

TEACHERS' MOTIVATION AS A CHANNEL OF ENHANCING SECONDARY SCHOOL STUDENTS ACADEMIC ACHIEVEMENT IN OYO TOWNSHIP

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Abstract

This paper examined teachers' motivation as a channel of enhancing secondary school student's academic achievement in Oyo Township. The literatures were reviewed on the concept of motivation, concept of school, teachers' motivation, teachers' motivation impacts on the academic achievements of secondary school students. It was ascertained from the study that teacher's motivation boosts their self-esteem and thus makes them to put in their best to teach the secondary school students so as to enhance their academic achievements. It was concluded from the study that motivation is very important in the daily performance of teachers in order to enhance their productivity. Based on the outcome of this study, suggestions are made i.e. the management of secondary schools should make use of correct motivational strategies such as attitudes motivation, incentives and recognitions, the government should pay the salaries of the teachers as and when due.

Keywords: Motivation, student, teachers' motivation, performance.

Introduction

The emotional manifestations of some secondary school teachers depicts that they are not well motivated by the school leaders as well as the government. This was stemmed to the fact that, for teachers to be well motivated to contribute their quota to the educational development of the students goes beyond the monthly payment of salaries. There are so many other motivating factors that can make the teachers to be productive such as incentives, car loans, housing loans, prize given, end of the year party amongst other factors. But most of these are not given to the teachers to motivate them on the job and which may have an adverse effects on the academic achievement of secondary school students because the teachers may be complacent in teaching them. The quality and quantity of manpower and human resource available to any nation is determined by high standard of functional education. Education is as old as man because in the beginning was education. This is because education exists and has always existed in human societies irrespective of the level of complexities of organization of each society. Motivation in education seems to have several effects on teachers' performances which also determine how well the students are doing in their academic works in the school. A motivated teacher does not only perform his work enthusiastically but also transfers such enthusiasm to the students because such a teacher always teaches with a smile on his or her face and is always patient with the students.

Aguba (2006), cited Plato that "education is a virtue and the purpose of education is to equip the individuals to progressively control his own affairs positively and contribute to societal development. Orphtims (2002) opined that motivated employee always goes the extra mile in carrying out his or her duties in an organization. Likewise a motivated teacher will always look for a better way to do his or her teaching job; being more quality oriented and more productive." The educational standard of secondary schools over the years has experienced a gradual decline (Anadi, 2008). Subsequently, the graduate of the secondary schools cannot stand the best of time if they are exposed to empirical test or trial. Eneasator (1990) attributed the decline of the standard of secondary schools to the non-challant attitude of teachers toward teaching in their various schools. According to him, this low spirit towards teaching has connection with the poor motivation and motivational techniques adopted by the school principals. Sansone and Harackiewicz (2000), motivation is intrinsic or extrinsic, Intrinsic

motivation, derived from within the person or from the activity itself, positively affecting behaviours, performance and wellbeing. Ryan and Decci (2000) expressed that extrinsic motivation on the other hand, results from the attainment of externally administered rewards, including pay, material possessions, prestige and positive evaluation among others. Example of motivation style are intrinsic factors like pay, benefits and working conditions while other are extrinsic factors like restructuring jobs, positive reinforcement high expectations treating people fairly, satisfying employees needs, setting work related goals.

Analoui (2000) opined that motivation is the act of getting people to do things more efficiently or quickly with a sense of responsibility. Psychologists stated that remuneration on its own does not increase motivation; there are other issues to be met too, which include; recruitment, attrition, deployment and overall job satisfaction (Bennell, 2004). Only when the basic needs have been met is it possible for “higher-order” needs, which forms the basis of true job satisfaction, to be realized. Motivation guides people’s action and behaviours toward achievement of some goals (Analoui, 2000). Rawd (2003) opined that motivation work is mutually exclusive to job performance. Motivation as the combination of a person's desire and energy directed at achieving a goal. In managing the employees' performance, motivation is one of the elements that capture the attention of leaders. In fact, to get the best from the employees, leaders have to spend much of their time on addressing motivation to them. It is because motivation being the force that acts upon individuals to initiate and direct their behaviors. In the organizational context, motivation influences the way employees behave and respond towards their tasks and how persistent they would maintain a particular attitude with them.

