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The Immense Influence of Motivation on Teachers' Effectiveness in the Teaching Job in Lagos State Nigeria

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ABSTRACT

This paper examined the impact of motivation on teachers' effectiveness in selected public secondary school in Lagos state Nigeria. A descriptive method survey was adopted, and three different hypotheses were formulated for the purpose of the study. Self-constructed questionnaire named Motivation on Teachers' Effectiveness in Teaching (MTET) was used to elicit information for the research. The samples used for the study are one hundred teachers randomly selected from three selected public secondary schools in Mushin local government area of Lagos state Nigeria. Statistically data which include chi-square was used to test all hypotheses. Findings of the study revealed that all the three hypotheses raised were rejected. It was recommended that the terms and conditions of service of teachers need to be improve and Lagos state government should be work out incentive packages to increase teachers' motivation to teach in public secondary schools.

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1. INTRODUCTION

Teacher motivation has been an significant issue, given their responsibility to inculcate knowledge and skills to learners. It is ascertained that certified teachers are generally more productive and can effect students' achievement. Motivation enhance people's actions and behaviours toward achievement of specific goals (Analoui, 2010). Motivation can be described as being intrinsic and extrinsic, intrinsic motivation deriving from the activity itself while positively affects behavior, performance, and well being. The extrinsic motivation results from the attainment of externally administered rewards, including pay, material possessions, prestige, and positive evaluations among others (Ryan & Deci, 2010).

In view of Edmonds, Sharp and Benefield (2012) that teachers are primarily attracted to teaching as a career by intrinsic motivators, for intellectual satisfaction and to make a contribution to Community. It was supported by Morgan (2015) that itemized the appeal of intrinsic rewards which includes: working with young people, pupils' learning, rapport with pupils, improved teaching, relations with colleagues, feeling part of a team and enjoying autonomy at work. Teachers are not comfortable with their remuneration and other conditions of service (Chimwenje, 2013). There is a broad consensus among other stakeholders, including member of community and students that poor incentives and conditions of service have lead in low morale and poor performance among teachers (Kadzamira, 2013). Absenteeism and attrition were adversely affected by teacher motivational factors with low salaries and poor working conditions resulted to the causes of absenteeism and attrition (Moleni and Ndalama, 2014).

Effectiveness of teachers is a concern of everybody in the community. According to Wordweb Dictionary (2016), effectiveness is seen as skillfulness in avoiding time and effort wasted. In this line, teacher efficiency is the teachers' role of teaching students in class and outside the classroom. Teaching process involve the use of instructional materials, teaching methods, making lesson plans, regular assessment of students, assessment of pupils, conduct of fieldwork, teachers' participation in sports, attending school assembly and guidance and counseling. Thus, teacher job efficiency is the teacher's ability to integrate the experience, teaching methods, instructional materials, knowledge and skills in delivering subject matter to students in and outside the classroom. Teacher performance could be measured with the aid of everyday and early reporting at college, participation in more-curricular activities, supervision of school sports, good enough coaching education of schemes of work, lesson plans, marking and well-known punctuality among others. Teaching is a mass career, which money owed for one-half to two-thirds of public sector employment in maximum growing international locations (Bennell, 2014). Teaching has come to be employment of the ultimate inn amongst university graduates and secondary college leavers in non-public schools. Teachers often lack a strong, long time dedication to teaching as a vocation. besides, the status and pay of number one college instructors compared to secondary college instructors is typically a great deal decrease in growing nations. For this reason, within the absence of opportunity employment possibilities, turning into a secondary school teacher which is the avenue for social and financial advancement for the most able primary school instructors. This has had essential implications for intrinsic motivation of primary school teacher (Bennell, 2014).

Valency Instrumental Expectancy theory, as explained by Vroom's (2014) reason people such as teachers behave in the way they do in terms of efforts and direction they take. It describes what organizations need do to encourage teachers to put their efforts and abilities to achieve desired goals as well as satisfying individual needs.

