AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.10 (1), October-December, 2023 https://ajemates.org

MOTIVATION AS INDICES OF ENHANCING TEACHERS OUTPUT IN SECONDARY SCHOOLS

Dr. Mrs. Ijeoma Nneamaka Ezebuiro
ijeomanneamaka1963@gmail.com
Faculty of Education Library
Imo State University, Owerri, Imo State

ABSTRACT

This study aimed at identifying and examining the effects of motivation on teacher output in Government Secondary in Ideato-North L.G.A of Imo State. The purposive sampling technique was employed to select 75 principals to whom a 20-item self-constructed questionnaire was administered. Descriptive statistics (percentages and frequencies) were employed to answer the three research questions while inferential statistic (one sample t-test, 2-tailed) was used to test the one hypothesis at a 0.05 level of significance. The findings revealed that boasting teachers' morale, promotion of teachers, good work environment and cordial interpersonal relationships positively influenced teachers' output. It was therefore recommended that principals should strengthened in-service training facilities for teachers; appointment into posts of responsibilities should consider qualification, experience and personal skills of the teacher concerned; and that trust, confidence, delegation of power and shared decision making should be encouraged amongst principals.

Keywords: Motivation; Index; Enhance; Teachers Output

Introduction

Every human organisation has its objectives and seeks for maximum output. The education sector is not left out in this venture. Output in an educational sector is measured through the performance of her products (here students). For this output to be maximised , so many factors must be taken into consideration; most importantly, the nature of leadership behaviour, the work environment and the professional background of the workers. Amongst the aspects of leadership behaviour is the ability to motivate teachers to perform better in their teaching task. The word 'motivation' is as old as man himself. It has been defined in several ways by different authors.

Motivation is an integral part of any organization. It entails arousing behaviour capable of energizing or propelling the actions of individuals towards realizing a specific goal or aim. Generally, motivation explains the urge which prompts into doing things or meeting certain needs. Motivation has been defined from various perspectives. According to Bua (2020) motivation is a process of arousing and sustaining the behaviour in progress and channeling it into a specific course of action. The author emphasizes behaviour as being central to

motivations. It implies that the behaviour of an individual has to be aroused, sustained and channeled into achieving certain actions. In another dimension, motivation is regarded as a force that strives from within an individual. Supporting the assertion, Obi (2013) perceived motivation as an operational force in the life of an individual that determines the path to which s/he directs efforts and the magnitude of the efforts. In agreement, Bua (2019) observed motivation as a force that energizes, stimulates, cultivates interest, directs, makes one willing, triggers, enables, propels, ignites, challenges, and sustains a person's effort towards the achievement of predetermined goals. According to Cherry (2022), motivation is the process that initiates, guides, and maintains goal-oriented behaviours. It is the driving force behind human actions. It causes an employee to act in a way that gets him closer to his goals. That pushing and driving force helps a worker to achieve his goals. Motivation also includes the biological, emotional, social, and cognitive forces that activate human behaviour. It involves factors that directs and maintain goal-directed actions.

Akinwumiju and Agabi (2020) observed that education yields good or bad results depending on the quality of teachers and their level of performance, which is an outcome of job motivation. They stressed further that a collection of ill-motivated, disgruntled, and frustrated teachers in any education system organisation could not give or put in their best in the task of raising leaders for the nation. The understanding and application of motivational tools and techniques are, therefore, prerequisites to the attainment of organisational objectives. That is why the relationship between the organisation and its members is influenced by what motivates them and the reward and fulfillment they drive from it. Without any doubt, adequate motivation enhances the efficiency and performance of staff and their commitment to the organisational objectives. A. The concept of 'Motivation,' from the Latin word 'Movere,' means to move. Many authors describe motivation in indifferent ways. Some have seen motivation as the act of influencing and stimulating an individual to action (Ejiofor 2019). Some see it as a driving force within the individual (Awodoyin 2019). Other authors have described it as a process that governs people's choices among various voluntary actions (Edem 2021). But of all the definitions of motivation in the literature, the most comprehensive is the one by Edem (2021) which states that motivation has to do with how behaviour gets started, energised, sustained, directed, and stopped and what kind of subjective reaction is present in the organism while all this is going on. Edem (2021) definition of motivation pointed to two theories: (a) Motivation is a process, which means it is possible to identify a point at which an individual is motivated or not. (b) A subjective reaction is present in and underlines the behaviours of a motivated individual. Motivation is, therefore, the force that energises, directs, maintains, and sustains behaviour towards a giving goal in a work environment.

