MOTIVATION: AN EFFECTIVE TOOL FOR TEACHING AND LEARNING IN PUBLIC SECONDARY SCHOOLS IN ANAMBRA STATE

By

ADESINA OMOLARA ADEOLA
E-Mail: Oluwabukola.Abiodun2@Gmail.Com; Mobile Line: 08130957665
Department Of Educational Administration And Planning
Faculty Of Education
Nasarawa State University, Keffi

NGOZI FLORENCE IWUNO (Ph.D)
E-Mail: **Ngoziiwuno@Gmail.Com**; Mobile Line: 08103403086
Department Of Educational Management And Policy
Faculty Of Education
Nnamdi Azikiwe University Awka, Anambra State.

&

UMEOZOR, UZONNA JULIANA (Ph.D.)
E-Mail: Julzyiana@Yahoo.Com; Mobile Line: 08035085408
Department Of Educational Management And Policy
Faculty Of Education
Nnamdi Azikiwe University, Awka, Anambra State

Abstract

Motivation is an effective tool to encourage teachers in teaching and learning. Motivation is defined as the arousal of behaviours which is directed towards a particular goal. The teachers who are the instructors and knowledge imparters, should be made happy in order to put in their best in teaching and impartation of knowledge to students. Therefore, this study investigated those things which can make teachers happy and motivated in doing their duties. The research work was carried out in Anambra State public secondary schools. Two research questions and one hypothesis guided the study. All the 256 principals and 1,500 teachers constituted the population. 1,500 teachers were selected using stratified random research design out of 6,233 teachers in the state public secondary schools in the six educational zones in the state. The two research questions were gathered using mean and standard deviation while t-test was used in testing the hypothesis at 0.05 level of significance. The result showed that teachers are not well motivated e.g. they were not paid as and when due, no additional incentives, not involved in decision making etc. Therefore it was recommended that both the government and principals should look into those things that would motivate teachers in order to achieve the core objectives of

establishing a school which is teaching and learning. E.g. paying as and when due, giving the freedom to acquire more training, provision of accommodation etc.

INTRODUCTION

BACKGROUND OF THE STUDY

Education is recognized all over the world as the corner stone of development and as such, anything that affects it invariably affects developments. There is no doubt that man's existence and relevance in life is ensured through education. Education is a veritable tool for social emancipation, national development and for fostering the worth and development of an individual; physically emotionally, psychologically, socially, economically and spiritually. This is proved in the national objective which is to build a just and egalitarian society of which mass literacy and qualitative education are the bedrock (FRN 2012). The giving of quality education at all rounds of educational system rests squarely on the teachers. Nwogu (2015) stated that in the absence of the teachers in the classroom, instruction would be difficult. It is difficult to divorce instruction and development of the individual child in the right way (Omenyi A.S. 2016). This task can only be achieved through effective teaching provided by quality and committed teachers.

There is a public outcry about the deterioration in quality of public education. Scholars such as; Titilayo (2002), Iyamy (2005), & Ajobeive (2005) noted with gross dissatisfaction the quality of education delivery and output in Nigerian education sector today which can be attributed to lack of motivation to teachers who imparts knowledge to the students. Secondary education is the bedrock of all levels of education; therefore, efforts should be given to it by both the managers and instruction givers (teachers). The ability of the teachers to discharge their duties effectively depends on the enough motivation given to them by the management. Most teachers left their profession and involve themselves in trading due to lack of incentives and motivations by the management. The salaries are very poor and could not meet up with their needs Uzoma (2012). Therefore, the increasing demand on education requires administrative competence in providing good working relationship with teaching staff whose duties is to effect desirable teaching and learning. This will create the requisite for an enabling environment that facilitates the achievement of the objectives of the school system. The teachers are the most important of all resources in the school. All other resources like finance, facilities and structures are meaning until human resources are involved. Therefore, teachers should be well motivated in order to bring out their best in the impartation of knowledge to the students. The teacher is a full time classroom practitioner whose main function is more instructional in approach than management. He is the one who offers formal instructions to students and whose professional activity involves transmission of knowledge, attitudes and skills that are stipulated to students enrolled in an education progress in a school

(Abdu, 2013). The teacher needs to be well motivated so as to have enthusiasm and willingness to exploit his best in impartation of knowledge.

Motivation is the arousal of behaviour which is directed towards a particular goal (Onuorah 2019). Motivation is energizer or driving force, desire or urges that cause an individual to behave in an expected way (Uzoma 2012). Motivation is the complex forces, incentives, needs, tensions and other mechanisms which energizes, catalyse and sustain human behaviour to carry out a particular action (Iwuno 2016). Motivation according to Uyanwa (2019) is anything done to make teachers happy, satisfied, dedicated and committed in such a way that they bring out their best in their places of work so that students, parents and the society will greatly benefit from their services. The researcher(s) sees motivation as that which moves people to activity and willingness to do something. Motivation acts as fuel which provides energy for human activities and spurs readiness to action. It is the most valuable instrument or tools that bring about changes in quality (Bett 2014).

