues listed in the Table 14 above were influencing on teachers' morale in the area understudy.

Specifically, this table shows mean value of item like; school provides teachers with adequate classroom supplies and equipment (M=1.98, SD=0.54) was higher than the aggregate mean. Whereas, school provides the teachers with adequate audio-visual aids and projection equipment (M=1.5, SD=0.55) and library facilities and resources are adequate for the grade or subject area which teachers teach (M=1.7, SD=0.71) were lower than the aggregate mean. However, most of the list in the above table of the respondents' responses showed disagreement on the issues of the school facilities for services. From this idea, we can conclude that for the sake of lack of the school facilities and services poor teachers' morale in the study area.

Table 15: Analyses of teachers' morale related to community pressures (N=110)

No	Items	Mean	Std.
	1.10 Community Pressures		**Deviation**
1	Community expects its teachers to meet unreasonable personal standards.	1.8273	.55618
2	Community expects the teachers to participate in too many social activities.	1.9364	.47463
3	Community pressures prevent me from doing my best as a teacher.	1.8455	.36313
	Aggregate	1.8697	0.4646

Scales: ≤ 1.49 = Strongly Disagree, $1.5 - 2.49$ = Disagree, $2.5 - 3.49$ = Undecided, $3.5 - 4.49$ = Agree, ≥ 4.5 = strongly agree.

As shown in the Table 15, the grand mean of the respondents was (M=1.8697, SD=0.46) which implies most of the respondents expressed their disagreement on the issues listed above were considered as the factors affecting teachers' morale in the area under study.

Clearly, the above table 15, shows mean value of item like; community expects the teachers to participate in too many social activities (M=1.93, SD=0.47), was higher than the aggregate mean but rating in the likert-scale of disagree with the raised issues. Whereas, community expects its teachers to meet unreasonable personal standards (M=1.82, SD=0.55) and community pressures prevent teachers from doing their best as teachers (M=1.84, SD=0.36) were found to be lower than the aggregate mean and rating in the likert-scale disagree. However, each item of the respondents' responses in the above table showed that community pressures are affecting teachers' morale with the raised issues. From this idea, we can conclude that for the sake of community pressure low teachers' morale on teaching at the study area.

Table 16: Summer of data analyses on teachers' morale (N=110)

No	Name of the secondary Schools	Total number of teachers teach grade 9	The result of data analyses (Mean)
1	Serbo	24	2.4896
2	Lemlem	12	2.3229
3	Kera Gora	16	2.1289
4	Bulbul	18	2.3924
5	Biftu Gibe	14	2.2813
6	Wacho	12	2.3128
7	Dibu Bijit	14	2.3661
	Aggregate	110	2.3277

As indicated in the Table 16 above, the aggregate mean score of the responses of the respondents of secondary school about teachers' morale was, Serbo (M=2.4896), Lemlem (M=2.3229), Kera Gora (2.1289), Bulbul (M=2.3924), Biftu Gibe (M=2.2813), Wacho (M=2.3128) and Dibu Bijit (M= 2.3661).

Table 17 model summary of teachers' morale

Model Summary					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.760a	.578	.545	.14191	2.003
a. Predictors: (Constant), Community pressure, Rapport among teachers, Teacher load, Teacher rapport with principal, Teacher salary, Curriculum issues, School facilities and services, Community support of education.					
b. Dependent variable: Teachers' morale					

According to Table 16, R square is .578 shows that 57.8 % of the dependent variable (Teachers' morale) is being explained by independent variables. This depicts that the model accounts for 57.8 % of the variations in influencing teachers' morale while 52.2% remains unexplained by the regression model. Durbin-Watson is 2.003.

Table 18ANOVA result on teachers' morale

ANOVA						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	2.786	8	.348	17.295	.000b
	Residual	2.034	101	.020		
	Total	4.820	109			
a. Dependent Variable: Teachers" Morale						
b. Predictors: (Constant), Community pressure, Rapport among teachers, Teacher load, Teacher rapport with principal, Teacher salary, Curriculum issues, School facilities services, Community support education.						

The ANOVA statistics presented in Table 17 was used to present the significance of regression model. An F-significance value was 17.295 at df (5). Calculated p-value was .000 which was less than 0.05 (P < 0.05) which show statistically significant result which was established shows that there is a probability of less than .05 of regression model. Thus, the model is very significant.

Table 19 regression coefficients on teachers' morale

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.614	.271		-2.270	.025
	TRP	.366	.108	.226	3.396	.001
	RAT	.208	.050	.293	4.195	.000
	TS	.182	.054	.243	3.381	.001
	TL	.194	.076	.195	2.564	.012
	CI	.069	.058	.085	1.191	.236
	CSE	.132	.064	.162	2.079	.040
	SFS	.121	.041	.219	2.989	.004
	CP	.106	.050	.152	2.111	.037

Note: TRP = Teacher Rapport with Principal, RAT = Rapport among Teachers, TS = Teacher Salary, TL = Teacher Load, CI = Curriculum Issues, CSE = Community Support of Education, SFS = School Facilities and Services and CP = Community Pressure.

As revealed in Table 18 above, the regression analysis shows that the independent variables are statistically significant with dependent variable (teachers' morale) at level 0.05 except one item. Specifically, rapport among teachers was significant at 0.000, teacher rapport with principal and teacher salary was significant at 0.001, school facilities and services was significant at 0.004, teacher load was significant at 0.012, community pressure was significant at 0.037 and community educational support was significant at 0.04. The item, curriculum issues (0.236) was not significant because higher than the value of 0.05.

In general the coefficient of multiple variations $R^2=0.578$ (57.8%), showed that as independent variables (Teacher Rapport with Principal, Rapport among Teachers, Teachers' Salary, Teachers' Load, Curriculum Issues, Community Educational Support, School Facilities and Services and Community Pressure) improved teachers' morale competence, showing that the overall teachers' morale increases by 57.8 percent.

4.2.2 Analyses of the Current Status of Students' Engagement

The purpose of this section is to deal the current status of students' engagement with the data obtained from classroom observation. 36 sections of grade nine classrooms selected for classroom observations used standardized checklists based on considering the local context. Data obtained through components of students' engagement; emotional engagement, behavioral engagement and cognitive engagement. There were included 24 items and focused on five tools in one period such as; at the beginning of the class, during teacher-directed instruction, during group work, during independent work time and at the end of the class. The obtained data were measured or rating in the scale of as: very low = 1, low = 2, medium = 3, high = 4, very high = 5 (refer Appendix B). To arrive at the intended conclusion responses of the respondents' analyzed by descriptive statistics; mean and standard deviation were performed.

Accordingly, the following table clearly signifying the analysis of data obtained from classroom observation of selected secondary schools. For the purpose of analysis, the observation result were rated as; ≤ 1.49 = Strongly Low, $1.5 - 2.49$ = Low, $2.5 - 3.49$ = Medium, $3.5 - 4.49$ = High and ≥ 4.5 = Very High.

Table 20: Analyses of students' engagement data at the beginning of class (N=1193)

No	Items	Mean	Std. Deviation
1	Students give a genuine smile	3.2778	0.51331
2	They establish eye contact as they receive any instructions teacher give	2.8889	0.31873
3	Students come to class with all their books and materials	2.6944	0.52478
4	They sit down and immediately begin working on any review seat work teacher assigned	2.4444	0.55777
5	The student sits down and immediately sets out any materials that may aid him in the learning process (notebook, pen, etc).	2.5556	0.55777
	Aggregate	2.77222	0.494472

Scales: ≤ 1.49 = Very Low, 1.5 – 2.49 = Low, 2.5 – 3.49 = Medium, 3.5 – 4.49 = High, ≥ 4.5 = Very High.

Table 19 above shows that, as the aggregate score of classroom observation at the beginning of class was (M=2.77, SD=0.49) implies that the responses of the respondents in items; students give a genuine smile (M=3.27, SD=0.51) and students establish eye contact as they receive any instructions teacher give (M=2.88, SD=0.31) were signifying the medium level with the raised issues. Whereas, students come to class with all their books and materials (M=2.69, SD=0.52), and the student sits down and immediately sets out any materials that may aid him in the learning process (M=2.55, SD=0.55) were signifying under the aggregate score but medium level of the issues. While, students sit down and immediately begin working on any review seat work teacher assigned (M=2.44, SD=0.55) was indicated that lower than the aggregate score and low level of the raised issue.

As observed on the above table mean score showing the most items is possible to conclude that, the status of students' engagements of the sampled schools were in medium performance with the mean value of 2.77 at the beginning of class.

Table 21: Analyses of students' engagement data during teacher-directed instruction (N=1193)

No	Items	Mean	Std. Deviation
1	The expressions on the students' faces show that they're interested in the lesson	2.125	0.5
2	They respond to questions with enthusiasm	2.375	0.5
3	Students are alert and listening.	2.0625	0.25
4	They take notes and ask questions	2.1875	0.40311
5	Students ask in-depth questions that go beyond the material presented	2.125	0.34157
	Aggregate	2.175	0.398936

Scales: ≤ 1.49 = Very Low, $1.5 - 2.49$ = Low, $2.5 - 3.49$ = Medium, $3.5 - 4.49$ = High, ≥ 4.5 = Very High.

