



The impact of motivation on teachers' performances in secondary schools in Ekiti north senatorial district of Ekiti state in Nigeria

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Abstract

The research study investigated the impact of motivation on teachers' performances in government secondary schools in Ekiti North Senatorial District of Ekiti State in Nigeria. Two research questions and two sets of research hypotheses were formulated. A modified Likert-type questionnaire consisting of 13 items were used for data collection. A purposive sampling technique was used to sample 240 teachers in the area of study. Research questions were analyzed using mean and standard deviation. A t-statistic was used to test the hypotheses at an alpha level of 0.05. the results of the analyses showed that regular promotions of salary scales would go a long way to making teachers to be more productive. It equally suggested that good training programmes for teachers such as conferences, workshops and seminars will help to improve and boost teachers' skills which will equally help in encouraging them to put extra efforts in their duties. The involvement and inclusion of the classroom teachers in decision-making in matters relating to school management and education administration in general will equally help to motivate teachers. Based on these findings, it was recommended among others that government should implement incentive based schemes for teachers such as improved salary scales, prompt payment of teachers' salaries, full payment of annual leave allowances among others. Teachers should be involved in the policy making process regarding education in the country by the government. By so doing, the government has created a sense of belonging and purpose of unity among teachers.

Keywords: impact, motivation, teachers performances, likert-questionnaire, purposive sampling

1. Introduction

For two decades spanning between 1950's and 1970's, Nigeria witnessed a period of academic excellence which was largely attributed to a good laid down educational policies and programmes that was rigorously pursued by the missionaries and the colonial administration. (Taiwo, 1982) ^[8] The period recorded a programme of teacher satisfaction borne out of motivation that promoted high spirit of dedication and selfless service by teachers. This early period in the history of educational progress and achievement in Nigeria according to Fafunwa (1996) was equally achieved through concerted efforts by the missionaries and to a large extent, the colonial administration that provided the enabling environment for academic work to both teachers and students. During this period too, Nwagwu (2002) ^[5] said that the ratio of teacher to students was so manageable by the teacher and this afforded them the opportunity to maintain high level of discipline and high academic standards among the students. To Nwagwu (2012), this enabling environment afforded teachers ample opportunities to monitor the progress of students' academic work, and also establish inter-personal relationship as they offered guidance and counseling services.

Ajai (1965) ^[2] posited that there was an intensive training and retraining programmes that was made available to teachers through the grants and financial aids. The administrators provided for an in-service training programmes such as

seminars and workshops which enhanced teachers' performance and consequently translated into high academic achievement on students. These efforts by the school administrators' efforts in providing these essential motivating strategies ensured a strike free academic programme. During the period, teachers were also provided with accommodations in the school premises. This provision made the teachers to monitor their students effectively who themselves were provided with hostels/dormitories in the school premises. Fajana (2005) ^[4] stated that teachers were made to observe strict compliance to school rules and regulations as well as strict compliance with the curricular and regulated extra-curricular activities in the schools.

During the period of take-over of education by the Federal Government, the educational system in Nigeria witnessed a decline occasioned by irregular payment of teachers' salaries, lack of training/in-service training, seminars and workshops, general poor environment, poor implementation of educational policies and programmes that affected good job deliveries by the teachers and good academic performance by the students. This short-fall in Nigerian educational system is traced to lack of motivation of teachers by the authorities concerned. Hence, it resulted in poor academic achievement of students in secondary schools. Sonen (1975) remarked that lack of motivation has contributed to poor performance of teachers. Sonen (1975) observed that teachers perform better when

motivated than when not. This research is essentially aimed at finding out the effects of motivation of teacher and its attendant influence on their work performances in schools.

2. Statement of the problem

Teaching service has been faced with multi-dimensional problems in Nigeria. These problems also have remained endemic in the teaching services and if allowed to remain without attention being given to them, students' performance would be greatly hampered.

