

# **Influence of teachers' motivation on teachers' productivity in Nigerian secondary schools**

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## **Abstract**

This study was aimed to determine the influence of teachers' motivation on teacher's productivity in secondary schools in Nigeria, with particular focus on Shomolu Local Government Area of Lagos State. Descriptive survey research design was used. A self constructed 25 item questionnaire was used for the research study. Four hypotheses were tested. The statistical tools used to test the hypotheses were Pearson's Product Moment correlation coefficient and Multiple Regression Analysis. The participants in this study were made up of 200 teachers randomly selected from ten secondary schools in Shomolu Local Government Area of Lagos State. The results showed that there is a significant relationship between the motivation of teachers and their productivity; while management style has a significant influence on teachers' motivation and their productivity; there is a significant influence of teachers' motivation on students' academic performance.

**Keywords:** *teachers; motivation; productivity; management styles; Nigeria*

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## **1. Introduction**

Education is a social institution that sociologists are very interested in studying. This includes teaching formal knowledge such as reading, writing, and arithmetic, as well as teaching other things such as morals, values, and ethics. Education prepares young people for entry into society and is thus a form of socialization. Sociologists want to know how this form of socialization affects and are affected by other social structures, experiences, and outcomes. That is why sociology of education is a field that focuses on two separate levels of analysis. At a macro-level, sociologists work to identify how various social forces, such as politics, economics, culture, etc., creates variation in schools. In other words, what effects do other social institutions have on the educational system? At a micro-level, sociologists look to identify how variation in school practices lead to differences in individual-level student outcomes. That is, when schools have different teaching methods or have different practices, how does that affect the individual students and what are the individual outcomes?

That is why sociological studies of education examine social interaction in the classroom, on the playground, the teaching learning processes, the environment of the school, the personality of the teacher, his motivation as well as his productivity to facilitate effective quality and effective learning. These studies help us understand what

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happens in the schools themselves, but they also help us understand how what occurs in school is relevant for the larger society.

The relevance of job satisfaction and motivation also fall within the focus of sociological studies and crucial to the growth of any educational system around the world. They probably rank alongside professional knowledge and skills. It is well known facts that many teachers lose or fail to develop self efficacy within educational settings (Dweck 1999: p.16). This is because professional knowledge, skills and competencies occur when one feels effective in one's behaviour. Also, satisfaction and motivation to work are very essential in the lives of teachers because they are the fundamental reasons for working in life. While almost every teacher works in order to meet his or her needs in life, he or she constantly agitates for need satisfaction. Job satisfaction context is the ability of the teaching job to meet teacher's need and improve their job /teaching performance.

Another problem is the governments' position concerning the job performance of teachers; who accuse the teachers of negligence, laziness, lack of dedication and zeal to work. The government further argues that teachers' level of efficiency and effectiveness does not necessitate the constant request for salary increase, incentives and other working conditions. While teachers on their part argue that the existing salary structure and working conditions do not satisfy their basic needs in as much as other sectors of the economy have bigger salary structure, better motivation and enhanced working conditions (Okon 2004: p. 16).

Since we know that motivation is the urge, a drive which creates tension in us forcing us to take action in order to reduce the tension and bring equilibrium, it is the driving force that propels one to take actions that culminate in enhanced productivity (Hoy and Miskel 1987: p.12; Peretomode and Peretomode 2001: p.5).

As enumerated above therefore, a well motivated teacher will feel belonged, committed and will contribute his/her skills and ideas to the job. There will be increased productivity. Why do we need to motivate teachers? Or what are the reasons for motivation? These could be among other reasons to make teachers to perform up to preset standards, to energies them to go the extra mile voluntarily and to make them work without supervision and still bring out better results than when supervised.

One should understand the complex nature of human needs and that it is only when such needs are satisfied that workers can put in their best. There must be adequate provision of housing, feeding, transportation facilities and other extrinsic motivation (Mitehel 1986: p.12; Ejiogu, Achumba and Asika 1995: p. 9) defined motivation as "those psychological processes that cause the arousal, direction and persistence of voluntary actions that are goal directed".

