



STRATEGIES USED BY TEACHERS TO MOTIVATE STUDENTS IN SECONDARY SCHOOLS OF MELOKOZA WOREDA GOFA ZONE SNNPR, ETHIOPIA

(Research article)

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Abstract

This study examined the strategies used by teachers to motivate students' classroom learning in secondary school of Melo Koza Woreda. In this study, mixed methods research design was used. The sample for the study consisted of eight randomly selected secondary school teachers (six males and two females) and forty students (thirty-one males and nine females) were purposely selected from the two schools (Laha and Mashira Secondary Schools). Questionnaire, Interview and classroom observations were used as the data gathering tools of this study. The findings indicate that the secondary school teachers in the sampled schools have good awareness on the different strategies of student motivation in classroom teaching. The results of this study had indicated that teachers frequently employ motivation strategies like asking questions to check whether the students were following the lesson or not, giving positive and constructive feed backs, asking them brain storming questions and showing them eagerness for teaching. The study also found that large class size and lack of money allocated by schools to reward good performing students are the factors that affect student motivations. The woreda education office in collaboration with administrative bodies should built additional classrooms in order to enable the number of students in the classroom to be manageable to allow effective teaching and motivation.

Keywords: Teachers awareness; student motivation; motivation strategies; classroom learning

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1. Introduction

According to Stojakovic (2011) motivation is a process that initiates, directs, and sustains a particular behavior. In school conditions, motivation refers to the activity of the teacher, which should cause continuous readiness by students to engage in some type of work immediately. Therefore, learning motivation is one of the basic conditions that must be met in activating students' better learning outcomes; motivation is an important factor in activating the abilities and personality characteristics of students participating in learning (Pintrich, & Schunk, 1996 in Gorica P. & Marina K., 2020).

Research has shown that there are two types of motivation, namely extrinsic and intrinsic motivation. Ryan & Deci (2000) define extrinsic motivation as a force that causes the doing of something because it has a separable outcome. On the other hand, intrinsic motivation according to Morris & Maisto (2002) arises from internal factors, i.e., it is as a result of rewards provided by an activity itself. According to Krause et al (2003), intrinsic motivation arises from internal factors such as a child's natural feeling of curiosity, exigent, confidence and satisfaction when performing a task. Deci et al (2001) who argued that, intrinsic motivation is more effective than extrinsic motivation in promoting learning and achievement because it creates feelings of confidence and mastery that self-reinforce.

The two orientations of motivation namely intrinsic and extrinsic motivation that, as discussed above which stimulate or inhibit the desire to engage in behavior (Krause et al, 2003). In explaining the intrinsic motivational strategies of students, Butler and Nisan (2003) conducted study on effects of no feedback, task-related comments, and grade on intrinsic instruction and performance. The results of the study show that reward, incentive, appreciable, personality of the teachers; environment and methodology of the teachers are also a major role to motivate the students in classroom.

On the other hand, extrinsic motivation refers to rewards that are obtained not from the activity, but as a consequence of the activity (Morris & Maisto, 2002). Extrinsic motivation arises from the use of external rewards or bribes such as food, praise, free time, money or points toward an activity (Morris & Maisto, 2002), applies where the incentives are all external, in that they are separate from the individual and the task. According to Madrid (2002) the actions, which take place in the classroom, are likely to increase, maintain, or decrease the students' motivation. Classroom tasks, the method followed, the type of interaction between teacher and students, possible anxiety situations, and many other factors, all have an important posture on the learners' motivation.

Many studies on teachers' motivational strategies concur that the key basic to motivational context is the teacher's personality, particularly his or her willingness to be open and share his or her life with students (Nichols, 2014). Besides, Astuti (2016) researched on

similar topic. The teacher's behavior which motivated students reported by Astuti (2016) could be seen from the teacher's smile, facial expression, jokes, and clear instruction in delivering lesson.

