

ORIGINAL ARTICLE

Teachers' Expectation of Students' Achievement as a Predictor of Motivation to Teach in Ethiopian Secondary Schools: Implication for Quality Education

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ABSTRACT

It is believed that a teacher's expectation of students' achievement profoundly affects teaching and learning processes in the real settings. Teachers' expectation influences the teachers' behaviors, determines their degree of career motivation and affects the subsequent students' achievements. The objective of this article is, therefore, to assess whether the expectation of teachers for their students' academic achievement can predict their motivation to teach in the Ethiopian secondary schools. Assuming that teachers of public and private schools may have different levels of expectation for their students' academic achievement and motivation to teach, we attempted to measure the differences. We used a mixed research design supported concurrent triangulation method to assess teachers' expectation for students' academic achievement and motivation to teach. We administered questionnaires to 368 secondary school teachers and held a focus group discussion with 20 teachers. Furthermore, we interviewed 12 teachers. Analysis of the data was carried out using descriptive statistical methods, t-tests, regression, and Cohen tests. The results offer insight that teachers have low expectation for students' academic status, which in turn associated with low motivation to teach. The formation of low expectation and the low motivation for teaching in part is accounted to the socioeconomic status of the country and the economic values of education. These patterns have a direct bearing on students' academic behaviors at school and impoverish their academic achievement. The implication is that the country ought to prioritize investing in teachers alongside physical resources and epistemological assumptions.

Keywords: Expectation; Motivation; Secondary school, Students' academic performance; Teachers

INTRODUCTION

Ethiopia is one of the countries that have successfully achieved one of the Millennium Development Goals by making certain access to education at all

educational levels. Meaningful works have been done to expand schools, adhere technologies to education and improve instructional supply (Gemedo & Tynjälä, 2015; Ministry of Education, 2015; Debele, 2018). In terms of access to education, over

last three decades, considerable achievements have been gained as the enrolment rate has grown-up sixfold at the primary school level and fivefold at the secondary level (Ministry of Education, 2015). Regarding higher education, following the expansion of universities, the number of students has grown from 30,000 in the early 1990s to more than half a million currently (Teferra, 2016). There is evidence, however, that giving special attention to access to education is associated with many competing and complementary challenges (Mwiria, 2004; Roche, 2013). In addition to the efforts to ensure access to education, there has been a growing demand to reduce gender disparities, and the desire to produce highly qualified, motivated and innovative human resources (Ministry of Education, 2010; 2012). Notwithstanding all these efforts, the quality of education in the country has remained a subject of concern that demands special attention. Specifically, teachers always grumble about their students' poor performance in school. As a result, this article is focused on investigating the teachers' expectation for students' academic performance and their motivation for teaching in Ethiopian public and private secondary schools.

Theoretical frameworks

Teachers' expectation is, therefore, a construct teachers gradually develop about what students would be able to do without any proof of their actual performance. Motivation to teach is how much teachers are courageous to maintain their effort to teach at a high degree and the commitment to support students' learning. Motivation has several effects on teachers' behavior. To invest in the future generation successfully, owning the skilled, well-trained and well-motivated teachers are indispensable to impact education quality (Balan *et al.*, 2012; Mugambi & Ochieng, 2016). However, several factors can affect

the teachers' degree of motivation for teaching: their expectation for students' academic achievement, the work environment, incentives, school administration, students' character, disciplinary problems, and related variables (Alam, 2011; Assefa, 2011; Gemedo & Tynjälä, 2015). However, their level of expectation for students' achievement plays very important roles than extremal rewards (Fryer, 2011).

Therefore, teachers' expectation of students' achievement is by far more important to determine teachers' motivation to teach. While describing the ways teachers' expectation of students' achievement can actually affect students' actual performance, Farr (2010) stated: "the biggest obstacle to my students' success is actually low expectations". The form of teachers' expectation of students' achievement can per se affects students' actual performance by changing teachers' true behaviors (Tsiplakides & Keramida, 2010; Gultekin & Erkan, 2014). For example, in one of the classical experiments, it was found that a mere giving teaches false information about students' academic status was associated with teachers' change in behaviors of interacting with students although its academic value was insignificant (Kester & Letchworth, 1972).

There are also tremendous factors that strike the teachers' expectation for their students' academic achievement. Factors such as students' socioeconomic status, school types, students' behavior, and even as far as where students sit in the classroom can be considered (Creemers & Antoniou, 2009; Assefa, 2011; Minello, 2014). Given that teachers' expectation about the students' behaviors such as delinquency, poor commitment to educational chores, less motivated, and poor academic achievement can strongly influence the teachers' behaviors offputtingly. Instead, the teachers' behaviors such as high

expectation and positive reflection of students' behaviors can optimistically influence the ways teachers interact with students in the classroom. In addition, if students receive positive, respectful and fair treatment from teachers, they most likely feel secure, enjoy learning, participate actively in the instructional process, and ask questions regularly (Hong, et al., 2011; Walker & Gleaves, 2015).