As it can be seen from Table 20 above, the grand mean of students engagement during teacher-directed instruction was (M=2.17, SD=0.39) showing that the responses of the respondents in items; students respond to questions with enthusiasm (M=2.37, SD=0.5) and students take notes and ask questions (M=2.18, SD=0.4) were implied above the aggregate score but showing low level with the raised issues. Whereas, the expressions on the students' faces show that they're interested in the lesson (M=2.12, SD=0.5), students are alert and listening (M=2.06, SD=0.25) and students ask in-depth questions that go beyond the material presented (M=2.12, SD=0.34) were also signifying low level with the raised issues.

As observed on the above table, the mean score of all items were possible to conclude that, students' engagement was showed low performance with the mean value of 2.17 during teacher-directed instruction in the sampled secondary school.

Table 22: Analyses of students' engagement data during group activities (N=1193)

No	Items	Mean	Std. Deviation
1	Students interact well with the rest of the group. They seem to fit in	2.25	0.44721
2	Members of the group speak to each other kindly and with respect	2.0625	0.25
3	They listen attentively to others in the group	2.375	0.7188
4	They focus on the group activity	2.3125	0.47871
5	Students take notes of what the group is discussing and do anything to better grasp and build upon the concept.	2.25	0.57735
	Aggregate	2.25	0.494414

Scales: ≤ 1.49 = Very Low, $1.5 - 2.49$ = Low, $2.5 - 3.49$ = Medium, $3.5 - 4.49$ = High, ≥ 4.5 = Very High.

The above table 21 indicated as the aggregate score of classroom observation of students engagement during group activities was (M=2.25, SD=0.49) implied that the responses of the respondents in items; students listen attentively to others in the group (M=2.37, SD=0.71) and students focus on the group activity (M=2.31, SD=0.47) signifying mean score of responses were above the aggregate score but rating under the scale of low. Whereas, students interact well with the rest of the group (M=2.25, SD=0.44), members of the group speak to each other kindly (M=2.06, SD=0.25) and students take notes of what the group is discussing and do anything to better grasp and build upon the concept (M=2.25, SD=0.57) were signifying low level with the issues. With regard to the views of the classroom observation, the aggregate score signifying the students' engagement was low performance with the mean value of 2.25 during group activities in study area.

Table 23: Analyses of students' engagement data during independent work time (N=1193)

No	Items	Mean	Std. Deviation
1	The student appears interested in the work	2.0625	0.25
2	The student is focused and seems to be enjoying the work	2	0
3	They complete the assignment and turn it in on time	2.125	0.34157
4	If they have questions, they seek teacher for help	2.125	0.5
5	Students use any tools or methods (using a highlighter or pen)	2.125	0.34157
	Aggregate	2.0875	0.286628

Scales: ≤ 1.49 = Very Low, $1.5 - 2.49$ = Low, $2.5 - 3.49$ = Medium, $3.5 - 4.49$ = High, ≥ 4.5 = Very High.

Table 22 reveals that, as the average mean score of classroom observation is (M=2.08, SD=0.28) show that the responses of the respondents in items; students complete the assignment and turn it in on time (M=2.12, SD=0.34), if students have questions, they seek teacher for help (M=2.12, SD=0.5) and students use any tools or methods (M=2.12, SD=0.34) were signifying above the aggregate score but rating in the scale of low. Whereas, the student appears interested in the work (M=2.06, SD=0.25) and the student is focused and seems to be enjoying the work (M=2, SD=0) were showing under aggregate mean and rating in scale of low.

Therefore, it can be concluded that the above table 22, the aggregate score of all items was signifying the status of students' engagement was low performance with the mean value of 2.08 during independent work time in the secondary school of study area.

Table 24: Analyses of students' engagement data at the end of the class (N=1193)

No	Items	Mean	Std. Deviation
1	The students make eye contact and say goodbye as they leave the room.	2.75	0.44721
2	They are in good spirits and don't appear to have become tired or frustrated by the material presented	2.875	0.34157
3	Students follow end-of-class instructions promptly.	2.8125	0.40311
4	They clean up their work areas as instructed	2.9375	0.25
5	Students use an assignment notebook or other organizers to make note of any remaining work	2.875	0.34157
	Aggregate	2.85	0.356692

Scales: ≤ 1.49 = Very Low, $1.5 - 2.49$ = Low, $2.5 - 3.49$ = Medium, $3.5 - 4.49$ = High, ≥ 4.5 = Very High.

As indicated in Table 23 above, the average score of the above items (M=2.85, SD=0.35) implies that the responses of the respondents in items; on the students are in good spirits and don't appear to have become tired or frustrated by the material presented (M=2.87, SD=0.34), students clean up their work areas as instructed (M=2.93, SD=0.25) and students use an assignment notebook or other organizers to make note of any remaining work (M=2.87, SD=0.34) were signifying above the aggregate score and rating medium performance. Whereas, the students make eye contact and say goodbye as they leave the room (M=2.75, SD=0.44) and students follow end-of-class instructions promptly (M=2.81, SD=0.4) were below aggregate score but rating in the scale of medium.

Therefore, the above table aggregate score of all items show that the status of the students' engagement was medium performance with the mean value of 2.87 at the end of class. But when we measure based on the mean result of the data obtained from the above table 19 – 23 shows that the analyses of the current performance of students' engagement of secondary schools were low. From this analysis we can concluded that the current level of students' engagement was low in the study area.

Table 25: Summary of data analyses of students' engagement

No	Name of the secondary Schools	Total number of grade 9 section	Total number of grade 9 students	Average result of data analyses (Mean)
1	Serbo	16	495	2.4375
2	Lemlem	2	68	2.2800
3	Kera Gora	4	133	2.1000
4	Bulbul	5	156	2.3760
5	Biftu Gibe	3	108	2.2000
6	Wacho	3	115	2.2800
7	Dibu Bijit	3	118	2.3333
	Aggregate	36	1193	2.2866

4.2.3   Analyses of Current Status of Students' Academic Performance

This section analyzes the current status of students' academic performance based on the data obtained from documents. The Table below demonstrates grade 9 students' academic performance took from students' roster focused on Science, Mathematics and Technology namely; Biology, Chemistry, Physics, Mathematics and ICT subjects (refer to Appendix G). The result of document analyses was made on sampled Secondary School student's achievement mean score of 2013/2121 academic year. Accordingly, Serbo Secondary School (M=55.15), Lemlem Secondary School (M=51.55), Kera Gora Secondary School (M=48.75), Bulbul Secondary School (M=54.15), Biftu Gibe Secondary School (M=49.15), Wacho Secondary School (M=50.74) and Dibu Bijit Secondary School (M=52.95) mean score of students' academic performance. It was signifying that the aggregate score of the students' academic performance from total of 100 question (Biology 20, Chemistry 20, Physics 20, Mathematics 20 and ICT 20) was (M=51.84) in the study area.

Table 26: Summary results of the current status of students' academic performance (N=1193)

No	Name of the Secondary Schools	Total number of grade 9 students	Total number of questions	Obtained mean score	Percent
1	Serbo	495	100	55.15	55.15 %
2	Lemlem	68	100	51.55	51.55 %
3	Kera Gora	133	100	48.75	48.75 %
4	Bulbul	156	100	54.15	54.15 %
5	Biftu Gibe	108	100	49.56	49.56 %
6	Wacho	115	100	50.74	50.74 %
7	Dibu Bijit	118	100	52.95	52.95 %
	Aggregate	1193	100	51.84	51.84 %

Source: Secondary Schools of Kersa woreda

As revealed in table above, the mean score of the current status of teachers' morale, students' engagement and academic performance. It shows as the relationship between variables, when the teachers' morale is high students' engagement and academic performance also high. For instance, Serbo Secondary School was higher than the other Secondary Schools by mean results of teachers' morale (M = 2.4896), students' engagement (M = 2.4375) and academic performance (M = 55.15) and when the teachers' morale low students' engagement and academic performance also low. Kera Gora Secondary School was lower than the other Secondary Schools by mean results of teachers' morale (M = 2.1289), students' engagement (M = 2.1000) and academic performance (M = 48.75). So, we can conclude that based on the mean results of the data obtained the current status of teachers' morale, level of students' engagement and academic performance were low in the study area. Accordingly, researcher used based on the above table data, to organize correlation analysis and regression analyses to the research question number two and three of this study.

4.3 Correlation Analysis

The second objective of this study was assessing the relationship between teachers' morale and students' engagement, teachers' morale with academic performance and students' engagement with academic performance of secondary schools. The study sought to establish the relationship

between independent variables (teachers' morale) and dependent variables (students' engagement and academic performance). Also, to implies the relationship between students' engagement and academic performance.

Correlation analysis is one of the most widely used in research, it is often used to determine a relationship between two different variables, if so how significant or how strong is the association between variables, and also a very useful means to summarize these relationships between the variables with a single number that falls between -1 and +1 (Field, 2005). The sign of the correlation coefficient determines whether the correlation is positive or negative. The magnitude of the correlation coefficient determines the strength of the correlation.

