

INFLUENCE OF MOTIVATION ON TEACHERS AND COMMITMENT TO WORK IN PUBLIC SECONDARY SCHOOL IN ABAKALIKI EDUCATION ZONE, EBONYI STATE, NIGERIA

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Abstract

This work investigated the influence of motivation on teachers and commitment to duty with focus on Abakaliki Education Zone. It was a descriptive survey designed to examine the extent of the effect of motivation and commitment to work by teachers in Abakaliki Education Zone. The sample for the study consisted of 420 teachers and Principals drawn in Abakaliki Education Zone. A 20-item, 4-point scale instrument known as Teachers' Motivation and Commitment to Work Questionnaire (TMACTWO) was used to generate data for answering two research questions and two hypotheses posed to generate the scale of 0.73 established. The instrument was administered through the help of all the principals who were adequately briefed on the rudiments of the study. Mean and t-test statistics were used to answer the research questions and test the hypotheses at 0.05 significance respectively. Findings among others revealed that apart from pro-rata payment and principals' under strict administrative style of leadership, every other variable was discovered to be a motivational variable and that paying teachers according to time they put into service will never spur teachers to be more committed to duties. It was recommended that Government should do everything possible to see that students do well in the external examinations and that principals of schools should establish good relationship with their teachers as strict leadership style does not help.

Keywords: Motivation, Teacher, Influence And Commitment

Introduction

The primary goal of every educational institution is to achieve optimum delivery of service which is seen in quality teaching and learning, Teacher motivation and commitment to duty is one of the major concerns of the school system. There is the general impression that teachers are no longer dedicated to their duties and this has affected academic performance of students. This is evident in the result released by

WAEC for the SSCE 2017 and 2018 respectively.

This is because according to Arubayi (2004) students' academic success is often viewed as a correlate of teachers' effectiveness. Teacher's effectiveness to a great extent depends on motivation. In the same vein Mkpá (2000) notes that the success of any educational system depends on a great extent on teacher's commitment to duty and their effectiveness on the job.

The concept of motivation has been defined by different scholars in different ways. In the school system when we talk about motivation, and its influence on teachers' commitment to duty, the teacher is the focus. This is because the teacher is a critical factor in the teaching and learning process. A one functional element in the student's environment that occupies a pivot position in school activities, Adejumo in Okorie (2008) describes the teacher as one who performs students related tasks as; gives knowledge, provides conducive emotional climate in the classroom that facilitates learning and helps in the administration of the school.

Obasi (2013) noted that motivation is an inner drive or force within an individual that determine his attitude to issues and situation. Ememe, Egu and Eze (2010) opined that teacher motivation is of paramount importance for the successful realization of any educational goal in any country and that no educational policy can be realized if teachers are not fully motivated to interpret or make such policy work. More so, no educational enterprise can succeed if the reward system and work environment are inadequate to motivate and sustain its workers without which educational objectives cannot be achieved. Hence, Asika (2000) in Ossai and Nwaiado (2010) observed that when teachers are unmotivated due to lack of prompt attention to their needs; both professional and personal job dissatisfaction results and could lead teachers to opt for better job opportunities (teacher attrition), compounding resulting in schools losing experienced teachers and compromising educational standards.

The success of a number of government programmes rest on the shoulders of teacher and for this reason, a teacher must go beyond educating pupils to making them fit into a world of uncertainty. All these efforts are seen in the teaching ethics which permeates all the qualities a competent teacher must have. Such qualities must be concentrated on developing and retaining competent teachers in every community and at every grade levels. When teachers are not satisfied with their jobs to the extent that attrition rate is high, it means that the schools are not effective. Indeed, schools or educational systems can be more effective if teachers are adequately offered inducement (motivation) which leads to satisfaction and hence efficiency and effectiveness. Also, adequate inducement of teachers will make them more dedicated and committed to their jobs. Teachers' motivation is reflected on prompt payment of salaries and allowances, and promotions when due as the key factors that shape teacher's attitude to work. Adelabu (2005) identified disparity between teaching profession and other professions as another source of teacher dissatisfaction in Nigeria, adding that the teacher is a human being that expects to enjoy certain conditions at work and when these conditions