Abraham Maslow's (2013) need-based totally theory of motivation is the maximum broadly diagnosed idea of motivation and perhaps the maximum referenced of the content material theories. Consistent with this idea, someone has seven essential needs: physiological, security, affiliation, esteem, and self-actualization. The physiological desires encompass pay, meals, shelter and garb, appropriate and comfortable paintings conditions etc. the safety desires consist of the need for safety, truthful remedy, protection towards threats, job safety etc. affiliation needs consist of the desires of being cherished, time-honored, part of a collection and so forth. whereas esteem desires include the need for popularity, respect, fulfillment, autonomy, independence and many others. Ultimately, self-actualization desires, which might be the very best in the degree of Maslow's want theory, encompass knowing one's complete capacity or self-development.

In line with Maslow, once a need is glad it's miles no longer a want. It ceases to inspire personnel' behavior and they are prompted through the need at the next level up the hierarchy. Equity theory matches the notions of "a fair day's work for a fair day's pay". It really focuses on perceptions of inequality in the output ratio whose effect may be similar to the hygiene factors of Herzberg et al. (2019) (Naylor, 2019).

In the workplace equity and fairness has been found to be a major factor in determining employee motivation and job satisfaction (Lewis et al., 2015). As such, equity theory assumes that one important cognitive process involves people looking around and observing what effort other people are putting into their work and what rewards follow that effort. McKenna (2010) and Sweeney (2010) confirmed equity theory as one of the most useful frameworks for understanding and have a role to play in the study of work motivation.

Reinforcement theories relate to the idea of operant conditioning. They pay attention on the link between conduct and consequences. Reinforcement is described as any effect that that reasons conduct to be repeated or inhibited which may be high-quality or negative (Naylor, 2019). Skinner (2019, 2011) accomplished several studies and got here up with a conditioning model which proposes that if pleasant outcomes follow a behavior, the behavior will generally tend to continue whereas, if ugly results follow a behavior, the conduct tends to prevent (Luthans & Kreitner, 2015). This concept of motivation indicates that internal states of the thoughts inclusive of wishes are misleading, scientifically immeasurable, and anyhow hypothetical.

Kazeem (2019) is of opinion that teachers and other school people generally tend to stay contented and reasonably stimulated so long as salaries are paid on time and they are promoted often. Earlier, Ejiogu (2010) additionally identified the fee of salaries, allowances and promotion as the key elements that shape trainer attitudes closer to their work. Ubom (2012) observed that in Nigeria, spark off price of salaries precipitated extra commitment to teaching.

Any other main source of teacher dissatisfaction in Nigeria arises from disparities between the teaching profession and other professions, such as nursing, with respect to the time and mode of fee of salaries, fringe advantages, merchandising prospects and working conditions (Ubom, 2012).

The work environment is likewise an critical figuring out issue in teacher motivation. The teacher's working surroundings in Nigeria has been described because the maximum impoverished of all sectors of the labour pressure. Facilities in most schools are dilapidated and inadequate (Sanusi 1998, Adelabu 2013).

Kazeem (2019) and Akinwumi (2010) located that private college teachers appear more motivated than teachers in public faculties. Prompt payment of salaries and lower pupil-

teacher ratios are key motives for this. [Muheeb \(2014\)](#) determined that the conditions for teacher are greater conducive in private secondary schools in Lagos state especially because the most magnificence size is simplest thirty in private school in comparison to nicely over eighty public schools.

No matter how automated an agency may be, high productivity depends on the extent of motivation and the effectiveness of the workforce. body of workers education is an vital approach for motivating workers. Teachers need to have properly schooling programme. This could supply them opportunities for self-development and improvement to meet the challenges and requirements of latest device and new strategies of acting their project ([Akintoye, 2010](#)).

[Analoui \(2010\)](#) agreed that low teacher motivation is reflected in deteriorating standards of professional conduct, including serious misbehavior (in and outside of work), and poor professional performance. Teacher absenteeism is unacceptably high and rising, time on task is low and falling, and teaching practices are characterized by limited effort with heavy reliance on traditional teacher-centered practices. Teachers are not concentrating more time to extra-curricular activities, teaching preparation, and marking.

[Bennell \(2014\)](#) noted that the emergence of a vast private schooling area has similarly varied the teaching pressure and progressed their popularity. Private school teachers are regularly visible in a greater fantastic light via dad and mom and the broader public due to the fact they're harder working and typically less well paid, but acquire higher learning outcomes. Where private sector provision is developing rapidly with robust public approval, that is a strong intrinsic motivator to the in any other case downward pressures on teacher fame.

