

**RELATIONSHIP BETWEEN MOTIVATIONAL STRATEGIES AND TEACHERS'
PRODUCTIVITY IN UPPER BASIC SCHOOLS OF KANO MUNICIPAL
EDUCATION ZONE, KANO STATE, NIGERIA .**

BY

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SPS/13/MED/00020

**A DISSERTATION SUBMITTED TO THE SCHOOL OF POST GRADUATE
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OCTOBER, 2018

DECLARATION

I hereby declare that this M.Ed. Thesis entitle “Relationship Between Motivational Strategies And Teachers’ Productivity in Upper Basic Schools of Kano Municipal Education Zone, Kano State, Nigeria is the product of my research efforts undertaking under the supervision of Professor S. O. Olubadewo, and has not been presented anywhere for the award of a degree or certificate. All sources have been duly acknowledged. .

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CERTIFICATION

This is to certify that the research work for this dissertation and the subsequent write-up by Bello Hussaini Wudil (SPS/13/MED/00020) were carried out under our supervision.

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DEDICATION

This work is dedicated to my parents, wife, children and all my teachers.

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ABSTRACT

This study focused on the Relationship between Motivational strategies and Teachers productivity in Upper Basic Schools in Kano Municipal Education Zone. The research design used in this work is correlation, this is because the study investigated the relationship that existed between motivational strategies and teachers productivity in upper Basic schools in Kano Municipal Education Zone. The research objectives were; to examine relationship between motivational strategy of remuneration and ability of a teacher to prepare a sound lesson note, relationship between welfare packages and ability of a teacher to apply appropriate teaching method, relationship between recognitions given to teacher and coverage of syllabus e t c. The population of the study consisted of one thousand three hundred and sixty five (1365) teachers and twenty (20) Principals. Simple random sampling technique was used in which two hundred and sixty (260) teachers were selected, randomly, out of one thousand three hundred and sixty five (1365) teachers according to variables. The Data collection instrument of this research was questionnaire. Two types of researcher developed questionnaire were used, one for the teachers with fifteen (15) items on motivational strategies and the other for the principals for assessing teachers productivity with only five (5) items. Two hundred and sixty (260) copies of questionnaire were distributed to teachers and twenty (20) copies were distributed to principal, all were returned within two weeks. Data was analysed using Pearson Product Moment Correlation Coefficient (PPMCC). Five (5) hypotheses were formulated with regard to the objectives of the research. The testing of hypotheses showed a negative and not significant relationship² - 5 revealed that there was relationship between motivational strategies and teacher's productivity but with non significant positive and weak thus, all the null hypotheses were accepted. Teacher's remuneration such as regular payment of salary, payment of annual increment and leave allowances should be maintained to teachers adequately. The recommendation is that, since teacher's welfare has a positive relationship with teachers using good methods of teaching. It is recommended that good welfare package should be maintained for the teachers. Recognition of teachers should be maintained for their efforts, in all Upper Basic Schools in Kano Municipal Education Zone. Rewarding an award to teachers on their success and solving teachers grievances should be maintained. There should be an enlightenment campaign on the importance of teachers productivity to nation building as this will help in increasing their productivity if they know the role they play in the society and how important their roles are to the society. Government must improve salaries and allowances, social security, and other fringe benefit commensurate with the efforts of teachers.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Motivation is a theoretical construct used to explain the behavior. It represents the reason for people action, desire and needs. Motivation can also be defined as one's direction to behavior or what causes a person to want to repeat the behavior and vice - versa.

Maher and Meyer (1979) see motivation as a word that is part or the popular as few other psychological concepts are. Motivational strategies are used by management to induce productivity in employees. Often, people confuse the idea of "happy" employees with motivated employees. These may be related, but motivation actually describe the level or desired employees feeling to perform, regardless of the level of happiness. Employees who are adequately motivated to perform will be more productive, more engaged and feel more interested in their work. When employees feel these things, it helps them and also the Managers to be more successful. It is a Manager's job to motivate employees to do best in their job. The Motivational Strategies determined in the research are, remunerations, welfare packages, recognition given to teachers, rewards on teachers efforts and procedure for solving teachers grievances . So how do the Managers do this? The answer is motivation in the work place, the process through which the schools Managers encouraged teachers to be productive and effective in schools.

Positive psychologist offers scope for enhancing satisfaction, motivation and productivity in the work place. Wigand and Geller (2004) point to a number of strategies to enhance success orientation and concluded their discussion with the

activities caring model which appear to be a useful representative pivotal facets of a positive and supportive work place. Discussion here extended some of the concepts presented on their papers adopted a model of motivation to develop the occupational motivation and engagement wheel, and also farther discuss some particular key strategies included by Wideband and Geller (2004). These includes a discus on work place resilience, authoritarian versus authority's leadership/management style, motivating work Place climates, personal staff morale, flows in work, the value individual attached to task and outcome, and the centrality in relationship in the performance context. The articles, concluded with a multi - level "broaden and build" framework for enhancing satisfaction, motivation and productivity in the work place.

Productivity is defined as an average measure of the efficiency of production. It can be expressed as the ratio of output to input used in the production process .i e output per unit of input. When all output and input are included in the production measure, it is called total productivity (Wikipedia, 2016).

Furthermore, productivity is the rate at which workers, in a company or a country produced goods, and the amount produced, compared with how much time, work and money is needed to produce them (Oxford Advanced Learners Dictionary).

Productivity in education is very important at many levels. It is about the realization of individual potential and personal success at another level when reflecting on the distribution of funding, investment in education quite rightly must stand clear in the scrutiny. In addition, it is essential that the learning environment effectively prepared the students to be global citizens who contribute to the development of the nation, in both the education and the economy. The teachers' Productivity are , Preparation of lesson note by teacher , application of appropriate method by teachers , coverage of

syllabus , punctuality of teachers and teacher approaches to students on academic performance .

Relationship between motivational strategies and teacher's productivity in Upper Basic Schools in Kano State on the other hand are most important component of the school Manager's tasks to maintain high level of motivation in their subordinates in order to make them carry on their job effectively.

This study therefore aimed at finding the relationship between Motivational strategies and Teachers Productivity in Kano Municipal Education Zone. In educational sector, motivation plays an important role. When teachers are motivated, this will lead to a good performance and high productivity.

1.2 Statement of the Problem

The educational organisation in Nigeria appears to be faced with so many problems. these problems include that of government insensitivity to Education throughout the nation. Specifically, in Senior Secondary Schools There seems to be problems of low teachers productivity or lack of effective task performance by the teachers. The Problems of teachers productivity may be as a result of several factors or variable , it is generally believed that , if teachers are not performing to expectation , the educational system would only be progress to nowhere Perhaps, one main way to ensure that teachers perform their own task is through the application of various motivational strategies .