The problem on which this research study addresses itself is on the general acknowledgement that education in Nigeria is fast decaying. The "rot" in the system ranges from shortage of teaching and learning resources, to lack of effective leadership and proper motivational forces. It is very pertinent to point out that teachers in Nigeria are unhappy, frustrated, uninspired and unmotivated, and are denied of their basic needs which include: salaries, good work environments, and training programmes for skill improvement as well as good policy implementation by the government, among others

This research study therefore intends to find out how motivation of teachers' performances in secondary schools in Ekiti North Senatorial District of Ekiti State in Nigeria has positively enhanced good implementation of government educational policies. The Ekiti North Senatorial District of Ekiti State in Nigeria comprises of five Local Governments, namely: Oye, Ikole, Ilejemeje, Ido-Osi and Moba Local Governments.

3. Purpose of the study

Motivation is seen as a process of arousing enthusiasm of an employee so that he can perform his duties with pleasure and high interest in pursuance of the organizational and personal goals. Therefore, the purpose of this study is to find out how teacher motivation would translate into classroom effectiveness and school improvement.

The specific objectives are as follows

1. To explore how personal factor (training) can have impact on teachers motivation in the work environment.
2. To examine government educational policies those that tend to affect teachers' motivation.

3.1 Research questions

The following research questions were formulated for the study:

1. What personal factors are pre-requisites for teacher satisfaction at work?
2. How would educational policies of government hinder/promote motivation of teachers in schools?

3.2 Hypotheses

The following Null Hypotheses were formulated to guide the study:

1. There is no significant relationship between personal factors and motivation of teachers.
2. There is no significant relationship between educational polices of government and motivation of teachers.

The above Null Hypotheses are countered by their corresponding Alternative Hypotheses respectively:

1. There is significant relationship between personal factors and motivation of teachers.
2. There is significant relationship between educational polices of government and motivation of teachers.

4. Methodology

This is a descriptive survey research. The population comprised of 66 public Secondary Schools in Ekiti North Senatorial District of Ekiti State. Using purposive sampling techniques, the researchers selected a sample of 240 teachers within the senatorial district. Two research questions and two sets of research hypotheses guided the study. The instrument used consisted of 30-items questionnaire used to elicit information from the respondents relating to motivational factors and their impact on teachers' performances. The questionnaire was 4 Likert-type with Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) with 4-, 3-, 2- and 1- marks respectively.

The research questions were analyzed using mean and standard deviation, while the hypothesis were analyzed using Student t-test statistic at alpha level of 0.05

4.1.1. Research Question 1: what personal factors are pre-requisites for teachers' satisfaction at work?

Table 1: Issues on Personal Factors

S/No.	Questionnaire Items	SA	A	D	SD	Total
1	Regular promotion opportunities for teachers will encourage them for better work output.	162	66	9	3	240
2	Good training opportunities for teachers will encourage high level work performance on teachers.	156	72	12	0	240
3	Training through conferences, workshops and seminars help to update teachers' knowledge and improve their skills on teaching.	171	69	0	0	240
4	Improved teacher public image will help teachers to develop good psychology about teaching.	93	113	21	13	240
5	Teachers' involvement in decision making in school promotes teaching intents among teachers.	144	66	18	12	240
6	Less duty or task within the school makes teachers to remain healthy to carry-out their duties regularly.	60	102	54	24	240
7	Approval of duty-off days or off-time with pay would encourage teachers' work performance.	66	84	69	21	240
	Total	852	572	183	73	
		1424		256		

In the Table 1 above, a total of 1424 responses were recorded under agreeing side with 852 and 572 responses for Strongly Agree (SA) and Agree (A) respectively. 256 responses were

recorded under disagreeing side consisting of 183 and 73 responses for Strongly Disagree (SD) and Disagree (D) respectively.

4.1.2. Research hypotheses 1

Null hypothesis 1: There is no significant relationship between personal factor and motivation of teachers. versus

Alternative hypothesis 1

There is significant relationship between personal factor and motivation of teachers.

Table 2: Analysis on Personal Issues

Variable	N	Mean	Standard Deviation	t-value	Degree of Freedom	Critical t-value	Correlation Coefficient (r)
Personal factors	240	18.61	2.572	25.331	478	1.96	0.968
Motivation of teachers	240	31.275	7.304				

From the Table 2 above, the calculated t-value is 25.331, while the critical t-value is 1.96. This shows that there is a significant difference. Also the correlation coefficient (r) is 0.968 which shows that there is a positive relationship. Hence the hypothesis is rejected and it is concluded that there is

relationship between personal factor and teachers' motivation.