To motivate, managers require sustainable approaches and skills to maintain people's enthusiasm and commitment. An important point to take note is that different people possesses different behaviour because their needs and goals vary. So, different people may require different kind and level of motivation. Therefore, when considering motivation, it is important for the managers to look forward positively and to take a long-term view for the success. Motivation is a critical variable in educational institutions as it upgrades staff performance and efficiency. In truth, it is essential in deciding the effect of education. This is on account of motivated teachers will probably be focused on educational improvement of student and achievement of learning out comes. Therefore, the teachers should be motivated with a specific end goal to enhance their job performance. By and large, pay rates and wages are imperative stimulating components since they go far in fulfilling fundamental needs. In the event that a teacher is not motivated, nature of job performance will weaken. Latt (2008) expressed that motivation and performance are essential elements as far as association achievement and accomplishments. In the event that progressions happen in outside setting then it is essential for an association to embrace that alteration since it might persuades to pick up a focused improvement. In support of this, the primary concern they required is the gifted and capable workers.

Robbins et al., (2009) opined that motivation plays a vital part in the institution since it expands the efficiency of workers and the objectives may be accomplished in an effective way. Workers' conduct can be transformed through inspiration in any association Motivation additionally joins in a vital part for teachers in the light of the fact that it accomplishes the objectives in a proficient way. Mustafa and Othman (2010) stated that teacher motivation is critical in light of the fact that it enhances the abilities and information of teachers since it specifically impacts the student's accomplishment. Motivation can be intrinsic (inner) or extrinsic (outside). Wigfield et al., (2004) expressed that intrinsic motivation alludes to inspiration determined by a concern or pleasure in the job itself, furthermore, subsists inside of the person instead of concentrating on outside force or a craving for prize. Intrinsically propelled employees are prone to perform their duties enthusiastically. They are likewise prone to investigate method for making strides their aptitudes and abilities. While extrinsic motivation alludes to exercises in environment which impact a person to take part in a sort of conduct. It originates from outside of the person. Rewards as cash or positions and threats of penalty as a consequence of awful conduct are samples of extrinsic motivation. Competition is likewise an outward help since it empowers the performer to succeed as well as to defeat others, not just to value the normal rewards of the movement. An encouraging crowd and the longing to win award are likewise extrinsic motivations. According to Bennell &

Akyeampong, (2007) motivation might manipulate an employee's performance in the direction of achievement of organizational goal and objectives.

Concept of Motivation

Akpala (2013) stated that "motivation as one of the three factors in the function of directing is described as a process that arouses, channels, sustains and gives people's behavior purpose and direction. Motivation is an inner drive which prompts people to act in a certain way. Motivation involves a number of psychological factors that starts and maintains activities toward the achievement of a personal or corporate goal. Rubbins (2003) opined that "motivation is the willingness to exhibit persistent and high level of effort toward organizational goals, conditioned by effort and ability to satisfy some individual need". He went further to explain that the effort element of motivation is a measure of intensity. Someone who is motivated will definitely be persistent. People who are persistent almost always sustain their high level of effort despite barriers or difficulties and of course persistence and effort is likely to lead to favourable job performance and outcome which is also applicable in school settings. Therefore motivation in education can have several effects on how students learn and their behaviour towards subjects matter (Ormord 2003). Orphitims (2002) is of the view that motivated teachers always look for better ways to do their teaching job and are more productive. Therefore, it means that motivated teachers are determined to give their best to achieve the maximum output. Motivation can be in the form of regular payments of salary, fringe benefits and incentives such as allowance, bonuses on the job training, promotion provisions of good work condition, maintaining high level of mutual and good relationship among employees and between employees and management. Thus any teacher that enjoys the aforementioned benefit from the principal under which he works is bound to discharge his duty to the best of his knowledge for his conscience will prick him if he does not.

Concept of Teachers' Motivation

Teachers motivation is very important in building the self-esteem of teachers which enhances their productivity. Burnout refers to a non successful process that has to do with adaption and deals with a chronic non function (Schaufeli, Maslach Marek, 1993). Burnout leads to emotional stress of the teachers which is caused by the work stress. Their continuous motivation is necessary for the continuous increase of the teaching quality in the educational system and in avoiding the Burnout phenomenon. In a few words is the case to emphasize that a good work is a very important factor that affects in the human satisfaction starting from completing the basic needs, like job conditions that sometimes can affect in the human psychic. Factors are suggested to be responsible which include poor attitude of students to learning, lack of infrastructure and teacher's aids, leadership issues and such others Meindinyo et al (2017), as well as motivation of teachers (Ajayi, 2009).