These psychological processes constitute the meaning and composition of motivation. According to Onyene (2000), effective staff motivation demands that on one hand, a thorough engineering of incentives, and reward structures to get high devotedness are required to achieve the objectives of the organization as well as to satisfy the needs of individuals. This implies that the more the needs of the workers are satisfied within the organization the more they are motivated to work towards the satisfaction of the needs of their organization. What then is teachers' productivity? Teachers' productivity is a very difficult concept to identify and evaluate precisely. It is a very complex phenomenon involving, not only the teachers' characteristics but several other variables and factors outside the teachers' control, which interact, affect and influence its productivity.

The teachers are the moulders of the young ones and as such, the moulders of the nation. They need to put in their efforts at ensuring that their jobs produce good results in what their students become in the future.

So many factors which influence productivity growth in education according to Peretomode and Peretomode (2001) include:

- Education and skill (i.e the quality of the work force that are employed to teach).
- Technological innovations.
- Flow of materials needed for effective and efficient teaching.
- Quality of management or managerial leadership.
- Government regulations.
- Employees' morale or motivation.

When teachers are well motivated, the effect of their productivity will be greatly felt in the nation. There would be high rate of education turn - over because the money which could have been used to re-train failures or repeaters will be ploughed back to do other meaningful things in education.

Therefore, one of the fundamental steps at redeeming the present deplorable state of secondary education and teachers' productivity in particular in the development of attitudes of commitment to vision, goals and strategies on the part of education stakeholders is that teachers must be thoroughly furnished with the necessary tools and materials to teach.

## **2. Defining elements of the research**

### **2.1. Statement of the problem**

Teachers are expected to render a very high job performance and *the* Ministry of Education is always curious regarding the job performance of its teachers. Also, the Ministry of Education demands a very high measure of loyalty, patriotism, dedication, hard work and commitment from its teachers (Ubom and Joshua 2004: p.13). The government, parents and all stakeholders in education are wondering if teachers, whose responsibility it is to impart knowledge and inculcate discipline are really doing their work (Okon 2004: p. 10).

Factors which could come in different forms like job satisfaction, leadership style, government attitudes to issues concerning teachers, poor remuneration, lack of basic amenities in schools. All these and more could be responsible for teachers' low productivity.

Teachers who are the trainers for the future leaders, who will in time become the builders of the society, are left uncared for, deprived of basic necessities of life and can only perform his duties grudgingly if not at all. In many countries of the world, teachers have not been placed at the Centre stage of educational decision making this has had the disastrous effects of all top-down approaches to development. Money has been wasted on conferences, new programs, and reform projects which have had no impact at the school and classroom levels.

Seminars and workshops to improve on teachers' productivity have been held yet without success. Ejiogu et. al. (1995) insists that the "more the needs of workers are satisfied within their private enclave, by the organization they work for, the more they are motivated to perform", better and profitably too. That individuals in the organization (school) have variety of needs is a fact. Against this backdrop the

researcher wishes to find out what impact the influence of motivation and productivity could have on their teaching effectiveness.

## **2.2. Research questions**

This study will attempt to answer the following questions:

1. Is there any significant relationship between the motivation of teachers and their productivity?
2. Does management style affect teachers' motivation and productivity among secondary schools in Somolu Local Government Area of Lagos State?
3. Do teachers' professional qualifications affect their productivity?
4. Is there any significant relationship between the curriculum design and teachers' productivity?

## **2.3. Hypotheses**

The following research hypotheses will be tested in the study:

1. There is a significant relationship between the motivation of teachers and their productivity.
  - 1 Management style has a significant influence on teachers' motivation and their productivity.
  3. There is a significant influence of teachers' motivation on students' academic performance.
  4. Motivation can significantly lead to increment in the productivity of teachers at the secondary schools in Somolu Local Government Area of Lagos State.

## **2.4. Scope of the Study**

This study covers the members of the teaching staff of secondary schools in Somolu local government area of Lagos State and focus mainly on ten selected secondary schools from the area. This is due to time and financial constraints.

## **2.5. Methodology**

Survey research design was used in carrying out this study in order to identify the variables that relate to motivation. Among the variables identified and measured in this study include salary, incentives, satisfaction, students' learning and teachers' performance. The study area for this research is Somolu Local Government area of Lagos State.

