

**TEACHERS MOTIVATION AND PRODUCTIVITY: A CASE OF  
ODOGBOLU LOCAL GOVERNMENT AREA OF OGUN STATE**

**By**

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### **CERTIFICATION**

I certify that this research project was carried out under my supervision by Isau  
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**Date**

## **DEDICATION**

This project is dedicated to God Almighty the beginning and the end, all knowing, all thanks, honour and glory to Him. I bless His name for sparing my life, providing me with knowledge and delivering me from all dangers encountered during my stay in the college. And to my lovely and caring parent, Mr. and Mrs. Isau

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## CHAPTER ONE: INTRODUCTION

### 1.0 BACKGROUND OF THE STUDY

Education is a process, formal or informal which enlightens, build and develop both the body and mind and consequently using all available resource in the most prudent way to make the educated man most useful to himself the society and the nation at large (Uka 2005) in essence education is seen as a mean of rearing and nurturing the individual to grow and acquire skill, knowledge attitude and value which effectively initiate him into his culture. Teachers motivation can be define as Teacher motivation involves **both the desire to teach and one's interpersonal style toward students while doing so.** ... His research interests center on the empirical study of all aspects of human motivation and emotion, though he has a particular emphasis on teachers' motivating styles toward students. As he grows through life ,such and individual employs the use of his head, his heart and his hand to think, to love, to work, and develop himself fully for his own good and that of his society. He thus recognized as a good citizen. This mean that education performs important function in any society whether simple or complex the function which is according to Akinade (2006) is political, economical, and social and cultural. The educational institution is regarded as a school and a miniature of the society. Therefore, the curriculum of the formal education is developed to cater for the society need in all ramifications within which the education is taking place that is the political, economic, social and cultural need of the society will be incorporated in the educational curriculum of the society.

Bringing this nearer home, the western education was brought to Nigeria by the Christian missionaries in 1984. Their aim then for introducing education in Nigeria could be regarded as essentially evangelistic .Then, the colonial

government took over the control of education from the Christian missionaries with the aim of making the colonial administration successful in Nigeria. However , after independence in 1960, the colonial perspectives philosophy and objectives of Nigerian education changed drastically and then tailored along the needs of Nigeria society .Hence Nigeria education now aims at achieving the five main national objective as stated in the second National Development Plan and National Policy on Education (1989) which are the building of ,

- A free and democratic society.
- A just and egalitarian society.
- A united strong and self-reliant nation.
- A land of bright and full opportunities for all citizens.

(National policy on education 1998)

In realizing the above stated national objective the educational aims and objective will be design as follows,

- The inculcation of national consciousness and national unity.
- The inculcation of the right types of values and attitudes for the survival of the individual and the Nigerian society.
- The training of the mind in the understanding of the world around and
- The acquisition of appropriate skill, abilities and competencies both mental and physical as equipment for the individual to live in and contribute to the development of his society. (N.P.C.1998 Page 7-8).

In Nigeria society education is saddled with the task of national development in all it ramification social, economic political and cultural. Therefore the Nigerian society makes larger input into its educational system

.Such input include human resources that is teaching and non-teaching staff, money ,the student, buildings ,books, equipment and all other necessary materials resources all of which are properly organized to process the student so as to bring about the intended changes in the behavior of the student. In a more lucid form, we are to agree that society makes input into educational system in terms of students ,teaching staff ,non teaching staff ,financial faculties, equipment ,content all of which are processed to produce output which are the educated school leavers that are better trained and acquired to be useful to themselves and the society with right values ,attitudes and skills.

For educational goals to be achieved there should be certain groups of people in the society who are expected to play their roles in educating the citizens and they include ,the government ,parents, teachers, schools and students respectively. Inspire of shifts the blame of the low standard of education only on the teachers and to avoid this blame, teachers are to be committed to their work, serve as a model to professionally inclined.

In this regard, some post researchers and psychologist like Abraham Maslow, Meclelland and Murray has shown that motivation is crucial in human life and that it is capable of affecting the standard of education in schools. There are dominant factors which explains human behavior in a particular circumstance .These are describe a “Motives” .Motives are the effective incitement to nation that lies behind our act and behind the show of things .As explained that there is motive behind any behavior, hence motives direct our action .This is where it is pertinent for the society that is the government and parents to understand teachers motives and direct these to desirable end.

Motivation, according to many psychologists is a goal and directed “behavior”. It is a phenomenon that gives reasons or capable of giving reasons for

the emission of a particular behavior. Therefore, anything that initiates or urges activity whether external or internal is motivating.

Motivation arouses out of urge or acquired interest and affects. Individual's thoughts emotions and behaviors (Blair1986) in education precisely, teachers need to be motivated by both the government and the parents. That is, the government and the parent role are to provide those things that would encourage the teachers to teach what should teach.

Teacher is a person who imparts knowledge for a living as a profession. Also, a teacher is a person specially prepared to exercise the profession of teaching (Olatola 1991).Teacher in another word is a person who engages in developing learners psychomotor, cognitive and effective in formal school system (Olawale 2001) more so, teacher is a person who has undergone approved professional training in education at appropriate level capable of imparting knowledge, attitude and skills to the learners. Which teaching is a systematic rational and organized process of transmitting knowledge, attitude and skill in accordance with professional principles?

Teaching and motivation are inseparable in the educational institution because it makes the learners to show much interest in the teaching and learning activities.

In any society, the productivity of the teaching is the concern of different groups of people in the government the parents, school and the learners. All these groups, in one way or the other are capable of motivating teachers to teach.

The government could motivate the teachers by providing educational facilities, payment of teachers salaries adequately given teachers promotion as at when due. Organizing work shop seminars and in-service training for the teacher so as to upgrade their knowledge in order to complete with their counter part in

other nation at the global level along the same line parents could motivate the teacher by equipping their children with both the reading and writing materials and by assisting their children educationally so as to pave way for effective teaching and learning processes in the school system .Also they should finance and provide for their children's need. Besides school too is a motivating factor should provide the physical facilities, development of library and laboratories, congenial and conducive environment and discipline.

Meanwhile it is not only the government the parents and the school that can motivate the teachers, the student too can also motivate their teachers by reading their books and doing their assignment when given, this arouse the interest of the teachers in other to discharge their duties accordingly.

As a result of the various motivational strategies employed by the government, parents and learners to promote effective teaching and learning in our secondary schools, this study therefore examines the extent to which the motivation promotes teachers productivity.

It was discovered that there is an energizing "force" that includes and dictates ones behavior towards a given task .It compels teachers to perform task to meet predetermined standard .The main characteristics are that they are sustain, goal and arouse as a result of a need that is felt .The motivational factors are those that induce one to perform better in teaching condition. They may be tangible and non tangible incentive such as functional benefit, promotion desirable teaching condition, leadership styles.

Investigation has demonstrated that when teachers are given necessary motivation they are required to display maximum wiliness in the discharge of their duty. This enhances teacher's ability to increase the quality Of production and create an atmosphere where everyone can put their book.

