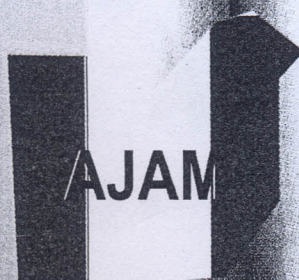


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# MOTIVATIONAL PRACTICES AS CORRELATES OF TEACHERS' TASK PERFORMANCE IN OYO STATE

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## **Abstract**

*The study investigated the patterns of motivational practices utilized to induce teachers to work and the extent to which these motivational practices explain teachers' task performance in Oyo State. The ex-post-facto type of research was adopted, in which eighty teachers were randomly selected and rated by eight hundred students from forty senior secondary schools in eight Local Government Areas of Oyo State. Two instruments, Teachers' Motivational Descriptive Questionnaire (T.M.D.Q) and Task Performance Rating Scale (T.P.R.S) were used to gather information from the teachers and the students. The set of data obtained from the study were analysed using descriptive statistics and multiple regression analysis. Study results show that the level of motivational practices utilised by the government to induce teachers to work in Oyo State are high in salaries; modest in job security and opportunity for promotion while those utilised by the school were perceived to be significantly low in the way teachers' work are supervised, but modest in the amount of freedom to determine students' progress. Also, the twenty motivational practices significantly explained the variance in teachers' task performance with a multiple regression R of 0.93, accounting for 87.2% of variance in teachers' task performance. Four motivational practices utilised respectively by the government and school yielded significant relative contributions to task performance. These findings have implications for policy makers, government, school personnel in administrative capacities (principals) and others who are in the position to manage teachers' welfare.*

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## **Background**

Motivation is a tool used by employers to make workers productive. Every worker needs to be motivated to elicit the best output, and the teacher is not an exception. Work or task performance involves the notion of 'accomplishment', 'attainment' and 'execution of task'. Leeds and Stainton (1974) explains that the concept of task performance consists of a person's



ability, the quality of his tools and materials, the nature of the work environment and job, and efficient managerial coordination of the efforts of the work force which assist the effective performance of a task. Task performance he says also depends on the workers' motivation and morale which are variables partly dependent on the above factors and partly independent of them. Kenny (1975, p.38) observed that an individual's job must meet the following criteria if his performance on it is to be at its best:

'it must be reasonably demanding in terms of mental other than physical and must allow for some variety; offer the opportunity to learn; give some social support and recognition; allow the workers to make some decisions, give social life to what he does and produces and give the feeling that it leads to a desirable future.'

In explaining what performance is and is not, Drucker (1973) pointed out that performance does not mean success every time but rather a battling average. He explained that it must have room for mistakes and even for failures, but what performance has no room for is complacency and low standards. It should also consider the consistent ability of the worker to produce result over prolonged periods of time and in a variety of assignments. He further maintained that performance record must reveal a man's limitations as well as his strengths, because many different kinds of performance exist as there are different human beings.

Since the advent of colonial administration, records show that the average Nigerian workers had often been in conflict with their employers as a result of 'unsatisfactory' conditions of service or the inability of the employers to meet workers' needs (Fafunwa, 1974). Workers agitation for the improvement of their working conditions have almost always resulted in industrial disputes often culminating in strikes, work to rule, lockouts, to mention just a few. Kester, Samuel and Bankole (2006), report that strikes have affected many sectors of the Nigerian economy education inclusive. Two pertinent issues arising from Kester (2002) and Kester *et al* (2006) are that workers take the weapon of strike action as a last resort for obtaining their employer's concession who often fails to concede 'reasonable' demands to their workers and that industrial actions in Nigeria have often resulted directly or indirectly from salaries and wages disputes. It is sad that the education sector in spite of its role in nation building is not spared.