are not met, they are dissatisfied in their work and this will lead to little or no commitment to their job which invariably results in diminished teacher performance Okorie (2012). Contributed that this situation is typical of Ebonyi State teachers and educational system. There is serious apathy to the teaching job as a result of zero motivation. Teachers complain of non-payment of salaries and allowances as at and when due, non implementation of their promotions, no incentives for training on the job, no encouragement from parents and students in terms of respect, obedience and interest in learning. They also complain of introduction and implementation of pro-rater policy in the midst of irregular salary payments as well as inadequate facilities and materials for teaching. These result to negative attitude of the teacher especially as it concerns the teacher commitment to duties. This has grossly led to poor student's academic performance as revealed in the recently publicized SSCE 2017 result.

Based on the factors highlighted above, the researcher is bent on finding out the influence of motivation on teachers commitment to work in Abakaliki Education Zone.

Statement of the problem

In the recent time people have been complaining about falling standard of education which has left unanswered questions in the minds of education managers in Nigeria. Some of such questions regard to high rate of failure in examination and malpractices. Parents and Government point accusing fingers at the teacher, that they have not been alive to their responsibilities. They accuse the teacher of truancy, absenteeism, dereliction of duty, abandoning their duties for other businesses and leaving the students to their fate. The teachers on their part blame the Government for late payment of salaries and allowances, poor working conditions, lack of incentives, poor motivation leading to job dissatisfaction.

Hence, the, problem is that the strategies needed to motivate teachers in Abakaliki Education Zone have not yet been determined as the state of affair has remained what it used to be resulting in low teacher commitment to his life of work. Based on this, the study tries to find out series of answers to yet unanswered questions of what motivational variables are likely to motivate teachers to be committed to duties. What strategies could be involved? What variables influence teachers attitude towards teaching assignment? How does government activities affect teacher motivation and commitment to work? And the role of principals in teachers' motivation to work. This is the problem of this study and it is the gap that the study wants to fill.

Scope of the study

The study *was* restricted to public secondary schools in Abakaliki Education Zone of Ebonyi State. In terms of contents the study was limited to determining the variables that can motivate teachers to be more committed to their teaching duties; investigating the strategies that could be adopted to motivate teachers in Abakaliki Education Zone of Ebonyi State.

Purpose of the study

The purpose of the study on broad scheme evaluate the influence of motivation on teachers and commitment to work as .it, concerns the public secondary schools in Abakaliki Education Zone of Ebonyi State.

However, it was specifically designed:

- (1) To identify the motivational areas needed for effective teacher commitment to duty.
- (2) To investigate the strategies that could be adopted to motivate teachers in Abakaliki Education Zone of Ebonyi State.

Research questions:

The following research questions were posed to guide the study

- i. What are the motivational areas needed for effective teacher commitment to duty?
- ii. Which motivational strategies will improve teacher effectiveness?

Research hypotheses:

The following null hypotheses were formulated to guide the study

- i. The mean response scores of teachers and principals do not differ significantly on the motivational variable that are likely to improve teachers dedication to duties ($P < 0.05$).
- ii. The mean response scores of teachers is not greater than that of the principals on the strategies that could be adopted to motivate teachers in Abakaliki Education Zone ($P < 0.05$)

Methodology:

The study adopted the descriptive survey design where the data collected are presented as they are which describes events as they occur. It also permits the use of a small group called sample to study a large group called population and the use of the result got from the sample to make generalization about the characteristics of the population. The design was to examine the extent of the influence of motivation on teachers and commitment to work in Abakaliki Education Zone.

The population of the study was made up of all the teachers and principals in the public secondary schools in Abakaliki Education Zone (AEZ) of Ebonyi State. The total of one thousand eight hundred and fifty seven (1,857) teachers and twenty six thousand and sixty three students (26,063).

The sample was made up of 420 teachers and principals drawn by using a proportionate random sampling technique.

Data were obtained through a structured questionnaire instrument titled; Teachers Motivational and Commitment to work Questionnaire (TMACTWQ). The instrument was designed into two (2) parts (A & B).

Part A: Opinion of Teachers and principals on the motivational variables that would improve teachers dedication to duties.

