

Enhancing Teachers' Effectiveness in Secondary Schools in Nigeria through Motivation for Education Development

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Abstract

The study focused on enhancing teachers' effectiveness in secondary education through motivation. To guide the study, three research questions were formulated. The descriptive survey research design was employed. The population of the study comprised 2156 teachers in all public secondary schools in Ebonyi State. The sample size of 342 was selected using the multi-stage procedure. The instrument constructed was face and content validated by three experts in the Department of Educational Foundations and Science Education of Ebonyi State University, Abakaliki. The reliability of the instrument was obtained using test-retest method. The instrument yielded a reliability coefficient of 0.76 using the Pearson product moment. This indicates that the instrument is reliable for use in the study. The 342 copies of questionnaire were distributed to the participants in their various schools through the help of two trained research assistants. Data collected were analyzed using frequency count and mean. Findings revealed that in-service training; regular payment of teachers' salaries and provision of serene environment enhances teachers' effectiveness in teaching and learning in secondary education. Recommendations were made. Teachers should be properly motivated to improve their performance in their job.

1. Introduction

The concern of every nation is to provide for the educational needs of her citizen for individual growth and development and for the development of the nation in general. For government to realize this objective there is need to design educational programmes that does not require only number of schools and other facilities but also provide initiatives to those who facilitates the achievement of these good intentions of the government towards educating her citizens.

Education is an important tool that can shape an individual and allow creativity, opportunity and growth to realize his potential goals and abilities in life. The individual having being educated exhibits desirable behavioural changes. So education is the instrument for empowering of people with knowledge and skills which provide them access to productive employment (National Planning Commission NPC, 2013). In recognition of the need for education, the Nigerian national policy on education (2004) noted that education is that process concerned with the transmission of worthwhile values; skills, and knowledge suitable for developing learners' potentials for national development.

Teachers are the manufacturers in the education sector. They are the life wire of any educational institution and the most important catalyst for man's intellectual development, yet their welfare and condition of service in the society are neglected to background. The title 'Teachers' in the colonial days can open a lot of doors to the bearer (Edem, 1987). He explained that though the attention to the teaching job was never drawn by monetary involvement nor the teachers being classified as the rich men, but teachers in the past were not wallowing in poverty in the society, since they were thankfully appreciated by their employers and voluntary organizations.

Unfortunately the teaching profession which used to be prestigious is presently seen by so many teachers as stepping stone to other lucrative jobs. But when and how the change in the perception of the teaching profession occurs is disturbing. Observation shows that the sudden change in the economy of Nigeria as a result of the fall in oil revenue created financial constraints in every sector especially in education and ever, since the education system has been dwindling resulting to the neglect of teachers and the educational system in the allocation of the national cake.

Owing to these ugly situation teachers abandon their official duties to engage in non-school activities in order to make ends meet, and most often embark on strike arising from non payments of salaries, fringe benefits and other entitlements. These might have contributed to the rapid rate of crimes in our institutions and the society at large. To reverse these situation teachers should be encouraged and motivated as and when due as to put in their best toward the realization of educational objectives as contained in the national policy on education.

Mgboro (2008) defined motivation as the process and means of stimulating and encouraging a worker to perform to the highest level of his or her ability. It is the urge that spur workers into action. He pointed out that motivation consist of tangible things, such as bonus payment or promotion which may mean a rise in salary thereby leading to the attainment of personal intangible attitude such as recognition prestige, power and other achievements. Miskel (1988) saw it as the complex forces, drive needs, tension, state or other mechanism that starts and maintain voluntary activity directed towards the achievement of personal or organizational goals. Also Kendra (2013) opined that motivation is the process that initiates, guides and maintains goal-oriented behaviours. He maintained that motivation is what causes man to act and that it involves the biological, emotional, social and cognitive forces that activate behaviour. In line with the above Musaaazi (1982) described

motivation as the inner drive which prompt people to act in a certain way, it involves a number of psychological factors that starts and maintain behaviour towards the achievement of personal and organizational goal. Going by this description of motivation, teachers as the implementers of educational programmes should be adequately and properly motivated to enhance their performance.

Supporting the above, Omebe (2001) asserted that motivation can be used to enhance good performance and high productivity which can be used to sustain national growth and development thereby alleviating the masses from the shackle of poverty which characterized the under developing nations of the world. In addition, Sambo (1988) explained that for employees to perform, their employers should be ready to induce them into doing so. Motivation can take many forms ranging from regular payment to teachers salaries, wages and allowances, in-service training of teachers, provision of instructional material and many other entitlements as at when due. It can also be inform of provision of well equipped staff room, staff quarters, libraries, laboratory, etc. Omebe and Mgboro (2002) stated that people do not go to work just for the sake of working itself but rather with the ultimate hope that they will achieve their own objectives. Therefore, teachers' effectiveness is dependent on the type of motivation they receive from their employers. Thus the study aimed at determining the extent motivation will enhance teachers' effectiveness in teaching and learning process in secondary education.

