



# **Motivation and Teacher's Job Involvement for Quality Education among Secondary School Teachers in Imo State**

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## **ABSTRACT**

The study investigated motivation of teachers' for quality education among secondary school teachers in Ezinihitte and Aboh Mbaise Local Government Area of Imo State. Two research question and two hypotheses were formulated for the study the population of the study consists of 677 teachers from fifteen (15) secondary schools in Ezinihitte and Aboh Mbaise Local Government Areas in Imo State. The sample size consists of 177 teachers. The sampling technique utilized was fluid and proportionate random sampling. The correlational survey design was used for the study. The sampling technique utilized was fluid and proportionate random sampling. The correlational survey design was used for the study. The instrument for the study was titled, motivation and teachers' for the study was titled, motivation of teachers' for quality education questionnaire. Fifteen (15) structured items was used for the study. A 5-point Likert type scale was used and the respondents were asked to select one of the four (4) options: strongly agree, agree, disagree and strongly disagree Pearson Product moment correlation coefficient was used for reliability of the study. The result of the analysis gave re-coefficient value of 0.8. To validate the instrument, motivation of teachers for quality education questionnaire the content validity was determined by the expert judgement of the supervision. The researcher supervisor's suggestions in respect to the scope, comprehensive, face a logical validity was used to upgrade the final instrument. Based on the findings, it was therefore concluded that needs, drives are some of the variables are related to teachers' motivation. And it was recommended that teachers should be encouraged to actively participate in the continuity development programme as a source of motivational strategies.

**Keywords:** Motivation , quality education, teachers, secondary schools, job involvement

## **INTRODUCTION**

Over the past decade, motivation has played a prominent role in educational research (Pintrich, 2000). In general, motivation theories originating from the western context have proved useful in understanding motivational dynamics and its interplay with learning environments amongst Nigerian students.

Human motives are based on needs whether consciously or sub-consciously of. Some are primary needs such as the physiological needs for water, air, food, sleep and shelter. Other needs may be regarded as secondary, such as self-esteem, status, affiliation with others, affection, giving, accomplishment, and self-assertion. Naturally, these needs vary in intensity and over time between individuals. Under this they are divided into two factors namely, the extrinsic and the intrinsic need. Motivation is a general term applying to the entire class of drives, desire, needs, wishes, and other forces. To say that directors of schools motivate their teachers is to say that, they do things which they hope will satisfy these drives and desire and induce the teacher to act in a desired manner.

Teachers' quality education may be relatedness to the teachers' interpersonal job involvement (Ryan & Deg, 2000). Involvement is the interpersonal relationship with teachers and students; its opposite is

rejection or neglect, (Skinner & Belmont 1993). When teachers are interpersonally involved, they take time to assist students through learning process, express considerable affection, show enjoyment during classroom interaction and dedicate resources to their students in turns which will bring quality education.

Any society that is knowledgeable is based on the teachers which are the central vector of education. The effects of the educational process may result to professional skills of teachers, and most likely would increase degree of motivation and commitment in fulfilling the responsibilities needed to teach students.

The key point about motivation is the extrinsic, such as pay-raise, and changes to working condition. Extrinsic motivation is when you use external factors to encourage your workers to do what you want e.g. pay raise, time off bonus checks, and the threat of job loss.

Intrinsic motivation is internal. It's about having a personal desire to overcome challenges to produce high quality work, or to interact with work members you like and trust. Intrinsically motivated people get a great deal of satisfaction enjoyment from what they do. Every worker is different and will likely have different motivators so, it is important to know your people, discover what motivates them and find a good mixture of intrinsic and extrinsic motivators, so that you can motivate them successfully. Motivated people are highly adaptable particularly when it comes to change and they have a positive attitude at work.

The importance of motivation in the life of a teacher cannot be over emphasized. Suffice it to say that every teacher desires some form of encouraging from the society he finds himself to enable him perform and get involved in the work he is employed to do. The need for motivating the teacher be effectively involved in their jobs or career has been stressed by Bass in Desmond (2002:14) thus:

Strong motivation is essential ingredients in the formula for good teaching, and depends fundamentally on the strength and quality of satisfaction that can be derived from the enterprise itself.

Just as adequate motivation of teacher leads to good effective job involvement and ultimately good teaching, this is likely to lead to good performance of students. So motivation of teachers is a function of student performance and behavior in school. According to Anderson (1989), high teacher morale is positively related to student educational achievement. Thus, adequate or moderate motivation of teachers may result to high performance of students, but the reverse case may likely lead to poor performance of students. This is because an inadequately motivated teacher is likely to exhibit a non-challant attitude in his /her job.