In short, there is absent of drive and incentive in teaching profession in any school where motivation is absent the entire teachers productivity will be at its lowest where as management expect a very high degree of productivity from the teachers in order to maintain high academic performance and achieve the goal of school as an institution the managers of school must strive to get productivity from their teachers lerant kind and empathy to teachers .It is my candid opinion that government should subject (motivation) a serious thought ,as there is no gain saying the fact that people are the pilot on which any school ,hence much attention to teachers motivation today.

## **1.2 STATEMENT OF THE PROBLEM**

The outcry about the low standard of education in our secondary schools was echoed by Akintola (2003) when he stressed that the emerging pattern in Nigeria education seems to be worse than ever before, because of lack of adequate motivation to the teachers. Inadequate provisions of both reading and writing materials for the students by the parents are the causative factors responsible for the low performance in schools. It can be assumed that teachers in public secondary schools in Oyo state are not adequately motivated due to the poor funding of education that cut across the and also, the parent failed to check the student work and giving more helping hand in their work at home. Besides, one other salient causative factor reducing the standard of education ,mostly in our secondary school is the lack of government motivation to teachers area of salaries ,delay in promotion and inability of the government in organizing workshop and seminars' for the teachers.

Therefore, to upgrade the standard of education the government, parents and the student should strive to give the necessary incentive that would stimulate the teacher's motives towards teaching.

### **1.3 PURPOSE OF THE STUDY**

The society that is, the government, parent, schools and learners have been serving as motivational factor to teaching in our secondary school. Then to ascertain the extent and the level of motivation given to teachers, this study attempt to look at the situation in some selected secondary schools in Odogbolu local government area in Ogun state Therefore, the extent of the effectiveness of motivation of the teachers in those schools in the subject in the subject of these research work. Particularly the study sets out to;

- Investigate the motivational factors of teachers in those schools.
- Examine the motivational factors that contribute more to the productive of teachers.
- Identify the motivational strategies that receive the highest attention.
- Find out the strategies that receive least attention.
- Suggest other ways of motivating teachers toward teaching.

### **1.4 RESEARCH HYPOTHESIS**

The following hypothesis are proposed

1. There is no significant difference in teaching performance of teachers if the government provides or does not provide physical facilities in schools.
2. There are no significant differences in teachers attitude towards teaching whether motivated or not.
3. There is no significant difference in teacher's attitude towards teaching whether their salaries are paid or not.
- 4 There is no significant difference in the level of motivation between rural-based and urban-based teachers in Odogbolu local government area in Ogun state. There

is no significant difference in the level of motivation between Public and public schools in ogun State

There is no significant difference in productivity between Public and public schools in Odogbolu local government area in Ogun state There is no significant impact of motivation on productivity based on gender among teachers in Odogbolu local government area in Ogun state

### **1.5 SIGNIFICANCE OF THE STUDY**

This research work will help the society to a great a extent in realizing the purpose they wish teaching to serve.

The society that is ,the government ,parents and learners are regarded as the motivational factors of teachers this research work will make the three groups of people to realize there motivational factors or the role expected of them.

More so, this research would expose to the government various motivational strategies they could apply that will facilitate teaching the strategies such as distribution of instructional materials , regular paying of teachers salaries, given promotion to teachers when dues ,given in-service training. The research work would make the government to realize the motivation that teachers lack and the effectiveness of those that are provided so as to rectify the situation for improvement in the teaching profession. Beside, it is the aim of this work to enlighten the parent also of their parental roles in promoting the teaching effectiveness of teachers. Along the same line this research would feed the parents back on the effectiveness of the various strategies they use to motivate the teachers and to encourage them better.

Essentially, the research would avert the government, parent and learners making joint effort to motivate teacher and effect improvement in the productivity.



## **1.6 Scope of the Study**

The study centres on the factors, which motivate teachers to show commitment in their teaching job in secondary schools in Odogbolu local government area in Ogun state

Only the state owned secondary school teachers are involved in this study. Teachers in Public secondary schools and voluntary agency secondary schools are not part of this study.

## **1.7 Research Questions**

To guide this study, the following research questions are posed.

1. What factors motivate teachers in their teaching job in Odogbolu local government area in Ogun state?
2. What are motivational incentives that enhance teacher's job performance?
3. In what ways are teachers' job performance influenced by motivation in the area of the study?
4. To what extent does evidence of motivation in teachers' job performance differ between male and female teachers in the area of the study?

## **1.8 DELIMITATION OF THE STUDY**

This research work examined motivation as a correlate of teacher's productivity and it intends to cover five secondary schools in Odogbolu local government area of Ogun State.

## **1.9 DEFINITION OF TERMS**

**Motivation**:-refers to the stimulation of workers, the driving force behind any behaviour, especially something that involves hard work and effort.

**Teacher:-**is a person who had undergone approved professional training in education at appropriate level capable of imparting knowledge attitudes and skill to the learners.

**Teaching: -** is a systematic national and organized process of transmitting knowledge attitudes and skills in accordance with professional principle.

**Correlate:-**refers to having a mutual relation with something

**Productivity: -**refers to the ability of the teacher to discharge duties effectively and efficiently.

**Effectiveness: -** it is the ability to put motivation into proper usage .Also, it is the ways of putting things into proper action in education industries.

**Efficiency:-**is the way of using the available resources to maximize effective productivity in the educational setting in order to improve the quality of instruction.

## **CHAPTER TWO**

### **REVIEW OF LITERATURE**

This chapter presents the review of existing Theories of Motivation literature relevant to this study under two major sub-headings:

Theoretical Conceptual Framework Review of Related Empirical Studies  
Summary of Literature Review

#### **2.1 Theories of Motivation**

Studies on motivation and teacher productivity Motivation plays an important role in the work place. A study of motivation to work would look for purposes, motives and other factors that impel people to work. Campbell and Donnelle (2010) were of the idea that motivation is concerned with the direction of one's behaviour or what way one chooses to act when confronted with a number of possible alternatives, the strength of the responses and the persistence of the behaviours.

In an attempt to find solution to the problem of how to organize individual efforts so as to achieve the desired organizational goals, the institute for social research of the Michigan University in 2000 carried out some experiments. To measure motivational focus and other aspects of human behaviour. The factors that were looked at included managerial motivation of staff along with job satisfaction and turn over. Other factors according to Bose (2015) include styles of leadership and supervision. Sutermister (2010) also enlisted interaction of physical and social conditions of the job and the employee's personal needs as motivational factors of workers. Ghiselli and Brown (2011) looked from an entirely different perspective when they stressed that there were other important factors besides motivation which may influence workers behavior. Mackworth (2016) support Ghiselli and Brown with his findings that performance increased under high motivation but

decreased under high temperatures irrespective of the level of motivation. This suggests that high motivation is ineffective under harsh atmospheric condition. Stogdill (2014) maintained that the relationship between leader motivational style and productivity depend primarily upon the interaction and understanding of the leader's behaviours with subordinate characteristics. In summary, he discovered that the employee-oriented pattern of leadership tends to enhance employee satisfaction. Studies on teachers' productivity.