Pearson´s correlation coefficient is suitable for this study because Pearson's r is appropriate for use when both variables represent at the interval or ratio scales of measurement, a linear relationship between the two variables. Pearson correlation is used in statistics to measure the degree of the relationship between linear related variables (Mohamed, 2015). The range of values is from -1 to 1. Strong association occurs when the magnitude of the correlation is close to one. Therefore, the result of correlation analysis indicates that the degree of relation that occurred between teachers' morale with students' engagement, teachers' morale with academic performance and students' engagement with academic performance in secondary schools of the study area was presented below.

Rule of thumb: $0.0 = |r|$: no correlation, $0.0 < |r| < 0.3$: weak correlation, $0.3 \leq |r| < 0.7$: moderately strong correlation, $0.7 \leq |r| < 1.0$: strong correlation, $1.0 = |r|$: perfect correlation. Source (Henk, 2019)

Descriptive Statistics

Table 27 Descriptive Statistics

Descriptive Statistics			
	Mean	Std. Deviation	N
Teachers' morale	2.327714	.1108991	7
Students' engagement	2.286686	.1120642	7
Academic performance	51.835714	2.3651910	7

The above table 25 shows as, mean result of teachers' morale (M=2.32, SD=0.11), student engagement (M=2.28, SD=0.11) and academic performance (M=51.84, SD=2.36) and the data shows as seven secondary school.

4.3.1 Relationship between Teachers' Morale and Students' Engagement

Table 28: Correlations of Teachers' Morale and Students' Engagement

Correlations		
		Student engagement
Teachers morale	Pearson Correlation	.982[**]
	Sig. (2-tailed)	.000
	N	7
**. Correlation is significant at the 0.01 level (2-tailed).		

The result in the above table 26, shows, there is statistically significant and positive relationship between teachers' morale and students' engagement. Teacher's morale has positive relationship or associated with students' engagement at (r = .982, calculated p- value was p = .000).

4.3.2 Relationship between Teachers' Morale and Students' Academic Performance

Table 29: Correlations of Teachers' Morale and Students' Academic Performance

Correlations		
		Academic performance
Teachers morale	Pearson Correlation	.931[**]
	Sig. (2-tailed)	.002
	N	7
**. Correlation is significant at the 0.01 level (2-tailed).		

As indicated in Table 27 above shows, there is statistically significant and positive relationship between teachers' morale and students' academic performance in secondary schools. Teacher's morale has positive relationship or associated with students' engagement at (r = .931, calculated p- value was p = .002)

4.3.3 Relationship between Students' Engagement and Academic Performance

Table 30: Correlations of Students' Engagement and Academic Performance

Correlations		
		Academic performance
Student engagement	Pearson Correlation	.969[**]
	Sig. (2-tailed)	.000
	N	7
**. Correlation is significant at the 0.01 level (2-tailed).		

The result in the above table 28 shows as there is statistically significant and positive relationship between students' engagement and academic performance. Students' engagement has positive relationship with students' academic performance at (r = .969, calculated p- value was p = .000). Hence the result is statistically significant.

In general, the results in the table from 26 up to table 28 indicates that positive and very high relationship between teachers' morale and students' engagement, teachers' morale and academic performance, and also students' engagement and academic performance in secondary schools. This means that teachers' morale increase as the, students' engagement and academic performance also increase and students' engagement increase academic performance which in turn also increases and vice versa is true.

4.4 Regression Analysis

The third objective of this study was investigating teachers' morale effects on students' engagement and academic performance in Kersa woreda secondary schools. The study sought to establish high or low teachers' morale how effects or changes on students' engagement in the classroom at the beginning of class up to the end of the class (refer appendix C), high or low teachers' morale how effects or changes on students achievement or exam result of learning subjects (refer appendix D). Also, the high or low level of students' engagement how effects or changes on academic performance or exam result of learning subjects (refer appendix E) are influencing on its using multiple linear regression analysis.

Regression analysis is one of the most commonly used statistical techniques in social and behavioral sciences as well as in physical sciences which involves identifying and evaluating the relationship between a dependent variable and one or more independent variables

(Mohamed, 2015).In this study regression analysis used to explain variability in dependent variable by means of independent or control variables and to analyze relationships among variables to answer; the question of how much dependent variable changes with changes in each of the independent's variables, and to forecast or predict the value of dependent variable based on the values of the independent's variables. Accordingly, the following table clearly implies teachers' morale effects students' engagement and academic performance of secondary schools analyses based on the obtained data from area of the study.

4.4.1 Teachers' Morale Effects Students' Engagement

Table 31: Model summary ofteachers' morale effects on students' engagement

Model Summary					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.982[a]	.965	.958	.0229478	2.705
a. Predictors: (Constant), Teachers morale					
b. Dependent Variable: Student engagement					

According to Table 29 revealed that the regression analyses R Square is 0.96.5 which shows that 96.5 % of the dependent variable (students' engagement) is being explained by independent variables (teachers' morale). This depicts that the model accounts for 96.5 % of the variations in influencing students' engagement while 3.5% remains unexplained by the regression model.

Table 32: ANOVA result of teachers' morale effects on students' engagement

ANOVA						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	.073	1	.073	138.087	.000[b]
	Residual	.003	5	.001		
	Total	.075	6			
a. Dependent Variable: Student engagement						
b. Predictors: (Constant), Teachers morale						

Source: Field survey, 2021

The ANOVA statistics presented in Table 30 was used to present the regression model significance. An F-significance value was 138.08 at df (5). Calculated p-value was .000 which was less than 0.05 (P < 0.05) which show statistically significant result which was established the probability of less than .05 of the regression model. Thus, the model is very significant.

Table 33: Regression Coefficients of teachers' morale effects on students' engagement

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.024	.197		-.122	.908
	Teachers morale	.993	.084	.982	11.751	.000
a. Dependent Variable: Student engagement						

As revealed in Table 31 above, the regression analysis of variable shows that the teachers' morale (independent variables) is statistically significant with dependent variable (students' engagement) at level 0.05. The coefficient of variations is $R^2 = 0.965$ (96.5%). This shows that as teachers' morale improved for students, the overall students' engagement increases by 96.5 percent.

4.4.2   Teachers' Morale Effects Academic Performance

Table 34: Model summary of teachers' morale effects on academic performance

Model Summary[b]					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.931[a]	.868	.841	.9430422	1.919
a. Predictors: (Constant), Teachers morale					
b. Dependent Variable: Academic performance					

According to Table 32, R square is 0.868 shows that 86.8 % of the dependent variable (students' academic performance) is being explained by independent variables (teachers' morale). This depicts that the model accounts for 86.8 % of the variations in influencing

students' academic performance while 13.1% remains unexplained by the regression model and Durbin-Watson is 1.919 it is nearest to 2.

Table 35: ANOVA result of teachers' morale effects on academic performance

ANOVA[a]						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	29.118	1	29.118	32.742	.002[b]
	Residual	4.447	5	.889		
	Total	33.565	6			
a. Dependent Variable: Academic performance						
b. Predictors: (Constant), Teachers morale						

Source: Field survey, 2021

The ANOVA statistics presented in Table 33 was used to present the significance of the regression model. An F-significance value was 32.742 at df (5). Calculated p-value was .002[b] which was less than 0.05 (P < 0.05) showing the statistically significant result which was established that there is a probability of less than .05 of the regression model. Thus, the model is very significant.

Table 36: Regression coefficients of teachers' morale effects on academic performance

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	5.597	8.089		.692	.520
	Teachers morale	19.865	3.472	.931	5.722	.002
a. Dependent Variable: Academic performance						

As revealed in Table 34 above, the regression analysis of variable shows that the teachers' morale (independent variables) is statistically significant with dependent variable (students' academic performance) at level 0.05. The coefficient of variations is R2=0.868 (86.8%). This shows that as teachers' morale improved the overall students' engagement increases by 86.8 percent.

4.4.3   Students' Engagement Effects Academic Performance

Table 37: Model Summary of students' engagement effects on academic performance

Model Summary[b]					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.969[a]	.939	.927	.6399292	1.672
a. Predictors: (Constant), Student engagement					
b. Dependent Variable: Academic performance					

As indicated in Table 35 above, R square is .939 which shows that 93.9 % of the dependent variable (students' academic performance) is being explained by independent variables (Student engagement). This depicts that the model accounts for 93.9 % of the variations in influencing students' engagement while 6.1% remains unexplained by the regression model.

Table 38: ANOVA result of students' engagement effects on academic performance

ANOVA[a]						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	31.517	1	31.517	76.963	.000[b]
	Residual	2.048	5	.410		
	Total	33.565	6			
a. Dependent Variable: Academic performance						
b. Predictors: (Constant), Student engagement						

The ANOVA statistics presented in Table 36 was used to present the regression model significance. An F-significance value was 76.963 at df (5). Calculated p-value was .000[b] which was less than 0.05 (P < 0.05) which show statistically significant result was established that there is a probability of less than .05 of the regression model. Thus, the model is very significant.

