

Motivation of Teachers and Teacher Delivery in Nigerian Schools: Challenges and Psychological Implications

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Abstract

This paper defined the concept of school environment, the type of qualities of befitting learning school environment which are related to the current condition of Nigerian public schools. It also discussed teaching as a profession and challenges as regards Nigeria schools, and welfare of teachers, infrastructural facilities, salaries, promotion, allowances and other incentives which all negatively affect literacy rate in Nigeria. The paper highlighted the concept of motivations and how intrinsic and extrinsic motivation could be actualized to improve learning and teaching in Nigeria educational system. Psychological implications of motivation and teaching as advanced by various psychologists were also discussed so as to improve the quality of teachers, the school environment and the standard of education in Nigeria in general. Conclusion and recommendations were proffered such as; recruitment of more qualified teachers, in service training, payment of regular salaries, promotion of teachers as at when due, renovation of schools and provision of modern infrastructural facilities, teaching and learning facilities, adequate provision of ideal classrooms of ratio 1: 40 pupils and all with the aim of raising the standard of education in Nigeria.

Introduction

The emphasis placed on education as a spring board for national development is captured in the national policy on education (Federal Republic of Nigeria, 2004). For the national

educational goal to be achieved there is need to have crop of well motivated teachers who possess the requisite qualities to teach at all tiers of the education system in an enabling school environment. School environment serves as ones second to home, in which a child comes to spend many hours under the guidance of the teacher. The government provides trained teachers, resources and technical assistance in the establishment of school community that is physically and emotionally safe, well disciplined pupils, and conducive environment for learning. The school buildings and school ground are key factors in the overall health and safety of students, staff and visitors to ensure food protection, sanitation, safe water supply, healthy air quality, good lighting, safe play grounds, and violence protection characterized by emergency response. (Nura, 2016).

The Nigerian predicament can be placed squarely on poor human capital development as a result of lack of motivation and utilization of policies encompassing balanced and progressive educational development and creation of enabling environment for the full and useful engagement of products of the educational system. According to the National Man power Board Survey cited by Aluko and Aluko (2011) asserted that Nigeria lost more than 1, 500 professionals to other countries in 1989 alone. World Bank (2000) reported that more than 21, 000, Nigerian are in the United states alone. Today, the movement of professionals to other countries, particularly in education and health is on the increase. This is due to lack of motivation for professionals. There is no defined policy for human resource development, and so, teachers that through their personal efforts develop themselves in other countries are reluctant to come back while others at home are looking for ways to seek greener pasture because of lack of motivation from the employers. This paper is therefore meant to discuss the use of motivation for effective teacher delivery in an enabling environment.

School Environment

The technical committee on Child Friendly School Initiative (CSI) of the United Nations in 2009 defined the child friendly

school environment as a place where the learning environment is conducive, the staff are friendly to children, and the health and safety needs of children are adequately met (Olaogun, Fewowe and Ashimowo 2014). The school environment is a community with its rules and regulations binding on its members. It is a place which consists of physical facilities, learning and teaching materials, as well as human resources. The physical structure includes; the classrooms, the libraries, laboratories, toilets, offices, gardens, farmlands, fields and play grounds. The human resources include the teachers, the pupils, non – academic staff, such as the librarian, accountant, cashier, office secretary, driver, cooks, security guards, the gardeners and nannies. (Usman, 2016), School serves many functions in the society. According to Bello (2016); it facilitates acquisition of knowledge, promotion of cognitive development and social opportunities for children. Thus, both cognitive and psycho – social opportunities could be obtained from any established school through the teacher who is the mentor of the learners.

Teacher

A teacher is a professional who is trained in both theory and practice and certified to be qualified to teach learners in specific field, discipline or subject, in an educational environment. In the school, he is charged with the responsibility of not only implementing the curriculum but also of teaching learners to acquire relevant and qualitative knowledge, skills, norms, and values, attitudes, technology and experience necessary for the learners growth and survival as well as that of the society he belongs. Teacher personality factor such as interest, motivation, knowledge, emotions, health, competence ability and capability are crucial factors in teaching (Ortese, Akume and Yawe, 2006). As an individual, the teacher has his personal needs (which Maslow has indentified) as goals and expectations. These needs vary and range from physiological to actualization. At work, the teacher has needs of being happy when performing his duties, responsibilities and functions; he has needs of job security, job mobility (promotion), good pay and quest for knowledge recognition. When these needs are met

the productivity increases but when thwarted, the productivity tends to drop. Thorndike's law of readiness states that when conduction unit is ready to conduct, conduction by it is satisfying. When the conduction unit is not ready to conduct, conduction by it is dissatisfying (Chathan, 2007).

