

Motivational Variable as an Instrument for Improving Teacher's Productivity in the Socialization of Secondary School Students in Rivers State

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Abstract

This research study focused on the motivational variables as an instrument for improving in the socialization of secondary school teachers' productivity in Rivers State. To achieve this work, the researcher's highlighted three research questions, primary and secondary data. The population of the study is 13,569 teachers in Rivers State from both junior and senior secondary schools. Two sets of instruments were designed to elicit information from the teachers. The seams in the instrument were built around the factors of motivation which includes teachers' relationship with the principal, teacher promotion and teachers training opportunity. The instrument was validated after they had been verified by experts. Null hypothesis was formulated and tested at 0.5 level of significance. The result of the hypothesis revealed that teachers' productivity was significant and positively related to the teacher relationship with the principal, the teachers' promotion prospect, the teacher training opportunities etc. The work has detailed recommendation to educationist and government.

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Background to the Study

Motivation is one major step towards understanding the individual behavior. This behavior is a seminal psychological drive geared towards the achievement of some goals. Motivation is the cause or why a particular behavior assumes that dimension. It is a socially learned pattern involving needs desired, mechanism and end result (Anagbogu, 2003). Any intense stimulus according to Anagbogu can motivate behavior whether the need is tried organism towards minimizing or reducing stimulus intensity though incentives differ from motive in that they are part of the external environment under normal circumstance, motives and incentives are linked together. The motivation of teachers in this work is drawn from McGregor's theory X, which states that among other traits, the average human being has an inherent dislike for work and will avoid it if he can (Ani, 2001). This, in other words, make motivational variables a facilitating instrument the teachers need to improve their work force.

The theories of motivation and needs have been critically analyzed examine in this work to expose the relationship among worker's behaviors to inducement. Maslow (1995) one of the earliest motivational theorist of need which was organized in a hierarchical order of importance (hierarchy of human needs) which includes thus: psychological needs e.g. food, water, personal security against danger and accidents, safety needs e.g. live, affection and friendship, social needs e.g. achievement, advancement, growth etc., (Asoh, 2004). ego and esteem needs.

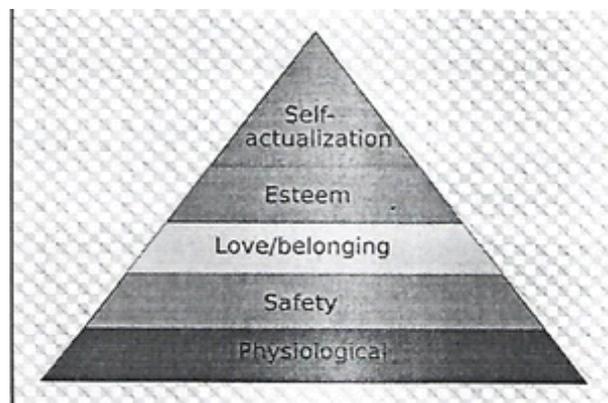


Fig. 1: Image showing Maslow's Hierarchy of Needs

Maslow's need theory is built on the underlisted assumptions: that when considered side by side with moltivation of teachers to work effectively those assumptions are;

- 1) That individual has certain needs that influence their behavior. Only unsatisfied needs can influence behavior negatively.
- 2) Needs are arranged in an order of importance from the basic to the complex one which is self-actualization need.
- 3) More than one level of need may be operating at the same time in a man's life depend on the circumstance.

Motivation and productivity are two sister concepts with a symbolic relation meaning that the two work hand in hand. Motivation and all practice push productivity, for any worker to increase efficiency in productivity of any kind, incentives must be put into consideration highly. These motivational drives according to Ejigu (2002), induces behavior to be patterned towards work ethics and improve performance. A person may be motivated to work if reward and penalties are tied to his performance.