The educational system of Nigeria has set out in the National Policy of Education NPE certain task in form of defined goals and objectives, which are expected to be accomplished at different levels of education in the country. Such goals and objectives may not be achieved within specified time limit without a corresponding inducement of the teacher. Obviously, educational goals and objectives can only be achieved in an atmosphere of adequately motivational teachers. Aiyepetu (1989) quoted on the indispensable nature of teachers in the educational system thus:

Without adequate supply of trained and motivated teachers, the new system of Education (6-3-3-4) cannot fully achieve its aims and objectives. The Lukewarm Attitude of government toward the welfare of teachers also contributed to poor implementation of the system.

The National policy of Education (FRN 2013:38 reversed version) clearly states the need:

To produce highly motivated conscientious and efficient classroom teacher for all levels of educational system and enhance teachers' commitment to teaching profession.

In effect, motivation of teachers is a precursor to the achievement of educational goals and objectives. The implication is that for any efficient government, school and administration to achieve its set educational goals, they must first ensure that the teachers are adequately motivated since teachers are the pivot upon which the entire educational system revolves.

Motivation produces an energy change which involves an arousal and anticipation that goals will be reached if certain actions are taken and it is observed in the intentness with which work is done by the individual.

The term motivation and job satisfaction are very important and are major concerns in the school system. A motivated worker is regarded to be a satisfied worker and vice versa.

New teachers are employed and the old ones are retired their motivation may also be influenced by their needs, such as their remuneration and other incentives such as prestige, special allowance, conducive working atmosphere, new instructional materials, development centres and retirement benefits. Infact, there are myriads of motivational factors that may influence teachers to be effectively involved in their jobs

### **Statement of Problem**

Many researchers have been conducted in the area of teachers' motivation to work (Herzberg, 2011). The findings of such studies seem to the revealed that teachers are motivated with pay raise, bonus offers, promotion, leave allowances and job security.

A study that is concerned about motivation is a continuous one, since teachers and retired of employed. New teachers are found and employed in the system. These new teachers have new zeal to work so from time to time their motivational effort should be investigated according to their own needs. This is why this study is conducted. Consequently, the problem of the study is to find out the relationship between motivational factors in secondary schools.

### **Research Questions**

The following research questions were posed to guide the study. They are as follows:

1. What is the nature of teachers' needs and job involvement?
2. What is the nature of teachers' drivers and job involvement?
3. What is the nature of teachers' tension and job involvement?
4. What is the nature of teachers' emotions and job involvement?

### **Research Hypotheses**

Two null hypothesis were formulated and tested in the study at 0.5 level of significance

1. There is no significant relationship between motivational drives and job involvement in secondary school.
2. There is no significant relationship between teachers motivational drivers and job involved in secondary school.
3. Ho<sub>3</sub>: There is no significant relationship between teachers' emotions and job involvement in secondary school

## **METHODOLOGY**

The following aspects were considered: the design of the study, sample and sampling techniques, development of research instrument, validity of the instrument, administration of the instrument as well as data analysis procedures.

### **Design of the Study**

The study used the descriptive survey design method to examine motivation for quality education among secondary school teachers in Ezinihitte and Aboh Mbaise Local Government Area, Imo State.

### **Population of the Study**

The population of the study consists of 677 teachers from fifteen (15) secondary schools in Ezinihitte and Aboh Mbaise Local Government area of Imo State.

### **Sample and Sampling Technique**

The sample size consists of 177 teachers for the study. The sample technique utilized was fluid and proportionate random sampling.

### **Research Instrument**

The instrument for the study was questionnaire constructed by the researcher with the assistance of the supervision. The idea for the development of the questionnaire was based on the requirement of the

research questions. It was coded. Motivation of Teachers for Quality Education Questionnaire (MTQEQ). The questionnaire consists of twenty-two questions on motivation. A Likert type scale was used and the respondents were asked to select one of the four (4) options Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD).

**Validity of the Instrument**

To validate the instrument motivation of teachers for quality education. The content validity was determined by the expert judgement of the supervisor. The research supervisor’s suggestions in respect of the scope comprehensive face and logical validity was used to upgrade the final instrument.

**Reliability of the Instrument**

The reliability of the research instrument was determined by the test-retest method. The instrument was administered to twenty five teachers outside the sample institutions. After two weeks, the sample survey instrument was administered to the some group of teachers. Thereafter the test –retest reliability coefficient was calculated using Pearson Product Moment Correlation which generated the result of 0.78.