For a long time in the history of Nigeria, teachers were respected as highly placed individuals in the society. They were regarded as the custodian of knowledge in their communities and especially in the rural areas, teachers had very high status within the society in which they worked. They were next to the chiefs and were consulted on almost all matters concerning the village. Even in the church, a teacher stood third in rank to a clergyman. As soon as he left what was then known as "The Teacher Training Institution" he was appointed as a teacher, next he became a Catechist, then a Deacon and finally a Priest" (Symke, 1974). This situation is corroborated by Fafunwa (1974). The status of the teacher in the society has drastically changed in modern times. It is very disheartening and discouraging that the modern society tends to look down on teachers as second class citizens as exemplified in the



negative attitude of some landlords towards teachers seeking for tenancy in their houses. Notices such as 'house for rent not for teachers,' were common in the not distant past. Also, according to Obanya (2000) and Onocha (2001) the appellant 'ordinary teacher' has been commonly used to address teachers. It is the teacher that is denied accommodation in the society and seen as the dreg of the society who could not obtain better qualifications into other profession (Obanya, 2000 and Onocha, 2001). It is the teacher that is paid late or owed months of unpaid salaries, who is given poor share of government policies because their number is overwhelming among other reasons. The reasons for this situation are not far-fetched. For instance, teachers' socio-economic status appeared to have continued to fall at an increasing rate in spite of all the promises of various governments to improve their lot. The implementation committee for the National Policy on Education (Blue Print) probably recognised teachers' plights when it recommended that "teachers' should be so treated in such a way that they have job satisfaction" (Etuk, 1984).

Though the issue of how to motivate teachers to improve their job satisfaction had attracted the attention of various governments, educational policy makers and educational administrators by setting up panels and committees to address teachers' plights, it would seem that not much has been done to adequately motivate teachers to work. The resultant effect of this could be seen in the way several teachers in the society treat the teaching profession as a gateway or stepping stone to better jobs, while those who remain attempt to combine it with other small scale businesses because of the fact that teachers can hardly meet their personal and family needs. This in effect may have been partly responsible for the rapid decline in their teaching effectiveness (Obemeata, 1996).

Though several writers have come to associate staff motivation with the satisfaction of the needs of staff, the problem of what to do to make teachers work hard for their interest is a fundamental one (Nwankwo, 1982). He contends that effective staff motivation demands three key issues; the engineering of teachers to make them achieve the objectives of education, the school or of the students; meeting the individual teacher's goals and needs, and meeting the needs of the workers more frequently within the organisation, which would more likely motivate them to work, and, thus satisfying the needs of the organisation. Other scholars argue that the higher needs be met, and the more the higher needs of the workers are met the more effective and committed they become because their job satisfaction is ensured (Okeke, 2000 and Musoke, 1988).

Theories on workers' motivation are many and no one theory addresses the concept of motivation from same perspective but these theories can be categorised on the one hand into those that seek to satisfy a person's needs. They are characterised by factors that engender job satisfaction rather than productivity (Robbins & Judge, 2007). Maslow's hierarchy of needs, McGregor's theory X and Y and ERG theory fall into this categorisation. However, even though McClelland's theory of needs also belongs here, but its primary focus on drives that reflects the relationship between achievement and productivity makes it different. Robbins and Judge (2007) argues that with the McClelland's theory, there is the presence of a



compelling drive to succeed and the desire to impact significantly and control others as well as the desire to like and be liked by others. The presence of such characteristics in an individual he maintained, are more likely to make him highly motivated and productive because such an individual finds jobs where a high degree of risk, responsibility and good use of feedback are present, as motivating factors to be productive. Satisfaction of emerging needs (Maslow's) or positive disposition of attitude to work (Hesberg) may not necessarily lead to productivity but job satisfaction he argued. On the other hand, other contemporary theories tend to address employees productivity from the perspective of extrinsic factors that relates either in part or in full to clear company's goals, quality and quantity of work absenteeism behaviour of employee's, work turnover, persistence and so on. They do not, however, address the issue of job satisfaction. These are the goal-setting, reinforcement, equity and expectation theories.