As Dornyei (2001) said that there are definite, requirements to be met prior to any effort to create motivation can be effective. Furthermore, Dornyei stated that, it is essential for teachers to recognize how to inspire students and make the subject matter that they teach exciting. If a teacher goes into a classroom and has no intention of making the subject interesting, then he/she is already in problem to motivate his/her students in classroom learning activity. So in order to engage students, especially in classroom lesson, it is essential to have an understanding of what motivates them.

Furthermore, Deci (2000) explains that teacher should know that what he is going to teach and whom he is teaching, if the teacher is not doing so and interested in his work he cannot motivate his class. It is said that a teacher who is teaching the same subject for a long time. It may be said that a teacher who has been teaching the same subjects to the same classes for a long time can tends to lose the interest in his subject but this is not the reason of disinterest, the subject-matter can be the similar but the students cannot be same, even the subject-matter is developing and changing. Additionally, experienced teacher can discover new methods and approaches and of teaching learning process even the same subject matters.

Brophy (2003) describes that even though motivation is one of the major responsibilities of instructing the students, it is the responsibility of the both instructor's and students. The classroom, subject lesson, atmosphere, the capability of the teachers, the personality of the teacher and the student all affect a student's motivation. The subsequent practices will support you in developing motivational approaches to use when teaching. Lesson plan keeps the motivational strategies, if the lesson is interesting it create interest and motivation among students; if not interesting, it will cause boredom, restless and involvement.

Although research on motivation is extensive, (Nandola, 2011; Skok, 2013) few researchers have cared to dwell on the perception of teachers on the strategies that they use to motivate students. However, some recent motivational strategies research has attempted to establish the link between teacher practice and learner behaviour. Guilloteaux and Dörnyei (2008) and Papi and Abdollahzadeh (2012) found a positive correlation between school teachers' motivational practice – measured by a classroom observation checklist and a subjective appraisal of the motivational quality of the lesson – with pupil motivation as displayed in classroom behaviour (paying attention, participating actively, volunteering answers) and questionnaire responses.

Moreover, the literature on motivation explains more about what motivation is and how it can affect teaching and learning (see example Junio, 2009; Robert, 2004) but not many

researchers have looked into the strategies that teachers use to motivate students in secondary schools. Therefore, this study aims to fill the gap in the literature by looking into the strategies that secondary school teachers used to motivate students in classroom instruction in Melo koza Woreda.

This study was undertaken to answer the following questions

1. What is the level of teachers' awareness in motivating secondary school students' in Melokoza Woreda?
2. What are the strategies employed by secondary school teachers to motivate student in classroom teaching learning?
3. How do secondary school students view teacher's classroom motivation of students in the study area?

2. Methodology

The purpose of this study was to examine the strategies used by teachers to motivate students in secondary schools of Melokoza Woreda. Thornhill, (2009), defined research design as the general plan of how to go about answering research questions. For this study, descriptive survey and mixed research methods with quantitative and qualitative approaches were used. The core assumption of the mixed research approach is that mixing quantitative and qualitative methods provides a complete understanding of the research problem than using only one type of methods (Creswell, 2014; Molina-Azorin, 2016).

2.1 Population

The participants of this study were teachers and students selected from secondary schools of Melokoza woreda. Participants comprised of eight secondary school teachers (six males and two females) and forty students were purposely selected from the two schools (Laha secondary and Mashira secondary schools). In terms of study schools, from four government secondary schools in Melokoza woreda, two (50%) were selected for this study.

2.2 Sampling techniques and sample participants

For the purpose of this study, purposive and simple random sampling techniques were used. In terms of study schools, from four government secondary school in Melo koza woreda, the two (50%) were selected using random sampling technique. The participants of this study were teachers and students of Laha and Mashira secondary schools. Eight teachers were randomly selected from the two schools (four teachers from each).

2.3 Sources of Data

Data for this study was collected from primary sources. The primary sources were secondary school teachers and students.