Teacher motivation refers to the stimulation of teachers to bring out greater effort, excellent performance or higher attainment in the pursuance of institutional and group goals. Akubue (2014) pointed that the highly motivated teachers have the will to perform, actively engaged in teaching, open to new ideas and approaches, very zealous to the job, produce more instruction and equally are committed to students. According to Okonkwo &Nnamah (2013), motivated teachers have a sense of professionalism enthusiastic and totally committed to teaching, ultimately contributing to school management. The teacher motivation process therefore includes aspects such as need, values, attitudes, expectation, behaviours and goals (David & William (2018).Teachers' motivation is very crucial in the administration, planning and management of schools. Teacher motivation encompasses their interest in students' discipline and particularly in the class room or within the environments (Akubue A 2014).

The Nigerian secondary education is an aggregate tool for social change and transformation in the Nigerian society. It is also one of the educational instruments of par excellence for national development in socio-economic, political, cultural and religious activities. Secondary education inculcates and builds into students' certain attributes and capabilities that will enable them to effectively function and contribute towards the development of their environment. According to the Federal Republic of Nigeria (FRN, 2013), secondary education is the education children receive after a successful completion of primary/basic education before proceeding to the tertiary level. Secondary education serves as a means of preparing students for the world of work, wealth creation and entrepreneurship (Federal Republic of Nigeria [FRN], 2013). The objectives of secondary education are to; provide students with opportunity for education of a higher level, irrespective of gender, social status,

religious or ethnic background; offer diversified curriculum to cater for the differences in talents, disposition, opportunities and future roles; provide trained manpower in the applied sciences, technology and commerce at sub-professional grades; provide entrepreneurial, technical and vocational job specific skills for self-reliance, and for agricultural, industrial, commercial and economic development; develop and promote Nigerian languages, art and culture in the context of world's cultural heritage; inspire students with a desire for self-improvement and achievement of excellence; foster patriotism, national unity and security education with emphasis on the common ties in spite of diversity; and raise morally upright and well-adjusted individuals who can think independently and rationally, respect the views and feelings of others and appreciate the dignity of labour (FRN, 2013, p.17). Achievement of the above objectives of secondary education cannot be possible without quality, efficient and competent teachers working in the system. Teachers are important human resources in every teaching and learning situation because they implement all education policy at the classroom level. This notion could be backed up with a trite statement which says that 'no education system which included teaching and learning processes can strive without the efforts and contributions of teachers'. A teacher therefore can be described as a professional in the education system (secondary education system inclusive) who have under series of educational training in order to impact relevant ideas, information and knowledge to students. A teacher positively and significantly impacts on students' personality and entire development of physical or physiological, social, emotional and psychological growth and development. A teacher one who teaches or instructs; one whose business or occupation is to instruct others; an instructor. He or she is a person who helps students to acquire knowledge, competence or virtue; and provides education for pupils and students (Definitions.net.STANDS4 LLC, 2020).

Teachers all over the world are important human resources provided for effective service delivery in the teaching and learning processes. If the Federal Government responsibility and covenant of ensuring quality access to education with every Nigerian child is to be fulfilled (as cited in the Federal Republic of Nigeria, FRN, 2013), teachers who are the ones at the forefront of every teaching and learning, must not be left out. They need to be constantly and adequately motivated and empowered in order to improve their efficiency, effectiveness, performances and productivity, for excellence in the teaching and learning. The Federal Republic of Nigeria (FRN, 2013) further stated that all effective means which includes teacher motivation, will be utilized to ensure the development of full capacities and potentials of human resources in the schools. Thus, the importance and benefits of teacher motivation in the secondary school system cannot be overemphasized. Teacher motivation therefore, refers to reasons or feelings emanating from individuals' intrinsic values to choose to teach and sustaining teaching, and the intensity of teacher motivation which is indicated by effort expended on teaching as influenced by a number of contextual

