



STRATEGIC INDICES FOR TEACHERS MOTIVATION FOR IMPROVED ACADEMIC ACHIEVEMENT FOR SECONDARY SCHOOL STUDENTS IN EBONYI STATE OF NIGERIA: THE ROLE OF EDUCATION MANAGERS

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Abstract

The study examined strategic indices for teachers' motivation for improved academic poor secondary school students in Ebonyi State: The role of education managers. It adopted descriptive survey design with a population of 3,296 people. Stratified simple random sampling technique was used to select 1,320 respondents. The instrument for data collection is a questionnaire tagged, "Strategic Indices for Teachers Motivation Questionnaire Scale (SITMQS) which a four-point instrument scale with Strongly Agree 4, Agree 3, Disagree 2 and Strongly Disagree 1. It was validated by three experts, two from Educational Administration and Planning and one Test and Measurement in Science Education, all from Ebonyi State University. Using the test-re-test method and applying Crombach Alpha analysis, the reliability was established at 0.86. Data collected were analysed using mean and standard deviation while t-test was used to test the two null hypotheses at 0.05 level of significant. Any mean score from 2.5 and above was considered as strongly agree and agree, while any mean score below 2.5 is judged as disagree and strongly disagree. One of the findings was that motivation of teachers improves the academic achievement of students in Ebonyi State Secondary Schools.

Key words: Strategic, Indices, Motivation, Academic, Students, Managers.

Introduction

The education industry is one of the most crucial economic sector for the production of different types of manpower needed by any nation for political, social and cultural transformation. The employees in the education sector are the vehicle for transforming educational programmes and policies into action. In particular, the teachers in the classroom translate and or synthesis the curriculum so that it will be useful to both the learners and other stakeholders in education. When this done, learners will acquire knowledge and skills that will make them useful members of the society. In view of the above, teachers have to be made happy so that they will be dedicated to their duties for improved academic achievements of the students. To this, various plans have to be put in place by education managers for teachers to be more dedicated and efficient in their duty posts. Therefore, rewarding secondary school teachers for a job well done is motivation.

The drive or intrinsic force within the human organism that makes him want to contribute action towards the achievement of an organizational goal is motivation (Nnamani, 2011). Inadequate motivation for teachers is a serious setback to academic achievement as it concerns the students. It is equally responsible for brain drain in the teaching profession. Lending his voice to Nnamani, Usman (2015) ascertained that motivation is purposive, designated and goal-oriented behaviour that involves certain factors or forces acting on or within the individual in order to initiate, sustain and direct behaviour. Cole (2006) describe motivation as a term used to describe those processes, both initiative and rational by which people seek to satisfy the basic drives, perceived needs and persmal goals which trigger off human behaviour.

In Nigerian secondary schools in general and Ebonyi State Secondary Schools in particular, teachers motivation refers to those factors that will move, influence and jinger them into teaching the students with the aim of improving their academic achievements. Teachers' motivation is a general term applying to the entire class to drive, desires, needs, wishes and si milar forces initiated for teachers, in order to induce them to act in desirable academically productive manner (Asemah, 2010). When a teacher is motivated, he is happy, dutified, dedicated to duty, emotionally sound, and friendly to his super-ordinates and sub-ordinates. Lack of it causes dissatisfaction, reduce more of teachers, brings about low productivity, poor quality work and output, truancy, insubordination, unco-operativeness, and aggressive to the authorities, himself and even to his family. Nnamani (2001) posited that lack of motivation of teachers create low esteem and that this is virtually responsible for the mass exodus of quality teachers in the teaching profession. The academic achievements of students depends to a large extent how teachers are effective in classroom instruction delivery. Academic achievement is the outcome of education. It constitute the extent to which a student, or teacher or institution has achieved their educational goals (Azubuike & Orji 2016). According to Orji (2014) how well a teacher has performed can only be measured by how well the students have performed, if all things be equal. There is a significant relationship between organizational behaviour in terms of motivation and teachers' work performance (Ohuruogu and Aja-Okorie, (2016). Teachers should be adequately motivated in terms of payments, status and recognition so that they can show more commitment to their job.



However, in Ebonyi State Secondary Schools, there seems according to literature that teachers are not adequately motivated. The incessant strike actions embarked upon by teachers in recent years in Ebonyi State are all occasions by poor motivations ranging from late payment of their monthly salaries, non-payment of leave allowances, poor learning environment, to mention but a few. The focus of this paper, therefore, is, to ascertain the strategic indices for teachers' motivation for imposed academic achievement of students in Ebonyi State Secondary Schools.

Statement of the Problem

Lack of or inadequate motivation to classroom teachers is a serious setback to academic achievement of students as it hinders effective teaching. Dissatisfaction among teachers in secondary schools nationwide, poor quality work output, insubordination, uncooperative attitude, aggressive to school authorities, low teachers moral and low productivity occasioned by lack of motivation is not in tandem with the achievements of educational objectives.