2.4 Data collection instruments

The instruments used for data collection were questionnaire, interview and classroom observation. A fifteen items with Likert scaling technique (Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree) questionnaire was prepared to the student respondents. This scaling type was used to know the students' responses towards the motivational techniques employed by their teachers. In addition, Semi- structured interview questions were used as data collection method for teachers. Moreover, to strengthen the data obtained by questionnaire and interviews, observation was carried out in four selected classes.

2.5 Data analysis

The quantitative data generated from students through questionnaires were analyzed by descriptive statistics such as percentage, mean and standard deviation. In addition, the researcher analyzed and interpreted the qualitative data collected from interview and classroom observations thematically using description.

3. Results

Eight secondary school teachers (four from Laha secondary and four from Mashira) were participated in this study. Out of the eight participants, only two were female teachers. Four participants were second-degree holders while the remaining were first-degree holders. Five of eight participants were worked for more than five years and the reaming have below five years of teaching experience. Regarding student participants, thirty-one males and nine were females. Twenty-nine and nine student respondents were between the age group of 16-20 and 21-25 respectively. While two were above 25 years.

3.1 Interview Results

The interview was conducted with eight participants that were part of the classroom observation. The interviews were conducted within two schools (four teachers from each school) and each session lasted for 25 to 30 minutes. The first research question was to explore the teachers' level of awareness regarding techniques of student's motivation in secondary schools of Melokoza woreda. From this main question, there are four consecutive independent questions generated.

The first question was intended to examine the level of secondary school teachers' awareness about student motivation in the study schools. Thus, the participants replied that they had awareness of motivation techniques and they tried to employ them in their teaching sessions. One of the teachers explained;

“Yes.... I know what motivation is. For me it means initiation and creating interest.

I believe motivation help students to be active participants”. Motivation is very important for classroom teaching and learning’ (interviewee teacher 1)

Teachers associate student motivation with student achievement. Thus, they believe a well-motivated student can achieve better on subjects. One of the interviewee reported that,

“I think motivation means enabling students to learn better. It is related with student's achievement. If we need our students to be successful in our subjects, it is necessary to motivate them while teaching” (interviewee teacher 7)

The fourth and sixth participants reported that they motivate the students by talking personal stories, allow voluntary learners to talk jokes. As a teacher, each of us had different understandings and different strategies to motivate the students depending on the type of the lesson and classroom situations.

The second question was about the motivational techniques used by teachers in classroom teaching. Almost all of the teachers reported that there are different strategies of student motivation, which depends on the nature of the subject and learners' interest. One of the teacher interviewees talked that;

“I try to use different motivation techniques during presenting the lesson based on the type of activities; I try to vary my techniques especially when the students feel tired”, motivation makes students active in teaching time. If we try to motivate our students, it is better for them to understand the lesson and become well initiated” (interviewee 3)

Teachers believe with the importance of giving rewards for best performances. However, it has negative consequences. One of the teacher interviewees explained that,

“I am sure that continuously rewarding students is not important. It may not encourage self-motivation. It could not create intrinsic motivation. Students always look for rewards from teachers, thus results in lack of self-confidence. So I do not like to reward my students for each performance” (interviewee teacher 5)

The first, second, fourth and fifth interviewees reported that they used calling the students by their names; trying to relate the lesson and the support their contents to students' real life most of the time; they sometimes used to tell interesting stories to initiate the students; used to give positive and descriptive feedback. The eighth interviewee reported that,

“I give reward to my students in every achievement orally by saying very good, nice, go on, continue.... (Interviewee teacher, 8)

The seventh interviewee reported that,

“Even if there are many techniques to be used, I frequently tried to use asking questions to check whether the students were following the lesson or not; giving them individual and group works; giving them brain storming questions; showing them eagerness for teaching and so on(interviewee teacher 7)

he other question raised by the researcher was on the factors that make motivational techniques difficult to apply in the classroom. The participant’s focuses on money and time used to prepare the motivators. One of the interviewees reported that;