Motivations of workers from various organizations continue to remain a challenge to managers over the years, including the education sector. The implementation committee on the National policy on Education in Nigerian may have recognized the teachers plight when it recommended that teachers should be treated in such a way that they have job satisfaction. However, issues of how to motivate teachers to give them more satisfaction with their jobs continued to engage the attention of government's educational administrators and educational policy makes but without much success, for not much has been done to actually motivate the teachers and the resultant effects of this are that many people see the teaching profession as a gate-way or stepping-stone to better jobs. Many in the profession attempt to combine teaching with some other endeavors such as trading and are thus distracted and their morale is usually very low.

Channels of Motivating Teachers

1. Provision of instructional materials for teachers facilitates effective teaching and learning because it will make the students to understand the teacher's instruction.
2. Allow a teacher to be "acting principal" when you are out of the building. This in turn enhances their self esteem and feels loved.

3. Constitute committees and make sure that everyone is on a committee that meets regularly, ensure they have real tasks and opportunities for real input in school-level decision making.
4. Give incentives to teachers such as award for punctuality amongst others which will motivate other teachers embrace being punctual.
5. Investing in seminars / workshops by presenting new education technologies or pedagogical theories, like kinesthetic or project-based learning to enhance their self-development.
6. There is need to enhance professional development of the teachers to improve their teaching and pedagogical skills as well as knowledge of subject matter through advanced academic study at the graduate level.
7. The welfare packages required for motivation of teachers are those additional provisions that are provided to encourage them to do better in their jobs. This may include provision of soft loans for them to meet urgent needs, payment of allowances for overtime, transportation amongst others.
8. Provision of conducive environment that could motivate teachers may need provision of televisions, furnishing of staff rooms and provision of well ventilated offices among others. Likewise teaching materials like newly improved equipment, white marker boards, textbooks and quality teaching aids among others are teaching materials that motivate teachers.
9. Honour teachers because teachers know that the language they can use to nurture (or derail) their relationships with students. This implies that administrators who want to connect with teachers make use positive, respectful language at all times, and really listen to their concerns and observations.

Motivation of Teachers on Students' Academic Performance Enhancement

Performance is not only related to results but it also relates with activities and behaviours of employees that adopted to achieve their given goals. Joshua (2003) defines performance as the way which organization's teams and individuals get work done. Performance appraisal is therefore comparing the employees' present and past performance to his/her performance standards. Mgbemena (2007) says performance appraisal is a procedure to evaluate how they can improve their performance and contribute to overall organizational performance. According to him performance appraisal is the systematic evaluation of employees according to their job and potential development.

Gomez and Balkin, (2002) opined that employee's performance is the major issue in an organization. In addition, Gomez et al, 2013 wrote that performance management system is the process that strongly involves the assurance and participation of employees within the organization and that determines the organizational results. This gap is the problem that occurs when performance does not meet the standard that is set by the organization. Cambell (2015) sees job performance as an individual level variable or something a single person does. Therefore an employee's performance is determined during job performance interviews.

Kahler (2006) defined teachers' job performance as the performance of teaching tasks and rendering of expected teaching services by teachers. It has to do with the abilities of the teacher to fulfill his/her duties as a teacher. As these definitions suggest; job performance among teachers are actions used in carrying out job requirement that often progresses the aims and objectives of any educational system. Thus effective teacher job performance connotes the ability of the teacher to do his or her work very well so that the objective of teaching and learning is achieved and this is not an easy task. Therefore for teachers to perform very well in their schools there must be effort to motivate them by the principals using different strategies. Motivational strategies according to Orphtims (2002), are various techniques that can be used to induce, encourage and stir employees in any organization to put in their very best in the discharge of their duties. And to motivate such employees, the organization must find out what the employees need. Finding what the employees need could not be easy because what employee "A" needs may be different from what employee "B" needs. Therefore performance of teachers is dependent on how motivated they are. This is in line with Smith and Rubbins (2003) that stated that performance is a role of individual motivation, organizational strategy and structure and resistance to change. Motivation techniques encompasses so many things like the use of fringe

benefits, incentives, style of management, working condition, wages and salaries, promotion and others to influence worker's productivity (Ucheghara 2011). He however noticed that in the developing nations of Africa, there is no greater motivation for workers like wages and salaries. When government pay teachers their salaries as and when due, their motivation will be sky-rocketed. Care should be taken by the way because motivation varies in different people and motivation even varies in same person at different times. The main challenge of motivation by the principal is identifying what motivates each individual teacher taking into account his or her individual difference.