The measurement of productivity in any industry has been given the required attention and pursued with some vigor to an extent that a body of knowledge has evolved out of such efforts. Need-hierarchy theories are particularly unsuited for making predictions about performance levels because they are too general and vague and must borrow heavily from other models to make such predictions (Akinwumi, 2000) Akinwumi advocated for balance theories which, he argued, that they are less vague in their performance predictions. The behaviourists see productivity as a complex operant. It is a function of behaviour-reward contingencies. They tend to ignore the relationships between successful performance and self esteem which make the role of performance in work motivation probably more sterile and less interesting. The importance of productivity measurement seems to have cut across all organizations. In the words of Mali (1978), "the essence of using measurement to manage productivity is applicable to virtually all work situations and this underscores its formidable role in most result oriented organisations". In considering teacher productivity measurement, Borrish (1977) argued that the use of student achievement as measure of teachers' productivity is unfair and untenable. He therefore suggested the use of multiple criteria to evaluate in the education sector.

## **2.2 Teacher Motivation**

According Ifinedo (2003) employee motivation is a complex and difficult term to define; therefore a precise definition of this concept is elusive as the notion comprises the characteristics of individual and situation as well as the perception of that situation by the individual. Lewis, Goodman and Fandt (1995) assert that organization's liveliness comes from the motivation of its employees, although their abilities play just as crucial a role in determining their work performance as their motivation. Motivated and committed staff can be a determining factor in the success of an organization.

### **2.2.1 Job Satisfaction and Teacher Motivation**

Job satisfaction is the level of contentment of individuals with their jobs. Locke (2011) defines job satisfaction as a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences. There are a variety of factors that influence a person's level of job satisfaction. These include income, perceived fairness of promotion system, quality of working condition, social relationships, leadership and the job itself. Job satisfaction or dissatisfaction of medical practitioners affects their relationship with co-workers, administration and patients. Job satisfaction and motivation are therefore very crucial to the long-term growth of any educational system around the world. The study of the relationship between job satisfaction and job performance has a controversial history. The Hawthorne studies, conducted in the 1930s, are often credited with making researchers aware of the effects of employee attitudes on performance. Shortly after the Hawthorne studies, researchers began taking a critical look at the notion that a happy worker is a productive worker.

According to Iaffaldano and Muchinsky (2013), most of the earlier reviews of the literature suggested a weak and somewhat inconsistent relationship between job satisfaction and performance. A review of the literature in 2014 suggested that the

statistical correlation between job satisfaction and performance was about. Thus, these authors concluded that the presumed relationship between job satisfaction and performance was a management fad and illusory. This study had an important impact on researchers, and in some cases on organizations, with some managers and HR practitioners concluding that the relationship between job satisfaction and performance was trivial.

Organ (2018) suggests that the failure to find a strong relationship between job satisfaction and performance is due to the narrow means often used to define job performance. Organ argued that when performance is defined to include important behaviors not generally reflected in performance appraisals, such as organizational citizenship behaviors, its relationship with job satisfaction improves. Research tends to support Organ's proposition in that job satisfaction correlates with organizational citizenship behaviors (Organ & Ryan, 2015).

Thus, contrary to earlier reviews, it does appear that job satisfaction is, in fact, predictive of performance, and the relationship is even stronger for professional jobs.

Job satisfaction has been the most frequently investigated variable in organizational behavior (Spector, 1998). Job satisfaction varies from one individual to another Peretomode (1999) and Whawo (2011), suggested that the higher the prestige of the job, the greater the job satisfaction. Many workers, however, are satisfied in even the least prestigious jobs. They simply like what they do. In any case, job satisfaction is as individual as one's feelings or state of mind. Job satisfaction can be influenced by a variety of factors, e.g. the quality of one's relationship with their supervisor, the quality of the physical environment in which they work, and the degree of fulfillment in their work. On the other hand, improved job satisfaction can sometimes decrease job performance. Warr (2018) suggested that jobs differ in the extent to which they involve five core

dimensions: skill variety, task identity, task significance, autonomy, and task feedback. He further suggested that if jobs are designed in a way that increases the presence of these core characteristics, three critical psychological states can occur in employees: experienced meaningfulness of work, experienced responsibility for work outcomes and knowledge of the results of work activities.

There are three models in relation to job satisfaction. These are situational, dispositional, and interactional models. These three main lines of models have been used extensively to predict the job satisfaction of employees in organizations. The interactional model of job satisfaction argues that the fit between the person and the environment influences job satisfaction. This approach is known as the Person-Environment Fit. Spokane (2015) reviewed the model literature and concluded that the Person-Environment Fit is positively related to job satisfaction. It is reasonable to expect that personality traits influence personal values and attitudes, as most recent empirical research has demonstrated (Olver and Mooradian, 2003).

A study done by Mwangi (2002) on factors related to the morale of Agriculture Teachers in Machakos District, he found that the factors affecting teachers morale included: dissatisfaction with school authorities, low turnover and constant shortage, inadequate pay, poor career structure, lack of promotion opportunities, poor school facilities, inadequate school disciplinary policy, attitudes and behaviour of the school head and of other teachers, and pupils' poor work attitudes and lack of interest in school.

There is no doubt that extrinsic incentives can boost performance. In a practical sense, decreased intrinsic motivation will be a concern if the extrinsic incentive is withdrawn, as the increased level of performance is unlikely to be sustained. Hamner (2017), when considering forms of external incentive such as merit pay schemes, cautions that these systems can fail for a number of reasons including: if

pay is not related to performance, if ratings are seen to be biased, if rewards are not viewed as rewarding, if there is more emphasis on satisfaction with pay than performance and if there is a low level of trust and openness about the merit raises.

Some merit pay schemes may encourage poor work practices as individual employees attempt to maximize their personal gains to the detriment of the entire organization (Hickey & Ichter 1997). Importantly though, is the observation that improvements in performance from extrinsic reward systems such as merit pay may well be due to the goal setting and performance planning aspects, rather than the incentives created by the possibility of more money. Rewards and recognition that the employee views as positive should improve job satisfaction and performance (Dunford, 1992). Goal setting can provide a number of these employee rewards as individual employees can negotiate desired outcomes with management. According to Robbins et al. (1998), the employee who plays an integral part in the development of these goals is more likely to perceive the outcome as being achievable and to be committed to achieving them.

## **2.3 The Theoretical Literature**

Maslow's need theory

Abraham Maslow (2010 - 2014) gave a systematic theory of needs classification. Masloul, (2010), viewed human being as a wanting animal who is motivated by a desire to satisfy certain specific types of need. According to him, motives differ primarily on the basis of relative strength or prepotency. He then listed the hierarchy of needs in ascending order of importance as follows:

- Physiological needs
- Safety needs
- Social needs



- Esteem needs
- Self-actualization needs

He believed that when one need is satisfied it ceases to be a motivator and then the effort to satisfy the next need is focused upon.

