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The Impact of Motivation on Teaching Effectiveness among Teachers in Lagos Metropolis Nigeria

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ABSTRACT

This paper investigated the influence of motivation on the effectiveness of teachers in specific public secondary schools in Lagos metropolis Nigeria. Research design employed was a descriptive survey, three hypotheses were formulated and tested using a self-developed questionnaire called the influence of motivation on the effectiveness of teachers in the teaching process. The research gathered information as a sample from one hundred teachers selected randomly from three public secondary schools in Mushin local area, Lagos metropolis. Chi-square statistic was employed to analyse the data, leading to the rejection of all three hypotheses. The study recommends improving teachers' terms and conditions of service, and the Lagos State government should devise incentive packages to enhance motivation among teachers in public secondary schools.

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1. INTRODUCTION

This study delves into the significant issue of teacher motivation, emphasizing its impact on the crucial task of imparting knowledge and skills to learners. Certified teachers, it is established, tend to be more productive, contributing to students' achievements. Motivation, as discussed by Analoui (2010), plays a pivotal role in influencing behaviors and actions towards specific goals. It can be categorized into intrinsic and extrinsic, where intrinsic motivation stems from the activity itself, positively affecting behavior, performance, and well-being, while extrinsic motivation results from externally administered rewards.

According to Edmonds, et al (2012), teachers was drawn to the professional teaching through internal motivators such as mental fulfilment and contributing to the community. Intrinsic rewards, as outlined by Morgan (2015), incorporating tasks involving youth, student learning, and establishing a connection with students, enhancing teaching methods, fostering positive relationships with colleagues, experiencing a sense of teamwork, and finding fulfilment in professional autonomy. However, Chimwenje (2013), posits that teachers often express discontent concerning their pay and the conditions of their work. Leading to low morale and poor performance, as acknowledged by other stakeholders like community members and students (Kadzamira, 2013).

The study underscores the concerns surrounding teacher effectiveness, defining it as skillfulness in avoiding time and effort wastage (Wordweb Dictionary, 2016). Teacher efficiency, in this context, pertains to the Capacity to blend practical experience, teaching techniques, instructional resources, knowledge, and abilities in effectively conveying subject matter to students. Measurement of teacher performance involves various aspects, including daily and early reporting, participation in extracurricular activities, supervision of school sports, and adherence to administrative tasks like making lesson plans and marking.

Bennell (2014), opined that teaching considered a mass career, comprises a significant portion of presence of government sector jobs in numerous developing nations. The emergence of a considerable private schooling sector has further diversified the teaching force, with private school teachers often viewed more positively due to their perceived hard work, despite lower pay. Motivation theories, including Valency Instrumental Expectancy theory and Maslow's need-based theory, are explored to understand how organizations can

encourage teachers to exert effort and achieve desired goals while satisfying individual needs (Vroom, 2014; Maslow, 2013).

Equity theory is also discussed in the context of workplace fairness and its impact on employee motivation and job satisfaction. Reinforcement theories, focusing on the link between behavior and consequences, highlight the role of positive and negative reinforcement in shaping behavior. The work environment is identified as a crucial factor in teacher motivation, with disparities noted between private and public school teachers (Ryan & Deci, 2010).

Hence, the study emphasizes the importance of motivation in the teaching profession, considering both intrinsic and extrinsic factors. It highlights the multifaceted nature of teacher effectiveness, encompassing various aspects of the teaching process and performance measurement. The challenges faced by teachers, including issues of remuneration, working conditions, and disparities between public and private sectors, underscore the need for comprehensive strategies to enhance teacher motivation and, consequently, improve overall effectiveness.