Furthermore, considerations are given to express and analyze different variables associated to teacher motivation. These includes:

1. **Teacher salary and remuneration:** The primary reason a teacher work is to get paid at the end of his work depending on the set agreement. Knowing that they are the producers of skilled people for manpower supply all over the country. The denial of their work pay leads to anxiety, frustration, low-moral, dissatisfaction with their employers.
2. **Facilities and infrastructure:** Teachers should be provided with adequate facilities to work with to achieve or realize their objectives. Instructional materials are basic enablers of a teacher to impact knowledge or skill needed to develop the students or learners in any institution. The present state of physical structures in so many schools in rural areas according to Harbinson (2002) are in an alarming state and will not satisfy teachers' intrinsic and extrinsic aim. There are cases students or pupils staying under the tree because of collapsed building. Therefore putting the teachers in a manner quitting teaching would have been their best option (Dike, 2006).
3. **Sponsored in-service training programme:** The beginning of keeping a high profile academic, excellence and building a bridge between the brighter opportunities and the end users, teachers must be upgraded time to time. Teachers must keep pace with retraining programs and attending in-service training programmes to update their skills and knowledge. Keke (2002), define in-service training as a process to continuous updating of teacher's knowledge, skills and interest chosen field. When teachers are availed the time to attend such programme it helps them build confidence as knowledge is progressive.
4. **Sponsored conferences, seminars, and workshop:** The basis of learning and improvement are the prioritizing of a teacher. Conferences and seminars are organized for professionals in an organization to keep abreast of the updates.
5. **Provision of communication system (ICT):** These reflect on the availability of networked knowledge based global economy which has transformed the world into a global village. Therefore, adequate communication is critical determinant of teachers' productivity.
6. **Promotion:** Every worker is expected to have promotion as he progresses in his work. Promotion of teachers could be a way of upgrading them from a particular level to the other. If their performance at work is satisfactory in line with the standard practice or the organizations policy, he gets promoted. Promotion based on merit enhances teachers' integrity and credibility. Surprising enough, in most part of the country, teachers are left to stay on a particular level for a good number

of years without promotion. Such practice will not encourage teachers to put their effort in their job. Therefore, regular promotion of teachers as at when due will enhance productivity (Lugbile, 2004). However, when these listed variables are taken care of teaching become interesting and competitive.

Statement of the problem

Motivation enhances productivity which is naturally in the interest of all educational system (Okeke, 2002). Therefore, motivational instrument and tools cannot be over mentioned hence their importance in increasing teacher's productivity. It is very crucial to determine what increases teacher's motivation since the teacher is the heart of any education programme. Unfortunately, despite the significant role of the teachers, there is absolute laxity on the part of the government in the area of improving conditions of work by motivating teacher, through regular payment of salaries, high remuneration, proper accommodation, regular payment of allowances and exposure to in-service training programme.

The government has been arguing that teachers' agitation and demand are beyond the resources of the ministry of education and coupled with the economic state of the country as a result of this, the NUT-ASUU and government had been in constant face up over their demands. But the government has also not put these teachers into consideration knowing that they are the developers of manpower all over the world (Federal Government of Nigeria; The Punch Editorial, 2005). The members of National Assembly are getting fat at the expense of the other institutions.

The government is even not seeing the need to invest heavily on the teachers as argue that teachers' level of efficiency and effectiveness does not necessitate the constant request for salary increase or other demand made by teachers.

Objective or Purpose of the Study

The purpose of these study is to ascertain the relationship between motivation of the teacher and improving their productivity. Specifically, the study seeks to:

1. Investigate if there is any relationship between the principal and the teacher productivity.
2. Investigate if there is any relationship between the teacher's working material and his productivity.
3. Investigate if there is any relationship between the teachers training

Research Question

From the objectives of the study, the following research questions are drawn:

1. What is the relationship between the principal and the teacher productivity?
2. How can the relationship between the teacher and the teachers working material and his productivities be investigated?
3. How can teachers training opportunities and productivity be investigated?