Even, in one of the studies, it was found that the teachers' mere expression of admiration for students' academic exploration, the connection of ideas, and deeper understanding was associated with more enjoyment, learning oriented and learners centered classroom behaviors (Dajani, 2016). In contrast, a teacher with low expectation for students' academic performance less likely develops a positive, close and trusted relationship with the students, which, in turn, affect the students' learning demandingly (Tsiplakides & Keramida, 2010). Therefore, teachers must harbor high but realistic expectation for students' achievement, which in turn results in better students' achievement (Geisler, 2001). While overwhelming studies have been carried out regarding the teachers' expectation of students' achievement and motivation to teach in separate, there is a scarcity of findings dedicated to investigating whether the teachers' expectation of students' achievement predicts their motivation to teach.

Empirical evidences

Despite the country's effort to realize fast-paced economic growth through producing well-fit labor forces (Debele, 2018), now a days, it is a usual practice to hear from teachers that their students are consistently performing poorly in schools. As a result, teachers could have low expectation for their students' achievement. It is evident that teachers' unrealistic expectation for students' academic status, either too high

or too low, can adversely affect students' overall achievement (Tsiplakides & Keramida, 2010; Davies, 2015). Teachers' expectation for students' achievement may have a moderate to high effect on the actual students' performance. In one of the recent studies, for example, it has been reported that the average effect size of teachers' expectations on subsequent student achievement is about ($d = 0.43$) (Boer et al., 2018).

Therefore, we need teachers with a high but realistic expectation for students' achievement to produce effective citizens. Teachers who harbored a low expectation for their students' achievement demonstrate a low motivation to teach (Balan *et al.*, 2012; Nzulwa, 2014). Teacher with low expectation for students' performance also less likely develops a positive, close and trusted relationship with the students, which in turn affect the students' learning demandingly (Tsiplakides & Keramida, 2010). Thus motivated teachers are by far important to effectively support students achieve instructional objectives and to take part in the process of curriculum development (Fryer, 2011; Balan *et al.*, 2012; Gultekin & Erkan, 2014; Stein & Stein, 2016).

Highly motivated teachers are also important not only for students' better academic achievement but also for the overall quality of education (Stipek, 2002; Tella, 2007; Gultekin & Erkan, 2014). On the off of teachers' motivation in teaching-learning processes, corrupted behaviors such as tolerating academic cheating and teaching for a test could occur frequently (Fryer, 2011). Teachers who host low expectations for their students are more likely characterized by giving limited positive challenges and opportunities, less attention to students' achievement, and less consideration for learning environment (Stipek, 2002; Farr, 2010; Tsiplakides & Keramida, 2010). The teachers' high degree

of motivation to teach is associated with better students' achievement (Balan *et al.*, 2012).

Many factors can affect the teachers' expectation and motivation to teach including school types and students' behaviors (Antoniou, 2009; Assefa, 2011; Creemers & Minello, 2014). In Ethiopia, it is generally believed that school types, mainly whether privately or publically owned, have an impact on the students' academic behaviors. For example, in urban centers where the private schools are largely accessible, most economically self-sufficient parents favor sending their children to private schools because they think that it is more conducive than a public school. Because affording educational charge is very demanding for the majority of families with low socio-economic status, it remains only a dream to send their children in private schools. But, yet there is no evidence that reveals private schools excel in the quality of education than public schools, and hosted teachers with high motivation to teach and high expectation for students' academic achievement.

Hence, this study could contribute to understanding of whether the teachers' motivation to teach can be predicted from their expectation for students' academic achievement. In addition, it could give insight into the factors that could explain the teachers' expectation formation and motivation to teach in secondary schools of Ethiopia. Therefore, it would allow the concerned educational stakeholders to build valid strategies and policies that could boost the teachers' expectation for their students' academic achievement and their motivation to teach. With these broader objectives, the following research questions have been set (a) do the teachers' motivation to teach could be predicted from their expectation for students' academic

achievement, (b) what are the factors that could explain the teachers' expectation for students' academic achievement and their motivation to teach, (c) do teachers' expectation of students' achievement and motivation to teach significantly differs between private and public schools?

MATERIALS AND METHODS

In this study, mixed research designs were used. The study populations were 694 teachers in eight secondary schools in the Amhara regional states of Ethiopia, from which 388 representative samples were selected through stratified random sampling to administer questionnaires and through convenience sampling to conduct an interview and Focus Group Discussion (FGD). Among the study participants, 153 teachers were from private school whereas 235 teachers were from public schools (98 females and 290 males). Prior to data collection, consent was collected from the teachers to safeguard their willingness to participate in the study. Finally, data were collected using questionnaire from 368 participants, through interview from 12 participants and through FGD from 20 participants.