Table 39: Regression coefficients of students' engagement effects on academic performance

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	5.069	5.336		.950	.386
	Student engagement	20.452	2.331	.969	8.773	.000
a. Dependent Variable: Academic performance						

As revealed in Table 37 above, the regression analysis of variable shows that the students' engagement (independent variables) is statistically significant with dependent variable (students' academic performance) at level 0.05. The coefficient of variations is $R^2=0.939$ (93.9%). This shows that as teachers' morale improved the overall students' engagement increases by 93.9 percent.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

1.1 Summary of the Study

The main purpose of this study was to assess teachers' morale competence, students' engagement and academic performance in secondary school of Kersa woreda. In order to investigates this purpose, the study attempted to answer the following basic questions.

1. What is the current status of secondary school teachers' morale, level of students' engagement and academic performance in Kersa woreda of Jimma zone?
2. What is the relationship between secondary school teachers' morale, students' engagement and academic performance in Kersa woreda of Jimma Zone?
3. To what extent secondary school teachers' morale effects students' engagement and academic performance?

❖ The sources of the data for the study were: 110 (52%) who are teaching grade nine secondary school teachers was selected to filled questionnaire, 36 sections of grade nine were conducted to classroom observation and grade nine students recorded exam result of five subjects was analyzed from document. The research design employed was correlational research design in which quantitative research methodology were incorporated. Researcher used primary sources of data for this study. Data were collected through questionnaire, classroom observation and document analyses.

❖ Quantitative data from responses were analyzed by descriptive statistics as well as appropriate tools with the SPSS version 24 (statistical software which eases to compile and analyze data) namely; percentages, mean, standard deviation.

❖ Correlation analysis indicates that the degree of relation that occurred between teachers' morale with students' engagement, teachers' morale with academic performance and students' engagement with academic performance in secondary schools of the study area.

❖ Regression analysis used to explain variability in dependent variable by means of independent and to analyze relationships among variables to answer; the question of how much dependent variable changes in each of the independent's variables, and to forecast or predict the value of dependent variable based on the values of the independent's variables.

❖ Concerning issues related with the current status of teachers' morale: the analysis result indicated the following

⇨ The study revealed out that the current status of teachers' morale with the nature of work were statistically rating in the scale of disagreement, which indicated that the current status of teachers' morale was low in the study area.

⇨ The mean ratings of the teachers regarding their satisfaction with most of the nature of work were statistically rating in the scale of disagreement, which indicated that the teachers were not satisfied with the nature of working and unhappy with their teaching position in the area of the study.

⇨ The other findings of the study revealed that the current status of teachers' morale were influence by different both inside and outside factors in the study area.

❖ The study finding out the other concerning issues related with the current status of students' engagement: the finding presented issue concerning related to components of students' engagement; according to the finding presented issue aggregate score of the items showed that the status of the students' engagement was rating in the scale of low performance.

❖ The study finding out also related with the current status of academic performance: the finding presented issue concerning related to students' academic performance of the mean score of grade nine students was not good performance.

❖ Regarding of the relationship between teachers' morale, students' engagement and academic performance: the analysis result indicated the following.

⇨ Concerning issue related with the correlations of teachers' morale and students' engagement the study revealed that they have positive correlated

⇨ Concerning issue related with the relationship between teachers' morale and academic performance the study signifies that have strong positive relationship

⇨ Concerning issue related with the correlations of students' engagement and academic performance the study finding out that have high strong correlated

❖ Regarding of the teachers' morale effects on students' engagement and academic performance: the analysis result indicated the following.

- Concerning issue related with the effects of teachers' morale on students' engagement and academic performance and students' engagement effects on academic performance; according to the study pointed out that when the teachers' morale is high mean result of the aggregate score the level of students' engagement is high performance, when the aggregate score of mean and standard deviation of the teachers' morale is low the level of students' engagement also low performance,

- The study finding out that when the aggregate score of mean and standard deviation of the status of teachers' morale is high the students' academic performance high performance and vice versa.

- The study finding out the same to that when the aggregate score of mean and standard deviation of the students' engagement is high the academic performance of students also high performance and vice versa.

1.2 Conclusions

The present study was conducted to assess teachers' morale competence, students' engagement and academic performance in secondary school of Kersa woreda, Jimma zone. Based on the above findings of the study the following conclusions were drawn in this part.

The study pointed out that the current status of teachers' morale in the study area was low level. The present study revealed out that teachers have low level of personal satisfaction, if teachers could earn as much money in another occupation, they would stop teaching and change their job, the current status of teachers were not successful and competent in their present teaching position, less enjoy working with student organizations, clubs, and societies, students do not regard their teachers with respect and teachers do not seem to have confidence in their professional ability. Due to this the current status of teachers' morale is poor and teachers have low morale in their teaching profession.

The other concerning issues related with teacher status: teachers have not satisfactory standard of living, poor respects by community and less treats them like professional persons, the mean ratings of the teachers regarding their satisfaction with teaching were not statistically higher than the aggregate result and rating showed in the scale of disagree, which indicated that the teachers were not satisfied with their present teaching position. The study finding out that the current status of teachers' morale is low level and poor satisfaction with their current position.

The other findings of the study revealed that related to the current status of teachers' morale were influenced such as; lack of teacher rapport with principal, lack of rapport among teachers, related to the teachers' salary, related to the teachers work load, related to the curriculum issues, related to the level of community support of education and school facilities and services.

The finding presented issue concerning related to current status of the students' engagement was not good performance. According to the finding presented items were possible to conclude that, the aggregate result of mean and standard deviation of the components of the level of students' engagements of the study area was low level.

The finding presented issue concerning related to current status of students' academic performance was not good level. According to the study signified that the mean score of grade

nine students was not good performance. Therefore, the current status of the academic performance was low in the area of study.

The study finding out related to the correlations between teachers' morale and students' engagement; the study pointed out that positive relationship between teachers' morale and students' engagement. It is statistically significant between teachers' morale and students' engagement. Teachers' morale has positive relationship with students' engagement at (r = .982, calculated p- value was p = .000). This showed that there are high and strong relationship between teachers' morale and students' engagement.

The study finding out related to the correlation between teachers' morale and academic performance; there is statistically significant and positive relationship between teachers' morale and academic performance in secondary schools. Teachers' morale has correlated with students' engagement at (r = .931, calculated p- value was p = .001). This signified that there are positive relationship between teachers' morale and academic performance.

The study finding out related to the relationship between students' engagement and academic performance; students' engagement has positive relationship with academic performance at (r = .969, calculated p- value was p = .000). Hence the result is statistically significant. This implied that strong relationship between students' engagement and academic performance.

The study finding out related to the teachers' morale effects on students' engagement; the study revealed that the regression analyses R Square is 0.96.5 which shows that 96.5 % of the dependent variable (students' engagement) is being explained by independent variables (teachers' morale). This depicts that the model accounts for 96.5 % of the variations in influencing students' engagement while 3.5% remains unexplained by the regression model.

The study finding out related to the teachers' morale effects on academic performance; the study revealed that the regression analyses R square is 0.868 shows that 86.8 % of the dependent variable (students' academic performance) is being explained by independent variables (teachers' morale). This depicts that the model accounts for 86.8 % of the variations in influencing students' academic performance while 13.2% remains unexplained by the regression model.

The study finding out related to the students' engagement effects on academic performance; the study pointed out that R square is 0.939 which shows that 93.9 % of the dependent variable (academic performance) is being explained by independent variables (Students' engagement). This depicts that the model accounts for 93.9 % of the variations in influencing students' engagement while 6.1% remains unexplained by the regression model. Therefore, we can conclude that according to the study pointed out that when the teachers' morale is high students' engagement is also high; whereas, when the teachers' morale is low the participation of students also decreases, similarly, when the level of teachers' morale is low the students' academic performance also decreases and vice versa.

1.3 Recommendations

The present study has tried to assess teachers' morale, students' engagement and academic performance in Kersa woreda secondary schools of Jimma zone. Based on the findings and conclusions presented above, the researcher tried to suggest the following recommendations.

❖ The Woreda education sector, secondary school supervisor, secondary school principals and vice principals should make special attention to teachers' morale on the area focusing on improving working condition such as teachers' morale in teaching, by encouraging, constructive and continuous support that helps teachers to increase teachers' morale.

❖ The Woreda education sector, secondary school supervisor, secondary school principals and vice principals should support teaching profession to enables teachers have better the social status in the community, bridge the gap community respects its teachers and treats them like professional person and teachers to gain acceptance by the people in the community to helps them to the increase teachers' morale by creating awareness to the community related to support of education

❖ The Woreda Administration Office, Woreda Education Bureau, and Kebele Administrators should support teachers through facilitating road access, provision of pure water and building house for teachers by mobilizing the community. This helps teachers' increases their personal satisfaction and loves to their profession.

❖ The Woreda Education Bureau and secondary school supervisor should bridge the gap of relation between teachers and principal; create a conducive environment in which they feel free to communicate about their personal problem and group welfares and problems by checking and supervising with program. In addition, principal should makes the teachers work easier and more pleasant, understanding the teachers and judge teachers fairly to help them improve their teaching morale and satisfaction in teaching profession.

❖ The Woreda education sector, secondary school supervisor, secondary school principals and vice principals should understand the level of relationship between teachers' morale, students' engagement and academic performance of secondary school, by creating

awareness to teachers, students and parents to construct positive relationship between teachers and students for successful academic performance.