**Physiological needs:** Are biological and survival needs. They include the need for food, water, sex, air, sleep etc. These needs must be satisfied before one can move up to other needs. Once these needs are relatively well met, there emerges a new set of needs, which is the safety needs. The individual teacher satisfies these basic needs through good salary, accommodation and transport allowances.

**Safety needs:** are the needs to feel protected from danger, freedom from threat, absence of pain and danger and need for security. When safety needs are reasonably well met, social needs come up. The safety needs can be satisfied thorough the provision of staff welfare scheme such as insurance benefit, retirement benefits and healthy working conditions.

**Social needs:** This is also called belongingness and love needs or love and affection needs. These needs include the need to love and be loved, the need for acceptance by one's fellows, need for intimacy (friendship). School authorities should give teachers freedom to form their own organization like Nigerian union of teachers, sport teams, parties and celebrations. This will help the worker to be motivated and also satisfy his/ her social needs.

**Esteem needs:** These are needs for positive recognition from others, desire for self-respect and success. This need reflects an individuals desire for feeling important. Teachers like job titles like Dean of studies, Head of department etc. The school authorities should show teachers that their works are appreciated.

**Self-actualization needs:** This is the highest in Masloul's need hierarchy and it is the need for realizing one's own capacities and potentials, individuals can attain

this need by achieving specific positive goals. The supervisor can help fulfill, self-actualization needs by assigning tasks that are challenging to the employees

Maslow therefore advocated that to motivate staff to high performance, it is necessary to discover what the workers needs are, and see that while they are striving to achieve the organizational goals, they should be made to satisfy their own needs also. It is only then that they can personalize their efforts and be made to increase their performance.

### **ERG Theory**

In modified need hierarchy model has been presented by (Alderfer 2011). This model condenses Maslow levels of need into only three levels based on the core needs of Existence, Relatedness and Growth (ERG). The most important contribution of the ERG models is the addition of frustration, regression hypothesis, which holds that when individuals are frustrated in meeting higher level needs, the next lower need re-emerge. Existence needs are the desires for material and physical well being. These needs are satisfied with food, water, air, shelter, working conditions, pay and fringe benefits.

Relatedness needs are the desires to establish and maintain inter personal relationships. These needs are satisfied with relationship with family, friends, supervisors, subordinates and co-workers.

Growth needs are the desires to be creative, to make useful and productive contribution and to have opportunities for personal development.

Unlike Maslow's theory, the results of Alderfer's work suggest that lower level needs do not have to be satisfied before a high-level need emerges as a motivating influence. The results, however, do support the idea that lower-level needs decrease in strength as they become satisfied. ERG theory states that an individual is motivated to satisfy one or more basic set needs. Therefore if a

person's needs at a particular level are blocked then attention should be focused on the satisfaction of needs at the other levels. For example if a subordinate's growth needs are blocked because the job does not provide personal development, then the manager should attempt to provide greater opportunities for the subordinate to satisfy existence and relatedness needs.

**Herzberg's motivation-Hygiene Theory:** Herzberg's two-factor theory describes needs in terms of satisfaction and dissatisfaction. Frederick Herzberg examined motivation in the light of job content and context. Mullins (1996) says that motivating employees is a two-step process. First provide hygiene's and then motivators.

### **2.3.1 Equity theory**

Equity theory is usually associated with the work of Adams. Equity is the perception of fairness involved in rewards giving. A fair or equitable situation is one in which people with similar inputs experience similar outcomes. The theory is based on the thesis that a major factor in job motivation, performance and satisfaction is the individual's evaluation of the equity or fairness of the rewards he or she is receiving. The theory holds that in order to be motivated individuals must believe that the rewards they are receiving are fair. This results in people determining whether their salary is commensurate with the work they are doing is fair when compared to salaries others are receiving for the work they are doing. The theory is based on the concept of balance or equilibrium.

### **2.3.2 Reinforcement theory**

According to Stam (2018) reinforcement is primarily concerned with behaviour modification, demonstrating the power of extrinsic rewards in changing behaviour and arguing that motivation is basically a non-cognitive form of

learning in which one's actions are shaped by the scheduling of rewards and punishments

Operant conditioning/behaviour modification approach to influencing behaviour in organization is associated with Skinner. Peretomode (2003) citing Thorndike (2011), Skinner (2017) states that reinforcement theory considers the use of positive or negative reinforcement to motivate individuals. Operant conditioning is based on two basic principles. The first is Thorndike's 'Law of effect' which states that behaviour that results in a pleasing outcome (rewarding consequence) is likely to be repeated, behaviour that results in an unpleasant outcome (punishing consequence) is not likely to be repeated. Skinner states that by providing properly scheduled rewards, it is possible to influence individual behaviours. Educational administrators are to motivate teachers with reinforcement theory.

### **2.3.3 There are two types of positive reinforcers.**

- a. Primary reinforcers (or unlearned reinforcers) such as water and food
- b. Secondary reinforcers which are rewarding because of an individual's past experiences
- c. Dislikes responsibilities for decision making,
- d. Has little ambition and want job security above all.

This view suggests that in order to motivate teachers, school administrators need to coax, control direct and threaten them with queries, suspension, punishment to get them to put adequate effort towards the achievement of organizational objectives.

## **2.4 The Concept of motivation**

The need to understand the general concept of motivation is as important to this study as it is an underlying factor in determining the worker's performance. Peoples behaviour is determined by what motivates them. Their performance is a product of both ability level and motivation.

Obidigbo (2000) refers to motivation as the psychological processes that arouse, direct and maintain behaviour toward a goal. Sclorow (1995) says that motivation refers generally to regulation of need -satisfying and goal-seeking behaviour. It is the driving or pulling force, which results in persistent behaviour directed towards certain goals. Edem (1987) considers motivation as the general name for the fact that an organism's acts are partly determined by its own nature or internal structure. Mereni (1983) relates motivated state as guided and goaloriented. According to him, although, motivated behaviour moves in a specific direction, the behaviour of the organism is purposeful and persistent. He further observed that under motivated conditions, the organism's behaviour does not move in a half-haphazard manner, rather it is directed towards a selective goal which the individual sets for himself and according to him, the motive is terminated by the achievement of the goal

According to Steer and Porter (1991) motivation is a set of force that cause people to behave in certain ways. Steers and Porter believe that, motivation is primarily concerned with, how behaviour gets started, is energized, is sustained, is directed, is stopped and what kind of subjective reaction is presented in the organism while this is going on. Motivation is an emotion or desire operating on a person, move and causing that person to act (Mathias and Jackson 2012). Uba (2010) define motivation in terms of job satisfaction. To him job satisfaction is an effective reaction of feeling by an employee on, how happy or satisfied he is with the job, supervision, coworkers pay and his current and future career progress and

potentials. He further explains that motivations are those phenomena which are involved in the stimulation of action towards particular objective where previously there is little or no movement towards those goals. Peretomode (2003) refers to motivation as "the willful desire to direct one's behaviour towards goal".