Measures

The participants completed two forms of questionnaires: the first questionnaire contained 20 items to measure the teachers' expectation for students' academic achievement and the second questionnaire contains 19 items to measure their respective motivation to teach. These inventories focus on the teachers' expectation for students' academic status and their motivation to teach, respectively. For example, items from the expectation subscale were: "I have trust on my students' ability to achieve higher results", "Students exert optimal efforts to achieve better results in school" and "Students can actually perform above average". Each of

the items in the questionnaires was rated on a 5-point response scale ranging from 1 (strongly disagree), 2 (disagree), 3 (undecided), 4 (agree) and 5 (strongly agree). The possible ranges of scores were 20 a minimum to 100 a maximum for the expectation inventories and the possible ranges of scores were 19 to 95 for the motivation inventories. The higher the score is the better expectation for students' achievement or the higher motivation to teach and vice versa. The questionnaires were pilot tested to validate the reliability of the items prior to administration. The Cronbach's Alpha reliability test was computed and the observed values were $\alpha = 0.764$ and 0.867 for items to measure teachers' expectation for students' academic achievement and their motivation to teach respectively.

Interview

The unstructured interview questions were prepared to assess how teachers reflect their students' current academic status, how much they are motivated to teach students and whether there are commonalities among the teachers on the factors that sway the teachers' expectation for the students' academic achievement and their motivation of teaching. The interview was conducted with the participants that had a share in the questionnaires. The interviews were conducted within four schools and each session lasted for 20 to 35 minutes. The interview items were prepared in the series of four interdependent consecutive questions; "What does the overall students' academic performance looks like?", "How much the teachers are courageous to enable students to achieve the best from school?", "How much teachers value their professions?" and "Why do teachers develop poor expectancies for their students?" All interview sessions were audio recorded to avoid information loss. Finally, the data obtained through the interview were classified under four

thematic categories; (a) the forms of teachers' expectations for students' academic achievement, (b) the factors that cause low expectations, (c) the teachers' motivations to teach, and (d) factors that could explain teachers' low motivation towards teaching profession.

Focus group discussion

To better understand questions that were not adequately answered out of interview and questionnaire, FGD was conducted in three schools. In each school, a team that encompassed six to seven participants was involved in the discussions. All participants of FGD were those teachers that had no share both in the questionnaires and interview. The role of the FGD was to enable the participants to respond to the issues raised by other group members promptly, engender new ideas, and reflect their own viewpoints regarding the issues under discussion. Based on lessons learned from the interview sessions, six FGD items were tailored: "How do teachers view the curiosity of their student to learn?", "How do you weigh the students' current academic status?", "How do students' academic achievement could affect the teacher' motivation to teach?", "How do the current students' academic behaviors affect the teaching profession?", "Why does students' achievement motivation gradually fall?", and "What could happen if these situations continue over decades?" Although it was extremely challenging to transcribe all the voluminous data obtained through FGD, they were transcribed word for word and the narratives were coded into four categories along with the results from the interview to substantiate the interview and quantitative data.

Analysis

The data collected through the questionnaire was analyzed using mean values that range from 1 - a minimum value

to 5 - a maximum value. The statistical distributions of the two measured variables (expectation for the students' academic performance and the teachers' motivation to teach) were presented using independent t-test (to test whether statistically, significant difference observed between the public and the private schools teachers), and simple linear regression analysis was used to assess whether expectation for the students' academic performance can predict teachers' motivation to teach. The data collected through interview and FGD initially transcribed explicitly were coded based on a protocol prepared to execute the analysis of qualitative data. The protocol was designed to enable the integration of data from interview and FGD along with thematic codes in the questionnaires. Using the merging datasets of explanatory research design (Creswell and Clark, 2006; Creswell, 2013), we interpreted results from the quantitative first, thereby followed by qualitative datasets to show how they connect to one another.

RESULTS

In the first place, we made attempt to present the mean and t-test values of each observed responses of teachers' expectation for students' academic achievement (Table 1) and the teachers' motivation to teach (Table 2). In Table 3, the result of simple linear regression analysis was presented to measure whether the expectations of teachers on their students' academic status could predict their motivation to teach in the actual classroom setting supplemented with the data collected via interview and FGD. Unluckily, the finding reveals that teachers harbored expectation that ranges from low to average for their students' academic achievement both in the private and the public schools. However, there are

some statistically significant mean differences both in terms of expectation for the students' academic performance and motivation to teach between those teachers teaching in the private schools and those teaching in the public schools. For example, in response to 'students' academic progress over decades', both teachers who were teaching in the public schools ($M = 1.86$, $SD = 1.076$) and in the private schools ($M = 2.57$, $SD = 1.356$) reported a value that was either below the mean or near to a mean value. Similarly, regarding 'the current students' academic status', the recorded mean values were ($M = 1.77$, $SD = 1.128$ and ($M = 2.46$, $SD = 1.362$) among the public school teachers and the private school teachers, respectively. These results demonstrate that teachers' expectation for the students' academic progress over a decade and the present status is below average, which shows an overly low expectation for students' academic status.