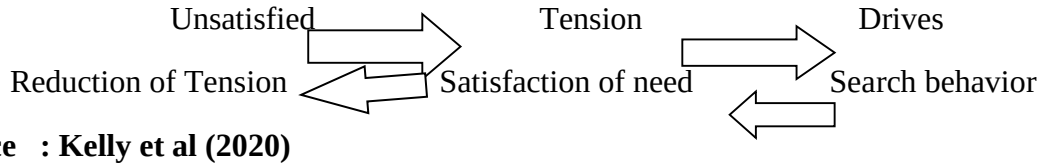
Globally, there has been an increasing concern in the Education sector on how to ensure that students learn optimally at school and achieve academic excellence in their

academic pursuit through the efforts of teachers when motivated (Akpan, 2009). In Nigeria, there has been a nationwide cry on the fallen standards of education. Various factors have been identified for low academic achievement among students and these include poor study habit on the part of students, laziness, ineffective classroom instructions by teachers and inadequate provision of needs among others (Akpan, 2009). It has been noticed that some teachers in the classroom do not teach well as a result of poor motivation and they are easily caught engaged in other activities. Jones (2008) observes that it is easy to see teachers slouched in their normal business instead of being in the classroom and not paying listening ear to the needs of the students in the classroom which portrays lack of motivation. Motivating teachers to teach in school is a topic of great concern for educationist today and motivating teachers so that they can succeed in school system is one of the greatest challenges of this century (Awan, Noureen & Nas, 2011). According to the authors, lack of motivation is a big hurdle in learning and a pertinent cause in the deterioration of education standards. Getting teachers to teach and students to learn and sustaining their interest in what they are learning therefore should be the sole objective of teachers in the classroom.

Over the years, the concept of commitment to work has been the concern of scholars. Adopting a sociological view, Becker (1960) suggests that commitment to any activity occurs "when an individual confronted with an opportunity to depart from it discovers that in the course of part activity he has willingly or not accumulated valuables of a kind that would be lost to him if he makes a change" Grunsky (1966) is of the view that a worker's willingness to perform well in any organisation is influenced by the rewards he has received from the organisation and the experiences he has to undergo to receive them. To Taylor (1974) incentives are prerequisite for work performance and achievement of a set goal in an organisation. Nevertheless, a number of variables within the environment can influence the individual and can make some impact on both his level of motivation and work performance. When Adam Smith (1877) conceptualised the economic basis of human motivation, it was his considered opinion that people work primarily for money and are unconcerned about social feelings. Other scholars like Webber (1947) opined that human behaviour is shaped by the environment. Equally, other studies have identified economic conditions, morale, relationship, work conditions, competition, labour market conditions, age, marital status, experiences, and domestic responsibilities which can make workers work well or leave their immediate employment (Herzberg, 1959; Claser, 1964; Arebiniak & Aluttoe, 1972; Hulin, 1966). Teacher motivation has become an important issue given their responsibility. Satisfied teachers are generally productive and can influence students' achievement (Mertler, 1992; Analoui, 2000). Equally, research findings reveal that teachers with high morale perform excellently (Steyn, 2002). Again, when school policies are favourable with good interpersonal working conditions, advancement, recognition for achievement, and output is bound to increase. Contrary,