What interested the researcher to conduct this research is that, the researcher conducted a research on the same topic as a group project at B.A. Ed level .This make the researcher to want to go deep and wide in the scope of research alone in order to extend the research and have more experience in it.

The problems are mostly on teachers who are not motivated to be productive, especially on teacher's remunerations like, regular payment of salary, payment of annual increment and payment of leave allowances. The problems of teacher's welfare i.e promotion as at when due and free medical care for a teacher and his family. The problems of non-recognition of teachers on their efforts, the recreational facilities, respect of teachers, .The problems of giving rewards to teachers, provisions of in-service and valuing teachers' tasks.

1.3 Objectives of the Study

The Objectives of the study were to examine:-

1. The relationship between remuneration of teachers and preparation of lesson note in Upper Basic Schools of Kano Municipal Education Zone.
2. The relationship between teachers' welfare and application of appropriate method of teaching in Upper Basic Schools of Kano Municipal Education Zone.
3. The relationship between recognition of teachers and coverage of syllabuses by teachers in Upper Basic Schools of Kano Municipal Education Zone.
4. The relationship between provision of rewards on teachers' efforts and punctuality of teachers, in Upper Basic Schools of Kano Municipal Education Zone.
5. The relationship between procedure for solving / resolving teachers grievances and teachers' approaches to students' academic problems in Upper Basic Schools in Kano Municipal Education Zone.

1.4 Research Questions

The study answered the following questions:

1. What is the relationship between motivational strategies of remuneration of teachers and teachers' lesson note in Upper Basic schools of Kano Municipal Education Zone?
2. What is the relationship between motivational strategies of teacher's welfare and appropriate method of teaching in Upper Basic Schools of Kano Municipal Education Zone?
3. What is the relationship between motivational strategies of recognition of teachers and coverage of the syllabus, in Upper Basic Schools in Kano Municipal Education Zone?
4. What is the relationship between motivational strategies of rewarded on teachers; efforts and punctuality of teachers, in Upper Basic Schools in Kano Municipal Education Zone?
5. What is the relationship between motivational strategies of procedure for solving / resolving teachers' grievances and teachers approaches to students on academic problems in Upper Basic Schools of Kano Municipal Education Zone?

1.5 Research Hypotheses

The following hypotheses were tested in the study:

H₀₁: There is no significant relationship between motivational strategy of remuneration of teachers and preparation /Planning of lesson note in Upper Basic Schools of Kano Municipal Education Zone .

Ho₂: There is no significant relationship between motivational strategy of teachers' welfare and appropriate method of teaching in Upper Basic Schools in Kano Municipal Education Zone.

Ho₃: There is no significant relationship between Motivational strategy of recognition given to teachers and coverage of syllabus in Upper Basic Schools of Kano Municipal Education Zone.

Ho₄: There is no significant relationship between motivational strategy of rewards given to teachers and punctuality of teachers in Upper Basic Schools of Kano Municipal Education Zone.

Ho₅: There is no significant relationship between motivational strategy of grievances procedure and teachers approaches to students in Upper Basic Schools in Kano Municipal Education Zone.

1.6 The Significances of the Study

Findings of this study proved to be significant to all Education stakeholders such as Ministry of Education (MOE) officials, Kano State Senior Secondary Schools Management Board (KSSSSMB) e t c, in designing a policy document that could guide administrative and to ensure that, acceptable Motivational strategies are provided to the teachers to enhance productivity among themselves (teachers).

Teachers would also benefit from the study because, If Kano State Senior Secondary Schools Management Board (KSSSSMB) adopt the findings of the study , teachers would be able to know their duties ,meanwhile, teachers would be more productive if they are motivated .

The students would also be beneficiaries of the findings of the study, as it would make them be more alert to their responsibilities, thereby reducing numerous cases of academic failures and social problems among the student's. The students would acquire an effective knowledge from their teachers.

This study is significant to Non-Governmental Organizations (NGO) with motivational strategies.. This will help them in making better decision on motivational strategies to adopt in order to enhance the productivity level of their teachers.

Policy formulator would benefit from the research by formulating policy towards attaining the most productive output from teachers.

Finally, the researchers would benefit from the findings as it encouraged them (researchers) to be deep in their research. For instance, other factors that affects teachers productivity and other that affects motivational strategies, would be identified the other factors if identified will go a long way in ensuring teachers productivity.

1.7 Scope and Delimitation of the Study

The research is specifically designed to examine the relationship between motivational strategies and teachers productivity in Upper Basic Schools in Kano Municipal Education Zone. The objectives of this study is to examine the relationship between some aspect of motivational strategies such as , remuneration , welfare packages , recognition given to teacher ,rewards on teachers efforts , procedure for solving teacher grievance and some aspect of teacher productivity , such as preparation of lesson note by teachers , application of appropriate method , coverage of syllabus , punctuality and teacher approaches to student , in Upper Basic Schools of Kano Municipal Education Zone .

Though the study is limited in scope to only selected government established (public) schools in Kano Municipal Education Zone, the researcher sampled 260 teachers out of 1365 teachers in the Zone .The study did not include private and JSS schools. The findings could be generalized to cover all Secondary Schools including privately established one.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter deals with the review of related literature. The review is presented Conceptually, Empirically and theoretically.

2.2 Conceptual Framework

2.2.1 Motivation

The word motivation originates from a Latin word, "movere" which means to move or satisfy a need or want. Harmon-Jones, Sigelman, Bohlig, and Harmon-Jones(2003) defined motivation as psychological forces that determine the direction of a person's behavior in an organization putting into consideration that person's level of effort couple with his persistence in the face of obstacles. Motivating employee toward high level of performance is central to organization concern and managers direct their effort in order to achieve the goal.

Luthan (1998) viewed motivation as a process that start with a psychological deficiency or needs that activate a behavior or a drive that is aimed at goal or incentives. Khan et al, (2010) viewed motivation as a set of courses concerned with a kind of strength that boosts employee work performance and directs towards accomplishing some definite targets. To Nelson and Quick (2003), motivation is the process of arousing and sustaining goal directed behavior. Olajide (2000) described motivation as whatever it takes in encouraging workers to perform by fulfilling or appealing to their needs, it is goal directed and therefore cannot be outside the goal of

any organization whether public, private or not for profit. This implies that motivation has serious outcome on employee job performance in tertiary institution. Pogh (1990), discovered that efficiency in the production process and increase output were being realized when employees were being motivated and the reverse is the case when they were not motivated.