**RESULTS**

**Table 4.1: Mean responses on teachers’ needs and job involvement (N = 156)**

S/No	Items	N	Mean rating	Remark
1	Regular capacity building through seminars and workshops make me to be more productive in the system	156	3.34	Agreed
2	The provision of office furniture give me comfort and increases in my job	156	3.52	Agreed
3	The retirement benefits within the system encourages me to teach relentlessly	156	3.21	Agreed
<b>Total</b>			<b>3.57</b>	

The result from Table 4.1 indicated that the respondents 3.21 and 3.52 indicates that the respondents agreed to all items as the nature of teachers’ needs and job involvement with the average mean score of 3.57.

**Table 4.2: Mean responses on teachers’ drives and job involvement (N=156).**

S/No	Items	N	Mean rating	Remark
4	My desire to impact knowledge to the students, influences me to teach relentlessly	156	3.94	Agreed
5	The desire to distinguish myself from my colleagues in the job influence me to be hard working	156	3.91	Agreed
6	I am a qualified teacher that utilizes opportunities for self improvement on the job of teaching	156	3.64	Agreed
7	I feel moved to make greater efforts at teaching because I achieved concrete results from the- job	156	3.83	Agreed
8	I am always eager to assess the score of my students on time	156	3.85	Agreed
<b>Total</b>			<b>3.83</b>	

The result from Table 4.2 indicated that the respondents 3.81 and 3.94 indicates that the respondents agreed to all items as the nature of teachers’ drive and job involvement with the average mean score of 3.83.

**Table 4.3: Mean responses on teachers' tension and job involvement (N=156).**

S/No	Items	N	Mean rating	Remark
	<b>TENSION</b>	156	3.90	Agreed
1	The academic qualify of most students is too poor to challenge me to hard work	156	3.92	Agreed
2	The possibility of sacking me from the job for negligence of duty influences me to be more serious with my job	156	3.81	Agreed
3	Job security is low in teaching and this makes me to work harder to secure my job	156	3.88	Agreed
4	Academic failure of students makes me to go extra miles to produce qualify students	156	3.74	Agreed
	Total		4.81	

The result from table 4.3 indicated that the respondents 3.74 and 3.92 indicates that the respondents agreed to all items as the nature of teachers' tension and job involvement with the average mean score of 4.81.

**Table 4.4: Mean responses on teachers' tension and job involvement (N=156).**

S/No	Items	N	Mean rating	Remark
	<b>Emotion</b>	156		Agreed
1	I personally feel that I have a lower self worth of the average professional in non-teaching occupation	156	3.23	Agreed
2	As a teacher I am highly respected by my students and this challenges me to be hard working	156	3.76	Agreed
3	Teacher-student relationship in my school encourages me to put in more efforts to promote students performance	156	4.21	Agreed
	Total		3.73	

The result from table 4.4 indicated that the respondents 3.23 and 4.21 indicates that the respondents agreed to all items as the nature of teachers' emotion and job involvement with the average mean score of 3.71.

#### 4.2 Test of Hypotheses

Ho<sub>1</sub>: There is no significant relationship between motivational needs and job involvement in secondary school.

**Table 4.5: Pearson's (r) for test of significant relationship between motivational needs and job involvement.**

Variables	Sum of scores	Sum of scores square	Xy	N	Df	R	t-cal	t-crit	Decision
motivational needs (X)	$\sum Y$ 2393	$\sum Y^2$ 36811	169296	156	154	0.39	3.27	1.96	Rejected
job involvement(Y)	$\sum X$ 1793	$\sum X^2$ 21041							

Table 4.5 shows a correlation coefficient r-value (0.39). the result is that there is positive relationship between motivational needs and job involvement. Furthermore, since the t-cal (3.27) is greater than critical-t value (1.96) at degree of freedom (154) and 0.05 level of significance for two-tailed test, the result is statistically significant, the null hypothesis is rejected. This means that there is a significant positive relationship between relationship between motivational needs and job involvement.

Ho2: There is no significant relationship between teachers’ motivational drives and job involvement in secondary school.