[Stone \(2018\)](#) also located that the process performance and intrinsic praise courting follows the social project principle; personnel' overall performance is giving lower back to agencies from which they get their delight. the connection among intrinsic reasons and performance is higher explained by way of the expectation idea espousal by means of Vroom. in line with Vroom, perception that attempt will result in powerful performance (expectancy), that overall performance will cause rewards to be had (valence) mixed to create a strong motivation for an person to put in effort to gain a level of overall performance and reap rewards at the give up.

[Okino \(2018\)](#), that the provision of homes to teachers became a prime incentive to performance of instructors. He further pronounced that, head teachers did not stay near faculties; hence spending quite a few time getting to faculties.

Alternatively, [Farrel \(2013\)](#) also discovered that teachers who fail to get group of workers quarters needed to look for lodging somewhere else; a state of affairs which ends up into now not motivation of instructors to efficiently perform at paintings.

[Wayne \(2018\)](#) asserts that a reward in shape of pay has a sturdy effect at the employees' overall performance. [Baton \(2013\)](#), trust Wayne after they nation that pay is one of the maximum effective motivating tools. In addition, [Armstrong \(2016\)](#) emphasized the cost of extrinsic motivation whilst he says that money provides the approach to reap some of exceptional ends. In particular he asserts that money in form of pay is the most obvious extrinsic praise. [Kiseesi \(2018\)](#), examined about task delight of people recommends that salaries of workers should be paid right away and that merchandising of people have to be followed through a corresponding growth in the revenue they earn. She located that income turned into a strong force that kept teachers at their jobs.

A look at on distinction amongst ranges of personnel in phrases of rewards become researched with the aid of [Maicibi \(2013\)](#) who determined that rewards along with illness

payment, contributory pension schemes, loose existence insurance and backed canteens are fairly flippantly unfold across all tiers of employees. [Kavarlemo \(2010\)](#) then again re-affirms this in a take a look at with the aid of the utility of Maslow's hierarchy of desires idea of motivation in a faculty scenario and stated that teachers need a salary sufficient to feed, safe haven and safety in their families if they may be to commit their energies and time to high school obligations apart from for survival..

[Carron \(2016\)](#) referred to that the teaching career has suffered substantially from the terrible consequences, from the financial disaster and adjustment regulations which have had severe effect inside the fashionable of dwelling of instructors. This phenomenon has had extreme effect on their morale, their experience of commitment and motivation. [Gavinda and Varghese \(2013\)](#) looked at this scenario and affirmed that in which teachers are disenchanted and pissed off approximately conditions of service, the great of training is probable to deteriorate even with large enter of system and cloth. However they finish that if a coaching force in all fairness paid, and nicely-encouraged, they are able to achieve tons for the excellent of schooling even towards fantastic odds.

[Kasaija \(2011\)](#) studied approximately the effects of economic and non-monetary rewards on motivation of teachers. He hooked up that economic and non- financial rewards are motivators to teachers. In line with [Mumanyire \(2015\)](#) the maximum critical motivator to the instructor is cash which may be in shape of salaries, allowances, wages, bonuses, obligation allowances and other financial rewards. but, different elements together with actual coaching conditions, the surroundings wherein the school is placed, trainer participation in matters which have an effect on them, job safety and degree of commitment to the college's targets are all important to the extent of motivation of instructors. The elements were consistent with the researcher's hobby mainly extrinsic motivators like remuneration and how it has affected instructor overall performance in senior secondary colleges.

Similarly, [Armstrong \(2016\)](#) emphasizes the value of economic rewards when he says that cash provides the method to reap some of one-of-a-kind ends. [Kiseesi \(2018\)](#) opined about job pleasure of employees recommends that, salaries of the employees need to be paid promptly and that advertising of people should have a corresponding boom on the salary they earn. Therefore from the above expression, monetary rewards have more results than non-financial rewards at the overall performance of secondary school teachers.

1.1 Statement of the Problem

The extent of motivation of teachers remains relevant within the teaching job performance debates. Government has progressed the teacher payroll management and made assets to be had for growth on the secondary school teachers' salaries as a manner of motivation. in spite of the above motivational elements, there was deteriorating requirements of expert conduct, including serious misbehaviour in and outside of work, poor preparation of teaching substances particularly lesson notes, supporting students in the examination hall, amassing bribe from students and fashionable negative expert performance. Teacher absenteeism is unacceptably high and growing, time on project is low and falling, and teaching practices are characterised via limited effort with heavy reliance on traditional teacher-centered practices. If teachers are adequately motivated, they will be glad with their jobs with a purpose to in variably sell their effectiveness in the process locations. Any such state of affairs has brought about the researcher to conduct a look at on the effect of motivation of teacher on teaching effectiveness in Lagos state Nigeria.