Ormond (2003), sees motivation as behaviour toward attaining a particular goal. Bandura (1997), state that the uses of models to motivate the students is recommended, because student may model after the personalities society approved. Huffman et al (1991), sees motivation as a goal direct, stop and the type of the subjective reaction presents in the individual whole as this process are taking place. Ugwu (1997), pretends that, motivation has a behavioral origin, which terminates when the goal of individual is achieved. Ekon (2000) stated that, to achieve effective performance in the teachers as well as in the students there must be element of motivated present .

According to Edijin (2000), motivation is a management function that stimulates individuals to accomplish laid down institutional goal. Halepota (2005) said that, motivation is the commitment and participation of an individual in order to achieve desired results .He asserted that the concept of motivation is an abstract construct because different strategies produce different results at different times and there is no single strategy that can produce or guarantee favourable results at all times. For the purpose of this study, motivation is seen as something that stirs up para-professional staff in organizations or institution like academic libraries. It propels them to act in a particular manner toward realization of organizational objectives and goals.

To further stress on the concept of motivation, Monday Holmes and Flipp (1980), see motivation as a process of stimulating an individual to take decisions and action in order to achieve a specified desired goal. Human motivation according to Rosenberg (1980) is a complex concept in terms of its structure, classification and hierarchical organization of motives. Resenberg (1980) believed that it is difficult to define motivation precisely because of its dynamic nature. Motivation is viewed as dynamic because what motivate one person might not motivate the other, also what motivate one person today may not motivated him/ her at all or to the same degree the next day. Literature shows that there is much contestation on what really constitutes motivation. Palmer, (2004); Herter; (1980) when precious research tend to characterized motivation as being biologically driven in order to satisfy personal psychological needs (e.g. Maslows conceptions) recent studies has shown that, when biological needs play a role in motivation, much of what drives motivation to do or not to do something comes from the needs to fill effective and demonstrative mastery of the environment Harter (1981:1882); Desi and Ryan, (1985) : Weist et al (1998) ; White (1959) in his work of drivers of motivation, White (1959) challenged the traditional theory of motivation that posited that the basis of behaviour is grounded on desire to satisfy the biological needs, by arguing that, it is in fact curiosity and desire to explore the orderly motivation to do something.

However, despite problems with a premise definitions of motivation, many scholars have attempted to define motivation. According to Louw and Edward (1999), motivation is something that initiate, sustain and direct thinking and behavior to Farrant (1991), motivation is that which causes us to act. Dennis (1993) defined motivation as a force which spur us on to satisfy some need which can be internal or external.

2.2.2 Productivity

Productivity is viewed from different perspectives. One useful perspective viewed it as the relationship between output of goods and services and resource input (human and materials) which are utilized in the production of goods and services (Amadi 1991). Productivity is a measure of how efficiently a given set of resources is utilized to achieve given set of objectives. Thus, educational productivity is the ratio between the contribution made by education to general development and the cost of education.

Productivity in education is intangible and invisible and can only be deduced from turnover, and the rate at which educational objectives are achieved. It is a continuous process, taking into consideration, the input, process and output phases of education. Teachers input refers to the teacher's performance determined by his/her abilities and motivations and technology and technical factors such as quality and quantity of instructional materials.

Process refers to the managerial action necessary to improve the overall productivity of the school such as recruitment based on possession of skills, knowledge and attitudes relevant to performance of the task of teaching.

Output refers to student's learning. This implies the desired type, number and quality of educated persons produced. An important measure of productivity is: the labour-input. Thus, teachers as labour- input are very important measure of productivity. According to Prokopenco (1987) .teachers occupy a central role as the principal resources in productivity in term of application and effectiveness.

Application is the degree to which teachers apply themselves to their work, while effectiveness is the extent to which Duplication of human effort bring the desired result in output and quality is a function of method, technique, personal skill, attitude

and aptitude. These can be improved through training and development, rotation one placement, promotion and career planning.

As applicable to the educational system, the measurement of the success of school, otherwise known as the productivity level is hinged on the efficiency and effectiveness of the teachers which, in turn, is partly measured in terms of the students' achievement in internal and external examinations as well as the ability of the schools' procedure defend their certificate (Adu 2015:3) . The importance of productivity to the success of the school make it necessary for a teacher to have a high level capacity , coupled with a sense of commitment , integrity and responsibility in order to achieve the objective of teaching and learning as applicable the education sector remained critical and one of the largest employers of labour. Hence, the government strives hard to increase its budgetry allocation to improve the development of the sector (Akinwumi 2010), The status accorded to education is not unconnected with the importance, which the citizenry, and indeed, the Nigerian government attached to it. Education is not only regarded as a very vital instrument in socialization, sciences and technological development, it is also a crucial factor in the economic development and socio-political emancipation of the citizenry. It is also established that for many teachers, there is little or more material and intellectual support for them in the form of on-the-job training and retraining. Increasingly, the quality of the teachers' work life is worsening and this is negatively impacting the classroom experiences and adversely affecting the secondary schools' products.

Apparently , there is the need to stem the existing anomalies of the teachers' work life quality if their performance is to appreciably improved , especially given fact that the recurring increases in salaries have not provided the desired improvement in the performance (Adu 2015:4) . Further, efforts in the past that did not pay due attention

to work life of the teachers had marginal positive results. How then does one motivate the teachers to sustainably provide quality services that will in that regard add values to the product in the school? (Adu et al 2013). The quality of the workforce in any organization can be regarded as one of the prime factors that propel the organization to achieve high level of productivity .The capacity and the sense of duty of the teacher would (other things being equal), significantly impact the productivity level of the school system in term of the educational outcomes as represented by the quality of the students produced in the country. The level of efficiency and effectiveness, and the chances of an organization achieving its set goals depend primarily on the extent to which its workers are performing their defined roles (Emunemu et al 2010).

2.3 Theoretical Framework

2.3.1 Two Factors Theory

Frederick Herzberg (1987), presented his two - factor theory that is deference between higher and lower needs results in to satisfaction not productivity. He stated that factors which created satisfaction (motivation) are in intrinsic content e.g. recognition and responsibility while dissatisfaction (hygiene factor).