factors (Han &Yin, 2016). Teacher motivation has been thought by most researchers as an important and potent factor for enhancing quality and excellence in teaching and learning. This is so because, motivated teachers always showcase commitment and best performances towards their duties and are determined to promote excellence in teaching and learning. In today's educational or teaching and learning environment where emphasis is placed on learning accountability and on educational outcomes, likewise, teachers are confronted with a mixture of expectations; the success of secondary education programme that prepare students for their future endeavours is usually measured by the academic performances and achievement of the students in the classrooms orchestrated by teachers. Therefore, if the secondary schools want to create more powerful and excellent learning opportunities on the part of students, who are usually their clients, they have to offer more powerful teaching and learning opportunities to them (that is, students) through the activities of quality and committed teachers (Korth, Erickson & Hall, 2009). To this end, it is expected that student's learning and academic achievement are maximized by excellent teachers who are better prepared and are empowered for enhanced professional development in the teaching and learning situations. In order to provide more powerful learning opportunities to students which leads to improved student learning and better-prepared graduates for feature national development, the managers and stakeholders of secondary education system and schools have to give seriously, adequate attention and considerations to teacher motivation (Korth, Erickson & Hall, 2009). One of the primary purposes of teacher motivation is to act as a powerful driving force which propels teachers to put in best practices and showcase their commitments while performing their complexity task. Motivation, according to Khansir and Dehkordi (2017) are the factors that determine a person's desire to do something. In essence teaching and learning may be affected differently by different types of teacher motivation which includes intrinsic and extrinsic. Many researchers and theorists have indicated the importance of motivation, although effective utilization of this process is currently lacking and inadequately provided for teachers. Most of the challenges facing teaching and learning in the school environment is caused by poor or inadequate teacher motivation. Seeing the poor academic performances of students coupled with other given factors as the create difficulties for promoting excellence in teaching and learning, this has warranted the present paper. The thrust of this paper therefore, is to discuss the essentials of teacher motivation as a potent factor for promoting excellence in teaching and learning in secondary schools in Nigeria by providing meaning for some key definitions of terms such as teacher motivation and types, teaching and learning, and excellence. The paper further looked into other key areas such as: the criteria of excellent teaching which warrants teacher motivation; important benefits of teacher motivation as a potent factor in promoting excellence in teaching and learning in the secondary schools citing few empirical studies; the strategies for teacher motivation and empowerment; likewise, factors that hindered

effective utilization of teacher motivation in order to promote excellence in teaching and learning in the Nigerian secondary schools.

It is on this background that the researchers decided to identify the motivational factors or tools that could be used by the school management to motivate class room teachers.

STATEMENT OF THE PROBLEM

The study sought out the necessary motivational tools that could as teachers enhance teaching and learning in secondary schools. The motivation tools here means those thing the management could use to make a class room teacher enthusiastic and happy while delivering his/her duties

PURPOSE OF THE STUDY

The purpose of this study was to examine motivational tools used by management for effective Teaching and Learning in Public Secondary Schools in Anambra State; Specifically, the study sought to ascertain;

1. The motivational factors or tools that could be used by management to motivate teachers.
2. The characteristics of a motivational teacher.

RESEARCH QUESTIONS

1. What are the motivational factors or tools that could be used by management to motivate teachers
2. What are the characteristics of a motivational teacher

HYPOTHESIS

There is no significant difference between the responses of principals and teachers on the characteristics of a motivated teacher.

METHOD

Descriptive Survey design was adopted for the study. Descriptive Survey are those design which aim at collecting data and describing it in a systematic manner, characteristics or facts about a given population (Nworgu, 2015). Two Research Questions and one hypothesis guided the study. Population of the study consisted of the principals from the two hundred and fifty six (256) public secondary schools and one thousand five hundred (1,500) teachers selected using proportionate stratified random sampling technique. The instrument for data were questionnaire titled "Instrument on Effective Tool for Teaching and bearing in Secondary Schools" (ETTLSS). The Instrument contains two sections; Section A sought personal information of respondents and Section B has two parts. Part A contains items on the tools that could motivate teachers while cluster two deals with the characteristics of a

motivated teacher. This yielded a total of twenty items. The instrument was validated by 3 experts, two experts from Educational management and policy and one in measurement and Evaluation all from Nnamdi Azikiwe University, Awka. Four (4) trained Research Assistants helped the Researcher in the distribution and collation of the instrument. The Researcher used a direct approach to facilitate the collation. Cronbach alpha was used to test the reliability of the instrument with an overall reliability index of 0.78 and 0.78 respectively which was considered adequate for the study. The research questions were answered using mean scores and standard deviation while t-test was used to test the hypotheses at 0.05 level of significance.