Teaching has been described as one of the most important job in the development of every society, since it is the bedrock of every other profession; yet, the teachers are often neglected when compared to their counterpart in other profession. Teaching services in Nigeria has been endemic and is faced with many problems such as irregular payment of salaries, allowances, non provision of their fringe benefits and poor remuneration of teachers among others. This has resulted to mass exodus of teachers to other lucrative profession. Consequently, teachers do not enjoy their worth because of poor working condition to the extent that their public image is no longer a thing to be proud of. In fact, teaching profession is looked down upon as a dumping ground for the never do well, who reluctantly accept to go into it. Ukeje (1993) blamed the problem associated dissatisfaction, and mass desertion to what he called the series of lamentable crises to which the educational system has been gripped. It is against this background therefore, that this study sought to determine how motivation will enhance teachers' effectiveness in teaching and learning in secondary school.

2. Purpose of the Study

The main purpose of this study was to determine the effectiveness of teachers through motivation. Specifically, the study sought to

1. Find out whether in-service training enhances teachers effectiveness in secondary school.
2. Ascertain whether regular payment of teachers' salaries and other entitlement enhance teachers' effectiveness.
3. Determine whether the provision of conducive teaching and learning environment enhance teachers effectiveness.

3. Research Question

The following research questions guided the study:

1. How does in-service training of teacher enhance their effectiveness?
2. How do regular payment of salaries and other entitlement enhance teachers' effectiveness in school?
3. How does the provision of serene teaching and learning environment enhance teachers' effectiveness in school?

4. Methodology

The study employed descriptive survey research design. The population of the study comprised all the public secondary school teachers in Ebonyi state with a total of 2156. The sample size of the study was selected using the multistage procedure giving a total of 342 participants.

The self constructed questionnaire used for data collection was labeled questionnaire for motivation of teachers (Q.M.T) and contained 15 items. The items on the questionnaire were structured on a modified Likert type 4-point scale weighted as follows: Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2 and Strongly Disagree (SD) = 1. The instrument (questionnaire) was face and content validated by three experts in the Department of Educational Foundations and Science Education of Ebonyi State University, Abakaliki. The corrections were effected and incorporated immediately before distributing it to the participants. The reliability of the instrument was determined through pilot testing adopting the test-retest method. The instrument yielded a reliability coefficient of 0.76 using the Pearson Product Moment. This indicates that the instrument was suitable and reliable for use in the study. The instrument was administered to the participant with the help of two trained research assistant through personal contact and direct hand delivery. Data collected was analyzed using simple descriptive statistics as frequency count and mean score.

5. Results

5.1 Research Question 1

How does in-service training of teachers enhance their effectiveness?

Table 1: **Frequency Distribution: Mean Rating on how in-service Training enhance Teachers Effectiveness in Secondary School in Ebonyi State**

S/N	Items	SA	A	D	SD	N	F _x	\bar{x}	Dec.
1.	In-service training makes teachers not to be relegated in his profession	160	150	20	12	342	1142	3.2	Agree
2.	In-service training increase the teachers knowledge on how to break the scheme into units	292	50	-	-	342	1318	3.8	Agree
3.	It updates his knowledge in preparing his course outline	261	81	-	-	342	1287	3.7	Agree
4.	It introduces the teachers' to the current issues in his subject areas.	250	92	-	-	342	1226	3.7	Agree
5.	In-service training makes a teacher to be abstract with the best modern ways of lesson delivery or teaching methods	310	32	-	-	342	1336	3.8	Agree
Grand mean								3.64	Agree

The result shows that all the items in the table from 1-5 on the participant responses scored above 2.50 indicating a strong agreement with the statements by the participant. The grand mean of 3.64 showed that the responses were strongly acceptable which indicated in-service training of teachers enhance teachers' effectiveness in teaching and learning in secondary education in Nigeria especially in Ebonyi State.

5.2 Research Question 2

How does regular payment of teachers' salaries and other entitlement enhance teachers' effectiveness?

