

TEACHER MOTIVATION FOR EDUCATIONAL TRANSFORMATION IN ABIA STATE, SOUTH-EAST NIGERIA

Ogbonna N. Ememe¹, Egu R. H. N.², Ezech C. S.³

¹ Director and Supervising Principal,

² Director Secondary Education Management Board, Abia State,

³ Department of Education Management, University of Port Harcourt,
NIGERIA.

¹ ememeon@yahoo.co.uk, ² nkrosemary@yahoo.com, ³ stellacezeh@yahoo.com

ABSTRACT

This paper investigated Teacher Motivation for Educational Transformation in Abia State, South-East Nigeria. It was a descriptive survey. A sample of 500 teachers representing 10% of a population of 5008 was selected. A 2-part, 20-item, 4-point scale instrument titled Teacher Motivation Questionnaire (TMQ) was used to collect data for answering 3 research questions. The instrument as validated by a team of 4 experts from the Department of Measurement and Evaluation, University of Port-Harcourt, test retest reliability was carried out using Pearson's Product Moment Correlation that yielded an $r = 0.75$. Means were used to answer the research questions. One of the areas that need transformation is regular payment of salaries and wages. It was concluded that teachers need motivation for educational transformation and recommended among others that scholarship should be given for teacher improvement.

Keywords: Teacher Motivation, Educational Transformation

INTRODUCTION

Teacher motivation is of paramount importance for the successful realization of any educational goal in any country. No educational policy can be realized if teachers are not fully motivated to interpret or make such policy work. When education policies are formulated at government level, teachers are the only hope of realizing such policies; this thus, underscores the motivation of teachers.

Motivation has been variously defined by a number of authors. Hoy and Miskel (1987) defined motivation as the complex forces, drives, needs tension states or other mechanisms that start and maintain voluntary activity directed towards the achievement of personal goal. Golembiewski (1973) referred to motivation as the degree of readiness and locus of forces which induce the degree of readiness. Dresster (2001) on his part defined motivation as the intensity of a person's desire to engage in an activity. Kelly (1974) saw motivation as the forces that maintain and alter the direction, quality and intensity of behaviour. Motivation therefore is that innate drive, desire or forces that move an individual towards achievement of goal. It could be an inner feeling thus intrinsic or something tangible. Whether motivation is extrinsic or intrinsic, its importance in the field of education need not be emphasized especially as it has to do with the teacher.

The teacher performs a number of goal-directed activities especially when it has to do with interpretation of education policies or imparting of skills to the pupils. Thus, teacher motivation is of primary importance in determining the education success and manpower development of any nation.

Okorie (2008) described the teacher as one who performs students' related tasks as summarized below:

1. Gives knowledge, trains students in some basic tasks and provides them with effective learning activities in class.
2. Provides conducive emotional climate in the classroom that facilitates learning.
3. Helps in the administration of the school.

These tasks are aimed at producing well adjusted citizens for the propagation of the society. The government depends on teachers when it comes to the realization of its programmes, the 6-3-3-4 system of education, the Universal Basic Education (UBE), Entrepreneurship Education and most recently, the Federal Government Transformational Agenda in Education. These programmes attract a lot of funds and as such if teachers are not well motivated to work hand in hand with government, all her efforts will come to nothing. Thus, teacher motivation is a major priority.

The federal government recently embarked on the transformation agenda in order to realize the Millennium Development Goal, education among others. The major aim is to ensure that every Nigerian child is given the opportunity of a qualitative basic education by the year 2015. The programme is meant to capture every Nigerian child where ever he or she is domiciled. The federal government is spending huge sum of money in providing learning materials, classrooms, improving infrastructure as well as training and retraining of teachers (This Day, 12th August, 2012).

The federal government wants all to make the transformation agenda work by putting in measurable efforts to deliver quality education to Nigerians by 2015. The major priority being to make the school environment more friendly so that pupils can look forward to school and enjoy learning. Teachers will also be trained and retrained regularly to be able to fit into the programme. These are laudable programmes but will not see the light of the day if the federal government does not match words with action. Motivation of teachers must be at the centre of the Transformation Agenda if it is to be realized.

STATEMENT OF THE PROBLEM

Teachers have been blamed for the poor quality of Nigerian school leavers, the government, parents and even the larger society complain that the inability of school leavers to pass both the WASSCE and NECO exams or qualify for admission into the higher institutions is because teachers have not been alive to their responsibilities. The government has embarked on a number of programmes – The Universal Primary Education, The 6-3-3-4 system of education, The Universal Basic Education / Adult and Non-formal Education, all aimed at improving education. What about the teachers who are supposed to put these programmes into action?