1.2 Research Question

The paper examined the immense influence of motivation of teachers on teachers' effectiveness in the teaching job in Lagos state Nigeria. The following are the research questions meant to guide the study:

1. What is the influence of teachers' motivation on their job performance?
2. What is the influence of teachers' years of service on their job performance?
3. What is the influence of male and female teachers' motivation on their job performance?

1.3 Research Hypotheses

HO1: There is no significant relationship between teachers' motivation and their job performance.

HO2: There is no significant relationship between years of service and teachers' performance.

HO3: There is no significant difference between teachers' motivation and job performance by gender.

1.4 Significance of the Study

- **To school administrators**, it enables them identify the strategies to modify the behaviour of teaching staff on becoming effective in their jobs.
- **To stakeholders** in education (parents, teachers, governments and schools), as this will help nourish the curriculum and improve the instructional delivery in classrooms.

2. METHODS

Descriptive survey research design was used. This was considered because the population was large and also enabled researchers to properly interpret results.

All secondary school teachers in Mushin Local Government Area of Lagos State consisted the population for this study.

Ninety (90) teachers made up the sample for this study. Thirty (30) teachers were randomly selected from three (3) selected Secondary Schools in Lagos State.

The simple Public random sampling technique was adopted in the selection of these samples from the population.

The source of data collection used in this study was a self-constructed questionnaire named Motivation on Teachers' Effectiveness in Teaching (MTET). The self-constructed questionnaire was adjudged to meet both content and construct validity respectively after removal and modification of items by 2 seasoned academics in the measurement and evaluation unit hence the instrument was validated.

The inferential statistic of Chi-square was used to test the hypotheses.

3. RESULTS AND DISCUSSION

3.1. HO1: *There is no significant relationship between teachers' motivation and their job performance.*

Table 1 shows the relationship between teachers' motivation and their job performance

S/N	SD	D	A	SA	TOTAL	SIG LEVEL	DF	CRT VALUE	CAL VALUE	DECISION
1	13	2 2	16	39	90					
2	2	1 8	27	51	90					
3	2	5	32	51	90	0.05	12	21.03	49.33	Rejected
4	12	8	21	49	90					
5	9	4	35	42	90					
TOTAL	38	5 7	13 1	22 4	450					

Table 2 shows the relationship between years of services and teachers' performance

S/N	SD	D	A	SA	TOTAL	SIG LEVEL	DF	CRT LEVEL	CAL VALUE	DECISION
1	5	4	30	51	90					
2	35	25	18	12	90					
3	9	32	27	22	90	0.05	12	21.03	162.5	Rejected
4	10	11	30	39	90					
5	42	35	7	6	90					
TOTAL	10 1	10 7	11 2	13 0	450					

Table 3 shows the respondents to the differences between teachers' motivation and job performance of male and female teachers'

S/N	SD	D	A	SA	TOTAL	SIG LEVEL	DF	CRT VALUE	CAL VALUE	DECISION
1	9	1 2	30	39	90					
2	15	1 4	29	32	90					
3	3	2	39	46	90	0.05	12	21.03	111.48	Rejected
4	30	2 9	18	13	90					
5	3	4	32	51	90					

TOTAL	60	6	14	18	90					
		1	8	1						

From the table 1 above, the χ^2 value of 49.33 is greater than the critical or calculate value of 21.03 which was significant at 0.05 alpha level. Based on the result which states that, there is no significant relationship between teachers' motivation and their job performance is hereby rejected. This result revealed that teachers' motivation affect their pedagogical performance.

HO₂: There is no significant relationship between years of service and teachers' performance.

From the table 2 above, the χ^2 value of 162.5 is greater than the table value of 21.03 which was significant of 0.05 alpha levels. Based on the result which states that, there is no significant relationship between years of service and teachers' performance is hereby rejected. Consequently, teachers' years of service affect their pedagogical performance.

HO₃: There is no significant difference between teachers' motivation and job performance of male and female teachers.