RESULTS

Table 1: Mean and standard deviation of principals and the type of motivational tools that could be used to motivate teachers

		Principal			Teachers		
	Cluster A **Description of items** **Tools management use to motivate teachers.**	X	SD	**Decision**	X	**SD**	**Decision**
1	Payment of salaries as and when due	3.19	1.79	High Extent	3.08	1.75	High Extent
2	Promotion as and when due	3.08	1.75	High Extent	3.09	1.79	High Extent
3	Increment as and when due	3.08	1.75	High Extent	3.08	1.79	High Extent
4	Opportunity for more training eg in service training, workshop, seminars etc.	3.35	1.83	High Extent	3.52	1.79	Very High Extent
5	Job security	3.11	1.76	High Extent	3.19	1.79	High Extent
6	Personal regard and recognition	3.19	1.79	High Extent	3.08	1.75	High Extent
7	Leave and leave allowance	3.08	1.64	High Extent	2.89	1.70	High Extent
8	Sick allowance and benefits and medical	3.08	1.75	High Extent	2.68	1.64	High Extent
9	Accommodation and managers	33.19	1.79	High Extent	2.18	1.64	High Extent
10	Calling teachers for correction, politely and amicably	2.89	1.70	High Extent	3.19	1.79	High Extent
	Grand mean	2.51	1.60	High Extent	2.92	1.78	High Extent

TABLE 2
List of Characteristics of a motivational Teacher.

1	Happy and enthusiastic	3.19	1.70	High Extent	3.62	1.59	High Extent
2	Students interested and motivated in learning	2.08	1.64	High Extent	2.68	1.64	High Extent
3	Achieves goals and objectives	2.68	1.64	High Extent	2.68	1.64	High Extent
4	Carry the less average students along	2.52	1.59	High Extent	2.50	1.58	High Extent
5	Put in enough varieties in teaching method	2.59	1.60	High Extent	2.59	1.79	High Extent
6	Use appropriate individual and resource based work	3.08	1.79	High Extent	2.52	1.59	High Extent
7	Evaluates the students regularly	3.07	1.78	High Extent	2.51	1.58	High Extent
8	Make adequate preparation before teaching	2.03	1.42	Low Extent	2.68	1.64	High Extent
9	Put in more efforts in establishing the students	2.89	1.59	High Extent	2.68	1.64	High Extent
10	Have confidence in the teaching	2.68	1.64	High Extent	3.41	1.89	High Extent
	Mean of means	2.92	1.78	High Extent	3.06	1.89	High Extent

The above table shows that the teachers responded to a high extent into the items for the characteristics of a motivational teacher. The mean of means of the principals is 2.92 while that of the teachers is 3.08. This means that both the principals and teachers responded to high extent and agreed that the above descriptive items can make the teachers motivated.

Table 3: Test of the mean rating of the principals and teachers on the characteristics of a motivated teacher

Group	**N**	**x**	**SD**	**DF**	**T- Cal**	**T- Crit**	**Decision**
Principals	256	2.85					
				1.75	3.58	1.86	accepted
Teachers	1500	2.07					

Using the T-test analyses, it shows there was no significant difference between the principals and teachers on the characteristics of a motivated teacher. Therefore, the null hypothesis was accepted.

The above table shows that both principal and teachers responded to a high extent with grand mean of 2.50 and 2.92 respectively. This means that the listed motivational factors can motivate the teachers.

Table 2 mean and standard deviation of principals and teachers on the characteristics of a motivated teachers.

REFERENCES

Abdu, A.B (2013) Teacher motivation issues and shortcoming, Journal of Educational studies B(2) 4-14.

Akubue, A. (2014). The key in effective resource management. A look at the overlooked interdisciplinary education, 4(2), 4-46.

Bets, p.w (2014) supervision studies (4th Ede) E Stover Plymouth: Medonalds and Evans limited.

FRN (2012) National Policy on Education and major performs and innovations introduced into the Nigerian Educational system between 2005 and 2012 14th Ed Yaba Lagos, Nigeria NERD EC Press,

David, AC and William, R.K (1999) Management, A system approach U.S.A Mchray Hill

Iwuno N.F (2016) Assessment of principals Application of Elements of Human Relations in Staff Personnel management in Anambra State Secondary Schools. Unpresented PhD Desertion, Nnamdi Azikiwe University, Awka.

Nwogu (2015) Education Research Issues and Methodology Owerri wisdom publishers.

Okonkwo M.C AND C.F.N Nwammah (2013) Teacher motivation as a factor for school management in ANSU Journal Educational Research NSU) ER

Omenyi, A.S (2004) Prime concerns of Teacher Development programmes in R.C Ebenebe and L.I Akudolu (Eds) Education for National Development and Integration (pp 71-78) Nnamdi Azikiwe University Awka

Onuora (2019)b Strategies for enhancing Teachers commitment in the teaching profession in Anambra State Nigeria, Journal of Educational management 2015 (2019)

UzomaAja (2015) Human Relations. Approaches to University Education (March 2016) Available online at http//www.academic Journal 4(3), 224-230.