According to Herzberg (1998) Intrinsic Reward have more natural and goal attaining motivation factors, whereas the Extrinsic reward such lack of payment of salary , promotion bring about strikes, demonstration and pay cut by the organization

2.3.2 Maslow's Hierarchy of Needs (1954)

Maslow's (1954) came up with the theory of hierarchy of needs. This is based on clinical supervision and logic. In this theory of motivation, he stressed that individual is motivated to satisfy several of his needs which are more proponent than others. Maslow's theory stated that if a number of features or a person needs are unsatisfied

at any given time, satisfaction of the most proponent one will be more pressing than others. This implies that the teacher behavior in the classroom is function of his needs. In other word his needs influence his behavior in the classroom in no small capital.

2.3.3 Herzberg's theory of Motivation

Herzberg (1978) established what is called hygiene or maintenance factors and motivators. According him, here are certain extrinsic factors which by their presence do not increase the worker's satisfaction or the job dissatisfaction and lower productivity among the employees. Such extrinsic job conditions were environmental factors over which the employees have limited influence. They include payments, interpersonal relationship, organizational policy and administration, supervision and working condition. These he called hygiene factors or dissatisfies. The significance of this is that it does not rely on extrinsic reward for motivating employees for higher productivity but also incorporate in the job itself, these ingredients that could help motivating the employees.

However, the theory is in many ways a gross over simplification as various aspects of motivation theories clearly show in it. It has made a major contribution in focusing attention on job redesigning for the purpose of making the work more insensibly satisfying. Hence, the theory been found to be applicable to the field of education in the following ways: Motivation is related to leadership because it provides guidance, encouragement and instruction. This can be one of the greatest motivational strategies of all secondary schools which effective principal will use to motivate teachers and students.

Another features of motivation of teachers is that, if teachers are properly motivated, this can change an otherwise mediocre group in to a higher productive team.

Good motivation of teachers or definitely related to morale. In a large organization, higher moral is difficult to attain and motivation of the teachers is prime factors in achieving it.

2.3.4 Cognitive Field Theory of Motivation

This theory was popularized by Kurt Lowing (1984), in an attempt to explain the theory, he proposed certain motivational construct, these include:-

1. Tension: In an organization tension is created by disequilibrium, which the organizations want to release through activities. The activities which help in releasing tension has positive valence. Tension continue until the organization attain its goal.
2. Needs: --Two types of needs were proposed by Lowin. They are genuine need and quasi need. Genuine need comes from psychological condition of an organism, such as thirsty, shelter e t c. Quasi need is a tension that arise from tension, act of will and other arbitrary commitment of the individual. Every individual has a characteristics structure of needs which create tension thereby making the organism to needs activated.
3. Force and Valence:- The desirability of an activity so called valence and the tendency to engage in the act is called Force. Valence influence chooses while force is more useful for persistence of behavior. Need give rise to force signifying a valence activity. If the organism has no need, the environment registers no valence and no force is also generated.

In summary, the cognitive field theory of motivation is direct function of the combination of tension, need, force and balance. Hence, this theory is an applicable on the field of education and also to what happens in the life of teachers. For instance, like one of the motivational construct "need" such as hunger, thirsty, shelter. The

teacher that Characterized with these problems well. In the classroom and in this case the student's academic performance will be very low. But when teachers are motivated, such as given houses and transport allowances, when their salaries are paid regularly, when they get car loan and basic allowances, these will enhance positive attitudes towards their tasks as such improve high performance in class.

2.4 Review of Empirical Studies

Ololube, (2006), evaluates the differences and relationship between the level of teachers' job satisfaction, motivation and teaching performance in River State of Nigeria. In this study, the researcher collected the data using a questionnaire called 'TEJOSAMQ'. He further analyzed the data using the multiple statistical procedures which were: variance, standard deviation, mean value, t-test of significance and one-way analysis of variance (ANOVA). The findings revealed that teacher linked sources of satisfaction seem to have a bigger effect on teaching performance, as teachers are also not happy with the strategies and administration, pay and fringe benefits, material rewards and advancement. This indicate that the teachers sources of motivation was not achieved .

Another related empirical study is that of Saeed and Rizwani (2012). In his study, he tries to assess the work motivation male and female teachers of secondary school teachers in Karachi. Based on this study, the knowledge of work motivation is aimed at better understanding of teachers. In this study, all secondary school teachers in Karachi were participants. The plan or design of the research was the survey design. Stratified random sampling design was adopted where 300 (74 males and 226) teachers were sampled from 72 schools. Data was collected using tailor-made questionnaire and was analyzed using the t-test statistical tool. The result gotten from the findings showed that female teachers were more motivated to their work than the

male teachers. As a result of this, the study also suggested that principals should put in place a lively leadership style and should also try to encourage the participation of teachers in decision making.

Oluremi, (2008) carried out his own study on which he was trying to see how principals' leadership behavior will influence a school learning culture in some secondary schools in Ado-Ekiti, Nigeria. The research design which he adopted for the study was the descriptive survey design. The study population was made up of all secondary schools in Ekiti state. There are all together 161 schools in this state, but the researcher randomly selected just 65 as the sample for the study. The instrument he uses to collect the data for the study was a questionnaire tagged Teachers Perception of Principals' Leadership and School Learning Questionnaire (TPPLSLQ). Furthermore, he analyzed the data by testing the hypotheses for the study by using the spearman rank correlation and the one way ANOVA. The result gotten from the study showed that, the leadership behavior of a principal will influence the school learning. As a result of this, it was recommended that, principals need to have a better understanding of leadership behavior and this can be done through regular attendance of meetings or workshop on leadership and school management.

Furthermore, Ayeni (2015) examined principals' motivational strategies and effects on teachers' instructional task performance. It further determined the effect of teachers' instructional tasks on students' academic performance and investigated the challenges that are faced by principals in motivating teachers for effective instructional performance in secondary schools. Descriptive survey design was adopted and made use of questionnaires titled "Principal Motivational Strategies Questionnaire" (PMSQ), Teachers' Instructional Task Performance Questionnaire (TITPQ) and interview technique to collect data from 480 respondents, consisting 30

principals and 450 teachers in 30 public secondary schools, using multi-stage sampling technique. Four research questions and two hypotheses were formulated. The simple per-cent and mean scores were used to answer the research questions while Pearson Product Moment Correlation statistics was employed to test the hypotheses at $p < 0.05$ level of significance. The result showed that the relationship between principals' motivational strategies and teachers' instructional performance was significant ($r = -0.672$, $p < 0.05$), while majority of the principals were very effective in corporate goal setting, innovation, capacity development, team work, performance feedback, processing of salaries, recommending teachers for promotion, collegiality and public relations. The major constraints identified are inadequate learning resources (63.3%); lack of adequate and well equipped offices for teachers (80%); and lack of conducive classrooms (76.7%). The study concluded that the challenges that principals and teachers faced in motivation and instructional tasks require adequate government intervention and goal-oriented partnership between the school principals and other relevant stakeholders to provide adequate learning resources and facilities for students and teachers to achieve better curriculum instruction and improved learning outcome in secondary schools.