From the table 3, the t-value of 111.48 is greater than critical or table value of 21'03 which was significant at 0.05 alpha levels. Based on the result which states that, there is no significant difference between teachers' motivation and job performance by gender is rejected. Consequently, there is effect of teacher job motivation on their pedagogical skills whether male or female.

The hypothesis one, it corroborates that of [Analoui \(2010\)](#) who asserted that, low teacher motivation is meditated in deteriorating requirements of professional conduct, consisting of serious misbehaviours, and terrible professional overall performance. In line with [Vroom \(1964\)](#), the power to behave in sure manner relies upon on the energy of the expectancy that the act could be followed with the aid of a given outcome at the splendor of the outcome to an person. The concept assumes that instructors may be motivated to provide best if they assume that productiveness will result in the aim they price. Expanded effort will cause multiplied overall performance. This indicates consequently that satisfaction from the initial effort need to be efficaciously amazing or equitable to take some time worthwhile and there have to be a feedback.

From Hypothesis two, it compares well with the report of [Ryan and Deci \(2010\)](#) who both indicated that, individual teacher characteristics such as their teaching experience can impact on motivation levels and invariably on their job performance. This finding is also supported by that of [Analoui \(2010\)](#) who noticed that, motivation guide people's actions and behaviours toward achievement of specific goals. [Firestone and Pennel \(2013\)](#), [Johnson \(2010\)](#) and [Rosenholtz \(2019\)](#) all discovered that, commitment to teaching and the place of work were located to be stronger with the aid of psychic rewards acknowledgement of teaching competence, meaningful and varied work, venture autonomy and participatory selection-making, fantastic remarks, collaboration, administrative support, affordable work load, good enough sources and pay, and learning opportunities presenting assignment and accomplishment.

Hypothesis three, it corroborates that of [Analoui \(2010\)](#) who revealed that, teacher motivation has end up an important problem, given their responsibility to impart information and capabilities to rookies, he further argued that satisfied teachers are usually more efficient and might have an effect on students' fulfillment. The file of [Wayne \(2018\)](#) asserts that a reward in shape of pay has a sturdy impact on the employees' performance. [Kiseesi \(2018\)](#), opined that approximately process pride of workers recommends that salaries of employees must be paid directly and that advertising of employees have to be observed by using a corresponding growth in the earnings they earn. She observes that income become a sturdy pressure that saved teacher at their jobs. The researcher feels that that is popularity of the truth that earnings is essential in inflicting pride amongst workers and hence probable to influence overall performance. [Gavinda and Varghese \(2013\)](#) looked at this situation and affirmed that where teachers are disillusioned and frustrated about situations of carrier, the nice of training is possibly to become worse inspite of tremendous enter of gadget and cloth. however they finish that if a teaching force in all fairness paid, and nicely-motivated, they can attain a lot for the first-class of education even towards notable odds.

4. CONCLUSION

Result from this clearly answered the questions that ought to be answers. From the outcome of the study, the following inferences were drawn: Teachers' motivation is major determinant of the job performance.

It was also concluded that, teachers' years of service in their pedagogical practice contributes to their job performance.

Lastly, it was concluded that, gender has played a prominent role in teachers' job motivation towards their performance on the job, with the impact more noticeable among female teachers than their counterparts.

5. ACKNOWLEDGMENT

In the light above study, the following recommendations were made:

- i. There should be continually motivate, retain teachers need to improve their terms and conditions of service.
- ii. Although, Lagos state government should be commended for the substantial role played in the improvement of teacher salaries, they can still do better by working out incentive programs to enhance teachers' motivation to teach in secondary schools.
- iii. There is need for provision of accommodation for teachers. This will increase their motivation and eventually performance which will invariably lead to better academic performance in learners.
- iv. The study also revealed the impact of gender on teachers' motivation towards their job makes it needful, in further deployment of teachers into the teaching profession to consider employing more female teachers than their male counterparts.
- v. Since teachers' years of service have a direct relation with their pedagogical practice and performance, it is needful for policy makers to extend their years of service.
- vi. Awards could be instituted for better performance. regions consisting of school and pupil area, teacher performance, student attendance and fulfillment and network and discern participation in college activities should be rewarded to function a motivation

Finally, teachers need to inspire the children. Motivation is the force that determines how lots attempt an individual places into his learning.

6. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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