lack of facilities, competitive attitudes, etc. negatively impact teachers motivation levels (Kocabas, 2009). It is based on the aforementioned that this study sets out to identify and examine the effects of motivation on teacher output. The variables considered here are teachers' morale, promotion, work environment and interpersonal relationship as they affect teachers' output. Motivation can be seen as a stimulant for an employee or worker to achieve his goals as well as organizational goals. It arouses in a worker the readiness to work and achieve a goal to satisfy personal needs, wants, and that of the organization. The behaviour of a worker is also determined by the level of motivational conditions that seeks to satisfy the aroused needs and wants of the worker, who therefore strives in action that will lead to satisfaction through achieving personal goals and that of the organization.

Process of motivation



Source : Kelly et al (2020)

1. Unsatisfied need: Motivation process begins when there is an unsatisfied need in an employee.

2. Tension: The presence of unsatisfied need gives him tension

3. Drive: Tension creates an urge or drives in the employee as he looks for various alternatives to satisfy the drive

4. Behaviour: After searching for alternatives, the employee starts behaving according to chosen option 5. Satisfied need: After behaving in a particular manner for a long time, then he evaluates whether the need is satisfied or not.

6. Reduction of tension: After fulfilling the need, the employee gets satisfied and his tension gets reduced.

From the above figure, one can see that human behaviour can be viewed from the part of need that motivates him towards a goal; that is, the satisfaction of need. For instance, if an employee develops a need to earn more, he becomes restless and start thinking of how to satisfy the need. To satisfy his need, he may think of working in an organization to get promoted. Therefore, he will get incentives or increments, or a promotion that can satisfy his need, thereby achieving his goal. Motivation process does not end with the satisfaction of needs. After fulfilling one need, another need develops and the same process continues until needs become a cycle in an employee's life.

Research questions

1. To what extent does promotion affects teachers output in teaching?

2. What is the effect of interpersonal relationship on teachers' output?
3. What aspects of work environment influence teachers' output?

Hypothesis

Ho1: There is no significant relationship between promotion and teachers' output

Research Method

The study was carried out in the North West Region of Cameroon. It adopted the descriptive survey design. Three (3) research questions and one (1) hypothesis guided the study. The population of the study was principals of all secondary schools in the region. Quota sampling technique was used to choose all the principals of secondary schools in Bui Division while purposive sampling technique was employed to select 75 principals of Government Secondary and high Schools in the Division. Data was collected with the use of a 20-item self-constructed questionnaire. The variables measured in the study were teachers' morale, promotion, work environment and interpersonal relationship as they affect teacher output. The instrument was tested using ten (10) principals in Orlu metropolis to ensure its reliability. Using Spearmen Rank Correlation Coefficient, a value of 0.87 was gotten, implying that there was a strong correlation between the test and the re-test. The value was good enough for the instrument to be considered reliable. Data was analysed using the Statistical Package for Social Sciences (SPSS) version 20.0. Precisely, both descriptive and inferential statistics were used to answer research questions and verify hypotheses respectively. Typically, percentages, frequencies and one sample t-test (2-tailed) were used at a 0.05 level of significance.

Research Question one: To what extent does promotion affect teachers' output? Table 3: Promotion and teachers' output

Item	SA	%	A	%	D	%	SD	%	MEAN	TOTAL
Promotion leads to Improvement on job experience and productivity	28	37.3	22	29.3	17	22.7	8	10.7	2.93	75
Promotion of teachers is always based on merit	12	16.0	16	21.3	24	32.0	23	30.7	2.22	75
Job perks such as larger offices motivate teachers	8	10.7	23	30.7	30	40	14	18.6	2.33	75
Teachers desire to have autonomy and independence	24	32.0	29	38.7	13	17.3	9	12.0	2.9	75
Teachers need employer promotion policies such as allowing all workers with a given level of experience to apply for executive	22	29.3	34	45.3	12	16.0	7	9.4	2.94	75
TOTAL									13.35	375