Part B: Teachers and principals perception on the strategies that could be adopted to motivate teachers in Abakaliki Education Zone, Part (A & B) were structured in a modified four points scale, composed of statements which the respondents indicated strongly agreed (SA), Agreed (A), disagree (D) and strongly disagree (SD).

Each part provided data that was used to answer the corresponding research questions and research hypotheses and were made up of 10 structured items each, totaling 20 in all.

In order to test the reliability of the instrument (internal consistency), a split half approach was used. Ten (10) principals and twenty (20) teachers from two (2) local government areas in Abakaliki Education Zone (AEZ) were used for the study. The choice of the schools was made on the premises that during a pilot study, the researcher need not make use of the actual study sample provided. Two sets of scores were generated and finally correlated using spearman rank order correlation coefficient to obtain the correlation coefficient of the two halves of the set of scores, using spear man, prophecy formular which yielded 0.73

The researcher distributed the instrument to the respondents through the help of contact persons of the sampled schools who administration the instrument on the respondents (teachers and principals) and was collected back through the research assistant on later date as agreed upon with the schools. Data collected was used in the analysis of this study.

The analysis of data collected was based on the instrument. Mean was used to answer the research questions while t-test statistics was used to test the null hypotheses at 0.05% level of significance ($P < 0,05$).

Presentation of results and data analysis

Data obtained were analyzed and presented to answer the posed research questions while t-test statistics was used to test the null hypotheses. The presentation was done with research questions and null hypotheses as sub-headings.

Research question one

What motivational areas are needed for effective teacher commitment to duty.

Table 1: Mean Score of Respondents on the motivational areas needed for effective teacher commitment to duty.

S/N	Items	Teachers				Principals			
		TS	\bar{x}	SD	DEC	TS	\bar{X}	SD	DEC
1.	Health care facilities	1340	3.35	1.40	A	69	3.44	1.46	A
2.	Prompt and regular payment of salaries and allowances	1436	3.59	1.56	A	71	3.52	1.51	A
3.	Pro-rata payment	812	2.03	1.21	R	37	1.83	1.30	R
4.	Regular supervision	1232	3.08	1.26	A	59	2.95	1.21	A
5.	Principals' strictness	732	1.83	1.30	R	47	2.36	1.13	R
6.	Adequate instructional materials	1212	3.03	1.24	A	65	3.23	1.34	A
7.	Principals delegation of duties to teachers	1348	3.37	1.42	A	62	3.06	1.25	A
8.	Study grants/in service training to teachers	1380	3.45	1.46	A	61	3.04	1.24	A
9.	Well equipped workshop /labouratory/office	1304	3.26	1.35	A	61	3.03	1.24	A
10.	Teachers' proximity to the school	1324	3.31	1.38	A	64	3.18	1.31	A
	Cluster Mean		3.03	1.36			2.96	1.30	

The table shows the mean scores and standard deviation scores of the respondents (teachers and Principals) on variables that could motivate teacher's dedication or commitment to their teaching duties as well as the decision taken in respect of the listed items (variables). The table reveals that teachers agreed that variables items 1, 2, 4, 6, 7, 8, 9, 10, would motivate teachers to be committed to their duties but strictly opposed to the facts of items No. 3 and 5. This means that paying teachers pro-rata at the end of the month as well as principals strictness in his administration will in no way (improve teacher's dedication to duty.

RESEARCH QUESTION TWO

What strategies could be adopted to provide motivation for teachers in Aba Education Zone?

Table 2: Mean scores of Respondents on the Strategies that should be Adopted to Motivate the Teacher and Improve their Commitment to their work