#### **2.4.1 General features common to motivation from these definitions are:**

- 1 . It involves purposive, designated or goal-directed behaviour,
2. It deals with what starts and energizes human behaviour, how it is directed and sustained,
3. it is related not only to behaviour but also to performance,
4. It, involves certain forces acting on or within a person (to initiate and direct behaviour),
5. It is not measured directly but inferred from behaviour and even attitudes.

People are motivated when they expect that the cause of action is likely to lead to the attainment of a valued reward that satisfies their needs. Wellmotivated people are those with clearly defined goals who take actions that they expect to achieve the most goals. The organization can provide the context within which high level of motivation, rewards and opportunities of learning the goals are conducive.

Consequently motivation may be seen as perceptions, methods, activities used by the management for the purpose of providing a climate hat is conducive to the satisfaction of the various needs of the employees so that they become satisfied, dedicated and effective in task performance. In the case of a teacher motivation causes, channels and directs his/her teaching behaviour towards better performance and job satisfaction.

#### **2.5 Motivation and Job Performance**

Performance is a situation where one agrees to do a task and do it efficiently or ability to move, quickly and operate efficiently or faithful in the performance of ones duties. There is a relationship between the performance of workers and the motivational factors inherent in their jobs.

Ogbonnaya (2004) defines performance as an action or achievement, considered in relation to how well or how successful a person has done or executed an action. For instance, a secondary school principal has performed well if he attracts and maintains his staff, has a warm and cordial relationship with the school community, supervised instructional programmes of his school etc. Similarly a supervisor can increase his subordinates level of job performance first by raising their level of work motivation. Job performance increases when one perceives that increased performance leads to more reward.

Olowo (2019) remarked that good remunerations not only attract teachers but also retain them and make them perform more effectively. He added that unless attractive term of service enjoyed by expatriate teachers are extended to their equally qualified Business Educators will be ready to quit the teaching service at the earliest opportunity.

According to Ojo (2015) the best way to make qualified teachers more effective in the performance of their teaching function, should be to motivate them through harmonization of their conditions of service, through fringe benefits, in-service training and promotion. This will ensure a mutual need-satisfaction acceptable to the teacher and the organization also. In order words this seems to assert that effective motivation system will elicit an effective job performance.

According to Nworgu (2016) a manager whose office is well provided is likely to be moved in his work, have more sense of belonging and performs better than a, manager whose office is dirty and carelessly furnished. He further

observed that workers in an organization that has medical facility, feel happy and proud being members of such organization compared with a worker in an organization where medical facility is lacking.

## **2.6 Problems of Teacher's Motivation**

According to Cole (2004), motivation is the term used to describe those processes both instinctive and rationale, by which people seek to satisfy the basic drives, perceived needs and personal goals, which trigger human behavior. Bateman and Snell (2007) also define motivation as the forces that energize, direct, and sustain a persons' effort. All behavior, except involuntary reflexes like (eye blinks) which have little to do with management, is motivated. A high motivated person will work hard toward achieving performance goal. With adequate ability and understanding of the job, such a person will be highly productive. According to sociologists, current school environments are a reward-scarce setting for professional work and often seem to work against teachers' best efforts to grow professionally and improve student learning (Peterson 1995). Frase (1992), shows that many good teachers leave teaching in the first three years because they lack motivation. A motivated teacher is one who not only feels satisfied with his or her job, but also is empowered to strive for excellence and growth in instructional practice

In developed countries, pay incentives have been found to be generally ineffective in increasing teacher motivation. Teacher motivation is based on intrinsic factors and that true job satisfaction is based on higher order needs (Sylvia and Hutchinson, 2014). Offering additional extrinsic motivation has even been found to undermine the intrinsic motivation of teachers (Deci et al, 1999). Spear et al (2000) highlights the wide range of factors that influence teachers' job satisfaction and motivation in the United Kingdom. The main factor found to contribute to job satisfaction of teachers was working with children whereas job



dissatisfaction was primarily attributed to work overload, poor pay, and perceptions of how teachers are viewed by society.

Bennell, and Akyeampong (2007), and VSO (2002), in the report on “What makes Teacher Tick?” They reported that, high attrition rates, constant teacher turnover, lack of confidence and varying levels of professional commitment are the result of poor motivation to teachers. Also VSO (2005) reports that job satisfaction among teachers in developing countries result in high attrition rates.

Adelabu (2005), in Teacher Motivation and Incentives in Nigeria finds that poor teacher motivation results to poor teacher morale and low level of commitment to work.

Moleni and Ndalama (2004) in the study on Teacher Absenteeism and Attrition in Malawi noted that absenteeism and attrition were largely influenced by teacher motivational factors with low salaries and poor working conditions coming out strongly as underlying causes of absenteeism and attrition. The study summarizes that poor teacher motivation result to an increase teacher absenteeism, high teacher turnover and professional misconduct which have affected performance and threaten to affect the achievement of quality education in Malawi.

Bennell and Makyunuzi (2005) researched on “Is There a Teacher Motivation Crisis in Tanzania?” indicate that, teacher absenteeism, turnover, misconduct are the result of poor motivated teacher. The study explains that demoralized teachers are likely to find another occupation, be absent or late at work, and not do what is expected of them in their class in order to meet the learning needs of their pupils. MOEC (2003 and 2004); Davidson (2004 and 2005); Sumra (2004) and HakiElimu (2005) show that in Tanzania, strong evidence exists that the vast majority of teachers are unhappy with their salaries, housing arrangements, benefits, workload, and status within their communities. These poor living and

working conditions have, over time, seriously eroded many teachers' motivation to carry out their teaching and nonteaching roles in an acceptable manner.

### **2.6.1 Relationship of Literature Review to the Study**

The literature reviews above relate to the study in the sense that, government should motivate public secondary schools teachers and need to set strong strategies of motivating teachers in their schools. This can enhance teachers to be satisfied. Strong educational management requires a thorough knowledge and application of motivation and job satisfaction (Okumbe 1999).

Motivation and payment to teachers play a vital role for good performance of students since by motivating teachers giving more credit commitment for teachers in teaching and learning process for students' hence good performance in schools. So review express the importance of motivating teachers in different sphere in terms of good working conditions, good salaries and materials which can support them in the work. Motivation should be regarded as important for effective in teaching and learning process

### **2.7 Summary of the Chapter and Overview of the Study**

The researcher reviewed different literature pertaining to the factors influencing teachers' motivation and job performance. On the effect of job satisfaction on teacher motivation, it was found that; salary, perceived fairness of promotion system, quality of working condition, social relationships, leadership and the job itself affect job performance among employees. Regarding the effect of reward system on teacher motivation, it was found that appreciation from the boss, pay, bonuses, fringe benefits, and promotions affect teacher motivation. On the work situational factors, it was found that work place arrangement and availability of teaching and learning resources affect teacher's motivation. This study is

therefore aimed at findings out other factors influencing teachers' motivation and job performance in public secondary schools in Kibaha District.