Ajilabi (2000) opined that teacher job performance is a judicious devotion and dedication to the achievement of standards within and outside the school setting. Chandrasekar (2011) discovered that workplace environment impacts on teachers job performance positively and negatively and if the environment is tense the teachers get demotivated and their performance also affected. Therefore poorly designed work patterns, unsuitable authorities, lack of appreciation and lack of personal decision making opportunity also impact on teachers job performance. Motivation is an important concept in every institution especially in school. If teachers are motivated their productivity in education process will be in higher processes by influencing directly in teacher's job effectively with pupils and collaboration with other schools and colleagues. Motivation includes itself three psychological processes: being energetic, direction and intensity. School are the most social institution in every society and motivation phenomena is very important in academic development and reduction of Burnout effect, too.

Motivation in work stimulates and increases satisfaction for the job, increases the competitions for increases the professional desire to do the job with responsibility, relief's teaching process, increases teaching quality and creates for a strong elite in time. Ram (2006) opined that motivation is referred to a process that includes the activity of an organization and which direct it. It is something which influences activation, the origin from which the subject takes the energy to complete a behavior.

Dessler (2001) describes motivation such as an intensity that a person requires to alternate it in activities. There is a relationship between motivation and satisfaction which is very important in the performance that teacher's show in their job and why not they reduce Burnout 'effect to teachers. Nevertheless the teachers work with pupils other studies of teachers play the most important role in the process of learning (Atkinson 2000, Glynn, Aultman & Oeens, 2005). This situation may be explained from the relationship between satisfaction and teachers' motivation.

Conclusion Motivation is known to be a performance enhancer which makes it's importance in the daily performance of teachers not to be overemphasized, especially when it comes to being rewarded for a job done and being happy on the job. The outcome of this findings revealed that teachers' motivation matters a lot and should be a concern of both the school management and government. Hence, when this motivation is not achieved and encouraged by the school, teachers tends to express their displeasure through poor performance and non-commitment to their job as well as non-nonchalant attitude. It is therefore germane for the school management and government to consider the needs and feelings of it's work force and not just overlook them in order to safe guard school harmony, knowingly that a happy teacher is a productive one. It was concluded that the school owners and the government should motivate teachers in the school's by organising annual get-together parties, organizing send-off parties for teachers on transfer, constant supervision of teachers' work, provision of attendance register, provision of adequate teaching facilities.

Recommendations

Based on the outcome of the findings, the following are recommended:

1. The government should always try as such as possible to pay teachers' salaries as and when due and also make efforts to pay attention to teachers, demands and complaints.
2. The government or the management should provide accommodation for teachers on the school compound, but where there are none, enough allowances should be given to teachers to pay for their rents.
3. There should be workshops which should guide the management on the right factors that motivate teachers for better performance and higher productivity.
4. Every teacher should be given the opportunity to develop himself/herself through study- leave with pay.
5. The management of the state secondary schools should make use of correct motivational strategies such as attitudes motivation, incentives, and recognition.
6. The school administrator should recognize his/her staff individually and collectively as a workforce in the school. This will motivate them to work effectively towards the achievement of the school goals.
7. The administrator should be both task-and person-oriented. This implies that while the school head is striving to achieve the school goals, he/she should also take proper care of the welfare of the staff.
8. The administrator should understand that no particular leadership style is the best. Different situations call for different leadership styles. Therefore, a school head must vary his/her leadership style according to situations and circumstances.
9. The administrator should be fair and firm in his/her dealings with staff particularly in matters pertaining to disciplinary actions. Injustice and favouritism should be avoided at all cost.
10. The administrator should realize that although many workers are alike in many respects, their individual differences should be considered when attempting to motivate them.

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