

Teacher Motivation as a Catalyst for Enhancing Quality Education in Nigeria

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Abstract

The importance of teachers is seen as a principal factor in the educational endeavor as stated in the national policy on education. Teachers at all level of education should be equally trained respected re numerated as well as be able to participate in decision affecting their professional life. Teacher motivation is a psychological concept that involves the process of organizing, stimulating, channeling and sustaining behavior towards a specific course. To ensure that acceptable standard is attained, maintained and improve upon continually, teacher motivation and ethical issues need to be given adequate recognition because it is usually through the teachers that many nations attained reasonable height of technological creativity and economic rehabilitation. Studies on motivation strategies on teachers shows that teachers motivated by some kind of incentive are recognize as being effective. This paper examined the effect of motivation and ethical issues on teacher's performance in enhancing quality education for sustainable development. In doing so, the paper looked at the concept of motivation and ethics in education. The paper also discusses the theories of motivation and ethical theory, importance of motivation in ensuring quality education. Finally, recommendation was proffered on how to ensured quality education through teacher motivation and encouragement of ethical teachers behaviour,

Keywords: *Teacher motivation, Quality education in Nigeria*

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Background to the Study

Teachers being care givers in schools are responsible for the moral uprightness of children whom they teach. Teachers cannot achieve their standard if they lack the knowledge and skills to promote character development. Being aware of the existing ethics would enhance teacher quality and better learning outcome. In any given profession, it is a necessity for one to learn, practice, and abide by the professional ethics of the profession this is applicable to teaching as well as other profession. Code of conduct for teachers should be regarded as a serious principle guiding the practice of teaching at all level of education. The teacher's registration council of Nigeria TRCN Code of ethics for Nigerian teachers was first established in 2004 and is expected that every teacher must possess a functional knowledge of the ethics for the teaching profession and not adhering to the ethical requirement of teaching should be considered a grievous mistake for teachers to be non-compliant with the code of ethics for the teaching profession (TRCN 2005).

Motivation of teachers and students in the teaching and learning process can direct behavior towards particular goals, leads to increase effort and energy, enhances cognitive processing, increases imitation of and persistence in activities, determines what consequences are reinforcing and it can also lead to improved performance.

Orphlins (2002), is of the view that motivated teachers always look for better ways to do their teaching job and ethical as a result, they are more productive. Therefore, it means that ethical and motivated teachers are determined to give their best to achieve the maximum output (qualitative education).

The purpose of the study is to examine the extent to which government pays salaries, promotion of teachers as at when due influences teacher's performance for quality education. The study also examined the extent to which seminars, conferences and workshops conducted for the teachers can enhance teaching ethics and teacher performance for quality and sustainable development.

Significance of the study

It is hope that the final result of this research work will help in finding possible ways in which motivation and teaching ethics can influence and enhance quality productivity in teaching and learning process. The findings of the study will also reveal the importance of teacher motivation and ethics in enhancing quality in the performance of teachers for quality education.

Statement of the problem

The realization of the goals and objectives of any establishment or organization largely depends on how the workers perceive and react to their job that is attitude which to a great extent determines the output. Without motivation, teacher performance would be highly hindered. The level of motivation of workers will determine teachers' response to organizational rules, responsibilities and opportunities. Teachers in Nigeria are uninspired and unmotivated. The school environment is dotted with dilapidated

building equip with or without dated laboratory facilities and equipped. This has no doubt, translated into teachers low moral which in turn translated into poor quality of education in Nigeria. To ensure quality education in Sokoto state, teacher motivation need to be given adequate attention. This will enhance teacher's performance and productivity for sustainable development in the state.

Objectives of the study

The study has the following objectives;

1. Find the extent to which government pays salaries as at when due to the teachers.
2. Find out the extent to which promotion of teachers at and when due influences teachers performance.
- 3 Find out the extent which such programs like seminars, conference and workshops that are conducted for the teachers can enhance teaching ethics and performance in the class.

Research Questions

1. To what extent does government pay salaries of teachers when dues?
2. To what extent to which promotion of teachers at and when due influences teachers performance.
3. To what extent does seminars, conferences and workshops for teacher's influences teachers ethics and performance in the class.?

H1: There is no significant relationship between government payment of salaries and teachers performance.

H2: There is no significant relationship between promotions of teachers and teacher's performance.