4.2.1. Research question 2

How would educational policies of government hinder motivation of teachers in schools?

Table 3: Issues on Government Policies

S/No.	Questionnaire Items	SA	A	D	SD	Total
1	The retirement of unqualified teachers affect motivational inputs on the teachers.	120	120	0	0	240
2	Lack of proper training opportunities for teachers affect teachers' performance.	75	144	12	9	240
3	Mass intake of students by government affects teachers' motivation in the schools.	54	93	66	27	240
4	Introduction of new policies by government also affects the motivation of teachers.	30	144	57	9	240
5	The abandonment of previous education policies and programmes by succeeding governments affect the motivation of teachers.	54	129	42	15	240
6	Allowing teachers to embark on strike due to government's inability to harmonize teachers' salaries affects motivation of teachers.	123	81	33	3	240
Total		456	711	210	63	
		1167		273		

In Table 3 above, 1167 responses were recorded under agreeing side comprising of 456 and 711 responses for Strongly Agree (SA) and Agree (A) respectively. 273 responses were recorded under disagreeing side comprising of 210 and 63 responses for Disagree (D) and Strongly Disagree (SD) respectively.

between educational policies of government and motivation of teachers. versus

Alternative Hypothesis 2

There is significant relationship between educational policies of government and motivation of teachers.

4.2.2. Research hypothesis 2

Null Hypothesis 2: There is no significant relationship

Table 4: Analysis of Government Policies

Variable	N	Mean	Standard Deviation	t-value	Degree of Freedom	Critical t-value	Correlation Coefficient (r)
Government policy on education	240	18.550	4.038	23.619	478	1.96	0.975
Motivation of teachers	240	31.275	7.304				

The Table 4 above shows that the calculated-value is 23.619, while the critical t-value is 1.96. this shows that there is a significant difference. Also, the correlation coefficient (r) which is 0.975, shows that there is positive relationship. Hence the hypothesis is rejected and we conclude that there is relationship between educational policies of government and teachers' motivation.

grade level to another and from one step to another would go a long way in making teachers more productive. It equally suggests that good training programmes for teachers such as conferences, workshops and seminars will help to improve and boost teachers' skills which will equally help in encouraging them to put extra efforts in their duties. Another area of consideration on the personal factors of teachers which encourage teachers' work performances and improved public image of teachers which will really boost their psychology and mental image about the teaching profession.

5. Discussion on findings

The analysis examined the relationship that exists between personal factors and motivation of teachers in their work places. The result shows that there is a significant relationship between teachers' personal factors or growth in the teaching profession and the motivational level at which he discharges his duties, hence the correlation coefficient (r) is 0.969 which is even far above 0.5 alpha level of relationship. The findings then suggest that regular promotion from one

The involvement and inclusion of the classroom teacher in decision-making in matters relating to school management and education administration in general will equally help to motivate teachers. This will give them a sense of belonging and the feeling of being important in the system. However, since motivation does not mean taking up extra workloads, teachers in this case are further motivated if the

workload is reduced on their shoulders as they would remain very healthy and fit for work. Also the findings revealed that if duty off-days apart from the normal holidays can also put the teachers in right frame of mind towards their duties. These findings agreed with Ofoegbu (2004) ^[6] who highlighted on the personal needs of teachers made available can help put them in the right frame of mind to discharge their professional duties accordingly.

Teachers need to be allowed to focus on what they are teaching so that they can do excellent job. Ideally teachers should teach for about four hours each day and have about four hours each to study, prepare, grade very well and reflect on ways to teach better. In addition, teachers are not being encouraged and challenged through real means such as paid sabbatical; take advantage of learning enrichment activities, like higher education, seminars and travels. Also teachers are not among the ranks of civil and public servants in Nigeria that get their promotions as at and when due. Most of them remain in one rank level for more than five years. Therefore, teachers need to be upgraded both in terms of level and salary scales.