1.2 Statement of the Problem

The pressing issue of teacher motivation's impact on job performance persists, despite government initiatives to improve payroll management and increase secondary school teacher salaries. Despite these efforts, there has been a noticeable decline in professional standards, leading to serious misconduct both in and out of the workplace. Challenges such as inadequate teaching material preparation, lack of support for students during exams, acceptance of bribes, and overall poor professional performance have surfaced. Teacher absenteeism is rising, accompanied by reduced task engagement and a reliance on traditional teaching methods. In light of these challenges in Lagos metropolis, Nigeria, the researcher aims to investigate the precise influence of motivation on teaching effectiveness and explore how teacher satisfaction can enhance overall job performance in educational settings.

1.3 Significance of the Study

- For school administrators, the study provides insights into strategies for shaping the behavior of teaching staff to enhance their effectiveness in their roles.
- For education stakeholders, including parents, teachers, governments, and schools, the research contributes to refining the curriculum and enhancing instructional delivery in classrooms.

1.4 Purpose of Study

1. To explore the cause-and-effect connection between the motivation of teachers and their job performance.
2. To assess the influence of teachers' tenure on their job performance.
3. To investigate and contrast the factors that motivate male and female teachers.

1.5 Research question

What is the comprehensive impact of teachers' motivation, length of service, and gender-based motivation on their job performance?

1.6 Hypotheses

1. There is no correlation between the motivation of teachers and performance of their job.
2. There is no correlation between the duration of teachers' service and performance of their job.
3. There is no significant difference in the relationship between teachers' motivation and performance of their job based on gender.

2. METHODS

The study employed a descriptive survey research design, chosen for its suitability in dealing with a large population and facilitating a thorough interpretation of results. The target population comprised all secondary school teachers within the Mushin Local Government of Lagos metropolis. The sample size comprised ninety (90) teachers, selected randomly from three chosen secondary schools in Lagos metropolis, with thirty (30) teachers selected from each school.

The sampling technique for samples from the population was simple random sampling. The source of data collection used in this study was a self-constructed questionnaire. The questionnaire was in two sections; A and B. Section A consisted of demographic data of the respondents. Section B sought information on the variables selected for the study. It was closed-ended designed in line with modified Likert-scale technique of summated rating with weight allotted. Respondents were expected to indicate the level of their agreements and disagreements by ticking appropriate column of “Agreed”, “Strongly Agreed” “Disagreed” and “Strongly Disagreed”. Data for the study were gathered through a self-developed questionnaire called the influence of motivation on the effectiveness of teachers in the teaching process. The questionnaire was validation by expert in Measurement and Evaluation. All the questionnaire were administered and collected on the spot. The data gathered with the aid of questionnaire were coded to enhance easy computation. Descriptive statistics of frequency counts and percentages were used for the demographic data while inferential statistic of Chi-square was used to test all stated hypotheses at 0.05 significance level.

3. RESULTS AND DISCUSSION

Hypothesis 1: There is no correlation between the motivation of teachers and performance of their job.

Table 1: Correlation between the motivation of teachers and performance of their job.

SN	Standard Deviation	Disagree	Agree	Strong Agree	Total	Significance Level	Degrees of Freedom	Critical Value	Calculated Value	Decision
1	13	22	16	39	90					
2	2	18	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	57	131	224	450					

Table 1: Examining the data, it is observed that the calculated X^2 value of 49.33 exceeds the critical value of 21.03 at a significance level of 0.05 alpha. Consequently, the initial assertion that there is no correlation between the motivation of teachers and performance of their job is refuted. The outcome suggests that teachers' motivation indeed has a significant impact on their teaching performance.

Hypothesis 2: There is no correlation between the duration of teachers' service and performance of their job.

Table 2: correlation between the duration of teachers' service and performance of their job.

SN	Standard Deviation	Disagree	Agree	Strong Agree	Total	Significance Level	Degrees of Freedom	Critical Value	Calculated 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	101	107	112	130	450					

Table 2: Upon examination of the data, it is evident that the calculated X^2 value of 162.5 surpasses the critical value of 21.03 at a significance level of 0.05 alpha. Therefore, the initial assertion suggesting there is no correlation between the duration of teachers' service and performance of their job is refuted. The outcome implies that teachers' years of service indeed have a significant impact on their teaching performance.