H3: There is no significant relationship between seminars, conference and workshop to teachers performance

Scope and limitation

The study covers some selected secondary schools in Wamakko Local Government Area; and is limited to examining the effect of teacher motivation and teaching ethics as a catalyst for quality education

Review of related literature

The Nigerian teachers have in the past occupied positions of high esteem and had great influence in the society. They are known for their integrity, knowledge, great leadership ability and moral attitude. They were noted for rendering selfless services and were the envy of the masses. Today teachers have a very low esteem and are poorly paid or owed several months of salary as such teaching profession is usually the last option for most Nigeria job seekers. Teachers have lost their moral and training betraying the trust and confidence repose on them rampant cases of rape, kidnapping, battering, child labor, occur in schools. In a survey by UNECF in 2014, showed that child abuse was prevalent in all 36 states including the federal capital. The report revealed that six out of ten children experience some form of and 50 percent of all the children in Nigeria experience physical violence and one in ten boys experience sexual violence. UNICEF (2007) .

The need to restore the dented status of the Nigerian teacher by providing and motivating the teacher is necessary considering the fact that learners believe that what the teacher says or does cannot be corrected because they see them as infallible

The term motivation is derived from a Latin word “movers”, which means to move into action. It is defined as a driving force that compels an individual to take some actions in order to achieve certain goals. This means that motivation is simply the cause and why of human behavior. Teacher motivation refers to those factors that influence teachers to do things. In its more technical usage, teacher motivation is to be seen as a psychological concept. It is regarded as a process of organizing behavior in progress and channeling behaviors into a specific course. It is a process of stimulating, channeling and sustaining behavior. Michael and Luis (2010), define motivation as way of injecting an individual with will to take decisions and actions in order to achieve a desired goal.

Rudy, Robson and Thomas (2011), defined motivation as a process, which individuals, animals derives behavior toward some specific or desired goals, However, in the field of education, the role of motivation plays a very significant role in attaining the overall educational aims and objectives through teaching and learning process. Ekong (2000), emphatically stated that “to achieve effective performance in the teaching learning process, the teachers as well as the students must be motivated”.

Asemah (2010), defines teacher motivation as a general term applying to the entire class of drives, desires, needs, wishes and similar forces initiated for teachers, in order to induce them to act in desirable academically productive manner. Teacher motivation encompasses forces both within and external to the individual.

According to Hicks (2011), the internal teacher motivation comprises of the needs, wants and desires which exist within an individual; as such influence the teacher's thoughts which in turn leads to a positive change behavior toward improving learning. Teacher motivation entails that the teacher is made to satisfy the life supporting elements of his physical body like food, water, shelter etc. the teacher should be able to satisfy needs like insurance, medical allowances, retirement benefits etc. The implication is that the school management should be more concerned with providing meaningful and challenging work, feelings or achievement, added responsibility, recognition for accomplishment, opportunities for growth and advancement as all these, among other motivators drive the teacher to be acting in desirable way.

Code of ethics for teachers is that relationship that exists between the teacher and their pupils/ students both in the class and elsewhere. Kfir and shamai (2002), sees ethics as standards set up by a profession in order to regulate members. Professional should have a personal commitment to the client, the public as well as the professional statutes.

Ethics refers to moral values of human conducts as well as the moral principles that controls or influences a persons behaviour (Hornby 2000). Ethics are set of rules and

regulations that guide the teaching profession .Professional ethics are usually govern by a frame work of agreements and understanding that are unified to ensure mutual beneficial relationships between professionals and client. In another definition by legal experts, ethics is a set of principles of conduct within an organization that guide decision making and behaviour.

Importance of teacher motivation

A nation's strength depends on the high quality of its education and these rely on qualified and motivated ethical teachers. Ethical inspired teachers are essential in providing quality education at all levels. Teachers are the most important for any nation's future however, without adequate support will not be motivated although they are highly qualified. If a teacher experience a classroom as a safe, healthy, happy place with supportive resources and facilities for teaching and learning, he or she tend to perform or participate more than expected in the process of management, administration and improvement of school.

Extrinsic motivation plays an important role in people's life it influences a persons behaviour. Therefore, it is necessary for organizations to build on and enhance the intrinsic motivation for teachers to teach effectively and at the same time supply some extrinsic motivation along the way for school improvement (Gluchmanova 2014)

Theoretical Framework

Psychologists with the exception of few are of the view that all behaviors are motivated, people have reasons for doing the things they do and that is behavior oriented towards meeting certain goals and objectives. In view of this, psychologists like Freud (1990), and Taylor (1949), generally agreed that a man is motivated by the desire to satisfy a number of needs, some of which he is not consciously aware of. (Dada and Fadokun 2010)

Maslow (1954), came up with the theory of hierarchy of needs. This is based on clinical supervision and logic. Maslow in his theory of motivation stresses that individuals are motivated to satisfy several different kinds of needs, each of which are greater than others. Maslow's theory states that if a member of features of a person's needs is unsatisfied at any given time, satisfaction of the most pressing ones will be more pressing than that of other. Maslow was of the opinion that a satisfied need does not determine behavior but unsatisfied needs do. This implies that the teacher's behavior in the classroom is a function of his needs. In other words, his needs influence his behavior in the classroom in no small measure.