Getange (2016) examined motivational strategies commonly used by principals and teachers' productivity in public secondary schools in Kisii County, Kenya. The population for the study comprised all teachers and the students of public secondary schools. Combinations of purposive and random sampling techniques were applied to select a sample of 30 teachers and 400 students making a total of 430 respondents. Questionnaires and interview schedules were the main research instruments used to collect data. The result of the study revealed that the principals used various motivational strategies including positive commendations, end of year monetary and

non-monetary awards and effective communication, amongst others to motivate teachers for higher productivity in terms of enhanced school outcomes. The results indicated that the R^2 and the Adjusted R^2 values were 0.490 and 0.480, respectively. This implies that 49 percent change in the teachers' job productivity is jointly accounted for by the principals' motivational strategies. The remaining 51% could be explained in terms of non-motivational factors. Based on the findings, it was recommended that the principals should focus their strategies on motivating teachers and creating team work for enhanced productivity.

Acheck, (2014) examined the Motivational Strategies of Principals in the Management of selected secondary Schools in Fako Division of the Southwest Region of Cameroon. The study was guided by three research objectives and three research questions. The descriptive survey design was used to collect data from a representative sample of the population using questionnaires for teachers and principals. The data was analyzed using means and standard deviation and presented on tables and histograms. The findings revealed that: motivational strategies of principals include those related to Empathetic, Supportive, caring and just on academic and disciplinary matters; positive leadership Characteristics/ Behaviors; and transformational leadership style. This is explained by the aggregate mean score of 3.29 on a scale of 1 to 4. The findings revealed that motivation is significant in the teaching-learning process and is positively related to the teaching/learning process (3.57). Finally, the economic state of the nation, the character of the school administrator, school physical environment, political image of the nation, school location and the financial status of the school; in that order are the factors that influence staff motivation in secondary schools. To conclude, the problem of the secondary schools is not teacher motivation by principals, but is due to other factors

like; non-upgrade of teachers' salaries by government since after the 1990s global economic meltdown. There is therefore a need for government to revisit the salary situation of teachers among other factors.

Hein et al (2012) investigated how teachers' to teach is related to different teaching styles. A hundred and seventy six physical education teachers from five European countries participated in the study. Teachers' motivation was measured using an instrument developed by Roth et al. (2007). The results showed that teachers were more intrinsically motivated to teach than externally. Cross-cultural comparison indicated that the Spanish teachers were more intrinsically motivated whilst Lithuanian teachers were more externally motivated than teachers from the other four countries. Teachers from all five countries reported a more frequent use of reproductive styles than productive styles. The results of the present study confirmed the hypotheses that teachers' autonomous motivation is related to the student centered or productive teaching styles whilst non-autonomously motivated teachers adopt more teacher-centered or reproductive teaching styles. Intrinsic and introjected motivation was significantly higher among teachers who more frequently employed productive teaching styles than teachers who used them less frequently. Intrinsically motivated teachers using more productive teaching styles can contribute more to the promotion physical activity among students.

2.5 Summary and Uniqueness of the Study

The research employed theoretical and conceptual review of the related literature. In the theoretical review, some of theories on Motivation were discussed. Some of these works included that of Frederick Herzberg, who propounded the two factors theory which stated that intrinsic reward have more natural and attaining motivation factor , where as extrinsic reward bring about the strikes, demonstrations and pay cut in job.

Maslows theory on motivation on needs stated that if a number of features or a person needs are unsatisfied at any given time, satisfaction of the most proponent one will be pressing than others. The contribution of Kurt Lowin (1984) the founder of cognitive field theory of motivation stated that the cognitive theory of motivation is direct combination of tension, needs and force . Apart from the conceptual frameworks , we discuss the different views of scholars on the concept of productivity'. What make this work unique is that, the study is on the relationship between motivational strategies and teacher's productivity in upper basic schools in Kano Municipal Education Zone. .The review of the empirical study was made on some of the researcher's work that are relevant to the topic of this research. The review was on the authors, date, title of the work. Methodology, design, population and sample and research finding.

The uniqueness of the study is that most of the researches conducted on the relationship between the motivation strategies and teachers instructional performances are carried ou outside the shores of Nigeria. And the little conducted in Nigeria uses descriptive statistics hence, this study is unique as it will employ inferential statistics to test the relationship between motivational strategies and teachers' productivity.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter explained the methods and procedures that were used in carrying out the study. The main component of the chapter were the research design, population and sample, population of the study, sample size, sampling techniques, data collection instrument , validity of the instruments, reliability, method of data collection, statistical treatment and data analysis procedures.

3.2 Research Design

The researcher employed a correlational research design: a correlation design was used because the research investigated the relationship between two variables. This research therefore explored the relationship between the application of motivational strategies and teachers productivity in selected Upper Basic Schools in Kano Municipal Education Zone, Kano State. To facilitate this, structured questionnaires was used to obtain the necessary and relevant data from the teachers in Upper Basic Schools of Kano Municipal Education Zone, and responses by principals on teachers productivity.

3.3 Population and Sample

3.3.1 Population of the Study

According to Thomas and Nelson (1990), population refers to an entire group with one or more characteristics, the population for this study comprised of all Public Upper Basic School Teachers and Principals in Kano Municipal Education Zone. Kano municipal zone has the population of 1365 teachers as at January 2015.

3.3.1 Summary of the Population

ZONE	NO. OF TEACHERS IN THE ZONE	NO OF TEACHERS SAMPLED	NO . OF PRINCIPALS SAMPLED
KANO MUNICIPAL	1365	260	20

3.3.2 Sample Size

The sample size was obtained from the population by the use of simple random sampling techniques, whereby (260) teachers were selected randomly out of the one thousand three hundred and sixty five (1365) teachers in Kano Municipal Education. The research advisor 2006 table of sample size determination was used.

3.3.3 Sampling Technique

According to Thomas (1990), simple random sampling refers to the situation in which the population of each school for the proper representation of the entire population. The sample size drawn is in the proportion to the size of the population referred to in research advisors (2006). This is because simple random sampling was used in the research because it is one of the several methods statisticians and researchers use to extract samples from a large population. Hence Kano municipal education zone is a large population therefore simple random sample was adopted in the research.