❖ Secondary school supervisor, secondary school principal and vice principal should work related to the relationship among teachers. Teachers should cooperate with each other to achieve common, personal and professional objectives by facilitating experience sharing program within a school teachers, facilitating discussion time among teachers to solve if any problem between teachers and crating awareness about forgiveness.

❖ The woreda education bureau and stakeholders should foster interest of teachers' by providing material support to teaching profession by fair and equitable rewards to reduces turnover and create good working environment with necessary materials like; reference book, teaching aid, wearing white-collar and lounge.

❖ The woreda education bureau and stakeholders should providing necessary refreshment materials like; football, handball, tennis and others. This helps to teachers for refreshment their mind after the end of the class and motivate for the next work.

❖ The Woreda Administration Office and City/Kebele Administrators should support teachers through facilitating or giving land to teachers build their own houses in urban area

❖ Woreda Education Office, secondary school supervisor, secondary school principal and vice principal should boost teachers' moral and maximizing the status of teachers' morale by crating attractive teaching and learning environment by creating competitions program; like sport, question and answering and experience sharing between secondary schools. This promotes satisfaction and competence of teachers in their profession as well as improves the students' engagement and student academic achievements.

❖ Woreda Education Office should better facilitate and give opportunity to upgrade for teachers to bridge professional skill gap. This helps to develop positive attitude and confidence on their profession.

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Appendix A

Jimma University

College of Education and Behavioral Science

Department of Teachers Education and Curriculum studies

Questionnaire for Teachers

Dear Respondents:

The objective of this questionnaire is to get relevant information from teachers on study entitled "Teachers' Morale Competence, Students' Engagement and Academic Performance of Kersa Woreda Secondary Schools" for MA degree fulfillment program. The information which is obtained through this questionnaire will be used only for academic research purpose. Your honest cooperation in providing relevant information is core determinants to accomplish this study successfully. Your responses will be kept confidential. Please attempt all the questions according to the instruction given for each part.

Thank you in advance for your cooperation!

Please note the following points before you start filling the questionnaire:

☞ No need of writing your name.

Part One: General Information and Personal Data

Indicate your response by using **"√"**or "**X**" in the box provided.

Name of school _____

Sex: Male ☐   Female   ☐

Age: Less than 25 ☐   26-30 ☐   31-35 ☐   36-40 ☐   More than 41   ☐

Educational Qualification: Diploma ☐   Degree ☐   MA   ☐   Other   ☐

Program you completed: Diploma ☐   BA/BED (Regular) ☐   BA/BED (Summer) ☐   BA/BED (PGDT Regular) ☐   BA/BED (PGDT Summer) ☐   MA/MSC (Regular) ☐   MA/MSC (Summer) ☐   Other ☐

Service years: 0-5 ☐   6-10 ☐   11-1 5 ☐   16-20 ☐   20 & above ☐

Part Two:

1. **Concerning Current Status of Teachers' Morale**

   ⇨ Kindly tick where applicable:-

Strongly Disagree = (1), Disagree = (2), undecided = (3), Agree = (4), Strongly Agree = (5).

No	Items	1	2	3	4	5
	1. Satisfaction with Teaching					
1	Teaching gives me a great deal of personal satisfaction					
2	Teaching enables me to make my greatest contribution to society.					
3	I love to teach.					
4	If I could plan my career again, I would choose teaching.					
5	If I could earn as much money in another occupation, I would stop teaching					
6	I feel successful and competent in my present position.					
7	I enjoy working with student organizations, clubs, and societies.					
8	Most of the actions of students irritate me					
9	My students regard me with respect and seem to have confidence in my professional ability.					
10	I am well satisfied with my present teaching position					
	2. Teacher Status					
1	My teaching position gives me the social status in the community					
2	Teaching enables me to enjoy many of the material and cultural things I like					
3	Teaching gives me the prestige I desire.					
4	My teaching job enables me to provide a satisfactory standard of living for my family					
5	This community respects its teachers and treats them like professional persons.					
6	It is difficult for teachers to gain acceptance by the people in this community.					

2.

Strongly Disagree = (1), Disagree = (2), undecided = (3), Agree = (4), Strongly Agree = (5).

No	Items	1	2	3	4	5
	3. Teacher Rapport with Principal					
1	I feel free to go to the principal about problems of personal and group welfare.					
2	My principal makes my work easier and more pleasant.					
3	My principal shows a real interest in my department.					
4	My principal acts interested in me and my problems.					
5	My principal has a reasonable understanding of my teaching assignment.					
6	I feel that my work is judged fairly by my principal					
7	My principal tries to make me feel comfortable when visiting my classes.					
	4. Rapport Among Teachers					
1	The teachers in our school cooperate with each other to achieve common, personal, and professional objectives.					
2	Experienced faculty members accept new and younger members as colleagues.					
3	The teachers in our school work well together.					
4	The cooperativeness of teachers in our school helps make our work more enjoyable.					
5	The teachers in our school have a desirable influence on the values and attitudes of their students					
	5. Teacher Salary					
1	I feel that not paid a fair salary for the work I do					
2	I am satisfied with the policies under which pay raises are granted.					
3	Teachers clearly understand the policies governing salary issues.					
4	The salary schedule in our school adequately recognizes teacher competency.					

	6. Teacher Load					
1	The extra-curricular load of the teachers in our school is unreasonable.					
2	The number of hours a teacher must work is unreasonable					
3	The school schedule places my classes at a disadvantage.					
4	My teaching load at this school is unreasonable.					
	7. Curriculum Issues					
1	The school curriculum has a well-balanced					
2	The curriculum of our school makes reasonable provision for student individual differences.					
3	The school curriculum does a good job of preparing students to become enlightened and competent citizens.					
	8. Community Support of Education					
1	Most of the people in this community understand and appreciate good education.					
2	This community supports ethical procedures regarding the appointment and reappointment of members of the teaching staff.					
3	This community is willing to support a good program of education.					
	9. School Facilities and Services					
1	My school provides me with adequate classroom supplies and equipment.					
2	My school provides the teachers with adequate audio-visual aids and projection equipment.					
3	Library facilities and resources are adequate for the grade or subject area which I teach.					
	10. Community Pressures					
1	This community expects its teachers to meet unreasonable personal standards.					
2	Our community expects the teachers to participate in too many social activities.					
3	Community pressures prevent me from doing my best as a teacher.					

Thank you!!!

Appendix B

Semi-Structured Checklist

Observation Checklist of Students' Engagement in Classroom

Very Low = (1), Low = (2), Medium = (3), High = (4), Very High = (5).

No	Item	1	2	3	4	5
1	**At the Beginning of Class**					
1.1	**Indicators of Emotional Engagement:**					
1.1.1	Students give a genuine smile					
1.1.2	They establish eye contact as they receive any instructions teacher give					
1.2	**Indicators of Behavioral Engagement:**					
1.2.1	Students come to class with all their books and materials					
1.2.2	They sit down and immediately begin working on any review seat work teacher assigned					
1.3	**Indicators of Cognitive Engagement:**					
1.3.1	The student sits down and immediately sets out any materials that may aid him in the learning process (notebook, pen, etc).					
2	**During Teacher-Directed Instruction**					
2.1	**Indicators of Emotional Engagement:**					
2.1.1	The expressions on the students' faces show that they're interested in the lesson					
2.1.2	They respond to questions with enthusiasm					
2.2	**Indicators of Behavioral Engagement:**					
2.2.1	Students are alert and listening.					
2.2.2	They take notes and ask questions					
2.3	**Indicators of Cognitive Engagement:**					
2.3.1	Students ask in-depth questions that go beyond the material presented					
3	**During Group Activities**					
3.1	**Indicators of Emotional Engagement:**					

3.1.1	Students interact well with the rest of the group. They seem to fit in					
3.2	**Indicators of Behavioral Engagement:**					
3.2.1	They listen attentively to others in the group					
3.2.2	They focus on the group activity					
3.3	**Indicators of Cognitive Engagement:**					
3.3.1	Students take notes of what the group is discussing and do anything to better grasp and build upon the concept.					
4	**During Independent Work Time**					
4..1	**Indicators of Emotional Engagement:**					
4.1.1	The student appears interested in the work					
4.1.2	The student is focused and seems to be enjoying the work					
4.2	**Indicators of Behavioral Engagement:**					
4.2.1	They complete the assignment and turn it in on time					
4.2.2	If they have questions, they seek teacher for help					
4.3	**Indicators of Cognitive Engagement:**					
4.3.1	Students use any tools or methods (using a highlighter or pen)					
5	**At the End of Class**					
5.1	**Indicators of Emotional Engagement:**					
5.1.1	The students make eye contact and say goodbye as they leave the room.					
5.1.2	They are in good spirits and don't appear to have become tired or frustrated by the material presented					
5.2	**Indicators of Behavioral Engagement:**					
5.2.1	Students follow end-of-class instructions promptly.					
5.2.2	They clean up their work areas as instructed					
5.3	**Indicators of Cognitive Engagement:**					
5.3.1	Students use an assignment notebook or other organizers to make note of any remaining work					