Moral theory is a mechanism for assessing whether a particular action or rules is ethically justified. Moral theory can help to sharpen our moral vision, it helps us determine whether an action or a rule is ethically right. Moral theories are helpful only when it provide moral values and also provide a framework or strategy for ranking moral norms when confronted by a dilemma (Lawlor 2007),

Studies on motivational strategies on teachers have shown that teachers motivated by some kind of incentives are recognized as being effective. Incentives are often given in the form of money, that is money can be seen as part of the reward system designed to reinforce behavior and therefore to motivate people to work towards that goals and those of the organization. Teachers have the capability of reaching their highest level of potentials if motivated and if unmotivated in one way or another, it is likely to affect their performance. These theories are relevant to the study because they emphasize the importance of the consequences of behaviour change as a result of motivation / reinforcement. Theory of motivation stresses that if one does not have basic needs met, are not ready or able to ethically perform well until they are motivated.

Moral theory deals with promoting professional cultures that focus on academic instruction and developing teacher's ethical awareness and skills as well as helping teachers manage students with behaviour problems. Apart from teaching, good academic and professional qualifications, the teacher has many duties and responsibilities to play. The knowledge of personal ethics is a guide which facilitates the teacher to be productive and inculcate good values among learners. The teacher with professional ethics will treat their learners with love, care, affection and commitment (Boon 2011) An investigated on the effects of persuasive communication which attempts to motivate teachers to conform to a set of recommendation by stimulating fear reactions. In this investigation, 200 sample students were exposed to three varying degrees of fear appeal and the result showed that fear were successful in arousing effective reaction which ascertain that workers perform their task.

Chory (1999), set out to examine the “Relationship between Teacher Management Communication style and Affective Learning”. The sample of the study consists of 108 participants (53 males & 55 females) drawn from undergraduate communication studies classes at West Virginia University. The design of this study was ex post facto design. The findings of the study indicate that neither the number of students in a class nor the type of teacher (graduate assistant, lecturer, or professor) impact student affective learning.

The study of Kearney (2000), set out to examine The Effects of Teacher Communication Styles (TCS) on Students' Affect and Behavioral Commitment in college classes. The accessible population for the study consisted of 96 experienced college teachers, and 1484 students at California State University at Sacramento. Data were analyzed using alpha level of significance, of 0.05. From the results obtained, it was concluded that dynamic assertive teachers were well liked by their students.

Method and Materials

Research Design

The study employed a descriptive survey method. This design obtains accurate and meaningful description of the phenomenon as it exists. In this study, this design was used to allow the researchers vivid description of teacher motivation and ethics.

Population of the study

The research population of the study consisted of all the teachers and principals of selected senior secondary schools in Wamakko Local Government Area of Sokoto State. The Local Government consists of 32 secondary schools. The population comprised of teachers from 10 randomly selected secondary schools that have teaching staff strength of more than 50. A convenient sample size of 120 participants was also randomly selected.

Sample and sampling technique

A sample of 10 schools were randomly selected schools included 5 private schools and 5 public schools in Wamakko LGA and a sample size of 120 teachers were randomly selected from both the private and public schools.

Instrumentation

'Teachers' job Satisfaction and Motivation Questionnaire' (TEJOSAMOQ) was used to gather data for the study. Section 'A' of the research questionnaire describes respondents bio data and Section 'B', on the other hand describes possible job satisfaction and dissatisfaction variables. The questionnaire was made up 6 items in section 'A' and 12 items in section 'B'. Respondents were asked to rank some possible items on job related sources of satisfaction and motivation from a 'Yes' and 'No' point scale

Validity

The researcher re - validated the instrument using content validity to determine the psychometric property of the instrument. The reliability of the instrument was determine through a pilot testing on 30 student of women centre for continuing education Sokoto with the use of test retest measure of reliability. The fist test was administered and scored after three weeks the same test was administered to the same students and the two test were correlated. A coefficient of 0.89 was obtained it was considered appropriate for the study

Method of data analysis

The data obtained were analyzed statistically using Chi - square and the three hypotheses were tested for significance at a probability level of 0.05. Statistical Package for Social Science. SPSS

Results

Hypotheses one There is no significant effect of payment of salary on teachers motivation.