3.4 Instruments for Data Collection

A questionnaire was prepared for teachers and principals in order to express their views. The questionnaires consisted of two parts i.e part "A "and part "B "respectively. Part "A" of the questionnaire contains, the bio- data of the respondents, while part "B "of the questionnaire contained the expected information from the respondents. The teachers questionnaire part "A "contains five questions concerning

the respondent personal data. Such as the name of the school, sex of the respondent, age, highest qualification obtained by the respondent and the years of teaching experience of the respondent. Two hundred and sixty (260) copies of the questionnaire consisting of fifteen (15) items were sent out to be answered by the respondents. The second questionnaire was prepared for the principals in order to assess the teachers productivity. It consisted of only five (5) items on teachers productivity.

3.4.1 Scoring Procedure

Likert (1932) developed a style or procedure for measuring attitudinal scale. The scores are as follows:-

Strongly Agreed (S A) = 5

Agreed.(A G). = 4

Undecided.(U D) = 3

Disagreed (D A) = 2

Strongly Disagreed (S D) = 1

He combined the responses from the series of questions to create an individual scale. Likert data analysis was based on the composite scores from the series of questions that represented the attitudinal Scale.

3.4.2 Validity of the Instrument

Nwana (1979) defined validity as the degree to which the measuring instrument measured what is designed to measure. As an indicator of the quality of measurement, validity refers to how well, or the degree to which an instrument measures what it purports to measure, (Kurpiuse and Stafford, 2006; Aku Ezilo and Ayu, 2002).

A content validity was done to ascertain if the content of the instruments actually measure both the dependent and independent variables of the instruments. The research instruments was given to the researcher's supervisor, one professor and a senior lecturer in Education (with specialization in Educational Administration and Planning) department to check for accuracy of the instruments. Corrections, suggestions and comments were noted and effected in the final draft of instruments before administration.

3.5. Reliability

A test is reliable to the extent that it measures accurately and consistently what it is supposed to measure. The Person Product Moment Correlation Coefficient statistics (PPMCC) was used to find the reliability coefficient of the research instrument. The reliability index obtained is 0.773 .This imply that the measuring instruments is acceptable to be used .

3.6 Procedure for Data Collection

The researcher collected data in many procedures. In the first step, an introduction letter was collected by the researcher from the Department of Education, Bayero University Kano , which served as an identification to present at any Organization for collection of data .The introductory letter was photocopied and submitted to Kano State Senior Secondary School Management Board (K S S S S M B) , Kano Municipal Education Zone (K M E Z) and selected schools in Kano Municipal Zone .

In return , KSSSSMB provide the researcher with magazine , teachers enrollments , number of Schools in the State for the research sampling and population . Data was obtained from teachers and principal through their response from the questionnaires . The administration of the questionnaire was done by the researcher personally to

ensure a hundred percent return rate of the questionnaires. All the questionnaire were collected back within two weeks after distribution.

3.7 Data Analysis

The data generated through the completed questionnaire analysed using Pearson Product Moment Coefficient Correlation (PPMCC) in order to test the hypotheses. Using Pearson's r is the simple way to assess the association of the two variables of Motivational Strategies and Teachers' Productivity; whether they share variance if the relationship existed, and the degree to which they correlate.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

In this chapter, the data obtained were presented using descriptive and inferential statistics. The Statistical Package for Social Science (SPSS) version 24 was used in analyzing the data and the findings are presented in the form of tables and graphs. The analysis essentially involved statistical testing of the hypotheses and research questions as stated in chapter one.

4.2 Summary of Data

The instrument used for data collection was basically the Teachers' Motivational Strategies Questionnaire (TMSQ) and the Principals Rating on Teachers' Productivity Questionnaire (PRTPQ). A total of 260 TMSQ and 20 PRTPQ dully filled and returned are used to answer the research questions and to test the study hypotheses.

The data obtained from the questionnaire were used to test the hypothesis of the study. The critical value is i.e $P \leq 0.05$ which formed the basis for accepting or rejecting the null hypotheses stated. The decision to either accept or reject the null hypothesis was based on the following criteria:

- i. Reject the null hypothesis if the p-value is greater than α (i.e $p\text{-value} \leq 0.05$).
- ii. Accept the Hypotheses if the p-value is less than 0 05 i.e ($p > 0.05$)

4.3 Data Presentation and Analysis

4.3.1 Correlation between Remunerations and preparation of lesson note by teacher.

The Pearson bivariate correlation was used to assess the relationship between motivational strategy (Teachers Remuneration) and Teachers Productivity (Adequate

preparation/planning of lesson notes) in Upper Basic Schools in Kano Municipal Education Zone. The study found relationship exist between teachers motivational strategies and teachers productivity, $r = -0.203$, $p > .05$. This implies that at the 95% confidence interval, it is safe to accept the null hypothesis and conclude that there is no significant relationship between motivational strategies of teachers' remuneration and adequate preparation/planning of teachers lesson note aspect of teachers productivity in Upper Basic Schools in Kano Municipal Education Zone. Below is the table 4,1 indicate the correlation .

Table 4.1: Correlation Coefficient showing the relationship between Teachers Remuneration and teachers productivity in upper Basic schools in Kano Municipal Education Zone.

		PLANNING LESSON NOTE	TEACHERS RENUMERATION
PLANNING LESSON NOTE	Pearson Correlation	1	-.203
	Sig. (2-tailed)		.391
	N	20	20
TEACHERS REMUNERATION	Pearson Correlation	-.203	1
	Sig. (2-tailed)	.391	
	N	20	260

4.3.2 Correlation Between Welfare Packages and application of appropriate

Method by teacher

Result from table 4.2 assess the relationship between motivational strategies (Teachers Welfare) and Teachers Productivity (application of good method of teaching) in Upper Basic Schools in Kano Municipal Education Zone.

The result shows a relationship between teachers motivational strategies and teachers productivity with $r = 0.051$, $p > .05$. This implies that at the 95% confidence interval, it is safe to accept the null hypothesis and conclude that there is relationship between

motivational strategies of teachers' welfare and teacher's good method of teaching, as aspect of teachers productivity in Upper Basic Schools in Kano Municipal Education Zone. The table 4.2 below shows the correlation.

Table 4.2: Correlation Coefficient showing the relationship between Teachers welfare and teachers productivity.

		APPRO. TEACHING METHODS	TEACHERS WELFARE
APPROPTIATE METHOD OF TEACH.	Pearson Correlation	1	.051
	Sig. (2-tailed)		.832
	N	20	20
TEACHERS WELFARE	Pearson Correlation	.051	1
	Sig. (2-tailed)	.832	
	N	20	260

4.3.3 Correlation between Recognitions given to teacher and Coverage of Syllabus by teacher

The Pearson bivariate correlation was done to assess the relationship between motivational strategies recognition given to teachers and Teachers Productivity (Covering of Syllabus) in Upper Basic Schools in Kano Municipal Education Zone.