“For me motivation is very important instrument in teaching process. However, it is time consuming. Like rewarding and hand clapping which interrupts teaching and waste more time” (interviewee teacher 2)

Similarly, one of the interviewees reported that motivation consumes a lot of money especially in terms of rewards, which need money by saying;

“I am sure that to motivate students by giving gifts like text books need money. Always giving rewards for good performance is not good. Rewards do not encourage internal motivation, nor do they facilitate learning (interviewee teacher 8)

Teachers advocate that teaching methods like lectures as the preferable one for the reason that their classes are overcrowded. Almost all the interviewees reported that,

“Monitoring the students’ progress and giving them written comments, promote learner autonomy, encouraging the students to understand and to set achievable group goals, create strong and various groups that have good feeling about each other and choosing interesting topics to deliver the course were difficult to apply for them because of large class size”

Teachers view that in order to motivate students they should work hard to ensure that every student benefit and gain knowledge about the subject they are teaching. One of the interviewees pointed out that,

“For me teaching is a hard job to do. I think addressing all the needs of my students is difficult task. It is for motivation too. Students’ motivation depends of different factors. So, identifying and using those strategies need our skill and knowledge and experience of the profession” (interviewee teacher 1)

The last question raised for the interviewee was teachers to suggest the most decisive technique in motivating the students; the first and third interviewees said that creating

supportive classroom atmosphere, recognizing their names, showing them smile; letting them to work in groups and asking them questions were the most decisive techniques.

The second interviewee said that,

“I tell my students to work together to achieve their common objectives, presenting the teaching material logically and creating the student’s autonomy to share responsibility were very decisive techniques” (interviewee teacher 4).

Similarly, one of the interviewees reported that group work could maintain motivation in learning process by saying:

“I encourage my students to work together. So that everyone contributes ideas in a particular activity. Group works help students to share experience” (Interviewee teacher 6).

The rest three teachers reported that giving oral praise, creating ground rules are very important and decisive techniques in motivating the students.

3.2 Analysis of close ended questionnaires

The close ended questionnaires contain five Likert scale type ranging from strongly agrees to strongly disagree. However, for the purpose of analysis the strongly disagree and disagree options have combined to disagree whereas the strongly agree and agree options were combined to agree. However, the undecided options of the response treated as it is.

Table 1. Students' responses about teachers' strategies for motivating students in classroom at secondary level

Number	Items	N	%	SA	A	UD	DA	SDA	Mean
1	The teacher has an awareness of motivation techniques	N		9	6	2	12	11	3.250
		%		22.5	15	5	30	27.5	
2	Teacher use a short and interesting opening activity to start each class	N		4	18	1	6	11	3.650
		%		10	45	2.5	15	27.5	
3	Teachers give clear instruction when presenting different activities in the classroom	N		10	4	0	17	9	3.275
		%		25	10	0%	42.5	22.5	
4	Teachers conduct competition between students to increase learning	N		8	9	4	10	9	3.075
		%		20	22.5	10	25	22.5	
5	Teachers create friendly classroom environment during teaching	N		6	7	6	14	7	3.225
		%		15	17.5	15	35	17.5	
6	Teacher have a good relationship with the students in the classroom	N		11	10	4	9	6	2.725
		%		27.5	25	10	22.5	15	
7	The teachers allow us to help one another in group/pair discussion in the classroom	N		13	5	3	14	5	2.825
		%		32.5	12.5	7.5	35	12.5	
8	The teachers encourage us to participate without fear in classroom	N		19	8	-	10	3	3.850
		%		47.5	20	-	25	7.5	
9	Teachers give rewards on your good performance	N		4	9	5	10	12	3.425
		%		10	22.5	12.5	25	30	
10	Teachers present different activities depending on your interests	N		10	12	-	9	9	2.875
		%		25	30	-	22.5	22.5	
11	The teacher gives immediate & constructive feed backs on your performance	N		2	8	2	10	18	3.850
		%		5	20	5	25	45	
12	The teachers use different teaching strategies to address students learning needs	N		8	7	-	14	11	3.325
		%		20	17.5	-	35	27.5	
13	Teachers create interest in lessons through different methods	N		3	9	4	14	10	3.475
		%		7.5	22.5	10	35	25	
14	Teachers motivate you on your poor performance	N		7	9	3	11	10	3.2
		%		17.5	22.5	7.5	27.5	25	
15	Teachers punish on your poor performance	N		8	6	-	16	10	3.350
		%		20	15	-	40	25	