Table 1: Test analysis showing the effect of salaries on teacher motivation

Variables	N	Mean	Std Dev	Chi Square	p - Value	decision
Payment of salaries On teachers performance.	120	1.18 42.16	.055 .010	31,022	.005	hypotheses 1 Rejected

Source; Research field work survey 2018

H1: The result revealed that there is significant effect of salaries on teachers motivation considering the p value .005 is less .05 chi square = 31.022 at Df = 12 therefore the null hypotheses. is hereby rejected

Hypotheses two: There is no significant effect of payment of promotion on teachers motivation.

Table 2: Test analysis showing the effect of promotion on teachers motivation

Variables	N	Mean	Std Dev	Chi Square	Df	p - value	decision
Effect of teacher promotion on teachers performance	120	1.16 42.16	.059 .019	36.327	39	.023	H 2 rejected

Source: Researchers field survey 2018

H2: The result revealed that there is a significant effect of promotions on teacher's motivation considering the p value sig = .023 is less than 0.5 and chi square = 51.237 at Df 39 Therefore the null hypotheses is hereby rejected and alternative hypotheses accepted

Hypotheses three; There is no significant effect of payment of promotion on teachers motivation.

Table 3: Test analysis showing the effect of seminars, workshops on teachers performance

Variables	N	Mean	Std Dev.	Chi= square	Df	p - value	decision
Effect of teacher seminars on teacher Motivation	77	1.23 42.16	.064 .009	39.242	23	.017	Hp Rejected

Source: Researchers field survey 2018

H3: The result also revealed that there is significant effect of seminars, conference and workshop on teacher's performance considering the p value sig = .017 is less than 05 chi square = 39. 242 at Df = 23 therefore the null hypotheses is hereby rejected.

Summary of the findings

1. There is a significant effect of payment of salaries on teacher's motivation in wamakko local government of Sokoto state.
2. There is statistical effect of promotion on the teachers' motivation in wamakko local government of Sokoto state.
3. There is a statistical significant effect of seminars, workshops on teacher motivation in wamakko local government of Sokoto state

Discussion of findings

The primary aim of this study is to examine the teacher motivation as a catalyst for enhancing quality education in Nigeria'

The result revealed that there is a significant effect of government payment of salaries and teachers performance considering the p value .005 is less .05 chi square = 31.022 at Df = 12 therefore the null hypotheses. is hereby this is in supported by Maslow (1954), Maslow in his theory of motivation stresses that individuals are motivated to satisfy several different kinds of needs, each of which are greater than others. Maslow was of the opinion that a satisfied need does not determine behavior but unsatisfied needs do. This implies that the teacher's behavior and performance a function of his needs. In other words, his needs influence his behavior in the classroom and subsequently the quality of education in no small measure.

Jenis et al (1975), investigated on the effects of persuasive communication which attempts to motivate teachers to conform to a set of recommendation by stimulating fear reactions. In this investigation, 200 sample students were exposed to three varying degrees of fear appeal and the result showed that fear were successful in arousing effective reaction which ascertain that workers perform their task. The result revealed that there is a significant effect of teacher promotions on teacher's performance considering the p value sig = .023 is less than 0.5 and chai square = 51.237 at Df 39 Therefore the null hypotheses is hereby rejected and alternative hypotheses accepted.

Ekong (2000), emphatically stated that "to achieve effective performance in the teaching learning process, the teachers as well as the students must be motivated". The study of Kearney (2000) set out to examine The Effects of Teacher Communication Styles (TCS) on Students' Affect and Behavioral Commitment in college classes. The accessible population for the study consisted of 96 experienced college teachers, and 1484 students at California State University at Sacramento. Data were analyzed using alpha level of significance, of 0.05. From the results obtained, it was concluded that dynamic assertive teachers were well liked by their students. The implication here is that teachers performance is enhance when they are appreciated by their learners and that will improve their level of achievement academically which will eventually improve the quality of education in Nigeria.

The result also revealed that there is significant effect of seminars, conference and workshop on teachers performance considering the p value sig = .017 is less than 05 chi

square = 39. 242 at Df = 23 therefore the null hypotheses is hereby rejected. The result of the findings in this study implies that training, seminars and workshops could serve as motivating factor that could enhance quality education in Nigeria.

Conclusions

From the discussion of the result it was concluded that;

1. There is a significant relationship between government payment of salaries and teachers performance.
2. There is a significant relationship between promotions of teachers and teacher's performance.
3. That there is a significant relationship between seminars, conference and workshop to teachers performance.

Recommendations

Base on the findings of this study, the followings recommendations were made;

1. That teachers salary should be reviewed and paid at the appropriate time
2. That teachers should be promoted when due
3. That seminars, teaching, training and workshops should be organized for teachers.

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