Teachers in Nigeria are seen and projected in a bad image by the general public. Members of the public have consistently consented teaching as being a profession. Teachers image have been under public criticism over the years and this has put the average Nigerian teacher on a state of psychological difficulty, and thus bringing about loss of self-confidence and self-esteem among teachers, which consequently translated into under-performance, and also causing under-achievement in students' academics.

Ofoegbu (2004) ^[6] also maintained that teachers in Nigeria hardly engage on field trips and recreational ventures. Hence, their classroom schedules are so tight and occupied with academic tasks. Teachers are most of the times disturbed about their health condition, which sometimes stop them from performing their statutory duties. They want to remain in stable health conditions. They are equally pessimistic of their state of health where they are not compensated or assisted with the treatment bills. Teachers need to be hale and hearty at all times so as to meet up with the demands required of them in the school.

The analysis on the relationship between government educational policies and programmes shows the coefficient (r) is 0.975, which is above 0.5 alpha level. The result indicates a significant level of relationship between the two variables of government policies and teachers motivation.

The findings on the second hypothesis revealed that teachers feel very demotivated by some government educational policies and programmes, such as:

1. The age of retirement of teachers
2. Lack of proper in-service training
3. Mass intake of students at the secondary school level by government
4. The incessant change of systems of education at the secondary school level by almost every succeeding government
5. The inability of government to harmonize teachers' welfare schemes as improved salaries, payment of accrued allowances, etc.

The findings here suggest that government has deliberately changed the schools or educational system more often at the secondary level. Also the government has for various reasons failed to agree with teachers on welfare packages that can enhance good mental alertness on the job they do.

These findings are in agreement with Adesina (1990), Ukeje (1992, 1995) ^[9, 10], Williams (1989), Maduwesi (1990), Aghenta (1990) ^[11], that the process of implementation of educational policies in Nigeria has not provided Nigerians with much to write home about. They identified some factors among many that have militated against effective implementation of educational policies at the secondary school system. These factors according to them include impertinence at educational policies, planning without facts, selection of wrong/inappropriate performance indicators, the state of the nation's economy and lack of ideological focus.

However, the researchers made further investigations on the efficiency of motivation on work performance of teachers in secondary schools in Ekiti North Senatorial District of Ekiti State. The findings show that motivation is the key to performance on any job does including teaching. It is also suggested therefore that teachers' motivation is the secret of classroom effectiveness and school improvement. Motivation helps to improve quality of instruction in the school, and further encourages teachers to take management roles and adopt strategies that would discourage their students from cheating during examinations. A well-motivated teacher is enthusiastic in controlling and disciplining their students in the most appropriate and accepted ways.

6. Conclusion

The achievement of aims and objective of any Bureaucratic organization such as the school depends largely on the extent the hierarchy pilots the affairs of the organization. This is to say that when the employers and the employees strike a balance, the organizational goals are easily achieved. Also to strike a balance in this case is for the employer to always know that which can make and keep the worker happy visa-vise the worker.

The research study conclude therefore that the achievement of educational aims and objectives depend on the state and manner in which the teachers perform their duties. When teachers are happy, through motivational efforts by the government, they will be willing to put more efforts in their jobs and help the government to realize its set objectives on education.

7. Recommendations

The following recommendations were made based on findings of the study:

1. Since there is relationship between motivation and teachers' work performance, it is therefore very important that both the teachers and the schools are provided with enabling environment on which it carry out their duties effectively. Such enabling environment may be in form of security around the school, good classroom accommodations, adequate seats and general infrastructure facilities.
2. The government should implement incentives based schemes for teachers such as improved salary scales,

prompt payment of the salaries, full payment of annual leave allowance, etc. These would help to shape up the attitude of teachers towards their work.

3. The government should initiate training programmes for the already deficient teachers by sending them on in-service training when necessary. They should also organize other training programmes like seminars, conferences, workshops etc in order to update the knowledge more especially to meet up with the demands of the new innovative introduction in the educational system.
4. Teachers should be involved in the policy making process regarding education in the country by the government. By so doing, the government has created a sense of belonging and purpose of unity among teachers.
5. Government policies on education should be geared towards laying greater emphasis on teachers than learner. This is because the willingness of the teacher to teach the students goes along way to determine how much or what the students learn.

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