Hypothesis 3: There is no significant difference in the relationship between teachers' motivation and performance of their job based on gender.

Table 3: Difference in teachers' motivation and performance of their job based on gender.

SN	Standard Deviation	Disagree	Agree	Strong Agree	Total	Significance Level	Degrees of Freedom	Critical Value	Calculated Value	Decision
1	9	12	30	39	90					
2	15	14	29	32	90					
3	3	2	39	46	90	0.05	12	21.03	111.48	Rejected
4	30	29	18	13	90					
5	3	4	32	51	90					
Total	60	61	148	181	90					

Table 3, upon examination, it is observed that the t-value of 111.48 exceeds the critical or table value of 21.03, significant at the 0.05 alpha level. Consequently, the initial assertion indicating no significant difference between teachers' motivation and performance of their

job based on gender is refuted. The result suggested there is an impact of job motivation for teacher on their teaching skills, regardless of gender.

Discussion of Findings. Hypothesis One, the results align with Analoui's (2010) stated that a lack of motivation among teachers manifests in a decline in professional behaviour and negative overall performance. Drawing from Vroom's (1964) expectancy theory, the study indicates that teachers are motivated to produce quality work when they believe their efforts will lead to valued outcomes. It emphasizes the importance of positive feedback and equitable rewards to sustain motivation.

Hypothesis Two, the findings resonate with Ryan and Deci's (2010) suggested Individual teacher attributes, such as the experience in teaching, influence Levels of motivation and subsequently impact Performance in the job. It is consistent with Analoui (2010), who highlighted the role of motivation in guiding actions toward specific goals. Additionally, other scholars, including Firestone & Pennel (2013), Johnson (2010), and Rosenholtz (2019), underscored the significance of factors like commitment, recognition, meaningful work, autonomy, and support in enhancing teacher motivation and performance.

Hypothesis Three, the results support Analoui's (2010) emphasised on the critical nature of teacher motivation in fulfilling their responsibilities and influencing student achievement. Wayne's (2018) assertion regarding the strong impact of pay on employee performance is reflected, and Kiseesi's (2018) observation about the connection between job satisfaction and timely payment, along with promotions, is reiterated. Gavinda and Varghese (2013) underscore the pivotal role of reasonable compensation and motivation in improving the quality of education.

Therefore, the study's findings align with existing literature, emphasizing the interconnectedness of teacher motivation, job performance, and overall educational outcomes. The discussion underscores the need for equitable rewards, supportive work environments, and recognition to enhance teacher motivation and, consequently, elevate their effectiveness in the teaching profession.

4. CONCLUSION

The study results have effectively addressed the research questions. The inferences drawn from the findings are as follows: Teacher motivation significantly influences job performance. Furthermore, the study concludes that the years of service among teachers contribute to their effectiveness in pedagogical practices. Lastly, gender plays a notable role in influencing teachers' job motivation and subsequent performance, with a more pronounced impact observed among female teachers compared to their male counterparts.

Limitations

1. To continually motivate and retain teachers, necessitating improvements in their terms and conditions of service.
2. While acknowledging the positive steps taken by the Lagos state government in enhancing teacher salaries, further measures such as incentive programs should be implemented to boost motivation among teachers in secondary schools.
3. The provision of accommodation for teachers is crucial, as it can significantly enhance motivation and, consequently, improve performance, leading to better academic outcomes for students.
4. Considering the observed impact of gender on teachers' motivation and job performance, future teacher deployments should give due consideration to employing more female teachers.
5. Recognizing the direct correlation between teachers' years of service and their pedagogical practice, policymakers should consider extending the years of service for teachers.
6. It is suggested to implement awards for exceptional performance, acknowledging accomplishments in domains such as school and pupil enhancement, teacher effectiveness, student attendance and achievement, as well as community and parental involvement in school activities.

Teachers should be encouraged to inspire students, as motivation plays a crucial role in determining the effort individuals invest in their learning.

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