Little or nothing is done to motivate the teachers on whose shoulders lie the responsibility of carrying out or interpreting these programmes into concrete terms. Teachers work under very appalling conditions. Lessons are sometimes given in dilapidated classrooms with leaking roofs, under the trees, with little or no laboratory equipments for practicals nor are their library facilities to make the jobs lighter. Salaries are delayed and when paid, it is nothing to write home about as graduates in other professions who attended the same Universities with teachers receive better pay packets.

Teachers' condition of service is the worst when compared to other professions, Teachers are not given housing loans or loans to further their education. When teachers go for training or capacity building, they are paid stipends which are not even enough to cover their transport fare to the venue and are made to sit on school benches meant for 12-15 year olds. Strike actions have been used by teachers to press for improved condition of service.

This situation does not make for teacher motivation as nobody can put in his utmost best when subjected to these conditions. This paper therefore is aimed at finding answers to the following questions: What is motivation areas needed for effective educational transformation?

PURPOSE OF THE STUDY

The purpose of this study was:

- a. To identify the need to motivational packages for teachers.
- b. To identify the motivational areas needed for effective educational transformation.
- c. To find out the educational facilities that needs transformation for effective motivation of teachers.

RESEARCH QUESTIONS

The following research questions were posited to guide the study:

- i. Why is transformation of motivational packages for teachers necessary?
- ii. What areas need motivation for teachers' effective educational transformation?
- iii. What education facilities need to be transformed for effective motivation of teachers?

METHODOLOGY

This study adopted the descriptive survey design. Best (1997) was of the opinion that survey researches involve assessing behaviours, preferences, perceptions and opinions of a sample. All the 5008 male and female teachers of the secondary school system in Abia State made up the population in 3 zones of Aba, Ohafia and Umuahia respectively.

Aba zone had a total of 2169 teachers, (560 males, and 1609 females); Ohafia zone had a total of 1569 teachers (420 males, 1149 females); Umuahia zone had a total of 1270 teachers (380 males and 890 females). A sample of 500 representing about 10% of 5008 was selected through the stratified proportionate representation in the following: out of a sample of 217 selected from Aba zone, 56 and 161 were male and female respectively, out of a sample of 156 selected from Ohafia, 42 were males and 114 were females and out of a sample of 127 selected from Umuahia, 38 represented males, 89 represented females. All these gave a total of 136 males and 364 females making up for 500 selected for the study.

A 2-part item, 20-item, 4-point scale, instrument titled Teacher Motivation Questionnaire (TMQ) was used to collect data for answering 3 research questions. The validity of the TMQ was established by a team of experts from the Department of Measurement and Evaluation, University of Port-Harcourt. The instrument was subjected to test re-test reliability using Person's Product Moment Correlation that yielded and $r = 0.75$. The researchers administered the instrument to respondents, retrieved some on the spot and some later on an agreed date. Means were used to answer the research questions.

RESULTS

Research Question 1

Why are the motivational packages for teachers necessary?

Table 1. Why the Motivational Packages are Necessary for Teachers

<i>S/n</i>	<i>Necessity of Motivational Packages</i>	<i>X</i>	<i>Decision</i>
1.	Poor results in NECO / WAEC exams	3.01	A
2.	Inability of products to secure admission	3.21	A
3.	Drop out rate is high	2.91	A
4.	High rate of examination malpractice	3.20	A
5.	Products lack basic skills	2.75	A

Cluster mean = 3.02

Data in table 1 indicates that poor results in NECO / WAEC had a mean score of 3.01. Inability of products to secure admission into higher institution pooled a mean of 3.21. Drop out rate is high scored 2.90, high rate of examination malpractice 3.20 and products lack basic skills registered 2.75.

From the foregoing, it is necessary to transform motivational packages for teachers for the following reasons:

- a. Poor results in NECO / WAEC examinations
- b. Inability of products to secure admission into higher institutions
- c. Drop-out rate is high
- d. High rate of examination malpractice
- e. Products lack basic skills.

Research Question 2

What areas need motivation for effective educational transformation?

Table 2. Areas that need Motivation for Effective Educational Transformation

<i>S/n</i>	<i>Areas that need Motivation for Effective Educational Transformation</i>	<i>X</i>	<i>Decision</i>
6.	Health care facilities	3.50	A
7.	Regular payment salaries / wages	3.20	A
8.	Study leave with pay	2.95	A
9.	Job security	3.41	A
10.	Scholarship for teacher improvement	3.32	A

Cluster mean = 3.28

Data in table 2 reveal that health care facilities made a mean of 3.50. Regular payment of salaries and wages pooled 3.20. Study leave with pay 2.95. Job security 3.41, Scholarship for teacher improvement 3.32

Therefore, the answers to research question 2 are:

- i. Health care facilities
- ii. Regular payment of salaries and wages
- iii. Job Security and scholarship for teacher improvement.