To recapitulate, it was observed that those teachers who are teaching both in the public schools and in the private schools host either low or moderate expectation for their students. For the gradual drop of their expectation of students' school performance, teachers claim that a large number of students have a poor interest to engage in academic activities and show delinquent behaviors recurrently. But there are a few circumstances on which differences observed between teachers that teach in private schools and those teaching in public schools in terms of the expectation for students' academic achievement and the motivation to teach. For example, the result of independent t-test shows that there is statistically significant mean difference between those teachers who were teaching in the public schools and those teaching at the private schools in terms of 'teachers' trust on students' ability to achieve better result'

[$t(336) = 7.450, p < 0.001$] and 'the recognition of students' capacity to master the given syllabus' [$t(336) = 6.561, p < 0.001$], which shows that those teachers who were teaching in the private school harbored relatively better expectation for

their students as compared to those teachers who were teaching in the public schools. The explanation might be that private school students often come from better socioeconomic families than those in public schools.

Table 1. The expectation the teachers held about the students' academic performance

Items	Public school teachers			Private schools teachers			Level of difference		
	No	Mean	SD	No	Mean	SD	t-value	P-value	Cohen's <i>d</i>
Trust on students ability to score better result	235	2.97	1.277	133	3.96	1.117	7.450	0.000	-0.825
The student's optimal efforts to achieve better	234	2.36	1.147	133	3.59	1.286	9.500	0.000	-1.009
Student' actual ability to perform above average	235	2.77	1.119	133	3.67	1.013	-2.759	0.026	-0.843
Students' effort to bringing change in academia	235	3.74	1.161	133	3.35	1.498	7.075	0.000	0.291
Expecting students below average achievers	235	4.15	0.828	133	4.12	0.991	2.681	0.068	0.033
The genuineness of students' academic scores	235	3.10	1.270	133	4.03	1.114	7.031	0.000	0.779
The students' academic progress over the decades	235	1.86	1.076	133	2.57	1.356	7.571	0.000	-0.580
Students' capacity to master the given syllabus	234	2.43	1.139	133	3.25	1.151	6.561	0.000	-0.716
The students' motivation in subject matters	235	2.21	1.182	133	2.86	1.166	5.141	0.000	-0.554
The current overall students' academic status	235	1.77	1.128	133	2.46	1.362	5.211	0.000	-0.552
Viewing good teaching as a waste of time	233	2.04	1.170	133	2.90	1.370	6.589	0.000	-0.675
Students courage to engage in school activities	235	1.51	0.775	133	2.15	1.258	5.992	0.000	-0.613

We have attempted to comprehend the degree of teachers' expectation and the reasons for its formation via interview and focus group discussions. When telling us how the expectation he hosted for his students' academic achievement was affecting his motivation to teach, and how his motivation to teach was affecting the value he gives for the teaching profession, one of the participants mentioned:

“For the past 12 years, I'm teaching in high school. I have noticed that the students' academic achievement and commitment to learning are dropping steadily from time to time. Frankly speaking, currently, I'm teaching merely to survive economically instead of professional responsibility. This is because I have no other sources of income. I have just got discouraged with my students' current academic status and I always think that we have been losing the chance to produce citizens of tomorrow. As a result, I dislike my profession much; I prefer to engage in other sources of earning income if I could get the chance’.

Likewise, the majority of teachers prefer to shift their profession to a business because it can enable them to make more money relatively with little efforts. Their explanation for this statement is that, in Ethiopia, a price of commodities is always determined by a delicate agreement between the supplier and the customer with a few exceptions such as the price of public transports. This system enables the businessmen to easily accumulate more capitals with little efforts in a short period of times whereas the teachers remain economically disadvantaged throughout their life. Moreover, the tax administration system properly applied only to government employees. Indeed, a low paid employee pays more rates of taxes, but the businessmen pay a low rate of taxes. Consequently, teachers often treated

contemptibly by the community. Yet, being a teacher has been viewed as bad luck and teaching is viewed as a socially demeaned profession. The poor incentives teachers earn and their low standard of living also contributed to the students' lower academic achievement and teachers' low motivation.