Table 1 shows the students' view of teachers' strategies for motivating students in the classroom. The response rate shows that 57.5 percent of respondents agreed that the teacher has an awareness of motivation techniques; 37.5 percent disagreed that teachers do not have an awareness of motivation techniques. However, 5% of respondents were undecided about teachers' awareness of classroom motivational techniques. 45% of respondents agreed that teachers use a short and interesting opening activity to start each class; 42.5% and 2.5% of respondents disagreed and were undecided, respectively, about the use of a short and interesting opening activity to start each class. 35 percent of respondents agreed with the statement that teachers give clear instruction when presenting different activities in the classroom; the majority of respondents (65 percent) disagreed with the statement that teachers give clear instruction when presenting different activities in the classroom. 42.5 percent of students agreed that teachers use competition to increase learning, 47.5 percent disagreed, and only 10% were undecided.

Regarding the question of whether secondary school teachers create a friendly classroom environment during teaching or not, 32.5% of students agreed that the teachers create a friendly classroom environment during teaching; 52.5% and 15% of respondents disagreed and were undecided, respectively, on the statement that teachers create a friendly classroom environment during teaching. The majority of respondents (52.5%) agreed that teachers have a good relationship with their students in the classroom; however, 37.5 and 10% of students disagreed and were unsure about the statement that teachers have a good relationship with their students in the classroom, respectively. 45% of students agreed with the statement that teachers allow us to help one another in group or pair discussions in the classroom; 47.5% disagreed with the statement; and 7.5% were undecided. The majority 67.5% of students agreed that the teachers encourage them to participate without fear in the classroom; 32.5% of respondents disagreed with the statement that teachers encourage them to participate without fear in the classroom. 32.5 percent of students agreed that teachers give rewards for good performance; in contrast, the majorities 55.5% of respondents were of the opinion that teachers do not give rewards for good performance, while only 12.5% were undecided on the statement that teachers give rewards for good performance. According to 55 percent and 45 percent of students, teachers present different activities based on their interests. The majority of respondents disagreed, with 22% agreeing that teachers should provide immediate and constructive feedback on students' performance. 70% of students disagreed with their teacher's immediate and constructive performance feedback. However, 5% were undecided on the issue. 37.5% and 62.5% of respondents agreed and disagreed, respectively, that teachers use different teaching strategies to address students' learning needs. Teachers motivate students based on poor performance, according to 38 percent of students; 52.5% of respondents disagreed. Whereas 7.5% of students were undecided, 35% agreed that teachers punish

students for poor performance; in contrast, 65% of respondents disagreed that teachers punish students for poor performance.

3.2 Analysis of Classroom Observation

An observation was conducted in four selected classes (one from each department; i.e. natural science, social science, language and civic and ethical education departments). Each of the selected classes were observed two times and the teachers' motivational techniques were checked.