The populations of this study are the teaching staff of all the secondary schools in Somolu Local Government area. Opinions of total number of 200 teachers were randomly sampled through the use of questionnaires. They comprised twenty randomly selected teachers from the ten schools selected. The use of simple random sampling technique gave every teacher in the schools opportunity of being selected by using the teachers register in each school as a frame.

The instrument used for collecting primary data for this study was questionnaire which was designed by the researcher and was corrected and moderated by the supervisor. The questionnaire was used in the collection of information from the respondents. The questionnaire comprised of 25 question items which dealt extensively with motivation and productivity.

Items in the questionnaire were measured by 4-points Likert scale type. Statements were made in which the respondent strongly agreed, agreed, disagreed, or

strongly disagreed. For the Likert scale question items, the coding was done in which strongly agreed was given 4; agreed was 3; disagreed was 2; and strongly disagreed was 1, for positive questions and vice versa for negative questions. The questionnaire contained sections A and B. section A contains questions that measured the demographic variables of the respondents while sections B contained questions that were drawn to provide answers to the research questions of the study.

The questionnaire was constructed by the researcher and was submitted to the researcher's supervisor who assessed, corrected and modified the questionnaire for validity. To test for the reliability of the instrument, a pilot survey was conducted by the researcher by selecting 40 teachers in one of the public secondary schools in Ikeja Local Government area. The 40 copies of the questionnaire were administered on the teachers and the responses were in line with the expectation of the researcher that motivation impacts on teacher's motivation. A test-retest technique was used to determine the reliability coefficient which was determined at 0.67. The data collected from the respondents through research questionnaire were processed and analyzed using descriptive statistical tools. The hypotheses of the study were tested using Pearson's Product Moment Correlation Coefficient and Multiple Regression analysis.

**2.6. Results**

To present the analysis, means and standard deviation were computed and presented in tables. The inferential statistics employed were Pearson Product Moment Correlation Coefficient, Multiple Regression Analysis and t-test.

The data collected were analyzed and the results are presented below.

**Testing of Hypotheses**

**Hypothesis One:** There is no significant relationship between the motivation of teachers and their productivity.

**Table no. 1. Relationship between teachers' motivation and their productivity**

Variables	N	Df	Mean	8.D	R-cal	R-critical	Remark
Teachers' Motivation	200	198	29.09	6.06	0.27	0.195	Ht1- Rejected
Teachers productivity			28.15	5.54			

**p. < 0.05**

From the above table, the r-calculated value of 0.27 implies a positive relationship between the motivation of teachers and their productivity. That is, increase in one variable leads to increase in the other variable, and vice versa. It means that teachers become more productive when they are motivated.

Similarly, from the above table, r-calculated value of 0.27 is more than the r-critical value of 0.195. Hence, there is a significant relationship between the motivation of teachers and their productivity.

**Hypothesis Two**

Management style does not significantly influences teachers' motivation and productivity.

**Table no. 2. Multiple regression analysis for management style, teachers' motivation and productivity.**

Variables	N	Df	Mean	S.D	R2	R	F-ratio	F-critical	Remark
Management Style	200	198	41.72	14.45	0.07	0.26	7.09	3.99	Ho2-Rejected
Teachers' Motivation			29.09	6.06					
Teachers' Productivity			28.15	5.54					

**p. < 0.05**

From the above table, the f-ratio value of 7.09 is greater than f-critical value of 3.99 at 0.05 level of significance and 197 degrees of freedom. Hence, null hypothesis is rejected.

Going by the above results, it can therefore be concluded that management style significantly influence teachers' motivation and productivity.

**Hypothesis Three**

There is no significant influence of teachers' motivation on students' academic performance.

**Table no. 3. Differences in teachers' motivation and students' academic performance.**

Variables	N	Df	Mean	S.D	T-cal	T-critical	Remark
Teachers' Motivation.	200	198	14.55	3.03	3.77	1.96	Ho3-Rejected
Students' academic performance.			11.83	3.23			

**p. < 0.05**

In the table above, t-calculated value of 3.77 is greater than the t-critical value of 1.96 at 0.05 significant level and 198 degrees of freedom. Hence, the null hypothesis is

rejected. It can therefore be concluded that there is significant influence of teachers' motivation on students' academic performance.