From the table above, only two of the five related issues in promotion had less than 50% agree. This means that even though promotion affects teachers' output positively,

promotion of teachers is not based on merit and that teachers do not have large office space. Again, those two items have a mean of less than 2.5each to substantiate

Research Question Two: What is the effect of interpersonal relationship on teachers' output? Interpersonal relationship and teachers' output

Item	SA	%	A	%	D	%	SD	%	MEAN	TOTAL
There is the availability of good classrooms for teaching/learning	26	34.7	31	41.3	11	14.7	7	9.3	3.01	75
Teachers have didactic materials to facilitate learning in your school	19	25.3	38	50.7	77	9.3	11	14.7	2.86	75
There exists a good staff room and a good canteen in your school	23	30.7	25	33.3	15	20.0	12	16.02	2.78	75
Teachers are often supervised to enhance their productivity	24	32.0	35	46.7	11	14.7	5	6.7	3.04	75
The location of the school is convenient to the teachers	22	29.3	35	46.7	7	9.3	11	14.7	2.90	75
TOTAL									14.59	375

Table 5 reveals that all the five (05) items influence teachers' output since all have percentages above 50 (>50%) and a mean of above 2.5 each.

Research Question Three: What aspects of work environment influence teachers' output? Table 5: Aspects of work environment that influence teachers' output

Item	SA	%	A	%	D	%	SD	%	MEAN	TOTAL
There is the availability of good classrooms for teaching/learning	26	34.7	31	41.3	11	14.7	7	9.3	3.01	75
Teachers have didactic materials to facilitate learning in your school	19	25.3	38	50.7	7	9.3	11	14.7	2.86	75
There exists a good staff room and a good canteen in your school	23	30.7	25	33.3	15	20.0	12	16.0	2.78	75
Teachers are often supervised to enhance their productivity	24	32.0	35	46.7	11	14.7	5	6.7	3.04	75
The location of the school is convenient to the teachers	22	29.3	35	46.7	7	9.3	11	14.7	2.90	75
TOTAL									14.59	375

Table 5 reveals that all the five (05) items influence teachers' output since all have percentages above 50 (>50%) and a mean of above 2.5 each.

Hypothesis one: There is no significant relationship between promotion and teachers' output: One-sample statistics

	N	MEAN	Std. Deviation	Std.Error Mean
promotion	75	13.3467	2.31618	0.26745

The table above reveals that out of a sample size of 75, the mean for "promotion teachers' Productivity" is 13.3467, which is greater than the test value of 12.5.

Discussion of Findings

Findings based on research question one and hypothesis one revealed that teachers' morale affect their output. Teachers with high enthusiasm carry out their teaching more effectively. Hardy (2012) had earlier indicated that high morale results in teamwork, organisational commitment, conflict resolution, effective communication and increased output. Similar conclusions were reached by Emenike (1990); Becker (1960) and Steyn (2002).

The findings on research question two and hypothesis two revealed that promotion affects teachers' output. According to Abraham Maslow's Theory, teachers have individual gaols to meet. As such, they put in more effort in teachingin order to be promoted or appointed.

The findings here are in congruent with the findings of Hartman (2012); Taylor (1974) and Kocabas (2009). The findings further revealed that work environment affected teachers' output. Here, people are seen as being largely reactive to environmental stimuli. This means that school environments should be enabling with facilities like canteen, library, toilets, staff rooms, and clean environment help to increase teachers' performance and output. Similar findings were reached by Glaser (1964), Hulin (1966) and Ofoegbu (2004).

Finally, a significant relationship was identified between interpersonal relationship and teachers' output. The principals should be able to understand and relate with all stake holders. Moreover, principals should be humane, goal-oriented and friendly. In that light, principals must exercise respect, courtesy, confidence, delegate responsibility and open-mindedness when dealing with teachers. According to Herzberg's Two Factor Theory, the principal must know and use satisfiers and avoid dissatisfies in a school system. This is bound to increase teachers' output. Teachers needs vary in content, priority and importance (Maslow, 1943; Learnith, 1972; Kabocas, 2009).