Significance of the Study

The rate at which teachers lose interest at work is highly regrettable. However, if motivation of teachers is found being positively related to teacher productivity, the study will go a long way to enlighten the administrators in various institution that apart from extrinsic factors like salary or bonuses, production of the teachers stands an important favorable factor for job willingness. The study will also open up an understanding on the relationship between the secondary school teacher motivation and their productivity capacity in Rivers State. Again, it will expose the extent motivation in various ways will instill productivity consciousness among the employee or teachers, bearing in mind that job of an administrator in the work place is to get things done through the employees.

Scope of the Study

The study is confined to secondary school teachers, principal and Ministry of Education officials in Rivers State.

Research Design

The design of the study was descriptive survey. The descriptive survey are those studies concerned with collecting data on and describing in systematic manner and fact about a population. This is very important as data would be collected from a large sample drawn from a given population and described certain feature of the sample as they are.

Population of the Study

The population of the study consists of all the secondary school teachers (junior and senior) in Rivers State.

Sample and Sampling Technique

The simple sampling technique was adopted in selecting the sample from the target population. The sample size was 100 teachers from the secondary school and 5 principals, 10 Ministry of Education officials drawn from 7 local government areas of Rivers State out of the 23 local government areas totaling 115 as sample size. Sampling is a process of obtaining a fraction or sub-group of a population of interest which would have all the characteristics of the population.

Research Instrument

The instrument used for this study was a questionnaire. The questionnaire consists of three parts, A, B, C. The section A contain personal data of the respondents, section B contain respond items aimed at eliciting information on the subject matter or design to address the issues raised by the research question and hypothesis, while section C was designed to rate or appraise teacher's productivity by the principals, teachers and Ministry of Education officials. The instrument is a 4-point Likert scale of SA, A, D, SD and the criteria mean of

$$\frac{4+3+2+1}{4} = 2.50.$$

Table 1.

Strongly Agree	4 point
Agree	3 point
Disagree	2 point
Strongly disagree	1

Procedure for Data Collection

The data collection was an interview schedule which sought to find out all questions raised which comprises of the teachers, principals and the. Ministry of Education officials.

Validity of the Instrument

The interview schedule was face and content validity with the help of expert's in Measurement/Evaluation and a lecturer in Sociology of Education department.

Reliability of the Instrument

The test-retest method was used. The tests administered to group of 40 respondents who were part of the study. After two weeks the same test was administered to same sample group again. The result were collected and were adequately computed with Pearson Product Moment Correlation Statistics and a reliability index of 0.63 was obtained.

Methods of Data Analysis

The collected data for the study were analyzed using tabulation, mean and standard deviation as well be appropriately used to answer the research question and test the hypotheses. The responds to the four points rating scale of any item with the mean of 2.50 and above was accepted. Those below 2.50 was rejected.

Research Question One (1)

To what extent does the teacher relationship with the principle improve his productivity?

Table 2: Teachers' relationship with the principal & his productivity

Items	4	3 A	2 D	1 SD	Weight total (750)		Criteria in mean	Decision
					Mean x	S.D		
Principals always cooperate with their teachers	100	62	379	209	2.07	0.97	2.50	Rejected
Principals interact with their teachers freely	95	135	105	2.29	1.07	2.50	2.50	Rejected
Principals consult their teachers in matters affecting the entire school system.	16	40	309	386	2.11	0.99	2.50	Rejected
Teachers are happy with their principals in discharging of their duty.	89	156	274	231	2.14	1.00	2.50	Rejected
Principals provide opportunities for the growth & development of staff & their welfare	34	13	200	503	1.44	0.67	2.50	Rejected
Principals correct teachers by giving them query letters when they do wrong	452	205	70	23	3.45	1.62	2.50	Accepted
Ground mean & S. D.					13.50	6.32		

In this table it was observed that respondents accepted item 6 only and rejected

Research question two (2)

To what extent does the teacher's promotion prospect improve his productivity?