**Hypothesis Four**

Motivation cannot significantly lead to increment in the productivity of teachers at the secondary schools in Somolu Local Government area of Lagos State.

**Table no. 4. Significance of Motivation on the increment of teachers' productivity**

Variable	N	Df	Mean	S.D	R2	r-critical	Remark
Teachers' Motivation	200	198	29.09	6.06	0.2	0.195	Ho4-Rejected
Increment in teachers' productivity			23.66	6.46			

**p. < 0.05**

In the table above, r-calculated value of 0.2 implies a positive relationship between the motivation of teachers and increment in their productivity. That is, increase in one variable leads to increase in the other variable, and vice versa. It means that teachers will continue to be productive as they are motivated.

Moreover, the r-calculated value of 0.2 is greater than the r-critical value of 0.195 at 0.05 significant level and 198 degrees of freedom. Hence, the null hypothesis is rejected. It can therefore be concluded that motivation can significantly lead to increment in the productivity of teachers at the secondary schools in Somolu local government area of Lagos State.

**2.7. Summary of findings**

After series of analysis of the research conducted, the following were the summary of the findings:

In the first hypothesis, positive relationship was found between teachers' motivation and teachers' productivity. That is, increase in one variable leads to increase in the other variable, and vice versa. It means that teachers become more productive when they are motivated. It was concluded that there is a significant relationship between the motivation of teachers and their productivity. This is because of the fact that the calculated value is more than the critical value.

In the second hypothesis, it was observed that good management style will lead to high motivation and high productivity. When the variables were correlated using multiple regression analysis, the r-calculated value was greater than r-critical value. The finding led to the conclusion that management style has significant influence on teachers' motivation and productivity.

In the third hypothesis, there was positive relationship between the two variables. Also, the calculated value was greater than the critical value. The finding therefore led to the conclusion that there is a significant influence of teachers' motivation on students' academic performance.

## **2.8. Discussion of findings**

The first hypothesis states that "there is no significant relationship between the motivation of teachers and their productivity". Positive relationship found between teachers' motivation and teachers' productivity. That is, increase in one variable leads to increase in the other variable, and vice versa. It means that teachers become more productive when they are motivated. The null hypothesis was therefore rejected and this led to the conclusion that there is a significant relationship between the motivation of teachers and their productivity. This finding agrees with the view of Walton (1998) when he said that people require certain pay levels to meet their needs and that slow income progression and ineffective incentives quickly demotivate. The finding also supports Marcourse (1999) when he argued that people work for only one reason-money.

The second hypothesis states that "management style will not significantly influence teachers' motivation and productivity". When the variables were correlated using correlation analysis, the calculated value was greater than the critical value, the null hypothesis was therefore rejected and this led to the conclusion that management style has a significant influence on teacher's motivation and productivity. This finding agrees with the view of Reiger and Stang (2000) that motivation can be influenced by traditional and non-traditional managerial practices. It also supports the view of Ijaiya (2007) by recommending what managers should do to influence teacher's productivity. It also supports Johnson (2001) which says that performance pay help attract and retain talented professionals in the classroom and motivate teachers to teach better.

The third hypothesis states that "there is no significant influence of teachers' motivation on students' academic performance". There was a positive relationship between the motivation of teachers and students' academic performance. That is, increase in one variable leads to increase in the other variable, and vice versa. It means that performance of students will continue to improve as teachers are motivated. Similarly, the calculated value was found to be more than the critical of value at 0.05 level of significance and therefore led to the rejection of the null hypothesis. It was concluded that there is a significant influence of teachers' motivation on students' academic performance. This finding agrees with the view of Alison and William (2008), when studying on the influence of merit pay on teachers' motivation, and then discovered tremendous improvement of students' performance in both internal and external examinations. It also supports Johnson (2001) by arguing that merit pay improves students' achievement and teachers' retention.

## **3. Recommendations**

Since motivation is a tool for teachers' productivity and students' academic excellence, the following recommendations are therefore made:

1. School authorities or managers should be trained by the Lagos State Government to improve their management skills. Directly or indirectly, teachers would be motivated by good management styles.
2. The Lagos State Government must do something to boost the image of the teaching profession in order to enhance professionalism in the system of education.
3. Teacher Salary Scale (TSS) should be augmented by the Government. This will increase teachers' motivation and bring back to teaching teachers who went for



other greener pastures to make ends meet. Students' academic excellence will also be improved in the process.