The study found a relationship between teachers motivational strategies and teachers productivity, $r = 0.156$, $p > .05$. This implies that at the 95% confidence interval, it is safe to accept the null hypothesis and conclude that there is no significant relationship between motivational strategies (recognition of teacher) and adequate covering of syllabus by teachers as an aspect of teachers productivity in Upper Basic Schools in Kano Municipal Education Zone .The table 4.3 below shows the correlation between recognition given to teacher and coverage of syllabus .

Table 4.3: Correlation Coefficient showing the relationship between Recognition given to teachers and teachers productivity .

			COVERED SYLLABUS	RECOGNITION OF TEACHERS
COVERAGE OF SYLLABUS	Pearson		1	.156
	Correlation			
	Sig. (2-tailed)			.512
	N		20	20
RECOGNITION OF TEACH-ERS	Pearson		.156	1
	Correlation			
	Sig. (2-tailed)		.512	
	N		20	260

4.3.4 Correlation between Rewards on teacher efforts and Punctuality of teacher

Result from table 4.4 assess the relationship between motivational strategies (rewards for teachers on success) and Teachers Productivity (Teachers functionality) in Upper Basic Schools in Kano Municipal Education Zone.

The result shows a non-significant positive but weak relationship between teachers motivational strategies and teachers productivity, $r = 0.186$, $p > .05$. This implies that at the 95% confidence interval, it is safe to accept the null hypothesis and conclude that there is a relationship between motivational strategies of rewards for teachers efforts and functionality of teachers as an aspect of teachers productivity in Upper Basic Schools in Kano Municipal Education Zone .Table 4.4 below shows the correlation between rewards on teachers efforts and punctuality.

Table 4.4: Correlation Coefficient showing the relationship between Provision of Reward for teachers success and Teachers Functionality.

		PUNCTUALITY OF TEACHERS	PROVISION OF REWARDS
PUNCTUALITY OF TEACHERS	Pearson	1	.186
	Correlation		
	Sig. (2-tailed)		.433
	N	20	20
PROVISION OF REWARD	Pearson	.186	1
	Correlation		
	Sig. (2-tailed)	.433	
	N	20	260

4.3.5 Correlation between Procedure for solving teacher grievance and teacher approaches to students

Result from table 4.5 shows the relationship between motivational strategies (Procedure for solving teachers grievance) and Teachers Productivity (Teachers approaches to students on academic problems) in Upper Basic Schools in Kano Municipal Education Zone.

The result shows a non-significant negative weak relationship between teachers motivational strategies and teachers productivity, $r = -0.194$, $p > .05$. This implies that at the 95% confidence interval, it is safe to accept the null hypothesis and conclude that there is no significant relationship between motivational strategies of procedure for solving/resolving teachers grievances and teachers approaches to students on their academics problems, an aspect of teachers productivity in Upper Basic Schools in Kano Municipal Education Zone. See the table 4.5 below shows the correlation between solving teachers grievance and teacher approaches to student

Table 4.5: Correlation Coefficient showing the relationship between Grievances procedure and Teachers.

		APPROACHABLE TO STUDENTS	SOLVING TEACHER GRIEVANCES
APPROACHABLE TO STUDENTS ON ACADEMIC PROBLEMS	Pearson	1	-.194
	Correlation		
	Sig. (2-tailed)		.413
	N	20	20
SOLVING TEACHERS' GRIEVANCES	Pearson	-.194	1
	Correlation		
	Sig. (2-tailed)	.413	
	N	20	260

4.4. Summary of the Findings

The findings of the study are summarized as follows.

1. Result from the study shows that there is a negative relationship between motivational strategy (Teachers Remuneration) and Teachers Productivity (Adequate preparation/ planning of lesson notes) in Upper Basic Schools in Kano Municipal Education Zone. The study found a non-significant negative relationship between teachers motivational strategies and teachers productivity. Result shows a correlation coefficient of $r = -0.203$; p –value = 0.39.
2. Result also shows that there is no significant relationship between motivational strategy (Teachers Welfare) and Teachers Productivity (Application of good method of teaching) in Upper Basic Schools in Kano

Municipal Education Zone. A correlation coefficient of -0.051 with a p-value of 0.832 shows that there is no significant relationship

3. Findings further revealed that relationship of no significant value exist between motivational strategy (recognition of teachers) and Teachers Productivity (Covering of Syllabus) in Upper Basic Schools in Kano Municipal Education Zone. The study found a non-significant positive relationship between teachers motivational strategies and teachers productivity, $r = 0.156$, p-value of 0.512
4. In addition, no significant relationship exist between motivational strategy (rewards for teacher's efforts) and Teachers Productivity (Teachers punctuality) in Upper Basic Schools in Kano Municipal Education Zone. The result shows a non-significant positive but weak relationship between teachers motivational strategies and teachers productivity, $r = 0.186$, p –value = 0,433.
5. Finding further reveals that the relationship between motivational strategy (solving teachers' grievances) and Teachers Productivity (Teachers approach to student) in Upper Basic Schools in Kano Municipal Education Zone is not significant. The result shows a non-significant negative weak relationship between teachers motivational strategies and teachers productivity, $r = -0.194$, with a p-value of 0.413

4.5 Discussion of the Results

This research work was aimed at finding out the relationship between motivational strategies and teachers productivity in Upper Basic Schools in Kano Municipal Education Zone. Hypotheses were stated and tested based on the responses obtained from Teachers' Motivational Strategies Questionnaire (TMSQ) and the Principals Rating on Teachers' Productivity Questionnaire (PRTPQ) administered. Analyses of

the data obtained were presented in tables 4.1 to 4.5 In accordance with the stated hypotheses. The findings from the analysis were discussed.

In answering research question, and testing hypothesis result from the Pearson bivariate correlation accessing the relationship between motivational strategies (Teachers Remuneration) and Teachers Productivity (Adequate preparation/planning of lesson notes) in Upper Basic Schools in Kano Municipal Education Zone shows a non-significant negative relationship between teachers motivational strategies and teachers productivity, $r = -0.203$, $p > .05$. The null hypothesis was therefore accepted and it was concluded that there is no significant relationship between motivational strategies of teachers' remuneration and adequate preparation/planning of teachers' lesson note aspect of teachers' productivity in Upper Basic Schools in Kano Municipal Education Zone. This result implies that a higher remuneration will lead to low productivity that is to say teachers can be productive even with a low remuneration. This result contradicts the findings of Ramzan et al (2013) and Dau (2010) found out that motivation was significant predictors of work performance. However, the finding is in line with the findings of (Adu 2015).