As reported by Robbins and Judge (2007) two essential factors relating to employees performance but often overlooked by researchers in organisational research are ability and opportunity to perform as theorised by Blumberg and Pringle (1982). These scholars observed that increasing motivation alone would not necessarily amount to an employee's high performance. They propounded that the factors of ability of the employee and opportunity to perform are important. They theorised that productivity (P) is a function of ability (A), motivation (M) and opportunity to perform (O). Opportunity to perform was explained in terms of organisational supportive rules and procedures, presence of good working conditions, availability of work tools, helpful co-workers and opportunity to make useful decisions based on available information. Ability was explained in terms of a worker's intelligence and skills. The presence of these three factors would maximise productivity in contrast to the absence of any of them.

In the last decades, both the National Union of Teachers (N.U.T) officials and government claimed to have achieved much to better the lot of the teachers, however; as the years rolled by and teachers increase in population, it appeared that growing dissatisfaction among them has continued despite the claims of government and teacher representatives. Perhaps the claims of N.U.T and the state government, to have achieved a lot to improve teachers' working conditions are in terms of monetary rewards than to the other factors of job satisfaction or job productivity. It has often been the practice in Nigeria that employers (usually government) often attempt to motivate workers through monetary means, but all too often the results of these monetary inducements are small and unsatisfactory. The use of monetary incentives to motivate workers is not peculiar to Nigeria. According to Musoke (1988) it has been used in capitalist and communist blocs, and is currently being used in many developing nations of the world. As further explained by him, these incentives consist of salaries, fringe benefits, annual salary increment, bonuses, etc. Others include loans of various form, pension scheme as well as moral incentives of varied form.

It would, however, be an understatement to suggest that money is the only important factor necessary to raising employees' levels of output. Certainly, money is valuable to these employees because of its economic value. It is also the main indicator of an employee's relative



status compared with another. It should be clearly understood that money alone cannot lubricate the inert ability or energy of the worker to bring about the expected high productivity. Ajila and Abiola (2004) contend that the performance of an employee is very crucial to the growth of the organisation as well as that of the employee. As such, the organisation should know its workers who are outstanding, those who need additional training and those not contributing to the efficiency and welfare of the organisation. It is in the light of this that this study is proposing that other factors such as opportunity to attend courses for professional growth (such as conferences, seminars, workshops), promotion, amount of freedom to determine students' progress as a result of what to teach; job security; the physical environment and the quality of the staff-room and its facilities, government concern for teachers' welfare (like providing for accommodation and health care), availability of teaching materials and facilities for recreation to mention but a few, may also be of importance.

Underlying the importance of this assertion is the contention that teachers would continue to desert the classroom for other lucrative jobs as long as their conditions of service remain poor. The adverse effect of this would not only be on the schools in which the teachers work but more on the children whom they teach and on the organisation which employed them. Teachers are regarded as strong pillars of the educational industry of a nation. As agents of change, teachers are directly involved in imparting and transfer of knowledge to students who after training join the work force to contribute their quota to the socio-political, economic, scientific, and technological development of the nation. It is of interest to know if these teachers are sufficiently motivated by their employer's policies to enhance their productivity in their work place as to sustain their satisfaction and retention. In the light of this, there is, therefore, need to undertake this study, considering the high labour turnover of teaching personnel and the seemingly unsatisfactory level of teachers' commitment to teaching in our schools and the attendant consequences it has on the standard, quality and efficiency of our educational system and the products. This study is very relevant; more so as teachers continue to show dissatisfaction with their work place in the face of increased labour demands both at national and state levels which would seem to have inundated government ability to cope with financially, and the attrition of relevant and experienced work hands from the classrooms to other fields.

In view of the fact that teachers are expected to demonstrate high professional competencies and responsibility, in their daily duties, this study examined the nature of motivational practices employed by employers to motivate teachers to perform their task effectively and efficiently, and the extent to which these motivational practices explain teachers task performances in some Local Education Areas of Oyo State.