Implications of the Study

The study examined the various motivators that are often used and can be used by secondary school principals to improve teachers' output. This includes boasting of teachers' morals, promotion, cordial interpersonal relationships and work environment. Principals therefore have to improve their know-how and other motivational skills. The implication is that motivation will improve the work performance and output of teachers, thereby,

improving the academic performance of the students. Based on the above,

Recommendations

The researcher therefore recommended as follows:

1. Principals should regularly organize conferences with teachers so as to identify their demotivational factors so as to handle them.
2. Provision should be made of incentives and output allowances to teachers from PTA funds.
3. In-service training facilities should be strengthened for teachers.
4. Appointment into posts of responsibilities should consider qualification, experience and personal skills of the teacher concerned.
5. Inter-personal relationship should be encouraged between principals and teachers who must be able to understand the individual difference of teachers under his control.
6. Trust, confidence, delegation of power and shared decision making process should be encouraged amongst principals.
7. The principal should make sure that the school environment is enabling with facilities like canteen, library, staff offices, buses, etc.

Conclusion

Motivation is very instrumental in personnel management. Empirical evidence points to the fact that motivation has been discovered to enhance teachers' output. Principals should therefore use various means to boast teachers'morale, objectives, promotions, interpersonal relationship and provide an enabling school environment so as to improve on teachers professional output.

REFERENCES

Akinwumiju, J.A & Agabi, C.O (2020). Foundation of school management. University of Port Harcourt Press.

Armstrong, M.O (2019). Armstrong handbook of human resource management practice. Koga page. Awodoyin, F.O (2019) Assessment of NTI Teacher Capacity development program in Adamawa State, Nigeria [unpublished PGS Theory].

Abrham Maslow (1943).Motivation and Personality.Clelland: Harper and Row.

Bua, F.T (2020). Educational management: A grassroots approach. Tent-D Associates & Consulting Publishers.

Cherry, K. (2022). What is motivation? The driving force behind human actions. Verywellmind.com.

Edem, T.C (2021). Teachers' motivation and its influence on quality assurance in the Nigerian educational system. African Research Review: An International Multi-disciplinary Journal. Ethiopia 4(2). Ejiofor, 2019, P.N.O (2019). Managing the Nigeria workers. Longman Nigeria Limited

Ejiofor, P. &Aniagor, V. (1984).Managing Nigerian Worker.Ikeja: Longman Pub.

Glasser, B. (1964). Organisation Scientists. New York: Bobs Merrill.

Grunsky, O. (1966).“Career Mobility and Organisational Commitment”.Administrative Science Quartely, Hackman, J. R. &Oldman, G. R. (1976). “Motivation through the Design of Work: Test of Theory”. Organisational Behaviour and Human Performance.16 (250-279).

Harney, W.V. (1979). Communication and interpersonal Relations: Text and Cases. Homewood: Illinois Richard Irwin.

Herzberg et al. (1959).The Motivation to Work. New York: Johen Willey & Sons.

Herzberg, F. (1968). Work and Nature of Man. Cleveland Ohio: World Publishing.

Hulin, C. L. (1966). “Job Satisfaction Turnover in Female Clinical Population”. Journal of applied psychology.50 (4).

James, W. (1975).Behaviour in Organisation. New York: Johen Willey & Sons.

Leavitt, H .J. (1972).Managerial Psychology. Chicago: Chicago University Press. Likert, R. (1952). Motivational Dimension of Administration: American ManPower Crisis. Chicago: Chicago Public Administrative Service.

Mayo, E. (1933). The Human Problems of an Industrial Civilisation. Boston: Harvard Graduate School of Business Administration.

Smith, A. (1977).Economic basis of human motivation. Adapted from behaviour in organisation. Philippines: Wesley Pub.

Taylor, F. (1911).Scientific Management. New York: Harper and Row.