**Table 4.6: Pearson’s (r) for test of significant relationship between motivational drives and job involvement**

Variables	Sum of scores	Sum of scores square	Xy	N	Df	R	t-cal	t-crit	Decision
motivational drives (X)	Y 2393	Y <sup>2</sup> 36811	126670	156	154	0.97	1.34	1.96	Accepted
job involvement(Y)	X 1793	X <sup>2</sup> 21041							

Table 4.6 shows a correlation coefficient r-value (0.97). The result is that there is positive relationship between motivational drive and job involvement. Furthermore, since the t-cal (3.27) is greater than critical-t value (1.96) at degree of freedom (154) and 0.05 level of significance for two-tailed test, the result is statistically significant, the null hypothesis is accepted. This means that there is no significant relationship between motivation drive and job involvement.

Ho3: There is no significant relationship between teachers’ tension and job involvement in secondary school.

**Table 4.7: Pearson’s (r) for test of significant relationship between teachers’ tension and job involvement**

Variables	Sum of scores	Sum of scores square	Xy	N	Df	R	t-cal	t-crit	Decision
motivational drives (X)	Y 2393	Y <sup>2</sup> 36811	128431	156	154	-	8.63	1.96	Rejected
job involvement(Y)	X 1814	X <sup>2</sup> 21512				114			

Table 4.7 shows a correlation coefficient r-value (0.39). The result is that there is negative relationship between motivational tension and job involvement. Furthermore, since the t-cal (3.27) is greater than critical-t value (1.96) at degree of freedom (154) and 0.05 level of significance for two-tailed test, the result is statistically significant, the null hypothesis is rejected. This means that there is a significant positive relationship between relationship between motivational needs and job involvement.

### DISCUSSION OF FINDINGS

The findings of the study are discussed in lined with the purposes of the study as follows:

#### Motivational Needs and Job Involvement

The result of the study indicated high relationship between motivational needs and job involvement. When the PPMC was applied, the motivation needs correlate positively with the respective scores on job involvement with r(0.39). The result therefore indicated that there is no significant relationship between

motivation needs and teachers' job involvement for quality education among secondary schools teachers in Ezinhitte and Aboh Mbaize local government area, Imo State. The findings of this study agreed with Okoye, 2009 who observed that motivation needs is a major factor that have strong relationship with teachers' job involvement. This implies that when teachers' needs are personally or interpersonally involved in the schools administration, students are effectively assisted in various learning processes. From the findings of the study, it was further observed that respondents subscribed to the intention to impart knowledge to the students and to teach relentlessly by utilizing the opportunities for self improvement on the job teaching. These findings also agreed with the perception of Hoy & Miskel (1988) who contended that motivational needs are essential ingredients for adequate teaching and learning.

#### **Motivational Drive and Job Involvement**

The result of the study indicated high relationship between motivational drives and job involvement. When the PPMC was applied the motivational drives correlate positively with their respective scores on job involvement with  $r(0.97)$ . The result therefore indicated that there is no significant relationship between motivation drives and teachers' job involvement for quality education among secondary schools teachers in Ezinhitte and Aboh Mbaize local government area Imo State. From the study, the researcher discovered that motivation drives is a major factor that have a strong relationship with teachers' job involvement. This implies that motivational drives of teachers are fundamental factor in the achievement of educational goals and objectives. In other words, teachers must be adequately motivated since teachers are the pivot upon which the entire educational system revolves.

From the study, it was revealed that the respondents agreed that academic quality of most students is poor hence challenge teachers to hard work. However, the respondents agreed that Job security is low, this therefore affects the efficiency of the teachers (Okoye, 2009).

#### **Motivational emotion and job involvement**

The result of the study indicated high relationship between motivation emotion and job involvement. When the PPMC was applied the motivational emotion correlate positively with their respective scores on job involvement with  $r(-114)$ . The result there indicated that there is no significant relationship between motivation emotion and teachers' job involvement for quality education among secondary schools teachers in Ezinhitte and Aboh Mbaize local government area Imo State. From the study, the research discovered that motivation drives is a major factor that have a strong relationship with teacher's job involvement. This implies that motivational drives of teachers are fundamental factor in the achievement of educational goals and objectives. In other words, teachers must be adequately motivated since teachers are the pivot upon which the entire educational system revolved.

From the study, it was revealed that the respondent agreed that academic quality of most students is poor hence challenges teacher to hard work. However, the respondents agree that job security is low, this therefore affects the efficiency of the teacher (Okoye, 2009).

#### **CONCLUSION**

Based on the study, it was concluded needs, drives, tension and emotion as motivational variables are highly related to teachers job involvement. This implies these variable significantly influence the how teachers carried on their respective responsibilities in the schools system in Imo State.

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