4. Performance award pay system should be introduced into the system for teachers whose students perform very well.

5. Teachers should be promoted as and when due.

6. Overcrowding of students in classes should be dissuaded to give room for participation in class by the students. This could be avoided building more classrooms.

7. In-service training should be organized for teachers to boost and increase their efficiency and effectiveness. This will also make them to know the new methods of teaching their subjects.

8. Teachers who would like to go for higher degrees could be encouraged by granting them loans or scholarship.

9. Buildings and furniture should be constructed in a way that they will be attractive and comfortable to both teachers and students in order to encourage and make the teaching and learning processes enjoyable.

10. Administrators should see their subordinates as part of the system and should carry them along in decision making process.

#### **4. Implication for policy and practice**

Educational policy makers must include as part of policy direction aspects of motivation of teachers such as welfare and other motivational measures to ensure that teacher productivity is kept at its maximum. Effective incentives require an accountability system that ensures that the benefits are going to those teachers whose behaviours was what education officials intended to encourage.

For the incentives to be successful the following conditions have to be met:

1. 1. The benefit being awarded has to be sufficiently powerful to have incentive value. Not all teachers want the same things and, also, incentives are often culture specific. Short of giving more salary or allowances which seems to be universally appreciated, identifying a benefit that has incentive value to a large proportion of teachers can be a problem.

2. The incentive has to be paired with the intended behaviour within a short enough time frame so that the teacher recognizes that connection. This raises the problem of who monitor teachers' behaviour closely enough to make valid decision about which teachers should be awarded the incentive.

3. For the incentive to have the intended impact on teaching practice, it is important that these benefits are awarded only to those teachers who actually exhibit the intended behaviours. Moreover, the process of selecting teachers to be awarded needs to be consistent, fair and transparent. Other teachers must see the selection as reasonable and accurate. They must believe that if they improve their performance in the intended ways they too will get the incentive.

Kohn (1999) believe that even if incentives successfully motivate teachers who receive them, they may demoralize teachers who do not receive them and he describes this situation as being "punished by rewards". Teachers who do not believe they will ever achieve a level of teaching performance that would result in a reward sometimes harbor resentment that shapes their outlook and their work. He suggested two efforts to mitigate the potentially negative effects of incentives:

1. To distribute incentives to a larger proportion of teachers in an effort to make the effort more inclusive.

2. To base the allocation of incentives on school performance rather than on individual performance, in an effort to encourage collaboration in working towards the desired goals.

### **5. Implication of the study**

This study can be used by school administrators, government and stakeholders in education to enhance motivation of teachers.

Teachers' motivation counts much that it affects productivity. Government must continue to provide the necessary incentives to ensure the sustainability of productivity in the school system. Teachers should be provided with the necessary teaching materials in a conducive environment to boost their morale. Administrators should try to treat their subordinates kindly. People are more likely to enter teaching if they believe they will be treated with respect and that their personal career needs will be met.

Teachers are better monitored by the school administrators. They are in the position to identify those teachers that should be motivated.

### **6. Conclusion**

The first hypothesis states that "there is no significant relationship between the motivation of teachers and their productivity". Positive relationship was found between teachers' motivation and teachers' productivity. That is, increase in one variable leads to increase in the other variable, and vice versa. It means that teachers become more productive when they are motivated. The null hypothesis was therefore rejected and this led to the conclusion that there is a significant relationship between the motivation of teachers and their productivity.

The second hypothesis states that "management style will not significantly influence teachers' motivation and productivity". It then means that good management style will lead to high motivation and high teacher's productivity. When the variables were correlated using correlation statistics at 0.05 significant levels, the r-calculated value was found to be greater than the critical value and this led to the rejection of the null hypothesis. It was therefore concluded that management style has a significant influence on teachers' motivation and productivity.

The third hypothesis states that "there is no significant between teachers' motivation and students' academic performance". There was a positive relationship between the motivation of teachers and students' academic performance. That is, increase in one variable leads to increase in the other variable, and vice versa. It means that performance of students will continue to improve as teachers are motivated. It was concluded that there is a significant influence of teachers' motivation on students' academic performance.

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