Table 2 presents the self-reported mean and t-values of secondary school teachers' motivation to teach. The data showed that similar to their expectation for students, the teachers' motivation to teach is either low or closer to average both for the teachers who teach in private schools and the public schools. For example, the mean value of teachers' level of motivation to consider 'teaching profession as an interesting activity' is ($M = 2.35$, $SD = 1.361$) among the public school teachers and ($M = 2.59$, $SD = 1.586$) among the private school teachers. Similarly, their 'happiness to invest into the teaching' processes is ($M = 2.22$, $SD = 1.397$) among public school teachers and ($M = 2.32$, $SD = 1.545$) among the private school teachers, which is slightly below average. Although the motivation of all teachers is relatively low, teachers in private schools tend to give more support to students, to meet the needs of students, and to reduce the status quo of academic dishonesty as compared to the teachers in public schools. Indeed, the result of independent t-test shows that there is statistically significant mean difference between teachers in the private schools and the teachers in the public schools regarding 'a drive to support students learning [$t(336) = 4.378$, $p < 0.001$]', 'courage to meet students' educational need' [$t(366) = 6.201$, $p < 0.001$]', and 'the eager to promote academic integrity' [$t(366) = 4.943$, $p < 0.001$]]. The explanation for these behaviors is that the private schools own students from families with relatively better socio-economic background and those families that make frequent follow-up to their students' learning.

Table 2. The motivation teachers had to engage in teaching and learning processes effectively

Items	Public school teachers		Private schools teachers		Level of difference				
	No	Mean	SD	No	Mean	SD	t-value	P-value	Cohen's <i>d</i>
Teaching profession is an interesting career	235	2.35	1.361	133	2.59	1.586	1.513	0.131	-0.162
Teaching is a discouraging occupation	233	4.35	1.361	133	4.28	1.587	2.050	0.041	0.047
Happiness to invest in the teaching' processes	233	2.22	1.397	133	2.32	1.545	3.739	0.518	-0.068
A drive to support students	233	2.47	1.182	133	3.89	1.296	4.378	0.000	-1.145
Intention to continue in the teaching profession	233	2.11	1.038	133	2.61	1.278	4.029	0.000	-0.429
Satisfaction with the teaching profession	231	2.83	1.416	132	2.76	1.553	-0.442	0.659	0.047
Strive for the prestige with teaching activities	230	3.06	1.298	133	3.66	1.167	4.462	0.000	-0.486
Dissatisfaction with students' academic success	233	3.01	1.344	133	3.36	1.251	2.446	0.015	-0.270
Courage to meet students' educational need	233	2.26	1.138	131	3.05	1.218	6.201	0.000	-0.670
Eagerness to promote academic integrity	233	2.07	1.076	133	2.70	1.337	4.943	0.000	-0.519
Detest teaching profession for students behaviors	233	2.64	1.340	133	3.10	1.403	3.078	0.002	-0.335
Pursuing responsibility to bring change in students	233	4.24	1.067	133	4.38	1.049	1.196	0.233	-0.132

While there was statistically significant mean difference of teachers' expectation of students' achievement between private and public schools, there were no significant mean differences in teachers' motivation to teach in private and public schools. The explanation may be that teachers do not only make their students achieve instructional objectives in the classroom, but also influence students' behavior and academic careers because they are the immediate role model of their students and have a strong impact to shape many aspects of students' lifestyles and thoughts. So, the students' academic achievements and ethical behaviors would also be viewed by how they model their teachers' overall behaviors. Mainly, teachers' overall behaviors and their standard of living could have a complex impact on the students' academic behavior and career decisions. Indeed, teachers bestow proof for these behaviors claiming, in 2015/16 on the last salary increment, the monthly salary of the high school teachers was below \$ 250 regardless of the high cost of living in the country. As a result, very poor housing conditions, poor dressing, remaining single (particularly among male teachers), poor nutrition, poor health conditions, and helplessness are common characteristics of Ethiopian secondary school teachers. It is these teachers who were the immediate models of students. Students judge the values of academic careers based on their teachers' current standard of living. This low standard of teachers' living has led students' low commitment in school activities and reduced the values they give for education, which influence students' long-term plan for educational careers.

Students carefully evaluate the living standards of other government employees in addition to teachers and argue that pursuing academic careers is to reduce one's standard of living. At the extreme,

according to teachers, some students deemed to attend further educational level after graduation from high school (grade 10) as a waste of time. Some students place high priority only on graduating from high school to get a driving license and become a driver of a taxi or a Bajaj (vehicle commonly used for local transport) than attending higher education. In this regard, one of the teachers shared us his shocking experience with one of his students regarding teachers' standard of living and the economic value of education; Once upon a time, I tried to encourage one of my grade ten top performer students to come up with good grades on a national level. But the student's response was unusual and startling. He, in turn, began to ask me:

"Do you have a car or a yard?" I told him a lot about this. Of course, I do not own a car at the moment, but I guess I could have in the future. The student continued, "Teacher, this is about dreams. It may or not go well. But I do not want to waste more time in school anymore. I still have to complete the minimum qualification required to get a driver's license. And, months ago, my family bought me a Bajaj for me and they are waiting for me to graduate from high school. So I'm going to be a driver of the Bajaj. So why am I worried about school day and night in this country where no one educated has become a rich; just to remain poor like most of you?"