Appendix C

Chart of Regression Analyses Teachers morale affects on students engagement

Histogram

Dependent Variable: Student engagement

Mean = 1.67E-14
Std. Dev. = 0.913
N = 7

Normal p-plot

Normal P-P Plot of Regression Standardized Residual

Dependent Variable: Student engagement

Scatterplot

Dependent Variable: Academic performance
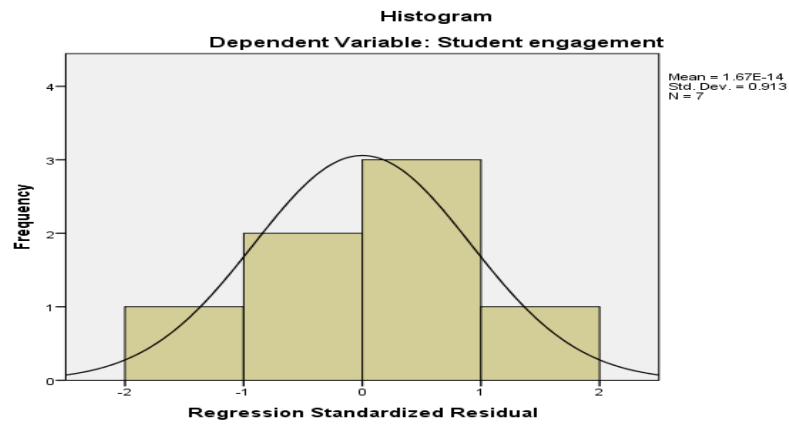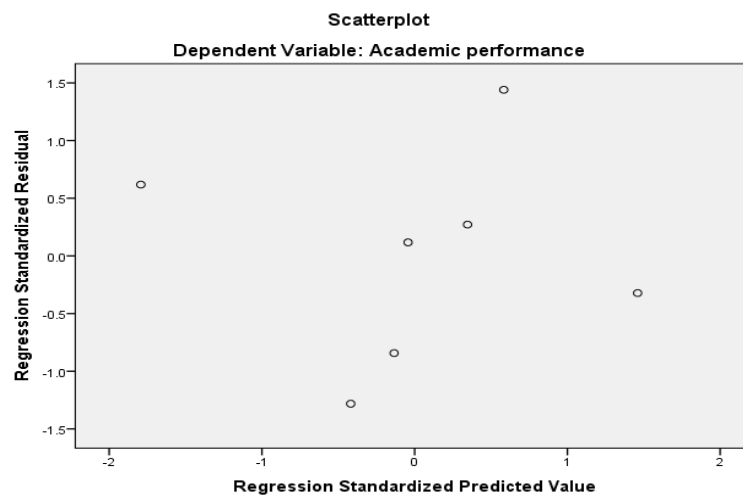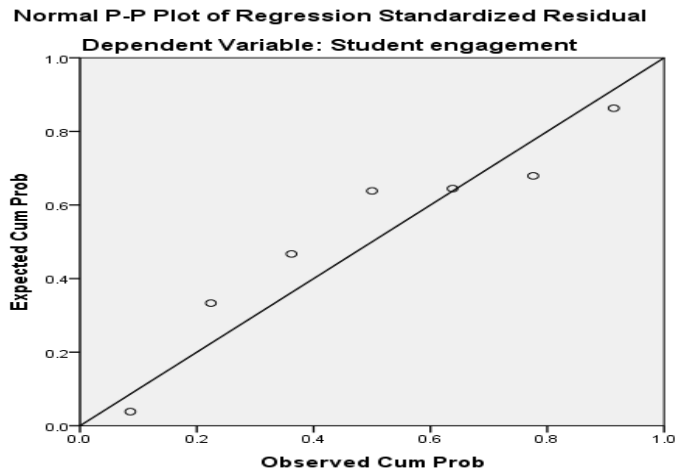
Appendix D

Chart of Regression Analyses Teachers morale affects on students academic performance

Histogram

Dependent Variable: Academic performance

Mean = 7.30E-15
Std. Dev. = 0.913
N = 7

Normal P-P Plot of Regression Standardized Residual

Dependent Variable: Academic performance

Scatterplot

Dependent Variable: Academic performance
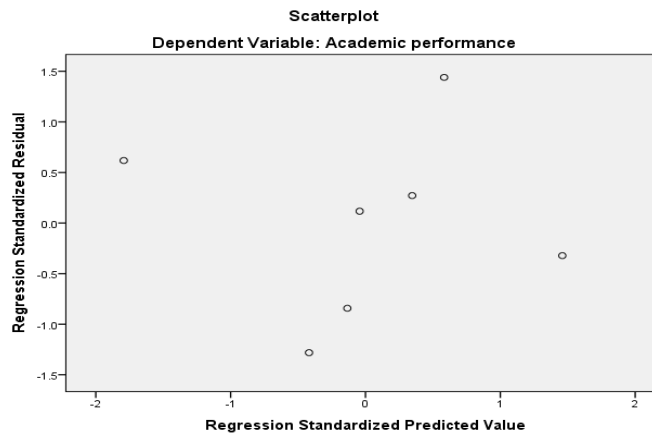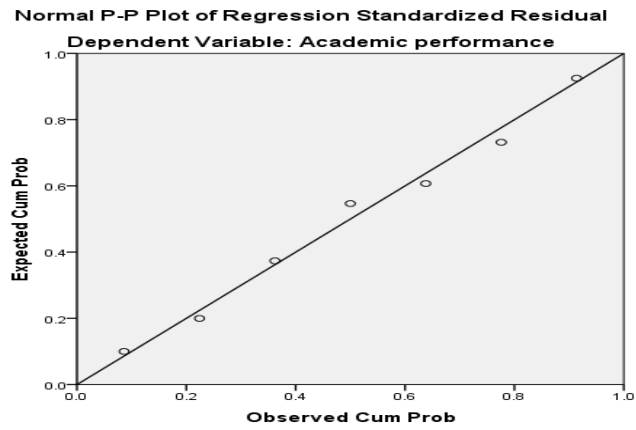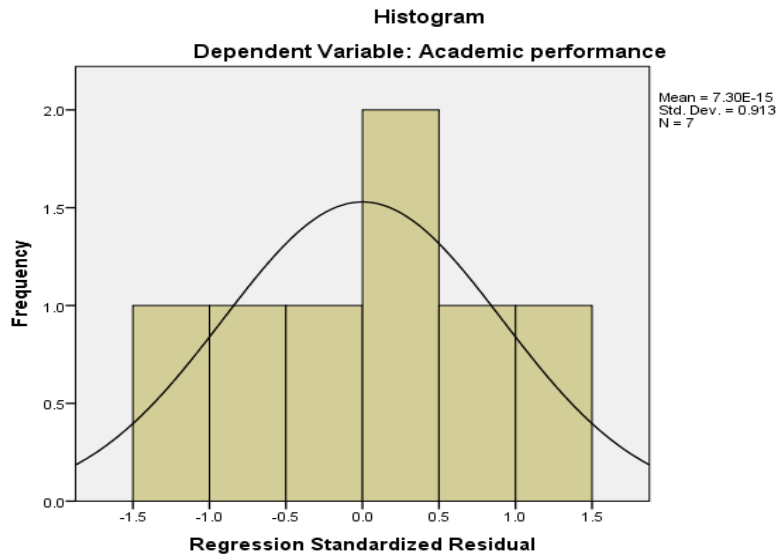
Appendix E