## **CHAPTER THREE**

### **3.0 Research Method and Procedure**

This chapter will be discussed under the following sub-headings;

- Research design
- Population of the study
- Sample and sampling techniques
- Research instrument
- Validity of instrument
- Method of data collection
- Method of data analysis

#### **3.1 Research Design**

This study employed the correlation design to investigate the teacher's motivation and productivity in some selected junior secondary schools in Odogbolu Local Government Area of Ogun State.

#### **3.2 Population of the Study**

The population of this study comprised five secondary school in Odogbolu Local Government Area of Ogun State. While one hundred and twenty questionnaire will be distribute among the selected school i.e forty questionnaires per each (JSS 1, 2, 3) school

#### **3.3 Sample and Sampling Techniques**

Five secondary schools were randomly sampled from the population. The selected public schools for the study include;

- I Omu Ajose Junior Secondary School.
- ii. Ala Comprehensive High School
- iii. Igbile Comprehensive High School
- iv. Idowa Comprehensive High School
- v. Ibefun Comprehensive High School

### **3.4 Research Instrument**

The research instrument for data collection was a questionnaire titled ‘the teacher’s motivation and productivity in secondary schools in Odogbolu LGA of Ogun State’. The constructed research questionnaire has two main parts; section A and B measures the personal data of the respondents such as name of school, gender, class etc. while section B contain twenty (16) items which were structured to elicit information on ‘teacher’s motivation and productivity in secondary schools in Odogbolu LGA of Ogun State’.

The questionnaire has four-point rating scale of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD)

SA = 4

A = 3

D = 2

S = 1

### **3.5 Validity of Instrument**

The constructed questionnaire for the study was presented to the project supervisor to confirm for content validity. Necessary corrections were made and after which it was re-written before it was fully approved.

### **3.6 Method of Data Collection**

The data were obtained by means of the structured questionnaire. The schools used as samples for the study were visited by the researcher. The researcher took permission from principals of the schools and the principal directed their head teachers to assist the researcher in administering the questionnaire to the student. The researcher explained the purpose of the questionnaire to the students and made them to understand that the information given will not be used against them, but will be treated as confidential.

### **3.7 Method of Data Analysis**

In analyzing the data collected for the study the Chi-square ( $\chi^2$ ) formula was used to test the hypotheses and the formula is presented as thus;

$$X^2 = \sum \frac{(O-E)^2}{E}$$

E

Where  $X^2$  = chi Square

$\Sigma$  = Sum of formula

O = Observed variables

E = Expected Variables

## CHAPTER FOUR:

### 4.1 PRESENTATION OF DATA ON STUDENTS QUESTIONNAIRE

This chapter involves a statistic approach in bringing together the views and opinion of the respondents from copies of questionnaire distributed to them. An attempt was made to classify background characteristics of the responses according to the total number of 120 copies of questionnaire that were distributed and returned.

The data collected via the questionnaire were summarized, tabulated and analysis was done using percentage of the respondents.

### 4.2 Data Analysis

#### Analysis Based on the Respondent's Gender:

Gender	Participation	Percentage (%)
Male	65	54.2%
Female	55	45.8%
<b>Total</b>	<b>120</b>	<b>100%</b>

From the table above, it shows that number of participant from male are 54.2% while female were 45.8%.

#### Analysis Based on their Class:

Class	Participation	Percentage (%)
SSS 1	75	63%
SSS 2	45	37%
<b>Total</b>	<b>120</b>	<b>100%</b>

The table above from class analysis shows that the number of SS 1 that participated were 63%, while SSS 2 were 37%.

#### Analysis Based on Participants of Age Range:

Age	Participation	Percentage (%)
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13-16	43	36.%
15-19	37	31.%
19-21	30	25%
25 and above	10	8%
<b>Total</b>	<b>120</b>	<b>100%</b>

This table shows that the number of students between the ages of 13-16 who participated in the questionnaire were 36%, 15-19 were 31%, 19-21 were 25%, while 25 years above were 8%

### 4.3 INTERPRESENTATION OF DATA

#### Research Question One

**Table I: factors motivate teachers in their teaching job?**

No.	Statement	SA	A	SD	D	Total
1	Teachers who perform well are given reward	48	47	10	15	120
		40%	39%	8%	13%	100
2	Provision of accommodation report teachers to school on time	50	48	13	9	120
		42%	40%	10%	8%	100
3	The teachers are provided allowances such as transport, food and accommodation	49	33	20	18	120
		41%	27%	17%	15%	100
4	The teachers' salaries are adequate motivators for working	40	37	25	18	120
		33%	31%	21%	15%	100

From table 1 above, it shows that 40% strongly agreed and 39% agreed that teacher who perform well are given reward such as promotion and compensation while 8% strongly disagreed and 13% disagreed with that contrary opinion.



Also, 42% strongly agreed and 40% agreed that teacher who live around the school come earlier than teacher living in long distance while 10% strongly disagreed and 8% disagreed with the statement.

### Research Question Two

**Table II:** Motivational incentives that enhance teacher's job performance?

No.	Statement	SA	A	SD	D	Total
1	Daily teaching routine enhances pupils' academic performance.	45 38%	35 29%	30 25%	10 8%	120 100
2	A teacher that goes around the classroom to ensure that pupils are actively participating in learning activities makes the pupils perform better	44 37%	31 25%	25 21%	20 17%	120 100
3	A teacher that is against malpractice during classroom test and examination assure pupil's quality.	40 33%	30 25%	25 21%	25 21%	120 100
4	Keeping pupils engaged with regular assignments enhance pupils' performance	48 40%	31 26%	27 22%	14 12%	120 100%

From the table above, it shows that 38% strongly agreed and 29% agreed that daily teaching enhance pupil's academic performance while 25% strongly disagreed and 8% agreed with contrary opinion.

Also, 37% strongly agreed and 25% agreed that teachers who motivate his class helps the students to concentrate on his subject while 21% strongly disagreed and 17% agreed that motivation of the teachers in his class does not mean student will concentrate on his teaching subject.

### Research Question Three

**Table III:** Influence of Teacher Performance during Teaching Motivation

No	Statement	SA	A	SD	D	Total
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1	Teachers that reward students for good behavior in the classroom enhance pupils' performance.	40 33%	45 38%	20 17%	15 12%	120 100
2	Clapping hand for a student that performs well in the classroom will motivate others to do better.	44 37%	48 40%	18 15%	10 8%	120 100
3	Teachers who reward students in the class with gift item motivate other students for better performance.	44 37%	44 37%	16 13%	16 13%	120 100
4	Praise and recognition of students for brilliant performance encourages others for improved academic performance.	40 33%	45 38%	20 17%	15 12%	120 100

From the table above, it shows that 33% strongly agreed and 38% agreed that teacher who reward students for good behavior encourage others to put more effort toward their academic performance while 17% strongly disagreed and 12% agreed with that contrary opinion.