Specifically, these researchers set out to provide answers to the following research questions:

1. What are the patterns of motivational practices utilized by the government and the school, to motivate teachers to work in Oyo State Schools?
2. To what extent will the motivational practices when taken together predict teachers'



task performance?

3. What are the relative contributions of the motivational practices to the prediction as used by the government and school?

### **Methodology**

**Research Type:** The study employed a non-experimental research type. In this type of research there is no room for the manipulation of variables. The effects of the independent variables on the dependent variable are only observed as they occur.

**Sample and Sampling Procedure:** The target population of the study were the students from eight Local Education Areas of Oyo State, which were selected through random sampling technique. Five secondary schools respectively were chosen randomly from these eight Local Government Areas of Ibadan North, North East, North West, South West, South East, Egbeda, Lagelu and Akinyele. Simple random sampling technique was used to select twenty students from each school to observe two subject teachers in each of these secondary schools. On the whole, a total of eight hundred (800) students observed and rated eighty (80) teachers in various task performances. The teachers were 28 males (35%) and 52 females (65%), with a mean age of 37.7 years and a standard deviation of 8.03. A total of sixty-three of these teachers were professionally trained, first degree (63.8%), and N.C.E. (15.0%) while the remaining 29 (21.2%) were either first degree, master degree and H.N.D. graduates, who had no teaching qualification. Seventy-four of them (92.5%) were experienced teachers with not less than 30 years of teaching experience and 6 (5.5%) with over 30 years teaching experience. Among them were 13(16.2%) administrative heads and 67(83.8%) class teachers. These teachers teach mathematics (20.6%), English (19.6%), biology (22.5%), economics (20.3%), and geography (17.3%). Most of them 47(58.7) teach in rural schools while 33 (41.3%) teach in urban schools.

**Instrumentation:** Two questionnaires; Teachers Motivational Descriptive Questionnaires (T.M.D.Q) and Task Performance Rating Scale (T.P.R.S) were used to gather relevant data. The (T.M.D.Q) consisted of factors utilised by government and schools that would motivate teachers to perform better in their subject areas of specialisation. Section A of T.M.D.Q consisted of fifteen (15) items which focused on personal data while Section B comprised of twenty (20) items which focused on motivational practices. A typical item here is "there is opportunity for attending courses for professional growth e.g. seminars, conference, workshop etc" the response format was based on 5-point Likert type scale weighed in degrees of agreement with the statements in the questionnaire from 5 for 'very high', 4 for 'high', 3 for 'average', 2 for 'low' and 1 for 'very low'.

The (TPRS) was developed to assess the task performance activities of the teachers who contributed to the effective and efficient running of the secondary schools in Oyo State. It comprised of three sections. Section A focused on personal data and teachers instructional



activities in the classroom and school; and comprised of twelve items using a four-point Likert type of response format, of 'very high', 'high', 'low', 'very low'. A typical item is "teacher's concern for weak students." Section B focused on the use of instructional materials in teaching students and consisted of eleven items using 5-point Likert type of response format of 'never', 'rarely', 'sometimes', 'often' and 'frequently'. A typical item in this scale was "teacher use commercially produced kits or objects." Section C focused on the use of evaluation techniques to assess students and had eight items with 5-point Likert type of response format of 'never', 'rarely', 'sometimes', 'often' and 'frequently'. An example of an item here is "teacher use short quizzes."

The items contained in the questionnaire were guided by the knowledge acquired from the review of several related literature. The validation process ensured the removal of ambiguity and the maintenance of a moderately lengthy instrument for easy administration. For the purposes of validation, T.M.D.Q. was administered on two hundred students and the TPRS on fifty teachers. The Cronbach coefficient alpha reliability was used to establish construct validity and reliability for (TPRS). The section on teacher interaction with students yielded a coefficient of 0.83; the section on use of instructional material gave 0.65, while the section on evaluation technique gave 0.76. The total psychometric property for the Task Performance Rating Scale was 0.75. The Cronbach coefficient alpha reliability formula for consistency was used to establish the validity and reliability value of 0.77 for the T.M.D.Q.