Chart of Regression Analyses Students Engagement affects on academic performance

Histogram

Dependent Variable: Academic performance

Mean = -1.55E-14
Std. Dev. = 0.913
N = 7

Normal P-P Plot of Regression Standardized Residual

Dependent Variable: Academic performance

Scatterplot

Dependent Variable: Academic performance
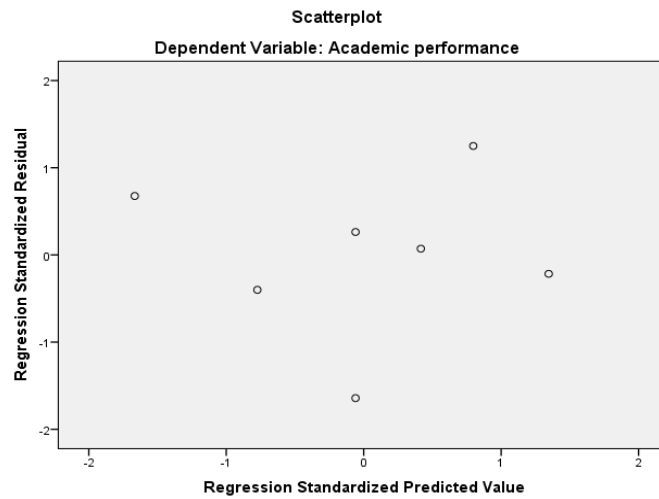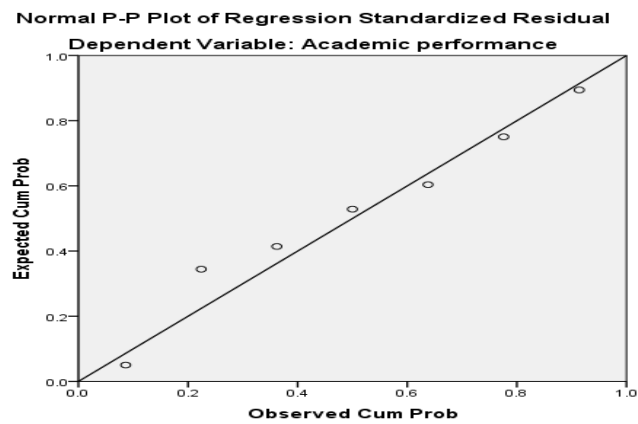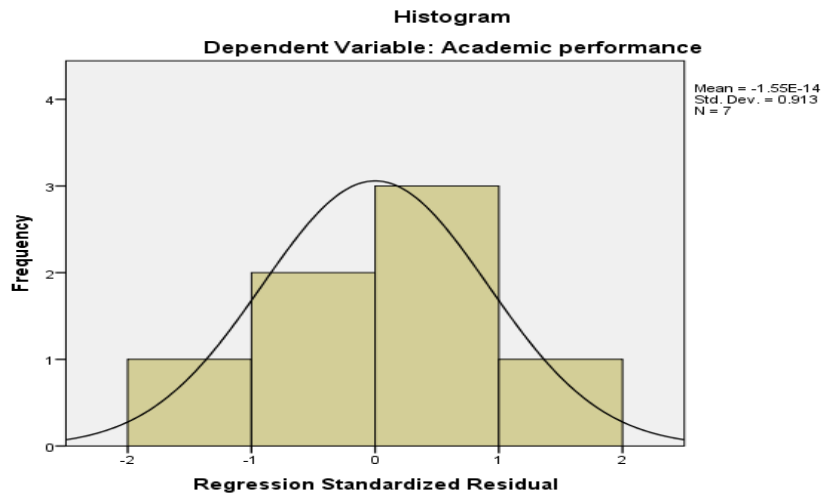
Appendix F

Chart of Regression Analyses Factors affecting on Teachers morale

Histogram

Dependent Variable: TMORALE

Mean = 2.41E-16
Std. Dev. = 0.963
N = 110

Normal P-P Plot of Regression Standardized Residual

Dependent Variable: TMORALE

Scatterplot

Dependent Variable: TMORALE
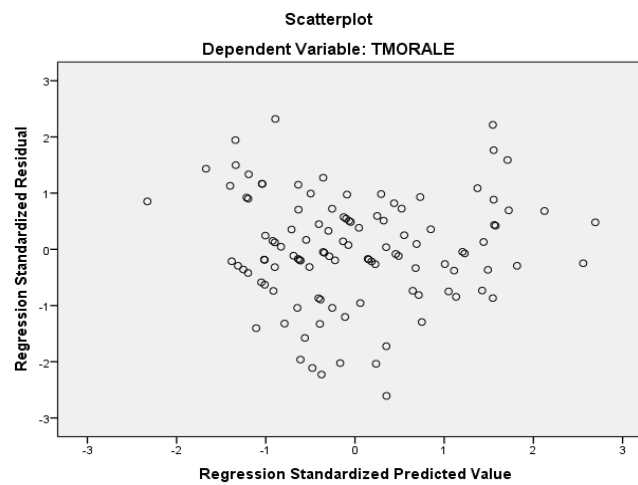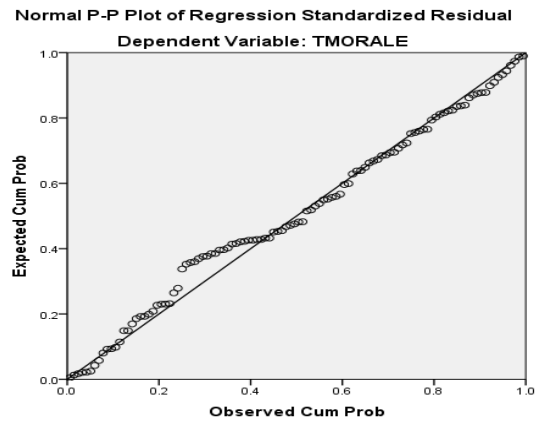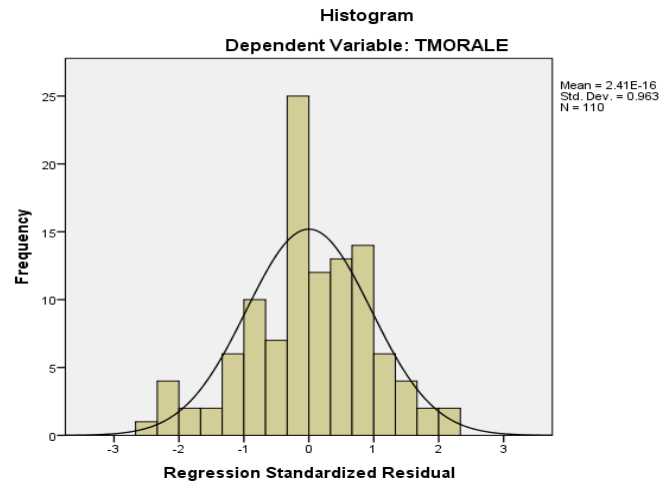
Appendix G

Sample of Biology Final Exam for Grade Nine *June 2021/2013 EC*

Name _____ Number _____ Section _____

Part I:-*say 'True' if the statement is correct and 'false' if the statement is incorrect.*

1. Alveoli are the structures of our lungs where gas exchange takes place.

2. As we go higher & higher above sea level, the level of O_2 in the air will become higher & higher.

3. In the process of *aerobic* respiration, oxygen is needed to break down glucose.

4. Systemic circulation is the type of circulation that takes place between heart and lungs.

5. Persons with blood group O are said to be universal donor, while those with AB are universal recipients.

Part II;-*choose the best answer from suggested alternatives***.**

6. Which of the following food classes is correctly matched with its function?

    A. Carbohydrates → provide us with energy   C. Vitamin → build & repair our body

    B. Protein → protect us from disease   D. None

7. The type of fatty acid which contains one or more double bonds in its carbon chains is;

    A. Saturated fatty acid   B. Unsaturated fatty acid   C. A and B   D. None

8. During swallowing, the entrance of food in to trachea is prevented by the structure called;

    A. Nostrils   B. Epiglottis   C. Esophagus   D. Alveoli

9. The amount of energy you need to live is depends on;

    A. Sex   B. Age   C. pregnancy   D. All

10. Which one of the following happens during **hydrolysis reaction**?

    A. Water is used   B. Fat is dissolved in water   C. Water is removed   D. None

11. One of the following is **not** the way of food preservation?

    A. Moistening   B. Canning   C. Drying   D. Bottling

12. Which of the following is **false** about enzymes? Enzymes are;

    A. acids   C. not utilized in the reaction they catalyze

    B. proteins   D. biological catalysts

13. During cellular respiration, ATP is made from

    A. ADP & carbon   B. ADP & Nitrate   C. ADP & phosphate   D. ADP & nitrogen

14. What is the function of hairs (cilia) & mucus in our nasal passages? It is used to;

    A. Filter out dust particles & bacteria   C. Gas exchange

    B. Prevents choking   D. none

15. The maximum amount of air you can take into & out of your lung is called;

    A. Tidal volume   B. Vital capacity   C. Air pressure   D. None

16. Which one of the following factors **does not** affect our breathing rate?

    B. Exercise   B. Sex   C. Altitude   D. Drugs

17. What is the name of the addictive drug found in tobacco smoke?

    A. Nicotine   B. Carbon dioxide   C. Tar   D. Caffeine

18. Which one of the following is **true** about smoking? Smoking;

A. causes lung cancer   B. affects family economy   C. affects family health   D. All are correct

19. _____is the type of metabolism by which large molecule is breaking down into smaller ones.

A. Catabolism   B. anabolism   C. tropism   D. none

20. How arteries differ from veins? Arteries have;

 A. valves   B. thick walls   C. pulses   D. all except A

Part III   Matching

 A   B

26. DCPIP   A. High blood pressure

27. Enamel   B. involved in blood clotting

28. Alveoli   C. defense mechanism of our body

29. Platelets   D. used to test vitamin C

30. Hypertension   E. the hardest bone in our body

                                              F. the structure in which gas exchange takes place

Bonus

31. _____ is a diet that contains enough amounts of the major food sources.

Best of lucks!!!!!!!