Also, 33% strongly agreed and 38% agreed that recognition of brilliant student in the classroom encourage other to improve in the studies while 17% strongly agreed and 12% agreed that student who want to be brilliant does not mean teacher have to recognize him or not

#### 4. Research Question Four

**Table IV: Teacher Motivation differ between Male and Female Teachers**

No.	Statement	SA	A	SD	D	Total
1	You prefer to be taught by a female teacher than male teacher	45 37%	35 29%	20 17%	20 17%	120 100
2	Male teacher are more better in teaching subject methodology	45 37%	35 29%	25 21%	15 13%	120 100
3	Female teacher apply teaching	44	34	26	16	120

	methodology than male teacher	37%	28%	22%	13%	100
4	Teacher's gender has significant effect in the teaching and learning subjects	48	40	20	12	120
		40%	33%	17%	10%	100

From the table above, it shows that 37% strongly agreed and 29% agreed that female teacher teach as a motherly concern than male in the present of male teacher disregard their profession in the area of sexuality with the female student while 21% strongly disagreed and 13% agreed with that contrary opinion.

Also, 37% strongly agreed and 28% agreed that female teacher apply teaching methodology to embark on his subject while 22% strongly agreed and 13% agreed that teaching methodology are no more relevant in any teaching subject

#### 4. Research Question Five

**Table V: Financial motivation in secondary schools**

No.	Statement	SA	A	SD	D	Total
1	The teachers' salaries are adequate motivators for working	40	40	20	20	120
		33%	33%	17%	17%	100
2	The schools management guarantee the teachers of their security on jobs	40	35	25	20	120
		33%	29%	21%	17%	100
3	The management teams of the schools provide guarantee of the teachers employment	48	44	26	02	120
		40%	37%	22%	17%	
4	There is a training policy that ensures employees are exposed to relevant skills to improve	38	28	24	10	100

	performance					
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From the table above, it shows that 33% strongly agreed and agreed that adequate teacher salaries motivate him/her toward his working hour while 17% strongly disagreed and agreed with that contrary opinion

#### **4.5 Discussion of Findings**

**The findings from research question one** which was analyzed in table 1 indicate that 40% strongly agreed and 39% agreed that teacher who perform well are given reward such as promotion and compensation while 8% strongly disagreed and 13% disagreed with that contrary opinion.

Also, 42% strongly agreed and 40% agreed that teacher who live around the school come earlier than teacher living in long distance while 10% strongly disagreed and 8% disagreed with the statement.

**Findings from research question two**, it shows that 38% strongly agreed and 29% agreed that daily teaching enhance pupil's academic performance while 25% strongly disagreed and 8% agreed with contrary opinion.

Also, 37% strongly agreed and 25% agreed that teachers who motivate his class helps the students to concentrate on his subject while 21% strongly disagreed and 17% agreed that motivation of the teachers in his class does not mean student will concentrate on his teaching subject.

**From Table III above**, it shows that 33% strongly agreed and 38% agreed that teacher who reward students for good behavior encourage others to put more effort toward their academic performance while 17% strongly disagreed and 12% agreed with that contrary opinion.

Also, 33% strongly agreed and 38% agreed that recognition of brilliant student in the classroom encourage other to improve in the studies while 17%

strongly agreed and 12% agreed that student who want to be brilliant does not mean teacher have to recognize him or not

**From table IV above,** it shows that 37% strongly agreed and 29% agreed that female teacher teach as a motherly concern than male in the present of male teacher disregard their profession in the area of sexuality with the female student while 21% strongly disagreed and 13% agreed with that contrary opinion.

Also, 37% strongly agreed and 28% agreed that female teacher apply teaching methodology to embark on his subject while 22% strongly agreed and 13% agreed that teaching methodology are no more relevant in any teaching subject

**From table V above,** it shows that 33% strongly agreed and agreed that adequate teacher salaries motivate him/her toward his working hour while 17% strongly disagreed and agreed with that contrary opinion

## **CHAPTER FIVE**

### **5.0 SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Summary of the Key Findings**

This study assessed teacher's motivation on students' academic performance in secondary schools in Ogun State case of study Ijebu Ode Local Government. Specifically the study focused on three objectives which were: To assess the influence of socio-economic characteristics on teachers' motivation toward student academic performance, secondly, to determine teachers' perceptions on the factors that influences their motivation toward student academic performance lastly to determine the relationships between teachers motivation and student academic performance in secondary schools in the study area.

##### **5.1.1 Perceptions of teachers' on factors influencing their motivation in secondary schools**

In accordance with perceptions of teachers' on factors influencing their motivation in secondary schools, the study revealed that both intrinsic and extrinsic factors influence teachers' motivation which also can have impact to students' academic performance. The study found, teachers' perceptions on intrinsic factors like enjoying teaching as a profession, the challenging nature of teaching which has kept them in the profession, teaching is one of my goals in life, i am more useful to the community as a teacher than any other profession agrees that influences teachers motivation compared to other factors as the teachers were responding on these perception. On the other hand, the study revealed that teachers' perceptions on extrinsic factors like getting free meals at school, salary payments are prompt, it is possible to get advance payments from

the school in case of financial problem, and teachers who perform well are given prizes agrees that influences their motivations.

### **5.1.2 Socio-economic factors influencing teacher's motivation on student academic performance**

In assessing the influence of socio-economic factors on teacher motivation toward student academic performance, the study showed that, socio-economic factors like age, income and health influence teachers' motivation on student academic performance. The study revealed, teachers with high ages has many teaching experience and are happy with teaching profession which also increase their motivations on student academic performance in Public secondary schools.

### **5.1.3 Relationships between teachers motivation and student academic performance in Public secondary schools**

With regard to relationships with teachers' motivations and academic performance of students, the study revealed that, both motivation of teachers and performance of academic students are dependent, they depend on each other. That means when teachers are motivated they can put more efforts on teaching which also can have great impact to the performance of students. In this case, the study found that there is significant relationship between the two. Since schools' administrators and headmasters know that it takes more than just a good salary to attract teachers so they can teach and ensure good academic performance of students and that it takes an attractive total reward package including both intrinsic and extrinsic motivation to motivate them. In this context therefore, Motivation for teachers play a leading role in influencing students' academic performance. However is that many headmasters believe that monetary rewards are expensive to undertake and above all school administrators in rural schools do not have a vote in their budgetary estimates to cater for such expenses which has been a big challenge for them.