In addition to the low economic status of government employees, the high unemployment rate among graduates of high schools and college bachelor degree is believed to lower the students' commitment to academic chores. The students often observe their older siblings, neighborhoods, and relatives that have graduated from higher education so far and remained unemployed for a longer period of times. In

particular, those students graduated from college spend a lot of time without having work, thereby secondary school students tend to lose hope to change their life through pursuing academic careers. For instance, one of the participants told us a heart-touching story about one of her neighborhoods widowed mother story: “In our village, there was one widowed mother. She had three children; two males and one female. Fortunately, her first son had completed high school and joined preparatory school while her second son was attending grade five and her daughter was attending grade two. This mother was always going to church to pray for her son wishing him to join a university. It was successful and her son joined the university. After four consecutive years of attending mechanical engineering, her son graduated. It was after this occasion, a history was begun to change as attending higher education institutions became the center of concern for this family because there was no job for more than two years. At a while, her second son was attending a preparatory school when the mother began to do inversely. Soon she increased her frequency to go to church to pray for her second son to fail to join a university.”

These are not the only challenges the teachers confront usually that reduce their motivation to teach. They largely claim that the politicized school administration system and being forced into the teaching profession are also contributed to low teachers motivation to teach. Moreover, factors such as inadequate salary that teachers get, poor working condition of the school, administrative problems, student character and disciplinary problems, low social status accorded to teachers by the society, teachers’ lack of initial preference to teaching profession and lack of opportunity for further education were the major factors that aggravate the

teaches turnover reduce motivation to teach.

It has been made to further understand why students have not been diligent about their academic chores from teachers' points of views. Most of the teachers pointed out that one of the great reasons for the lower level of students' achievement motivation has been due to a rise in unemployment among high school and college graduates. In order to confront the teachers' views of why students' lack achievement, motivation from the real situation in the job market, the statistical pieces of evidence from Ethiopian central statistical agency report of 1999 and 2009 (CSA, 2012) have been presented in Fig 1. Similar to teachers' reflections, the figure reveals that the unemployment rate reaches a peak level for secondary school and college graduates. This result is nearly an inverted U-shaped relationship between education and unemployment.

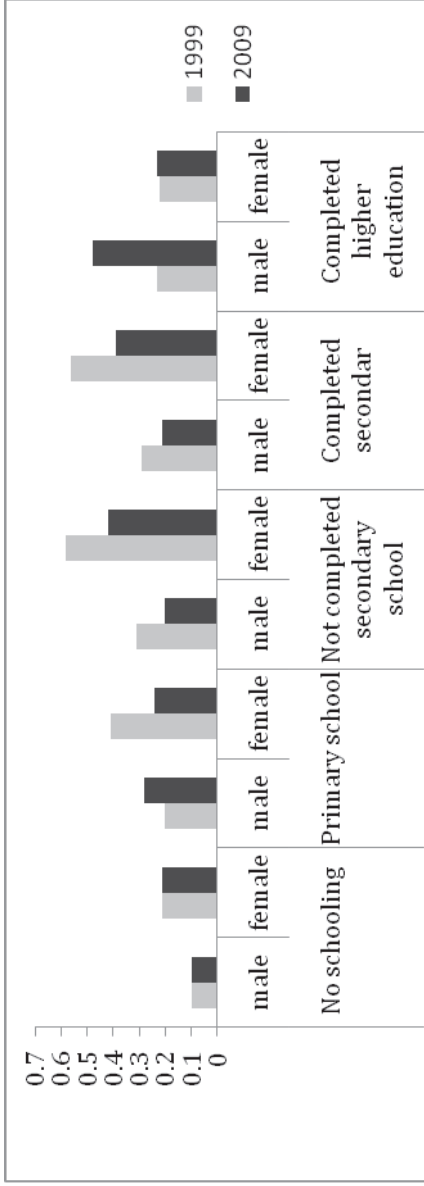


Figure 1. The relationship between educational level and unemployment in Ethiopia (CSA, 2012)

Table 3: Simple linear regression of how expectation for the students predict the teachers' motivation to teach.

	B	R²	SE	Beta	d.f	F	p
Expectation	-0.311	0.376	3.715		1	43.45	0.000
Motivation	0.894		0.060	0.613			

The result of simple linear regression (Table 3) ascertains the extent to which the teachers' expectation for students' academic achievement could predict teachers' motivation to teach. A strong positive correlation was found between the teachers' expectation of students' academic performance and their respective motivation to teach ($\beta = 0.613$, $p < .001$) and $R^2 = 0.376$, which indicates the regression model predicted 38% of the variance that teachers' motivation to teach can be explained by their expectation for students' academic achievement. In other words, this model shows that the expectation teachers' form for their students' academic achievement can strongly predict the teachers' motivation to teach.