Appendix

Sample of Chemistry Final Exam of Grade Nine 2021/2013 EC)

I. Write "True" if the statement is correct or "False" if the statement is incorrect.

_____1. Elements were classified in triads by Henry Mosley.

_____2. In the modern periodic table, the elements are arranged in order of increasing atomic mass.

_____3. An ionic bond is formed by the transfer of electrons.

_____4. Coordinate covalent bond is a donor acceptor bond or dative bond.

_____5. Elements in a group have similar chemical properties.

II. Matching Part

A   **B**

____6. Law of Octave   A. Positively charged ions

____7. Noble gases   B. Negatively charged ions

____8. Inner transition elements   C. Coordinate covalent bond

____9. Dative bond   D. f – block elements

____10. Anions   E. $ns^2 np^6$ outer electron configuration

F. Newlands

III. Choose the correct answer from the following questions.

____11. The elements with the atomic mass 30 belongs to ____

A. P - block elements   B. S - block   C. d – block   D. f - block

____ 12. Which of the following is a metalloid?   A. Cu   B. Al   C. Si   D. Mg

____13. Which of the following is increase down the group?

A. Ionization energy   B. Electro-negativity   C. Electro affinity   D. Metallic character

____14. The pair of elements which is not involved in bond formation;

A. Bonding pair   B. Shared pair   C. Lone pair   D. Covalent pair

____15. How many electrons are shared in a triple covalent bond?   A. 2   B. 6 C. 4   D. 5

____16. Which of the following molecules does not contain a double bond?A. C_2H_2B. CO_2 C. O_2D. H_2O

____17. In the formation of an ionic bond valence electrons are;

A. Delocalized   B. Shared   C. Transferred   D. Not affected

____18. Which of the following elements if the most metallic?A. Na   B. Al   C. K   D. Si

____19. The element which belongs to s – block is the one with atomic number;   A. 13 B. 21 C. 18

                        D. 12

____ 20. _____ the ability of elements to attract electrons.

A. Electro affinity   B. Electro negativity   C. Ionization energy   D. All

IV. Short answers

1. Write "5" factors of affecting Ionization energy

1 _____ 3 _____   5_____

2 _____   4 _____

2. Write "3" types of chemical bonding   1 _____   2_____   3 _____

Appendix
Sample of Physics Final exam for Grade Nine 2021/2013 EC.
I. Say 'True' if the statement is correct and 'False' if the statement is wrong.
_____1. Force is the push or pulls action of a body on another body.
_____2. Opening or closing the door is the example of Non-contact force.
_____3. Newton 3rd means a force is always required to move an object.
_____4. Load is a force applied to a spring.
_____5. Extension is the increase the length of a spring.

II. Matching

A	**B**
_____6. Spring constant	A. a measure of the stiffness of a spring
_____7.Stifiness	B. the amount of force required to stretch or compress a spring
_____8. Weight	C. the free gravitational pull of the earth on the object
_____9. Limiting friction	D. the maximum static friction just before sliding
_____10. Roughness	E. a measure of the texture of a surface
_____11. Kinetic friction	F. the frictional force between two objects sliding over each other
_____12. Static friction	G. the frictional force between two objects that are in contact and trying to move past each other
_____13. Non-contact force	H. Gravitational force
_____14. Contact force	I. Writing a note
_____25. Elastic limit	J. the point which force and extension are no longer proportional

III. Choose the correct answer
_____16. A chetaha can run at 30m/s, but only for about 12 sec. How far will run in that time?
    A. 30m B. 80m   C. 60m   D. 360m
_____17. Determine the resultant force require to move a car of mass 120kg accelerate at 2m/s^2?
    A. 290N   B. 2800N   C. 2400N   D. 2560N
_____18. Determine the acceleration of boller ball if we know the applied resultant force. A foot baller may strike a ball of mass 400g with a force of 200N.   A. 50m/s^2 B. 500m/s^2 C. 0.5m/s^2 D. 2.5m/s^2
_____19. On the surface of the earth gravitational field strength is 10N/kg. A person with a mass of 60kg will have a weight of; A. 600N   B. 60N   C. 6000N   D. 60000N
_____20. A rocket of a mass 6000 kg. If the engine provides a force of 400,000N, what would its acceleration? A. 66.6m/s^2 B. 76.9 m/s^2 C. 85.5 m/s^2 D. 55.5 m/s^2

Copy and use this chart question 21 – 25.

Force (N)	Mass (kg)	Acceleration (m/s^2)
1 0 0	4 0	?
?	6 0	1 0
1 0 0 0	?	2 5
?	0 . 2	1 0
3 0	6 0 0	?

_____21. Find the acceleration?   A. 8 m/s^2 B. 2.5 m/s^2 C. 3.5 m/s^2 D. 3.9 m/s^2
_____22. Find the force?   A. 900N   B. 500N   C. 600N   D. 400N
_____23. Find the mass?   A. 30kg   B. 90kg C. 50kg   D. 40kg
_____24. Find the force?   A. 8N   B. 6N   C. 4N   D. 2N
_____25. Find the acceleration?   A. 0.9 m/s^2 B. 0.09 m/s^2 C. 0.99 m/s^2 D. 0.05 m

Appendix

Sample of Mathematics Final Exam for Grade Nine 2021/2013 EC

Name_____**grade**_____no___

I write true for correct statement and false for wrong statement.

1. The two equations represent the same line. Therefore the equation has infinite solution.

2. Linear equation has equations are equations that can be reduced to the form ax+b=0 where a#0

3. If a=0 and b#0 then the equation ax+b= 0 has no solution.

4. Solving an equation means manipulating the value of the variable.

5. Quadratic expression are the product of two linear expressions.

6. $a^2 - b^2 = (a - b)(a+b)$

7. Expressions which are square of binomials are perfect square.

8. For any real numbers X,/X/ is always non –negative.

9. If $b^2\_4ac <0$. The quadratic equation has no real roots.

10. $(a+b)^2 = a^2 + 2ab + b^2$

II Choose the best answer

11. Which of the following equations are linear?

   A, $3x^2 + 2x+3$ B, 2x+3=5   C, 12x   D, all

12, which method of solving is used for solving system of linear equation?

   A, Graphical method   B, Substitution method   C, A&B   D, none

13. (dx+e) (fx+g) = 0, the value of X= _____

   A, X= _e/d   B, X= _g/f   C, a&b   D, c/k

14. $ax^2 + bx+c= 0$ where a#0 is called _____A, Quadratic equation   B, Linear equation   C, laten number

15. /xy/= _____ A, /X/+/Y/   B, /X_Y/   C, /x/y/   D, /x/ /y/

16. /x-1/ =5 determine the value of the variable X.

   A, x=6 or x= -4   B, X=5 or x= -5   C, A&B   D, all

Work out

17. Solve each of the following system of linear equation by graphical method.

A, {2x-2y} = 4   B, x+2y =4   C, 3x_y =5

    3x+4y=6   3x6+y=6   6x_2y=10

Appendix

Sample of ICT Final Exam for Grade Nine *June 2021/2013 EC*

Part I: - Multiple Choice

1. The term used to describe all physical components of a computer is;
    A. Software   C. Hardware
    B. Shareware   D. Firmware

2. The process of combining static information in a publication together with variable information in a data source to create one merged publication is called:
    A. Merging   C. Mail merge
    B. Data sourcing   D. Consolidation

3. It is an example of an input device.
    A. Printer   C. Monitor
    B. Speaker   D. Mouse

4. The _____ enables you to view and change settings

    A. Date and time   C. Folder options
    B. Printers   D. Control Panel

5. One is deferent from others
    A. Themes   C. Screen Saver
    B. Desktop   D. Screen Saver   E. Fax
    C. Appearance

6. To power up your computer, you will need to connect cable?
    A. Power Pop   C. Power Cord
    B. PS/2 Cord   D. Serial Cord

7. What port is needed to connect a monitor?
    A. Serial Port   C. AGP Port
    B. Parallel Port   d. VGA Port

8. The logical link between two tables in a database is known as _____.
    A. Primary Key   C. Keys
    B. Query   D. Relationship

9. Microsoft Access is an example of a database program. The purpose of a database program is to
    A. Store data in an ordered manner for easy retrieval.
    B. Store information in an ordered manner for easy retrieval.
    C. pull data electronically from different tables to whatever order meets a user's needs.
    D. pull information electronically from different tables to whatever order meets a user's needs.

10. In computer networking, what are the three basic components needed to create a network?

    A. Hardware, Software, Users   C. Hardware, Software, Cabling

    B. Cabling, Software, Users   D. Hardware, Cabling, Users

11. Which of the following is not a valid section of a Microsoft Office Access form?

    A. Body   C. Footer

    B. Header   D. Detail

12. Which of the following is not a career option in ICT?

    A. Systems Administrator   C. Investment Analyst

    B. IT Manager   D. Systems Analyst

13. Microsoft Access is an example of a database program. The purpose of a database program is to

    A. Store data in an ordered manner for easy retrieval.

    B. Store information in an ordered manner for easy retrieval.

    C. Pull data electronically from different tables to whatever order meets a users needs.

    D. Pull information electronically from different tables to whatever order meets a users needs.

14. An Information and Communication System can be defined as:

    A. The set of formal procedures by which data is collected, processed into information and distributed to users.

    B. The set of informal procedures by which information is collected, processed into data and distributed to users.

    C. A group of two or more interrelated components that serve a common purpose.

    D. The process of compiling, arranging, formatting and presenting information to users.

Part II Give a brief description

15. Below are depicted some of the most common error codes found in Microsoft Excel. For each error code below, **provide a brief description** of what each error code means. (2 marks)

    a. ########
    b. #REF!

16. Every webpage has a unique web address called a URL. For each of the following, state what kind of institution would use the listed domains? (4 marks)

    a. .edu   C. .org

    b. .gov   D. .com