The null hypothesis for hypothesis two was also accepted as the result shows a non-significant positive but weak relationship between teachers motivational strategies and teachers productivity, $r = 0.051$, $p > .05$. It was concluded that there is no significant relationship between motivational strategies of teachers' welfare and teacher's good method of teaching, as aspect of teachers' productivity in Upper Basic Schools in Kano Municipal Education Zone. The positive relationship shows that the better the welfare package provided for teachers, the more improved they will be in their method of teaching. This implies that a teacher with a god welfare package will have all the time to think of better methods and strategies to adopt in teaching his/her

students. Consequently, a teacher whose welfare is not taking care of will find it difficult to create time to think of new strategies of teaching.

Results from the study also found a non-significant positive relationship exist between teachers motivational strategies and teachers productivity, $r = 0.156$, $p > .05$. This led to the acceptance of the null hypothesis which states that there is no significant relationship between motivational strategy of (Recognition of teachers) and adequate covering of syllabus by teachers as an aspect of teachers productivity in Upper Basic Schools in Kano Municipal Education Zone. This implies that teachers should be recognised by government , school managers e t c .This will make teachers to productivity .

Furthermore, result shows that, no significant relationship exist between motivational strategy (Rewards for teachers efforts) and Teachers Productivity (Teachers functionality) in Upper Basic Schools in Kano Municipal Education Zone. The result shows a non-significant positive but weak relationship between teachers motivational strategies and teachers productivity, $r = 0.186$, $p\text{-value} = 0,433$. This implies the more awarding rewards is provided, the more functional a teacher will be to productivity, that is to say provision of good rewards are enhances teachers functionality which invariably enhances his/her productivity.

The test for hypothesis five reveals that the relationship between motivational strategies (solving teachers grievances) and Teachers Productivity (Teachers approach to student) in Upper Basic Schools in Kano Municipal Education Zone is not significant. The result shows a non-significant negative weak relationship between teachers motivational strategies and teachers productivity, $r = -0.194$, with a p-value of 0.413. This implies that the more teachers grievances are resolved, the less approachable they become to the students.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

In this chapter, the summary of the study is presented. Conclusions emanating from the findings are discussed and recommendations were made based on the findings of the study.

5.2 Summary

This study investigated relationship between teachers motivational strategies and teachers productivity in Upper Basic Schools in Kano Municipal Education Zone. To achieve the study objectives, five research questions and hypotheses were formulated in line with the studies objectives.

The instrument used for data collection was basically the Teachers' Motivational Strategies Questionnaire (TMSQ) and the Principals Rating on Teachers' Productivity Questionnaire (PRTPQ). A total of 260 TMSQ and 20 PRTPQ dully filled and returned are used to answer the research questions and to test the study hypothesis. The result obtained from the questionnaires was used to test the hypothesis of the study, a 95% level of confidence was adopted i.e. $P \leq 0.05$ which formed the basis for accepting or rejecting the null hypotheses stated.

Furthermore, chapter four consist of data presentation and analysis, test of hypotheses, summary of findings and discussions of results while chapter five consists of summary, conclusion and recommendations.

5.3 Conclusion

This research work was aimed at finding out the relationship between motivational strategies and teachers productivity in upper Basic schools in Kano Municipal Educational Zone.

Result from the study shows that no relationship exist between motivational strategies (Teachers Remuneration) and Teachers Productivity (Adequate preparation/ planning of lesson notes) in Upper Basic Schools in Kano Municipal Education Zone. Result also shows that the relationship exist between motivational strategies (Teachers Welfare) and Teachers Productivity (Teachers used good method of teaching) in Upper Basic Schools in Kano Municipal Education Zone

Findings further revealed that relationship exist between motivational strategies (Recognition of the teachers and Teachers Productivity (Covering of Syllabus) in Upper Basic Schools in Kano Municipal Education Zone. In addition, relationship exist between motivational strategy (Giving Reward for teachers efforts) and Teachers Productivity (Teachers functionality) in Upper Basic Schools in Kano Municipal Education Zone. The result access the relationship between teachers motivational strategies and teachers productivity. Finally, Finding further reveals that the relationship between motivational strategies (solving teachers grievances) and Teachers Productivity (Teachers approach to students on academic) in Upper Basic Schools in Kano Municipal Education Zone existed.

The study therefore concedes that there is relationship between motivational strategies and teachers productivity in Upper Basic Schools in Kano Municipal Education Zone.

5.4 Recommendations

5.4.1 Recommendations from the Studies/

The following recommendations were made;

1. Government must improve the remuneration of teachers such as regular payment of salaries, annual increment of salary and leave allowances, social security, and other fringe benefits commensurate with the efforts of teachers.
2. Since teacher's welfare shows a positive relationship with teachers using good methods of teaching, it is recommended that good welfare packages such as free medical care for teachers and their families, promotion e t c should be provided for the teachers. It should be ensured that teachers welfare are well taken care of as at when due this may be in form of car loans which are totally interest free, provision of reputable accommodation for the teachers as well as facilities for them to be able to build houses of their own, (fellowship for overseas) in areas relevant to their teaching subjects, sponsorship for conferences/seminars/workshops relevant to their profession, from time to time, etc.
3. Teachers should be recognised as teachers to productivity at all upper basic schools in Kano Municipal Education Zone. There should be an enlightenment campaign on the important of teachers productivity to nation building as this will help in increasing their productivity if they know the role play in the society and how important their role are to the society .
4. Government should provide rewards on the teachers success. This should be made to the best and hard workers teachers throughout the zone. This must includes , provision of in-service training on teacher efforts etc

5. Government through Ministry of Education should look into the teachers grievances by modalities of promoting issues relating to personal factors in order to enhance teachers productivity. The authorities have to recognize the influence of other factors such as different personality types and different skills. Teachers grievance / problems such as high handedness and problems of heavy materials uses should be solved immediately.

5.4.2 Recommendations for Further Studies

Based on the findings of the study the following suggestions are made for further study:

1. Similar study on teachers productivity and motivational strategies can be conducted at the lower level or at higher institutions such as College of Education, Polytechnics and University to see whether it will yield similar result with the present study .
2. The scope of the study can be widened to include Secondary Schools from other senatorial district, Kano State as a whole or Nigeria in general in order to have a high chance of generalization .
3. Other Motivational strategies variables can be used to conduct similar study in a bid to determine their relationship with teachers productivity.

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