Table 2: **Frequency Distribution: Mean Score Rating on how Regular Payment of Teachers Salaries and other Entitlement enhance Teachers Effectiveness**

S/N	Items	SA	A	D	SD	N	F _x	\bar{x}	Dec.
6.	Regular payment of teachers salaries and other entitlements motivates them to put in their best in the work	301	41	-	-	342	1327	3.8	Agree
7.	It help them to follow their personal programmes and projects as planned thus, make them to work without distractions	250	92	-	-	342	1276	3.7	Agree
8.	Regular payment of teacher's salaries and other entitlements makes them fill that they are important, thus derive joy in doing their work	95	240	7	-	342	1114	3.2	Agree
9.	It makes the teachers be patient enough in handling the students in their various individual problem differences	200	90	50	2	342	1172	3.2	Agree
10.	Regular payment of teachers salaries and other entitlements forces in teacher to be indebted to both the school management and the students in giving them his best	280	62	-	-	342	1306	3.7	Agree
Grand mean								3.52	Agree

Results from the table showed that all the items scored high and were rated highly above 2.50 indicating a strong agreement with the statement by the participants. The grand mean of 3.52 shows that the responses were strongly acceptable revealing that regular payment of teachers' salaries and other entitlements enhance teachers' effectiveness in teaching and learning activities.

3.3 Research Question 3

How does the provision of conducive teaching and learning environment enhance teachers' effectiveness in schools?

Table 3: **Frequency Distribution: Mean Score Rating on how Provision of Conducive Teaching and Learning Environment Enhance Teachers Effectiveness**

S/N	Items	SA	A	D	SD	N	Fx	\bar{x}	Dec.
11.	Conducive learning environment promotes teachers interest since it equally promotes the achievement of lesson objectives.	265	77	-	-	342	1291	3.6	Agree
12.	It helps the teacher to control exam malpractice in the school	240	100	2	-	342	1264	3.4	Agree
13.	It helps the teacher in classroom control	305	37	-	-	342	1331	3.8	Agree
14.	It helps the teacher to access the students based on their individual merits	250	50	25	17	342	1217	3.4	Agree
15.	Conducive learning environment makes teachers to see teaching as a pleasurable exercise instead of a compelling stress	156	102	62	22	342	1076	2.9	Agree
Grand mean								3.42	Agree

Results presented from the table revealed that all the items scored above 2.50 indicating a positive response and strong agreement with the statements by the participants. The grand mean of 3.42 showed the responses were strongly acceptable which implies that conducive teaching and learning environment enhance teachers effectiveness in teaching and learning process.

Discussion

Generally, the results of the findings revealed that motivation is very important for teachers' effectiveness in secondary education not only in Ebonyi State but Nigeria as a whole. The importance of motivating teachers for effectiveness in his official duties cannot be overemphasized because of the role they play in building the man and the nation for self actualization and for national development.

The findings of the study in table 1 revealed the need of in-service training in the development of teachers and the society, through these retraining programmes teachers update and renew their knowledge, skills and sensitivities. This will enable them fit into the school dynamic and the educational practices and also abreast the challenges of the ever changing society. In-service training gives teachers opportunity to acquire new knowledge skills that will enhance their competencies in teaching and learning activities. This finding agrees with Mgboro (2003) who explained that motivating workers will stimulate and encourage workers to perform to the highest level of his/her ability. This implies that when teachers are motivated through in-service training they will perform their duties effectively.

Table 2 equally revealed that regular payment of teachers salaries and other entitlements will spur them to action as such enhance their effectiveness. Teachers are inspired to perform in their official duties if their salaries are paid regularly as at when due. Regular payment of salaries and other entitlement also breed in harmonious relationship among teachers, administrators, government and students thereby preventing the incessant strike actions taking place in our institutions of learning. This finding is in line with Sambo (1998) who asserted that for employees to perform their employer should be ready to induce them into doing so. This simply means that teachers salaries should be paid regularly to enable them satisfy their own need as to perform, effectively in their educational activities.

Table 3 also revealed that providing serene environment for teaching and learning in school enhances teachers' effectiveness. Favourable teaching and learning environment energizes and motivates the interests of teachers to teach and students to learn and comprehend effectively. Omebe (2001) maintained that motivation can be used to enhance good performance and high productivity which can be used to sustain national growth and development.

Conclusion

The study examined teachers' effectiveness in teaching-learning process through motivation. The study used the descriptive survey design to collect data using opinion gathered from the participants indications from the background of the study revealed that motivation of teachers enhances their effectiveness. In-service training, payment of teachers' salaries and other entitlement, and providing conducive teaching and learning environment motivate teachers to be focused and committed to their official duties and also tackle the challenges of the ever changing world especially in the educational practice. Therefore, teachers should be adequately and properly energized to perform to the best of their capabilities for the realization of the educational goals and those of the individuals in the institution.

Recommendations

Government should organize capacity building programmes to enable teachers update and renew their knowledge, skills and attitude for effective teaching and learning. Teachers' salaries and other entitlement should

be paid regularly to enhance their performance. Government should make school environment conducive for effective teaching and learning through provision of necessary facilities and instructional materials. Interpersonal relationship should be enhanced and constrictive communication channel developed. This will enhance teachers' performance and also prevent constant strike action. Teachers' condition of service should be reviewed to match with that of other profession.

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