## **5.2 Conclusions**

Basing on the key findings, this study concludes that there is the statistical relationship between teachers' motivation and academic performance of Public secondary schools. Also intrinsic and extrinsic motivation and socio demographic factors have shown that they have a great influence on the students' academic performance This conclusion has been arrived based on the following;

### **5.2.1 Perceptions of teachers' on factors influencing their motivation in secondary schools**

Regarding on the perceptions of teachers on factors influencing their motivation in Public secondary schools, the study found out that perceptions of teachers on both intrinsic and extrinsic factors that influence their motivations agreed that are; I enjoy teaching as a profession, the challenging nature of teaching has kept me in the profession, teaching is one of my goals in life, I am more useful to the community as a teacher than any other profession agrees that influences teachers motivation compared to other factors, I get free meals at school, salary payments are prompt, it is possible to get advance payments from the school in case of financial problem, and teachers who perform well are given prizes.

In general, the study concluded that, in order to enhance academic performance of Public secondary schools there should be enough teachers in every school as well as enough non-teaching staff employed by the school, improve teaching and learning environment, improve teachers' salaries and other motivations, improve teachers working conditions, recognition of teachers, empowerment of the community by including politicians and other education stakeholders and teachers should undergo in-service training.



### **5.2.2 Socio-economic factors influencing teachers motivation on student academic performance**

In assessing the influence of socio-economic factors on teacher motivation toward student academic performance, the study showed that, socio-economic factors like age, income and health influence teachers' motivation on student academic performance. This was evidenced by the findings that, 14(17.7%) agrees that age influences their motivations, 43(54.4%) says income and 22(27.8%) says health. The study revealed, teachers with high income are much motivated to teach compared to others, thus, positive performance of student academic performance of students.

### **5.2.3 The relationship between teachers' motivation and student academic performance in Public secondary schools**

Regarding the relationship between teachers' motivation and academic performance of public secondary schools, the study found out that there is a relationship between teachers' motivation and academic performance of students in Public secondary schools in Ijebu Ode. This was evidenced by the regression model using the factors such as prompt payment, duty allowances, financial assistance, advance payment in case of financial problem, salary and wages, prize giving and promotion were predictors to students' academic performance. The model summary indicated that, 51.8% of changes of the motivation factors are attributed to the combined effect of the predictor variables. In this case, these factors have great influence to teacher's motivation and academic performance of students

## **5.3 Recommendations**

Following the findings and conclusions of this study the researcher made the following recommendations;

Accommodation needs to be provided to the teachers to enable them live near schools since many of them reported to be living far away from their schools. Teachers should be assisted by Public secondary owners to put up decent teachers houses so that teachers live within the schools and thus reduce lateness and absenteeism. This will increase their motivation also their socio-economic characteristics could be improved for example, their income which could eventually promote good performance of students academically.

The study also recommended that the society and parents should be involved in the student's development. Students' academic performance cannot be enhanced unless parents and society in general gets involved in a student's development goes hand in hand with teachers perception which is motivating them toward enhancing good student academic performance. Parents need to constantly follow up their children development in exams, writing of notes, attendance in school as well as discipline, and the society on the other hand should engage in development of schools by contributing financially. The society and parents involvement should go together with their cooperation with teachers and Public secondary schools.

Teachers should be given Training continuously. Moreover Teachers need to receive in service training and professional development within their career in order to keep in touch with their subjects and to obtain continuous support for the improvement on their teaching methods toward better performance of students academically this will directly create and enhance the relationship of their motivation and the good performance of students

Generally Teachers should be promoted according to performance and education qualification instead of focusing on number of years in the job or experience, by doing so teachers will be motivated to teach in at their best level, thus enhancing students' academic performance in Public secondary schools.

#### **5.4 Areas for further research**

It is suggested that further research should be under taken with the view of improving on teacher's motivation in Public secondary schools in Ijebu Ode and Ogun state in general. In the current study the researcher perceived that poor motivation among teachers was one of the factors responsible for the poor student's academic performance in Public secondary schools in Ijebu Ode as released by the national examination council of Ogun State.

Areas to be researched into are; the factors which can affect student's academic performance in Public secondary schools in Ijebu Ode, Factors which can motivate students to ward their excellent academic performance in Public secondary schools.

This research should be replicated on the national level. It would be beneficial to look at the bigger picture and to determine the various variables that influence teacher motivation in Tanzania. The relationship between class-size and performance also should be looked at since all the poor performing schools had class-sizes larger than the recommended size by the Ministry of Education which is 45 students per stream and the teachers also gave conflicting observations about the class-sizes

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## APPENDIX

### TAI SOLARIN COLLEGE OF EDUCATION, OMU-IJEBU, OGUN STATE.

These questionnaires are designed to find out the response of students concerning the research of this project works “teachers motivation and productivity in secondary school”.

**Instruction:** Please kindly respond by sincerely marking (√) in the alternative response which best suit your opinion

#### Section A: Personal Data

**Sex:** Male ( ) Female ( )

**Age:** 8-11 ( ) 12-15 ( ) 16 and above ( )

**Class:** J.S.S 1 ( ) J.S.S 2 ( ) J.S.S 3 ( )

#### Section B: Questions

#### SECTION B: Teacher’s Motivation and Productivity in Secondary Schools in Odogbolu LGA of Ogun State

Please tick in the appropriate option of your choice.

S/N	ITEMS	S A	A	SD	D
	<b>Factors Motivate Teaching in their Job</b>				
1	Teachers who perform well are given reward				
2	Provision of accommodation report teachers to school on time				
3	The teachers are provided allowances such as transport, food and accommodation				
4	The teachers’ salaries are adequate motivators for working				

	<b>Motivation Incentives that enhance Teacher's Job Performance</b>				
5	Daily teaching routine enhances pupils' academic performance.				
6	A teacher that goes around the classroom to ensure that pupils are actively participating in learning activities makes the pupils perform better				
7	A teacher that is against malpractice during classroom test and examination assure pupil's quality.				
8	Keeping pupils engaged with regular assignments enhance pupils' performance				
	<b>Influence of Teacher performance during Teaching Motivation</b>				
9	Teachers that reward students for good behavior in the classroom enhance pupils' performance.				
10	Clapping hand for a student that performs well in the classroom will motivate others to do better.				
11	Teachers who reward students in the class with gift item motivate other students for better performance.				
12	Praise and recognition of students for brilliant performance encourages others for improved academic performance.				
	<b>Teacher motivation differ between male and female teachers</b>				
13	You prefer to be taught by a female teacher than male teacher				
14	Male teacher are more better in teaching subject methodology				
15	Female teacher apply teaching methodology than male teacher				
16	Teacher's gender has significant effect in the teaching and learning subjects				
	<b>Financial motivation in secondary schools</b>				
17	The teachers' salaries are adequate motivators for working				
18	The schools management guarantee the teachers of their security on				

	jobs				
19	The management teams of the schools provide guarantee of the teachers employment				
20	There is a training policy that ensures employees are exposed to relevant skills to improve performance				