The mass Exodus of quality teachers in the teaching profession as a result of the low esteem created because of poor motivation of teachers has jeopardized the efforts of education managers in trying to achieve a high excellence of academic performance. In the same vain, incessant strike actions teachers embark upon to drive home their demands as a result of lack of motivation has great impact on school calendar. Frequent changes in the school calendar have negative effect in the academic achievement of students. To address these problems the following research questions and hypotheses guided the study.

The purpose of this study is

1. To identify the strategies for teachers motivation in Ebonyi State Secondary Schools.
2. To determine the influence of teachers motivation on the academic achievement of students in Ebonyi State Secondary Schools.

Research Questions

1. What are the strategies for teachers' motivation for academic achievements of students?.
2. How does teachers' motivation influence academic achievements of students in Ebonyi State Secondary Schools?.

Research Hypotheses

HO1: There is no significant difference in the mean ratings of urban and rural teachers on the strategies for motivation in Ebonyi State Secondary Schools.

HO2: There is no significant difference in the mean ratings of male and female secondary school teachers of Ebonyi State on the influence of motivation of teachers on the academic achievement of students.

Method

The study adopted a descriptive survey as the design. The population of the study is made up of 230 principals and 3,066 teachers, giving a total of 3,296 principals and teachers in Ebonyi State Secondary Schools. Stratified simple random sampling technique was used to select 120 principals and 1,200 classroom teachers giving a total of 1,320 respondents. The instrument for data collection is a researcher self-structured questionnaire entitled, "Strategic Indices for Teachers Motivation" Questionnaire Scale (SITMQS). It is a four-point instrument scale; with Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) weighted 4, 3, 2 and 1 respectively. It contained 20 items meant to elicit information from the respondents on the strategic indices for teachers motivation for improved academic achievement for secondary school students in Ebonyi State: The role of education managers. The instrument was validated by one expert from Educational Administration and Planning and two from Test and Measure in Science Education, all from Ebonyi State University, Abakaliki. Using the test-retest method and applying Cronbach Alpha analysis, the reliability of the instrument was established at 0.86 using secondary schools in Enugu State.

1,320 copies of the questionnaire were administered on the respondents and only 1,200 were returned and used for the study. Data collected were analysed using mean (\bar{X}) and Standard Deviation (SD) while t-test was used to test the two null hypotheses at alpha level of 0.05 significance. Any mean score from 2.5 and above was adjudged strongly agree and agree while those below 2.5 were considered disagree and strongly disagree.

Results

Research Question 1: What are the strategies for teachers motivation in Ebonyi State Secondary Schools?



Table 1: Mean Responses Of Teachers On Their Motivation Strategies For Academic Achievement Of Students In Ebonyi State Secondary Schools

S/N	Items	Mean (\bar{X})	SD	Decision
1.	Prompt and regular payment of their salaries	3.2	0.8	SA
2.	Provision of quality and adequate learning materials	3.1	1.0	SA
3.	Payment of their leave allowances	3.3	0.8	SA
4.	Prompt and regular promotions	3.0	1.1	SA
5.	Adequate and well articulated job security	2.5	2.0	S.A
6.	Re-introduction of overtime allowance	3.1	0.6	S.A
7.	Letter of recommendations	3.1	0.6	S.A
8.	National merit award	2.5	2.0	S.A
9.	Upward review of salaries in times of inflation	2.6	1.8	SA
10.	A high task involvement	2.4	1.5	A
	Grand Mean	2.88		SA

Key: SA = Strongly Agree, A = Agree

Date on table 1 shows that all the items, except item 10 are strategies for teachers motivation. However, with a grand mean of 2.88, the respondents strongly agree that all the items are strategies for teachers motivation for academic achievement of students in Ebonyi State Secondary Schools.

Research Question 2: How does teachers motivation influence academic achievements of students in Ebonyi State Secondary Schools

Table 2: Mean responses of respondents on how teachers motivation influence academic achievements of students in Ebonyi State Secondary Schools

S/N	Items	Mean (\bar{X})	SD	Decision
11.	Teachers' motivation indices students to learn	3.1	0.8	SA
12.	Motivated teachers are happy and decisions to teach the students	3.2	0.9	SA
13.	Teachers' motivation enhances students discipline	3.2	0.9	SA
14.	The cognitive aspect of students are harnessed by motivated teachers	3.3	2.0	SA
15.	Motivated teachers give and mark students assignment with seriousness	3.4	0.9	SA
16.	Motivated teachers does not only engages in theoretical by involve students more on practical work	3.6	0.9	SA
17.	Motivated teachers are emotionally sound and friendly with students	3.3	1.0	SA
18.	Motivated teachers do not go on strike that disrupts school calendar	3.3	1.0	SA
19.	Motivated teachers encourage and help students to form credible study groups during examinations	3.2	0.9	SA
20.	Motivated teachers encourage students to avoid teachers encourage students to avoid all forms distractions especially during examinations	3.3	1.0	SA
	Grand Mean	3.29		SA

Key: SA = Strongly Agree

From result on table 2, all the items were strongly agreed by respondents. With the grand mean of 3.29 which is (> 2.5), the respondents strongly agree that teachers motivation influence students academic achievement in Ebonyi State Secondary Schools.