Table 2 Observation Results of Teachers Motivational Techniques used in Classroom setting (N=4)

Number	Items	Response	Observation		N	%
			1 st day	2 nd day		
1	use a short and interesting opening activity to start each class	Yes	3	3	6	75
		No	1	1	2	25
2	Creates supportive classroom atmosphere	Yes	1	-	1	12.5
		No	3	4	7	87.5
3	encourages students to participate without fear in classroom	Yes	1	2	3	37.5
		No	3	2	5	62.5
4	Provides students with positive feedback	Yes	4	3	7	87.5
		No	-	1	1	12.5
5	give clear instruction when presenting different activities in the classroom	Yes	2	4	6	75
		No	2	-	2	25
6	Uses examples effectively	Yes	1	-	1	12.5
		No	3	4	7	87.5
7	Uses eye contact	Yes	4	2	6	75
		No	-	2	3	25
8	Asking and Answer questions	Yes	1	2	3	37.5
		No	3	2	5	62.5
9	Teachers give rewards on good performance	Yes	3	1	4	50
		No	1	3	4	50
10	teachers use different teaching strategies to address students learning needs	Yes	3	4	7	87.5
		No	1	-	1	12.5

The above table shows some of the motivational techniques used by secondary school teachers in classroom in the study area. It can be observed from the checklist that, from four teachers observed, in items 1, 5 and 7 almost all of them (75%) tried to apply motivation techniques like using short and interesting opening activity to start each class, give clear instruction when presenting different activities in the classroom and uses eye contacts while delivering their

lessons. Besides, in items 2 and 6, 12.5% had tried to create supportive classroom atmosphere and use examples effectively to teach their students. From the eight observation sessions it was in item 4 and 10, 87.5% teachers tried to provide students with positive feedback and use different teaching strategies to address students learning needs.

Furthermore, in items 3 and 9, all the observed teachers i.e. 37.7% tried to encourage students to participate without fear in classroom and give rewards on students' good performance. On the other hand, more than half of the teachers had limitations in items 2 and 6, (87.5 %) and 3 and 8, (62.5 %). They failed to create supportive classroom atmosphere, encourages students to participate without fear in classroom, using examples effectively and asking and answering questions in classroom sessions.

Generally, the report showed that the majority of the teachers' attempt to use short and interesting opening activity to start each class gives clear instruction when presenting different activities in the classroom and uses eye contacts while delivering their lessons. The result also showed that most of the teachers tried to apply some of the motivational techniques and exercise in the classroom activities in a good manner because they were eager on the subject they taught.

4. Discussions

The primary objective of this study was to investigate the strategies employed by teachers to motivate secondary school students. In order to accomplish this objective, the following three research questions were raised: What is the level of teachers' awareness in motivating secondary school students' in Melokoza woreda? What are the strategies employed by secondary school teachers to motivate student in classroom teaching learning? How do secondary school students view teacher's classroom motivation of students in the study area? To answer these three questions, three data gathering tools that were; questionnaire, interview and classroom observation were used.

The analysis of teachers' interview responses showed that teachers had an awareness of student motivational techniques and its importance. Thus, most of the teachers reported that motivation eliminates fear of participation in learning and maximizes good teacher-student relationship; this ensures that students become free to face their teachers so as to help them to solve various problems they are facing through their learning. Furthermore, this finding is confirmed by majority (57.5%) of student respondents agreed that the teachers have an awareness of motivation techniques and that they employ during teaching. The result of the study is consistent to Dornyei (2001) stated that, it is essential for teachers to recognize how to inspire students and make the subject matter that they teach exciting. If a teacher goes into a

classroom and does not intend to make the subject interesting, then he/she is already in problem to motivate his/her students in classroom learning activity. So in order to engage students, especially in classroom lesson, it is essential to have an understanding of what motivates them.

The findings reflect that for teachers' motivation is a means of initiation and creating interest in learning. They believe motivation help students to be active participants. Moreover, the study shows that without using motivational strategies it is difficult to teach students in any subject. Because, teaching needs active interaction between teachers and students, as a result it is difficult to arouse students' interest without motivation. These finding supports the conceptual understandings of (Stojakovic, 2011) such that motivation is a process that initiates, directs, and sustains a particular behavior. These results therefore imply that secondary school teachers have a good knowledge and awareness on how to use varieties of motivational strategies during classroom teaching.

