The Influence of Motivation of Teachers’ and Their Incentives in Akwa Ibom State, Nigeria

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Abstract: The Study was conducted to examine the influence of Motivation of Teachers and their incentives on Students Academic Performance in Biology in Ikot Ekpene Local Government Area of Akwa Ibom State Nigeria. A descriptive research design was conducted and a simple random sampling technique was used to select one hundred and fifty (150) respondents of which thirty (30) were selected from each of the five (5) schools chosen for the study. Research question and hypotheses were formulated to guide the study. The instrument for data collection was questionnaire. Data was analyzed by the use of T-test analysis to test the null hypothesis at 0.05 level of significance. The findings revealed that teachers that are motivated teach effectively in classroom than those teachers that were not motivated at all. It was recommended that a conducive teaching and learning atmosphere should be provided for teachers to enhance effective teaching and learning process.

Keywords: Motivation, Influence, Performance.

1. Introduction

In Nigeria, teachers’ has not been given adequate priority as stipulated in the national policy of education (2004) revised. Teachers are expected to earn both intrinsic and extrinsic reward from work (Etuk, 2002). It is believed that if teachers’ pay, working conditions and fringe benefits given to teachers are judged to be good by the teachers, they will put in more effort at work (Etuk 2002).
The success or failure of any educational system depends mainly on the teachers. This is where effective motivation of teachers’ comes to play. It is a well-known fact that a well-motivated teacher, who is provided with working incentives, good working conditions and adequate remuneration is bound to be dedicated to his/her teaching so as to bring about the needed learning on the part of students (Money, 1999).

It is therefore the duty of a teacher to get the students to do what they are expected to do in order to help the educational system achieve its goal. This will be accomplished by given motivation, the necessary attention and priority its deserves while they are working towards achieving the propose of learning. One of the cardinal reasons for working in life is to satisfy the basic human needs. Onyejiaku (1987), observed that under normal circumstances, individuals choose those occupations which they feel can meet some of their peculiar needs in life. Teachers in the state complain of lack of motivational incentives for them. They complain of lack of fringe benefits of the workers like transport, housing, and medical allowances; lack of payment of leave allowances for many years; lack of recognition, merits awards, bonus and in-service training. It is believed that if teachers’ pay, working conditions and fringe benefits given to the teachers are judged to be good by the teachers, they will put more at work. In other words, they will prepare adequately for their lesson, go to school regularly and punctually, attending classes as schedule, teach the students well, give and mark assignments, test and examination, Etuk (2002).

2. Teachers’ Motivation Conceptualization

According to Cohen (1999), motivation is a set of forces that causes people to behave in certain ways. It is a set of force that change behavior and determine it form; direction and intensity. Motivation is that energizing force that induces or compels and maintain behavior.

According to Maslow’s Hierarchy of needs or content theory: several factors are believed to affect a person’s desire to perform work on behave in a certain way. The theory of needs explained motivation as a phenomenon that occurs intrinsically or within an individual.

Anderson (1991), maintained that if schools improves teaching to affiant high academic performance and motivated teachers, there will be no room for enormous cases of school dropouts, hence motivated teachers can create a good social, and psychological knowledge of Biology in the classroom.

Motivation is the word derived from the word ‘motive’ which means needs, desires, wants or drives within the individuals. It is a process of stimulating people to actions to accomplish the goals. In
the work goal context the psychological factors stimulating the people’s behavior can be: desire for money, success, recognition, job satisfaction, team work etc.

Stoft (1991), observed that students will work harder at a task when they are handled by the teachers who are well taken care of in terms of working incentives and remuneration and their performance at the same level irrespective of gender.

Cohon (2001), maintained that lack of effective motivation of teachers is manifested in an individual indifferences to learning; that is lack of interest in learning; weak drive towards goal attainment and little identification with school subjects, this is manifested in the students by being absent frequently from school due to lack of interest in the teaching learning process. A child who is not under the care of a well-motivated teacher does not take school work serious irrespective of gender.

Anderson (1991), identified the concept of motivation to include drive, needs, incentive, rewards, reinforcement, goal setting and expectantly in the study to examine the correlation that exist between motivation of teachers and students’ performance in Biology. It was concluded that motivation of teachers provide students a source of happiness and encouragement in their learning not minding their gender.

3. Teachers’ Motivation and Job Satisfaction

Since no education system that can rise above the quality of its teachers, teacher education shall continue to be given major emphasis in all educational planning and development (N.P.E. 2004). It is disheartening with their jobs.

Schonfeld (1989), observed that pay rise is one of the powerful tools used in increasing motivation. Teachers should be allowed to undergo in-service training with pay, since teachers’ training is one of the most effective motivational variables which are the gate-way to workers positive performance. This training may be carried out as full time where the student attends regular course for the training or part time.