Hypotheses

HO1: There is no significant difference in the mean ratings of urban and rural teachers on the strategies for motivation in Ebonyi State Secondary Schools.

Table 3: T-test of significant difference in the mean scores of urban and rural teachers on teachers motivation strategies in Ebonyi State Secondary Schools.

Group	\bar{X}	SD	N	DF	T-cal	T-crit	Decision
Urban teachers	3.3	1.0	900	1198	1.16	1.96	Accept
Rural teachers	3.1	0.8	300				

$P = > 0.05$, $DF = 1198$



From the result on table 4, the calculated t-value of 1.16 is less than the critical t-value of 1.96 needed for significance at 0.05 level of significance and 1198 degree of freedom. This is an indication that the null hypotheses is accepted, meaning that there is no significant difference in the mean scores of urban and rural teachers on the strategies for teachers motivation in Ebonyi State Secondary Schools.

Table 4: T-test of significant difference in the mean scores of male and female secondary school teachers of Ebonyi State on the influence of motivation of teachers on the academic achievement of students

Group	\bar{X}	SD	N	DF	T-cal	T-crit	Decision
Male	3.2	0.8	200	1198	1.07	1.96	Accept
Female	2.6	2.0	1000				

$P = > 0.05$, $DF = 1198$

Result on table 4 shows that the calculated t-value of 1.07 is less than the critical t-value of 1.96 ($1.07 < 1.96$) significance and 1198 degree of freedom, thus the null hypotheses is accepted. Therefore, there is no significant difference in the mean ratings of male and female secondary school teachers of Ebonyi State on the influence of motivation of teachers on the academic achievements of students.

Discussions

Results of the findings showed that there are various strategies for motivating teachers of Ebonyi State Secondary Schools. Motivation is strong variable that can induce teachers to be efficient and more productive in discharging their legitimate duties. Motivation will equally trigger off human behaviour. The findings is in agreement with Asemah (2010) who ascerted that motivation induces teachers to act in desirable academically productive manner. For academic achievement of students, teachers should be motivated in terms prompt payment of their salaries, regular promotions and re-introduction of over time allowance which has been a history for some decades now.

Findings on table 2 showed that there is high level of influence on students' academic achievement when teachers are motivated. Teachers when motivated are happy, dutified, dedicated to duty, emotionally sound, and friendly to his super-ordinate and sub-ordinate. This in line with Orji (2014) who stressed that how well a teachers has performed when he is happy can only be measured by how well the students have performed, if all things be equal. In the same view, Ohuruogu and Aja-Okorie (Aja-Okorie 2016) opined that there is a significant relationship between organizational behaviour in terms of motivations and teachers work performance. It is therefore, imperative that teachers should be motivated by education managers so that the goals for which secondary schools are established will be achieved.

The result on tables 3 and 4 indicates that there are no significant differences in urban and rural teaches and male female teachers on strategies for teachers motivation and influence of motivation of teachers on academic achievements of students respectively in Ebonyi State Secondary Schools. Both agreed that there are various strategies for teachers motivation and that teachers' motivations greatly influence students academic performance in Ebonyi State Secondary Schools.

Educational Implication of the Study

The following implications have been deduced from the study: When teachers are not motivated using various strategies, they will be unproductive, there will be poor quality work out-put, aggressive to authorities, and insubordination. This will hamper the achievement of educational goals. The poor academic achievement of students occasioned by mass Exodus of quality teachers in the teaching profession which is the result of lack of motivation has jeopardized the efforts of education managers.

Implication of Teacher Motivation for Education Managers

The following suggestions can help the education managers to achieve the goals of education: Teachers should be made to be happy by motivating them using various strategies such as prompt and regular promotions backed up with financial benefits. This will help them meet up with some of their presenting domestic needs. The incessant strike actions by teachers could be curtailed by round-table conference with a view to finding solutions to their demands. Student's academic achievement has significant relationship with the organizational behaviour. Therefore, education managers should provide a conducive environment for effective teaching and learning.

Conclusion

The study examined strategic indices for teachers motivation for improved academic achievements for secondary school students in Ebonyi State. The finding of the study revealed various strategies for teachers motivation and as such education



managers should explain these motivation strategies so that teacher will be happy to do their jobs. This will balance to a great extent the academic achievements of secondary school students not only in Ebonyi State, but Nigerian secondary school in general.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. Government should endeavour to pay teachers their monthly salaries on time as well as promote them as and when due.
2. Government should device reward mechanism for dedicated and dutified teachers such as national merit award.
3. Teachers when motivated should be effective and efficient in their jobs to enhance students academic achievement.
4. Students should be encouraged to form strong and effective study group devoid of all form of distraction for academic achievements.

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