The results of this study had indicated that teachers frequently employ motivation strategies like asking questions to check whether the students were following the lesson or not; giving rewards for best performances; giving positive and constructive feed backs, asking them brain storming questions; showing them eagerness for teaching. These findings in line with Butler and Nisan (2003) conducted study on effects of no feedback, task-related comments, and grade on intrinsic instruction and performance, and results of the study show that reward, incentive, appreciable, personality of the teachers, environment and methodology of the teachers are also a major role to motivate the students in classroom. The present study results therefore indicate that secondary school teachers employ different motivational strategies to create interest and love of their subject during classroom teaching.

The results of this study showed that motivation is an important issue in teaching learning process, but it consumes time and money. Teachers argues that the time used to prepare the motivators like rewarding, hand clapping which interrupt teaching for some time and other encouragements which are applied during teaching periods as a means of ensuring involvement of students is wastes time. Accordingly, in this study, teachers reported that teaching is a hard job; in order to motivate students, they should work hard to ensure that every student benefit and gain knowledge about the subject they are teaching. Therefore, this result indicate that motivation is an important aspect in teaching process, but it needs effort, time and money in order to do that.

The interview findings further added that monitoring the students' progress and giving them written comments, promote learner autonomy, encouraging the students to understand and to set achievable group goals, create strong and various groups that have good feeling

about each other and choosing interesting topics to deliver the course were difficult to apply for teachers because of large class size. It has been observed also that most of teachers use lecture method due to inappropriate teacher-students ratio, great workload and lack of enough time to carryout group works during teaching learning process. This showed that the teachers ignored some other motivational techniques in classroom due to large class size.

The data obtained from the classroom observation showed that majority of the teachers' attempt to use short and interesting opening activities to start each class, gives clear instruction when presenting different activities in the classroom and uses eye contacts while delivering their lessons. The result also showed that most of the teachers tried to apply some of the motivational techniques and exercise in the classroom activities in a good manner because they were eager on the subject they taught. Furthermore, it was confirmed by the closed ended response of students, majority (45%) agreed that teachers use short and interesting opening activities to start each class lesson.

The results of the close ended items of students' questionnaire showed that some of the teachers give clear instruction when presenting different activities in the classroom, teacher have a good relationship with the students and some of the teachers encourage students to participate without fear in classroom lessons. In contrast majority of the teachers fail to implement techniques like, conducting competitions between students to increase learning, create friendly classroom environment during teaching, the teachers motivate students on their poor performance and use of different teaching strategies to address students learning needs. This is in agreements with Dörnyei (2001) said that there are definite, requirements to be met prior to any effort to create motivation can be effective. Some of these requirements proposed by him are appropriate teacher behavior, a pleasant and supportive classroom atmosphere and a cohesive learner group characterized by appropriate group norms.

This implies that the motivation strategies employed by secondary school teachers depend on teacher's knowledge, skill and the subject they taught.

5. Conclusions and Recommendations

From the results of this study concerning teacher's use of motivational strategies in teaching in secondary schools, the following conclusions and recommendations were given:

The findings obtained from students and teachers showed that there was no doubt in awareness on how motivation was important to teach students. Nevertheless, there were limitations in applying the motivational techniques, such as large number of students in one classroom, which impeded discussion forces teachers to resort in lecture method and lack of money

allocated by schools to reward good performing students are the factors that affected student motivations.

The findings from the teachers' interview revealed that teachers frequently employ motivation strategies like asking questions to check whether the students were following the lesson or not, giving positive and constructive feed backs, asking them brain storming questions; showing them eagerness for teaching.

The woreda education office in collaboration with kebele administrative bodies should built additional classrooms in order to enable the number of students in the classroom to be manageable to allow effective teaching and motivation.

School principals and supervisors need to create awareness on teacher use of motivational techniques so as to enable teachers to more effectively use motivational teaching strategies during their classroom teaching.

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