In supporting the in-service training for teachers Austin (1980), listed some positive changes that will occur. They are as follows:

i. Raises the morale of teachers towards their work.

ii. Training and development can improve motivation, which makes a teacher to become more skilled and shows seriousness in their work.

iii. Training of teachers exposes the teacher to a new and modern technique in teaching especially in this computer era. Physiological needs are the bedrock of all the needs as
postulated by Maslow (1995). These needs involve the need for air, food, water and shelter. Apart from air and sleep which are naturally satisfied, food, water and shelter are those basic inevitable needs which a worker needs to satisfy himself and his dependents from his pay packet.

4. Purpose of the Study

The main goal of this study was to examine the effects of teachers’ motivation on students academic performance in Biology. It was specifically conceived to examine whether there is a significant influence between motivated teachers and those that are not motivated in terms of students’ performance in Biology.

5. Research Method

The survey research design was adopted for this study. This design was to help the researcher to find out, describe the existing phenomena and draw generalization on the population based on the data collected from the represented sample.

5.1. Population

The target population for this research was consisted of all the SSII students from secondary school in Ikot Ekpene Local Government Area with an estimate of about 2800 students.

5.2. Sample and Sampling Technique

The research area was Akwa Ibom State of Nigeria. The sample for the study was made up of students randomly selected from five (5) secondary schools chosen for the study. In each school thirty (30) students were selected form SSII class. Random sampling technique was used for the selection.

5.3. Instrumentation and Validation

The instrument used for the collection of the data for the study was questionnaire which was administered to the respondents to elicit the needed information for the study. A reliability co-efficient of 0.85 was obtained making the instrument more reliable.
5.4. Procedure

The researcher personally administered the research instrument to the respondents in their various schools. Time was taken to explain the purpose of the study and the items on the questionnaire to the respondents. The respondents were asked to fill the forms appropriately and return accordingly. The questionnaires were collected the same day to avoid unnecessary interferences and loss.

5.5. Analysis

The data collected were analyzed using appropriate statistical technique. A t-test analysis was used to analyze the data collected for the study. All the hypotheses were tested at 0.05 significant levels.

6. Results

The Null hypothesis which guided the study stated that there was no significant influence between teachers that are motivated and their counterpart that are not motivated. Data were subjected to t-test statistical analysis at 0.05 level of significance.

| Table 1. t-test analysis of teachers well motivated and their counterpart that are not motivated |
| Variables                  | N  | X       | SD  | t-cal | t-crit | Decision       |
| Teachers Motivated         | 80 | 2.035   | 2.676 |       |        |                |
| Teachers not Motivated     | 70 | 1.277   | 1.592 |       |        | Not significant|

The result from table 1 shows that calculated t-value is 4.538 which is greater than the critical t-value of 1.980 at 0.05 level of significance with the degree of freedom 148. This means that the null hypothesis one was rejected, which implies that. There is a significant influence between teachers that are motivated and their counterpart that are not motivated.

7. Discussion of the Findings
The findings in table one showed that there is a significant influence between teachers’ that are motivated and those that are not motivated in biology performances. By comparing the value of calculated and critical this is in line with the assertion of Stoft (1991), that students will work harder at a task when they are handled by the teachers, who are well taken care of interims of working incentives and remuneration and their performance at the same level irrespective of the gender. This is also supported by Cohon (2001), who maintained that lack of effective motivation of teachers is manifested in individual indifferences to learning; that is, lack of interest in learning; weak drive towards goal attainment and little identification with school subjects. This is manifested in the student by being absent frequently from school due to lack of interest in the teaching learning process.

Schonfeld (1989), also observed that pay rise is one of the powerful tools used in increasing motivation and that teachers’ should be allowed to undergo in-service training with pay since teachers’ training is one of the most effective motivational variable which are the gate-way to workers positive performance.

8. Conclusion

The study has confirmed that there is a significant influence between teachers’ that are motivated and those not motivated in Ikot Ekpene Local Government Area of Akwa Ibom State. The findings also revealed that students taught by teachers that are motivated perform significantly better than students that are taught by teachers that are not motivated.

9. Recommendations

In view of the finding discussed in this study; the following recommendations were made:

1) Motivation of teachers’ should be considered as a major driving force by those in charge of implementation of educational policies so as to bring about needed performances on the part of students.

2) For effective motivation of teachers, teachers’ salary and other remuneration should be paid adequately and promptly.

3) Training of teachers annually to further boost their performances in school should be given an urgent attention as stipulated in National policy of Education.

4) The government or other employer of labour should ensure that the employees are well paid and on time for the employees to satisfy their basic and pressing needs in life; and work hard to ensure high job performance.
(5) The government and other employers of labour should give attention to the motivational incentives of the workers. The employers of labour should note that the allowances, fringe benefits, promotions, merit awards and in-service trainings are very crucial incentives which poke the workers to work hard. Hence, a reduction or non-payment of the incentives can cause a serious damage to the organization and low level of job performance.

(6) Since employees depend on monthly salaries to satisfy their physiological needs, the government and other employers of labour should ensure prompt and regular payment of salary to the employees.

(7) The employers should put in their best in the organization to ensure high job performance and the employer of labour should reciprocate such habits in terms of rapid promotions, special recognition, merit awards and other motivational incentives.

References