**Data Analysis Procedure:** The set of data obtained from the study were analysed using different methods of analyses. The responses from the teachers were used to categorise the motivational practices into government and school, for easy analysis. Descriptive statistics (such as frequent counts and percentages) and multiple regression analysis were computed for the data collected.

## **Results**

The patterns of motivational practices utilized by the government and the school to induce teachers to work in Oyo State schools are presented in Tables 1a and 1b. In Table 1a for instance, the motivational practices utilised by the government to induce teachers to work in Oyo State as perceived by teachers, are high with respect to payment of salary (70.0%), modest in job security, opportunity for promotions and overall satisfaction on the job (57.6%) and (50.0%) (52.5%) respectively.



**Table 1a: Pattern of Motivational Practices Utilised by the Government**

S/N	Motivational Practices	Responses		
		High Freq (%)	Average Freq (%)	Low Freq (%)
1	Salary	8(10.0)	57(71)	13(16.3)
2	Opportunity for attending courses for professional growth e.g. workshop/conferences, seminars etc.	8(10)	23(28.8)	49(61.3)
3	Benefits and allowances (e.g. housing and transport)	5(6.3)	22(27.5)	53(66.3)
4	Opportunity for achievement e.g. housing loan, car loan.	1(1.3)	18(22.5)	61(76.3)
5	Opportunity for promotion	11(13.8)	40(50.0)	29(36.3)
6	Your image as a teacher in the society	24(30.0)	20(25.0)	35(43.8)
7	The administrative quality of your principal:	18(22.5)	20(25.0)	37(46.3)
8	Job security (feeling that one can stay on the job as long as one wishes).	46(57.6)	25(31.3)	9(11.3)
9	Government concern for teachers welfare e.g. accommodation, healthcare e.t.c	12(15.0)	26(32.5)	42(52.6)
10	Overall satisfaction on the job	42(52.5)	27(33.8)	11(13.8)

The teachers believe that government motivational practices are low in areas such as creating opportunity for achievement (76.3%), benefits and allowances (66.3%), opportunity for attending courses for teachers (61.3%), government concern for teachers welfare (e.g. accommodation, healthcare etc.), (52.6%), the administrative quality of their principals (46.3%) and the image of teachers in the society (43.8%).

Table 1b shows that only 48.8 percent of the respondents indicated high satisfaction on the way their work is supervised, whereas, greater percentage of respondents indicated 'average' satisfaction on 'the extent of freedom to take decision in matters affecting teaching (65%), 'teaching load in the school' (51.3%), 'peer groups or colleague's influence' (41.3%). The following items were rated low by a greater percentage of the respondents in terms of the effect of motivational practices used by the school. These are 'availability of teaching materials' (89%), 'the quality of staff room and its facilities' (76%), 'students attitude to work' (71.3%), facilities for recreation (e.g. games, sports, etc) (71%), the physical environment of the school (building, road, trees, flowers etc)' (57%).



**Table 1b: Pattern of Motivational Practices Utilised by the School**

S/N	Motivational Practices	Responses		
		High Freq (%)	Average Freq (%)	Low Freq (%)
1	Your teaching load in the school.	39(48.8)	41(51.3)	-(-)
2	Amount of freedom to determine students progress.	19(23.8)	41(51.3)	20(35.0)
3	Availability of teaching materials.	-(-)	16(20.1)	64(80.0)
4	Facilities for recreation e.g. games, sports etc	2(2.5)	21(26.0)	57(71)
5	The way your work is supervised.	39(48.8)	31(38.8)	8(10.0)
6	The physical environment (building, road, trees, flowers etc).	9(11.3)	25(31.3)	46(57.6)
7	Peer groups or colleague influence.	31(38.8)	33(41.3)	16(20.1)
8	The quality of your staff room and its facilities.	2(2.6)	17(21.3)	61(76.0)
9	Students attitude to work	1(1.3)	22(27.5)	57(71.3)
10	The extent of freedom to take decision in matters affecting your teaching.	7(8.8)	52(65.0)	21(26.3)