Research Question 3

What facilities need transformation for effective teacher motivation?

Table 3. Facilities that need Transformation as Effective Teacher Motivation

S/n	Facilities that need Transformation as Effective Teacher Motivation	X	Decision
11.	Good office environment	3.40	A
12.	Well equipped laboratory	3.10	A
13..	Well ventilated classroom	3.20	A
14.	Adequate library facilities	3.25	A
15.	Computer center with Internet facilities	2.95	A
16.	Well equipped workshop for skill acquisition	2.95	A
17.	Adequate Housing facilities	2.79	A
18.	Adequate Pension facilities	3.0	A
19.	Children Education facilities	3.20	A
20.	Adequate transport facilities	2.97	A
21.	Insurance facilities	3.15	A

Cluster mean = 3.09

Data in table 3 showed that good office environment made a mean of 3.30. Well equipped laboratory pooled 3.10. Well ventilated classroom scored a mean of 3.20. Adequate library facilities; computer centre with Internet facilities generated 3.25 and 2.95 respectively. Well equipped workshop for skill acquisition 2.95. Adequate housing facilities 2.79. Adequate pension facilities 3.0. Children education facilities 3.20. Adequate transport facilities 2.97 and insurance facilities 3.15.

In the light of the foregoing therefore answers to research question 3 are:

- a. Good office environment
- b. Well equipped laboratory
- c. Well ventilated classrooms
- d. Adequate library facilities
- e. Computer center with Internet facilities
- f. Well equipped workshop for skill acquisition

- g. Adequate Housing facilities
- h. Adequate Pension facilities
- i. Children education scheme
- j. Adequate transport facilities
- k. Insurance facilities

Summary of Findings

From the data analyzed, the following findings were made:

Motivational packages are to be transformed because of:

- Poor results in NECO / WAEC Examinations
- Inability of products to secure administration into higher institutions
- High dropout rate
- High rate of examination malpractice
- Products lack basic skills

Areas that need motivation for effective educational transformation are:

- Health care facilities
- Regular payment of salaries / wages
- Study leave with pay
- Job security and scholarship for teacher improvement

Facilities that need transformation as effective teacher motivation are:

- Good office environment
- Well equipped laboratory
- Well ventilated classrooms
- Adequate library facilities
- Computer center with Internet facilities
- We equipped workshop for skill acquisition
- Adequate housing facilities
- Adequate pension scheme
- Children education facilities
- Adequate transport facilities
- Adequate insurance facilities

DISCUSSION OF RESULTS

Results in table 1 indicated that youths lack basic skills and involve in high rate of examination malpractice. This is in perfect agreement with the work of Undie, Nkama & Ememe (2010) who noted that the negative attitude of youths in addition to their lack of basic skills make unemployment unavoidable for them.

Expressing the same line of thought, Balogun (2001) noted with dismay that examination malpractice has been on the increase in the last 3 decades.

The implication of this according to him is that an increasing number of academic misfits are enrolled into the tertiary institutions. He maintained that those who performed well through malpractice in secondary schools cannot pass qualifying examinations into higher institutions.

Findings in table 2 show among others that regular payment of salaries and wages need be transformed. This is in keeping with the work of Ememe, Egu & Njoku (2011) who observed that salary issues have been at the top burner of one of the areas to be transformed for effective educational transformation. They noted that salaries and wages have been poor and irregular. Additionally, Igwe (2004), Obanya (2008) identified irregular salaries as a major area that needs transformation for effective teacher motivation.

Similarly, Lauwery (1969) lamented that the teacher is both a beloved leaders and a neglected public servant. According to him, he may enjoy a prestige that approaches veneration and starved unnoticed by the parents of the very children entrusted to his care. In total support of the foregoing finding, Okeke (2004) observed that the most persistent and perhaps the most complex of all the professional problems confronting the education industry transformation in Nigeria are poor, irregular payment of salaries / wages, lack of scholarship for teacher improvement, poor health care facilities and lack of study leave with pay.

Accordingly, Ememe & Onwuchekwa (2011) found that teacher incentives system play a remarkable role in the motivation of teachers and the transformation and survival of the Education industry. They maintain that any incentive system that is attractive to teachers is a positive way to evoke transformation of the education system. Bunnell & Akyeampong (2007), VSO (2002) and Kazeem (1999) argued that low salaries constitute the factor affecting teacher's morale and motivation and consequently the delivery of quality Education.