DISCUSSION

The primary objective of this paper was to investigate teachers' expectation of students' achievement and their motivation to teach and the factors that might explain this relationship. It was found that teachers' expectation for students' academic status is a likely better predictor of their respective motivation to teaching. The current teachers' expectation for students' academic achievement seems to be low, which points out the teachers' poor quality (Farr, 2010); however private school teachers have relatively higher expectation for students' achievement than public school teachers. Teachers in both private and public schools were less motivated to teach and did not show difference in the degree of their motivation to teach. This teachers' poor motivation to teach could have an undesirable impact on students' academic achievement because it often associates with a meager commitment to teaching (Rubie-Davies *et al.*, 2006; Rubie-Davies, 2009; Farr, 2010; Davies, 2015). If teachers had high expectation for their

students, they more likely give students more opportunities to engage in learning processes and clues promptly to master the given syllabus than those teachers who harbored low expectation for their students, which supports the finding of Khoza (2015). For the reason that their current expectation for the students' academic achievement is low, they less likely give students adequate academic supports and opportunities to actively engage in learning processes that might cause poor students' academic outcomes in return.

These teachers' low expectations for students' academic achievement and motivation to teach could have implications on students' learning in many ways. Indeed, teachers' low expectation for students' academic achievement influences students' learning by reducing the commitments to deliver instructions and the efforts to treat the students proximally. Regarding a proximal treatment of students, scholars argue that it is inappropriate to excuse teachers with low or biased expectation for their students and treat students reservedly (Suarez-Balcazar, *et al.*, 2003; Brittan & Gray, 2014). Therefore, the quality of education of a nation must be viewed from the overall quality of teachers because teachers who play key roles in educational processes. In order to improve a country's quality of education, we argue that teachers are required to have a high but realistic expectation for their students' academic performance, an argument supported by other authors (Geisler, 2001; Rubie-Davies *et al.*, 2006; Farr, 2010; Tsiplakides & Keramida, 2010).

In an educational setting, teachers' high expectations for students' achievement, which energize teachers' motivation to teach, would emerge in complex ways. Hence, the present Ethiopian teachers' expectation for their students' academic

achievement is partly rooted in the social and economic values of the country. As a result, substantial interlock among the teachers' expectation for their students' academic performance, their motivation to teach, the economic value of education, the community's value for education, and the students' curiosity to engage in school activities were observed. These co-existing variables are complex phenomena in which one phenomenon leads to the occurrence of other phenomena. From their daily experiences, teachers observe that the majority of students were unenthusiastic with school activities and perform below what their teachers actually expect of them. As a result, the teachers' expectation of students' achievement has been dropping over the years. In the eyes of teachers, with the exception of a few students, most students have been becoming feeble (or weak) on their academic pursuits from time to time.

The efforts students exert on the syllabuses and instructional activities were not worthy mentioned by the teachers. Rather, the majority of the students' time has been wasting before the television screen, using local drugs and alcohols. In addition, chatting about European soccer among male students and aspiring to make a migration to Arabian countries among female students is also common experiences. Sporadically, a few male students plan either to join business sectors or migrate to the western world right away than pursuing academic careers unreservedly. Recurrently observing that students are merely chasing with gaining money than valuing education as a means of change, a number of teachers have been frustrated with their students' commitment to academic works. Whether they experienced academic success or failure, some students do not respond in a different way, which indicates that the students do not value their academic results. There

were also certain cases where students show sarcastic behaviors towards a student that shows high motivation towards instructional activities. These conditions together gave rise to the teachers' lower expectation of students' academic status.

Teachers' low expectation of students' achievement reduced their level of motivations to discharge their responsibility of teaching. Most of the teachers were involved in a teaching profession only for the reason that they had no other means of making money to survive. This certainly is a sign of their lower motivation to teach and no more interest to stay in the teaching profession. They attend classrooms only to fulfill administrative affairs instead of demanding students to achieve the minimum instructional competencies. The teacher did not make sense whether students had achieved or failed to achieve the learning objectives. These opinions, in turn, affect their commitment to being well equipped for instructional delivery and the ways they enthusiastically support students both in the class and out of the class. Despite the finding of Fryer (2011) that argues increasing teacher incentives has no sense to increase students' performance, attendance or graduation from the school, in Ethiopian contexts, teachers' low standard of life and poor incentives are affecting the students' educational pursuits. Currently, it was observed that poor incentives teachers earn may be associated with a high rate of teachers' turnover in the country, even more than the report of Assefa (2011) and schools would be crowded with inexperienced teachers, which may results in the low quality of education.

The cumulative of these sociological and economic implications have further tended to reduce teachers' motivation to teach and the expectation they have for their students.