The results of the extent to which the motivational practices when taken together explain teachers' task performance are presented in Tables 2a and 2b. The multiple regression analysis was employed to show the extent to which motivational practices influence the level of teachers' task performance. Table 2a show that the teachers' task performance yielded a coefficient of multiple regression (R) of 0.93378, a multiple regression square (R<sup>2</sup>) of 0.87195, adjusted regression square of 0.82854 and standard error of 2.57235. This result implies that the independent variables (the twenty motivational practices) accounted for 87.2% of the variance on teachers' task performance whereas the remaining 12.8% are due to other factors not considered in this study. Table 2b also shows that the analysis of variance for the multiple regression was significant at  $F_{(20,159)} = 20.08738$  at  $P \leq 0.5$ .

**Table 2a: Summary of Multiple Regression Analysis of Motivational Practices on Level of Teacher Task Performance.**

Multiple R	R. Square	Adjusted R <sup>2</sup>	Standard Error
0.93398	0.87195	0.82854	2.57235



**Table 2b: ANOVA Table**

	DF	Sum of Square	Means Square	F-Ratio	Sig(p)
Regression	20	2658.34910	132.91745	20.08738	*
Residual	59	390.40090	6.61696		

\* Significant at  $P \leq 0.05$

Table 3a shows the magnitude of beta weights of the motivational practices used by government, and the level of significance for each variable. The table reveals that in all, three important motivational factors as utilised by the government, are significant in explaining task performance. The opportunity to attend courses for professional growth had the greatest effect, (0.7217), followed by benefits and allowances (0.5508), and the least was opportunity for achievement (like owing cars and obtaining housing loan) (0.3283). The other factors such as salary, opportunity for promotion, teacher image in the society, the administrative quality of the principal, job security, government concerns for teachers' welfare (like accommodation and health care) were not statistically significant.

**Table 3a: Summary of Relative Contributions of the Motivational Practices to the Prediction of Teachers' Task Performance as Used by the Government.**

Variable	B	Seb	Beta	T	Sig	Remark
Salary	-1407746	1.046657	-0.2328	-1.345	0.1838	NS
Opportunity to attend courses for professional growth	3.330263	0.926166	0.7217	3.596	0.0007	*
Benefits and allowances	3.350332	0.850053	0.5508	3.941	0.0002	*
Opportunity for achievement like car and housing loan	1.983314	0.921260	0.3283	2.153	0.0354	*
Opportunity for promotion	-0.872116	0.470725	-0.2057	-1.853	0.0689	NS
Image as a teacher in the society	0.536253	1.017592	0.1148	0.527	0.6002	NS
Administrative quality of the principal	0.236146	0.531707	0.0520	0.444	0.6586	NS
Job Security	0.258766	0.473574	-0.0497	-0.546	0.5868	NS
Government concern for teachers welfare	1.264463	0.915085	0.2755	1.382	0.1722	NS
Overall satisfaction on the job	1.497273	0.715751	0.3434	2.092	0.0408	*

\* Significant at .05 level.



The results presented in Table 3b show that out of the ten factors utilised by the school to induce teachers to work in Oyo state, four were statistically significant at .05 level of significance. These factors in a descending order of magnitude are: teaching load in school, (0.502), amount of freedom to determine students' progress, (0.365), the physical environment (-0.224) and peer groups or colleagues influence (-0.355). Other factors such as availability of teaching materials, facilities for recreation, the way teacher's work is being supervised, the quality of the staff room, students' attitude to work and the extent of freedom to take decision in matters affecting their job were not statistically significant at .05 level of significance.