Results in table 3 show that good office environment, well equipped laboratory, adequate library facilities are the facilities that need transformation for effective teacher motivation. This is in agreement with the findings of Leigha & Ebi (2007) who found that well equipped laboratory, adequate library facilities are to teaching and learning what implements are to the farmer. These authors maintained that one can hardly function effectively without the other. In his contribution, Achuonye (2004) emphasized that instructional facilities invaluable forms the heart of instructional process because they are information carriers designed to meet the obligation of teaching and learning processes. Finally, Igwe (2002) still insisted that the quality of education to a large extent depends on the environment and facilities such as laboratory, workshop, libraries, non-text materials, teaching aids, the like and the use to which they are put.

CONCLUSIONS

Teachers need motivation for education to be transformed in Abia State, South-East, Nigeria. It is important that for this transformation to take place certain key areas like motivation packages, facilities need be transformed. Areas like salaries / wages need be looked at. Transformation in these areas will make the teacher teach with commitment, demonstrate high morale, productivity and a high sense of professional vista. On the contrary, if these areas are not transformed, education will witness a bleak feature and society will suffer for it.

RECOMMENDATIONS

Based on the findings of this paper, the following recommendations were proffered:

1. Efforts should be made to improve the results of students in external examinations. This will help prepare them for higher education.

2. Society and school authorities should make efforts to reduce the level of drop-out rate by motivating teachers adequately
3. Products of the secondary school system should be equipped with skills to make them more functional at the world of work.
4. Scholarship should be given for teacher improvement.
5. Adequate housing should be provided to enable teachers be effectively housed.
6. There should be improvement in Teachers Pension Scheme.

REFERENCES

- Achonye, K. A. (2004). *Contemporary Educational Technology*. Port Harcourt: Pearl Publishers
- Balogun, J. O. (2001). Curbing the Menace of Examination Malpractice in Nigerian Education System: Inculcating Traditional Values through proverbs in Lassa, P. N and Aghenta, M. J. A. (eds), *Nigeria Academy of Education, Academy Congress Publications, November, P.312 – 320*
- Basic Education: Transforming Agenda into Action. *This Day, 10th August 2011*
- Best, J. W. (1997). *Research in Education*. New Jersey: Prentice Hall
- Bunnell, P. & Akyepong, K. (2007). Teachers Motivation in Sub-Saharan Africa & South Asia, *DFID Education Paper, No 71*. London: DFID
- Dresster, G. (2001). *Management Leading People and Organization in the 21st Century*. Harlow: Prentice Hall.
- Ememe, O. N., Egu, R.H.N. & Njoku, N. C. (2011). Teacher Attrition in Secondary Schools in Abia State, Nigeria: The Gender Perspective. *IRCAB Gender Journal of Arts and Education, Vol. 1, No. 1, September, p.67-75*
- Ememe, O. N & Onwuchekwa, G, U. (2011). Secondary School Teachers Incentive Value in Abia State. *Journal of International Gender Studies, 6, 218-227*
- Hoy, W. K. & Miskel, C. G. (1987). *Educational Administration: Theory, Research & Practice*. New York: Random House
- Igwe, L.E. B. (2002). *Introduction to Educational Administration*. Port-Harcourt: Global Link
- Igwe, S. O. (2004). The UBE Programme in Nigeria: Challenges and Prospects in E. O. Tagbamiye, J. B. Babalola, M. Fabunwa & A. O. Ayeni (eds) *Management of Primary Secondary School Education in Ibadan, NAED*
- Kazeem, S. O. (1999). *Correlates of Job Motivation of Workers in Selected Public and Private Secondary Schools in Ife-Ijesha Zone, Osun State, Nigeria*. Unpublished M. A Ed Thesis, Faculty of Education, Obafemi Awolowo University, Ile-Ife, Nigeria.
- Kelly, S (2004). *Organizational Churches*. Homewood Richard D. Irwin
- Lauwery, J. A. (1969). *Teachers and Teaching*. London: Evans Brothers
- Leigha, M. B. & Eobi, C. (2007). Availability of Instructional Facilities for the Effective Delivery of Science Subjects in Senior Secondary Schools in Bayelsa State, *African Journal of Education and Developmental Studies 4(1), 223-231*

- Nwagwu, N. A. (1978). *Primary School Administration*. Lagos: Longman
- Obanya, P. (2006). *Teaching with Teacher*. 24th Distinguished Lecture Series, Adeniran Ogunsaya College of Education, Otto Ijinikin, Lagos State, Nigeria.
- Ogunsaya, S. (1980). *Some Aspects of School Management*. Ibadan: UIP
- Okeke, B. A. (2004). *Teaching in Nigeria: The Bureaucracy and Professionalism*. Enugu: Mercury International Publishing
- Okorie, N. C. (2004). Teachers Matter: Formulation and Implementation of Teacher Education Politics. *A Keynote Address Delivered at the World Teachers' Day Celebration at Ibeku High School*