Table 3: Teachers promotion prospect and his productivity

S/n	Items	4	3 A	2 D	1 SD	Weight total (750)		Criteria in mean	Decision
						Mean x	S.D		
1	Teachers are satisfied with promotional opportunity	175	125	222	208	2.30	1.08	2.50	Rejected
2	Teachers' promotion arrears are paid to them regularly and as an when due	43		380	243	1.90	0.89	2.50	Rejected
3	Teachers' promotion & advancement prospect is tired to productivity	160	380	106	104	2.74	1.31	2.50	Accepted
4	Teachers are promoted as an when due with all their entitlements	09	19	502	220	1.76	0.82	2.50	Rejected
	Grand mean & S. D					8.75	4.10		

Table 3 shows that respondents accepted item 6 only and rejected item 7, 8, and 10. Based on the criterion mean of 2.50 that is respondents accepted that teachers' productivity. They rejected the rest items.

Research Question Three (3)

To what extent does the teacher's training opportunity improve his productivity?

Table 4: Teachers' training opportunity & productivity

S/N	Items	4	3 A	2 D	1 SD	Weight total (750)		Criteria in mean	Decision
						Mean x	S.D		
1	The ministry provides daily service for teachers to update their academic qualification	209	22	331	188	2.34	1.09	2.50	Rejected
2	The ministry helps in organizing	13	37	478	222	1.79	0.84	2.50	Rejected
3	The ministry ensures quality education by sending teachers for educational programs.	68	147	381	154	2.17	1.02	2.50	Rejected
4	Training resources are required to ensure effective performance	400	133	108	109	3.10	1.45	2.50	Accepted
5	Teachers have no opportunity for in-service training or study leave	287	331	42	90	3.09	1.50	2.50	Accepted
6	Teachers have no opportunity for refresher courses.	217	297	36	200	2.71	1.27	2.50	Accepted

Table 4 It was observed that respondents accepted items 14, 15, and 16. The rejected item 11, 12, 13, based on the criterion mean of 2.50. That is to say that the respondents accepted that training resources are required to ensure that the teachers' efforts can result in effective performance. That teacher has no opportunity for refresher courses and that they have no opportunity for in service training or even study leave with pay. However, they also rejected that ministry provides daily services for teachers to update their academic qualification. That the ministry helps in organizing workshops on matters relating to their profession and ensure quality education through participation.

Discussion of Finding

Based on the above statistical analysis using mean and standard deviation, it is found that there is significant relationship between the teachers' relationship with the principal and the teachers' productivity. Therefore, using the grand mean of 13.40 and standard deviation of 6.32 for the first research question. The second research question and hypothesis was based on the ground mean of 8.75 and standard deviation of 4.10; there is a significant relationship between the teachers' promotion prospects and the teachers' productivity. It is also revealed in the third research question from statistical analysis that there exist a relationship between the teachers' training opportunity and the teachers' productivity based on the grand mean of 11.84 and standard deviation of 5.60. It implies that there is no provision made for teachers training opportunity.

Conclusion

In examining the various leading theories of motivational factors used to arouse teachers' productivity, the study has revealed that there is a complex array of factors and variables that can put the teacher to a good and functional use. However, the teachers express satisfaction with respect to the factors identified. Some have more influence on their aspiration and expectation of others. Although our data centered mainly on the socialization of pupils through school where the teacher play lead in Rivers State.

It is believed that those factors may not be very different from those in another field. Therefore, a good relationship with principle, provision of training programme and facilities, good condition of service through regular and prompt promotion of teachers and adequate material encouraged the teacher to work harder and make life rewarding for both the students and the larger society. The movement should provide conducive working condition and atmosphere for teachers. The classrooms must be spacious enough for learning, instructional materials must be made available which will enable teaching disseminate knowledge skills to the students.

Recommendations

The study recommends the following:

1. Promotion of teachers should be on merit. There is need to base promotion of teachers on competence, qualification and productivity.
2. In this age of rapid expansion of knowledge with school curriculum becoming highly diversified, the needs for professional growth have become so critical for teachers. The government should strive to meet this critical need of teachers. Some of the means of encouraging the
3. Extensive training should be continually organized for teachers continually as that would increase their motivation, productivity, and socialization with their students.

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