**Table 3b: Summary of Relative Contribution of the motivational Practices to the Prediction of Teachers' Task Performance as used by the Schools.**

Variable	B	Seb	Beta	T	Sig	Remark
Teaching load in school.	2.35333	0.833	0.502	2.82	0.006	*
Amount of freedom to determine students progress.	2.01712	0.877	0.365	2.30	0.0250	*
Availability of teaching materials.	-1.06126	0.551	-0.265	1.91	0.0603	NS
Facilities for recreation	-0.82105	0.593	-0.017	-1.38	0.1720	NS
The way teachers work is being supervised.	-0.30161	0.677	-0.061	-0.44	0.6580	NS
The physical environment	-0.92185	0.379	-0.224	2.42	0.0183	*
Peer groups or colleagues influence.	-0.481403	0.524	-0.355	2.82	0.0065	*
The quality of the staff room.	-0.53832	0.763	-0.117	0.70	0.4853	NS
Students attitude to work.	0.311252	0.645	0.069	0.48	0.6313	NS
Extent of freedom to take decision in matters affecting your job.	-0.0040	0.553	-0.0097	-0.07	0.9418	NS

\* Significant at .05 level.

### Discussion

The outcome of this study reveals the patterns of the motivational practices utilised by the government and schools to induce teachers to work in Oyo State schools. Salaries as motivation tool, is highest. This finding seems to corroborate obvious belief that money is a strong weapon used by organisations to entice workers to work even though it is not the only panacea to workers satisfaction or enhanced productivity. (Musote, 1988). Job security and opportunity for promotion as utilised by government, were equally fairly high. This is predicated on the fact that teaching job is pensionable and the feelings that one can stay on the



job for as long as one wishes and perhaps till the end of thirty-five years of service, retire, collect gratuity and one's entitlement (pension allowances till the end of one's life), and so, contributed greatly to motivation to work. With recent government's increase in teachers' salaries and opportunity for promotion, it is no longer popular to read on doorposts, 'house for rent not for teachers.' Notwithstanding, however, some of the motivational practices utilised by the government are observed to be very low. Such factors are: benefits and allowances, teachers' image in the society and government concern for teachers' welfare. Opportunity for achievement like owning a car and obtaining housing loan are also very low. In view of these findings, there is need to retain effective teachers in the profession by providing more improved conditions of service for quality provision of education in our schools. It is essential that some of the protocols and bureaucratic bottlenecks in administration of some of these strategies be relaxed.

Motivational practices utilised by the school are observed to be low in the way teachers' work is supervised, whereas they are modest in, "the extent of freedom to determine students' progress", "teachers' teaching load in the school", "the physical environment" and "peer groups or colleagues influence". These findings indicate that a low administrative effectiveness of most school heads and a fairly high inter-personal relationships exist in the schools. Teaching materials in the schools are observed to be low indicating the dearth of teaching materials in the schools. A visit to most schools in the LGEA'S will reveal that most school libraries where they exist, lack adequate and relevant textbooks, while laboratory chemicals and scientific apparatus are in short supply. The scenario in these schools is at variance to what obtains elsewhere in the world where teachers are sensitive to the importance of using teaching - learning materials and resources in class to enhance students' achievement (Obara, 1999, Ajaja and Kpangban, 2004 and Simbulan, 2008). Besides, facilities for recreation such as games and sports are also observed to be low because they are either lacking or in short supply. The quality of staffroom and its facilities are below expectations, and are not commensurate with those of their counterparts in the Ministries who are provided with comfortable and conducive offices. When teachers are not satisfied with their conditions of service, they cannot perform well and this usually have negative effect on students' attitude to work that culminate in poor academic achievement. This finding seems to find support in Obemeata (1996) views on standards of education in our schools.