In fact, this finding is comparable with the finding of Balan et al. (2012) who argued a diminishing trend of teachers' interest in the teaching profession is associated with specific circumstances that determine their attitudes and expectations. The lower teachers' living standards, unfavorable work environment, and the corrupted school administration could have an association with the level of interest of teachers. Therefore, unless the socio-economic value of education increased and teachers earn special courtesy, the efforts to expand schools and produce educated human resources will not be worthwhile.

As a rule, the greater schools are the products of greater teachers (Stein & Stein, 2016) and the schools exist because students would be there, and the future destination of the country will depend on the children who are in school today (Pescaru, 2012). Therefore, to enable teachers to produce students that are endowed with good ethical standards, suitable values and take responsibility, increasing teachers' standard of living in particular and to scale up the value of education would be prioritized; however, it is very demanding. Mainly, it requires intensively investing in human resources to sustain teachers in their profession and improve the students' interest in learning. A proverb that says 'He who plows with limp oxen shall not harvest more yields,' might better explain how the current investment on human capital is related to the educational outputs in the country. The implication is that, therefore, there will be teachers who have strong trusts in their profession, the higher expectation for students' achievement, higher motivation to teach, and can give better support to students.

To recap, there is an indication that signifies a given culture and its education systems reinforce each other. The

importance of education and its relevance is mainly determined by the values that are culturally maintained for schooling. Education can serve as a means of promoting the cultural values of the community and the culture can determine the role of education in return. The educational system of a given country reflects the social, economic, and political representation of the given community, as supported by the finding of Olasunkanmi (2011) that testified the fact that the social and cultural norms of a given people can influence their attitude and choices. Indeed, when the social, economic, and political conditions of a country broadly valued and respected the educational roles in development, educational institutions may be the mainstay of development. But if less value is placed on the role of education in development, the education systems, and the educational institution would be jeopardized. In the current Ethiopian situation, which shows virtually a reversed relationship between economic capital and educational status among the citizens, it is much clear that culture and education systems reinforce one another. Therefore, in order to be more advantageous from educational sectors, it requires intensive works on the existing cultural values for education.

CONCLUSION

Although the numbers of participants in this study are limited to make sound generalization of Ethiopian secondary school, Ethiopian secondary school teachers harbored low expectation of students' achievement. This teachers' low expectation of students' achievement significantly predicts their low motivation to teach. Given the low academic curiosity of students, teachers have gradually developed a low expectation for their students' academic achievement. This, in turn, had certainly reduced the teachers'

motivation to teach, which could severely hurt the quality of education in the country. The formation of teachers' expectation for students' academic achievement was more complex, which had made teachers detest teaching as a profession. These demeanors are partly grounded in the present economic values of education and in part in the socioeconomic conditions of teachers.

The primary reason for why do students gradually become more reluctant with the school chores was the economic value of education. Unless the country makes reforms into its existing business system and increased the economic value of education, all the investments in the educational sectors will be jeopardized. The country has to do two key assignments to make the education sector functional. The first assignment is to revisit the present business and educational practices and modify policies and practices of the country in a way it could revive the educational sectors. To resolve the country's current educational crisis sincerely, valid strategies and policies that could relatively work better would be devised to increase students' commitment to pursuing academic careers. Additionally, it is very crucial to increase the economic value of education that determines students, teachers and the community's toward education. As a result, the educated community will be benefited from the overall economy and benefit from the good living conditions in the country. The failure to reinvestigate the current practices in the businesses and education systems and to take corrective measures, there could be a worse educational malfunction and corrupted educational setting. At the worst case, if the trajectory of the business system continues without more interventions, the country could lose sufficient number of students that could join higher education within a few decades.

To increase the youths' opportunity to pursue higher education and to produce generations of tomorrow, it is necessary to balance the education and business works economic benefits.

The second assignment is to scale up the teachers' living standards who are the immediate role model for students and the community. For students and the community, teachers are more than immediate academic experts. They can have a profound influence on the overall behavior of students including a decision to pursue academic careers. The way students and the community view teachers' living standards, their socio-economic status, and their overall behaviors can genuinely influence students' overall behaviors in academic settings. Therefore, a situation where teachers' low living-standards and low socio-economic status is common, as compared with those in business sectors, the values students and the community give to education could inevitably drop, which makes teachers' to be less motivated to teach.

Finally, our result offers insight that suggests the economic value of education in particular and the economic status of a country, in general, as factors that can determine the quality of teachers and education. The final implication is that the country should pay more attention to building its human resources that have been neglected in the school system instead of extensively investing in the physical resources and heightening with postmodern epistemological beliefs. To show the direction of future research studies, comprehensive research with advanced statistical applications that focused on the relationships among variables such as students' academic achievement, the economic value of education, teachers' motivation in teaching and the rate of unemployment should be emphasized.

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