S/N	ITEMS	TEACHERS				PRINCIPALS			
		TS	X	SD	DEC	TS	X	SD	DEC
11	Teachers attending workshop/seminar	1220	3.05	1.25	A	65	3.25	1.35	A
12	Providing financial reward for teachers	1304	3.26	1.35	A	58	2.0	1.18	A
13	Giving oral and other means of warm appreciation to teachers	1240	3.10	1.26	A	61	3.04	1.24	A
14.	Allowing students to evaluate their teachers	820	2.05	1.21	R	36	1.79	1.32	R
15	Providing internet facilities in the school for teachers	1224	3.06	1.25	A	60	3.01	1.23	A
16	Providing teachers with some privilege	1296	3.24	1.35	A	61	3.05	1.25	A
17	Organizing teachers forum where teachers will be expected to err their view about what happening within the education sector	114	2.86	1.17	A	63	3.15	1.29	A
18	Pay teachers according to time they put into service each month (Pro-rater)	932	2.33	1.13	R	31	1.55	1.46	R
19	Surcharging teachers on areas of their duties not covered properly	784	1.96	1.24	R	30	1.51	1.43	R
20	Teachers participatory management through accepting of their ideas and suggestion	1328	3.32	1.38	A	59	2.95	1.21	A
	Cluster Mean		2.86	1.26			2.45	1.29	

TS_T = Total Scores of the Teachers responses.

TS_p = Total scores of the principals responses.

Table 3 shows the total scores, mean scores and standard deviation scores of the respondents as well as the decision taken on the strategies that could provide motivation to teachers and hence improve their commitment to duties. Both respondents shared the same opinion. They agreed or accepted that all suggested strategies, listed from 11 to 20 excepting item numbers 14, 18 and 19 when adopted will either motivate the teachers or improve their commitment to work. This is because the observed scores fall below the expected mean of 2,5 using a modified four point scale instrument.

Hypotheses one 5.

The mean response scores of teachers and principals do not differ significantly on the motivational areas that are likely to improve teachers commitment to duties.

Table 3: Result of Data Analysis on the variables that would motivate the teacher and improve their commitment to work,

Respondent	X	SD	t-cal	SL	t-tab	Decision
Teacher	3.03	1.36	0.4154	0.05 2	1.960	Null Hypotheses upheld (not significant).
Principals	2.96	1.30				

Table 3 show that t-calculated (0.4154) and t-tabulated (1.960) at 0.05 significant level. The t-calculated (t-cal) is less than the t-tabulated (t-tab). Hence, the null hypotheses is upheld. This implies that teachers and principals do not differ in their opinion on the variables that could motivate teachers and improve their commitment to work.

Hypothesis two

The mean response scores of teachers do not significantly differ from the principals on the strategies that could be adopted to motivate teachers in Abakaliki education Zone (P < 0.05).

Table 4: Result of Data Analysis on the ways or strategies that could be adopted to improve teachers commitment to work.

Respondent	X	SD	t-cal	SL	t-tab	Decision
Teachers	2.86	1.26	1.8458	0.05 2	1.960	Null Hypotheses/Upheld (not significant)
Principals	2.65	1.27				

Table 4 shows that t-calculated (0.8458) and t-tabulated (1.960) at 0,05 level of significance. The t-calculated (t-cal) is less than the t-tabulated (t-tab). Hence, the null hypothesis of no significant difference is upheld or accepted. This mean that both the teachers and the principals are not empirically different in their opinions about the specific ways or strategies that could be adopted to raise teachers moral or spirit and hence improve their commitment or dedication to their duties as teachers.

Summary of findings

Out of ten variables listed in the questionnaire likert scale, only two items; pro-rata payment to teachers, and principal's strictness in his administration could not provide any motivation and as such have negative influence on teacher's dedication or commitment to duty. In other words teachers will be committed to their duties when they are paid their salaries and allowances and regularly too. Also, principals positive attitude towards their teachers, regular supervision, provision of adequate instructional materials, principals delegating specific duties to their teachers, giving teachers study grants, job security as well as teachers proximity to school will definitely make teachers committed to their duties.

Paying teachers according to time they put into service (pro-rata) allowing students to evaluate/access their teacher as well as surcharging teachers on areas of their duties not covered properly will not only kill their job morale but will reduce their commitment to duty. However, if other listed suggestions are adopted, it will go a long way to motivate the teachers and improve their total commitment to work;

Recommendations

Based on the findings of this work the following recommendations are proffered: Students performance in external examinations need improvement, therefore efforts should be geared by the Government towards such realization. Products of school system should be equipped with skills that will make them functional in the contemporary technological world. Principles of schools should try everything possible to establish a good school climate where good relationship between the principals and teachers is operational as strict leadership style does not help matters.

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