With respect to the effects of motivational practices on teachers' task performance, findings reveals that all the twenty motivational factors made a multiple regression of 0.93 and accounted for 87.2% of the variance on teachers' task performance. Of the ten factors utilised by government, three were significant in explaining the prediction, that is: opportunity to attend courses for professional growth (conferences, seminars, workshops etc); benefits and allowances (e.g. housing loan and transport allowances) and opportunities for achievement like owning a car. These factors are observed to address the basic necessities of life as every rational worker would want to develop him or herself on the job. The factors of benefits, allowances and opportunity to achieve, address the basic problems of life such as owing a



house or a car, or paying rent and transport fares. That these teachers were satisfied with meeting these bare necessities corroborates Herzberg and Maslow's theories of hierarchy of needs. That salary, opportunity for promotion, job security are not significant explanatory factors of teachers' task performance in this study is buttressed by the fact that when productivity is at stake, money in terms of salaries alone cannot sustain enough motivation that can engender high productivity or task performance, the findings therefore find support in Robbins' (2001) views.

From the school context, four motivational factors utilised (teaching load in school, amount of freedom to determine students' progress, the physical environment and peer groups or colleagues' influence) were significant. These findings are in line with those of Agomoh (2006), but fails to ascertain the strong influence of school administrative leadership in teacher supervision and monitoring, the use of teaching materials and students' attitude to work on teachers' task, performance. These important school factors have been established in previous studies to have strong influence on teacher and school performance. For example, administrative leadership has been found to have to be a significant differential factor between public and private schools performance (Okwilagwe, 2005), while the use of teaching materials have improved students' achievement, (Adu, 2002) and students' attitude to work (Falaye, 2006; and Ogunniyi, 1997); and should therefore, not be overlooked. There is, therefore, urgent need for government and school management to brazen up and be alive to their duties and ensure quality control and maintenance of desirable standards in our schools.

From the findings in this study, it is established that Nigerian teachers are not very well treated, they are as a result not valued as other professionals. Government and school authorities demand high accountability in terms of responsibility from these teachers without actually meeting their obligations to them. These teachers' attitudes and behaviours are influenced by the kind of remuneration and other incentives given to them. Besides, other development packages such as special allowances, easy retirement benefits, opportunity for short and long term in-service courses with pay for all categories of serving teachers, for enhanced instructional improvements, and particularly addressing the low status accorded teachers in the society, should be addressed by government with the collaboration of other stakeholders in education, by vigorously pursuing the current professionalism of teaching and ensuring that its ideals go beyond mere paper work to practically making it work.

### **Conclusion**

Findings of this study reveal that other important motivational practices other than salaries influence the level of teachers' task performance to a great extent. It is often said that the greatness of a nation does not consist in the abundance of her resources but in the education system and the teachers. The teacher is central to the growth and the transformation of the school system and the society at large.

Some of the motivational practices utilised by the government and schools were identified, rated and explained as high, average or low in the study. From the findings of the



investigation it is established that Nigerian teachers are not being fairly treated and as a result they are still rated as second class citizens. Government should be interested in teachers giving their best by going beyond provision of mere monetary gains that tend to satisfy intrinsic desires to the provision of other motivational incentives that are extrinsically satisfying.

### **Recommendations**

In the light of the findings in the study, it is recommended that staff development is a crucial factor in any organisational set up, as such, conferences, seminars, workshops, courses which are avenues by which teachers receive on-the-job-training for improved growth and development should be provided on a larger scale for them irrespective of the status. Similarly, regular school supervision and monitoring by Ministry of Education officials should be undertaken with all vigour and a framework that would encourage coordination, cooperation and democratic participation of teachers and students in school policies and activities, put in place. The Ministry of Education and Teaching Service Commission (TESCOM) on their part should make adequate teaching-learning materials available to schools and reward performance on the basis of merit instead of seniority, to encourage hardworking teachers.

Finally, the school administrative base, particularly that of principals should be broadened, strengthened and their leadership position enhanced through increased autonomy and financial base to enable them meet teachers needs. School administrators should also see themselves as liaison officers effectively co-ordinating the works of the students, teachers and the schools on the one hand, and the Ministry of Education/TESCOM on the other, and ensuring teacher cooperation that allows for good relationship among teachers and the mentoring of younger ones.

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