According to Kolawole (2010), a teacher is knowledgeable person who passes knowledge, skills and values that he has acquired to learners with the hope that the learners will use all he has gained for self development and the society for successful future. Therefore, a teacher is a person who impacts knowledge, attitude, behaviours to the learners as well as good morals by setting good examples, as it is said that: "No nation can be better than the quality of its teachers. This means that the success or failure of the classroom activities and the nation at large, to a greater extent, lies in the hands of the teacher. Cornelius (2012) reported that increase in salary is the most critical issue motivating school teachers in the country which must be addressed by government at various levels for greater improvement in output. He explained that prompt payment of salaries and allowances, provision of teaching facilities, enabling classrooms, regular promotion of teachers provision of training programmes and motivation of teachers are all significant in teaching profession. According to him, there is a link between teacher welfare and productivity. Research studies carried out on factors of teacher motivation and retention by Bukar and Baba (2006), revealed that there is positive relationship between prompt payment of teachers' salaries and allowances, provision of teachers teaching facilities and enhancement of job satisfaction for teachers and student's academic achievement. Cornelius (2012) lamented that it is regrettable to note that the neglect and lack of motivation of teachers has had far reaching and negative effects on the Nigerian education system. This, according to him, can be seen in the poor performance of teachers, students poor academic performance, poor results, students' drop – out of school and low literacy rate. It is no longer Plato's educated subject that has a holistic and harmonious aspect of value, where the learner's

“true nature is understood as virtuous, or Aristotle, who believe that human excellence is “intellectual and morals”

Motivation

The word “motivation” emanates from a Latin word move which means, “to move” in English Literally, it means the process of arousing movement in the organism (Chatham, 2007 and Zwalchir, 2008). Since this concept got registered into psychology, various psychologists have subjected it to diverse definitions. For instance, Mohammed (2008) defined motivation as the art of getting people to do things or to do things more efficiently. In psychological terms, the study of motivation has to do with what imitates, sustains, directs, and determine thinking and action in individuals. (Mukherjce, 2002). Central to the concept of motivated behaviour are the operation of the operation of drives, incentives and motives which determine the actions carried out by individual, the strength of the actions and their direction (Sant rock, 2005). According to Ortese (2012), it is the contention of other psychologists that the internal state are in turn aroused or prompted by human needs (Abraham Maslow), motives and drives (Hutcheson), expectations and goals (Victor Vroom), deadlines (James Kalat), attributions (Julian Rotter) rewards and incentives (Skinner, B. F) among others. Motivation therefore refers to internal and external prompts that energizes human beings to initiate, increase, promote direct, effect action towards a goal, and maintain action till the goal is achieved.

Challenges of Teachers in Nigeria

Education philosophers across time and space believe that education has the power to liberate and it is the only well trained and motivated teachers that could administer this quality education. Unfortunately, today, these crop of well trained and motivated teachers seem to be in short supply. According to Jatto (2000), the teacher of the 21st century in Nigeria like other parts of the developed and developing countries must be responsible and responsive in his or her interpersonal relationship to the needs of the individual pupils and to those

of the community of which he belongs. Supporting the view point that the status of teachers in Nigeria has taken downward trend. Jatto (2010) and Nwosu (2010) observed that it is becoming increasingly difficult to attract the best talents among our youths to this noble profession as the reward and working conditions are not attractive. The resultant effect of this state of affairs is that teaching has become the last hope of the hopeless and used as a stepping stone to better paid and prestigious jobs in other sectors of the economy. Equally, Fadipe (2000) identified some of the problems confronting teachers in Nigeria to include low morale, late payment of salaries and allowances and lack of promotion. In specific terms, he noted that poor salaries for teachers constituted the major reason for teachers leaving teaching for greener pastures. The teacher's indicated that teaching is a difficult job which deserves proportionate motivation. Furthermore, Ndubuisi and Oblageri (2014) stated that the 2015 set as dead line for the achievement of the Millennium Development Goal (MDGs) is difficult to attain because the national literacy rate is at 57%, unqualified teachers is at 47% and 9 million school age of alimajiri are out of school. Other challenges are poor curriculum delivery, inadequate textbooks, over loaded classrooms, ineffective inspection and supervision and principally, misappropriation of fund, corruption, mismanagement and the resultant lack of enough fund to cater for salaries, promotion, allowances, renovation of schools and school facilities. Kolawole (2010) and Nwosu (2010) are unanimous in their opinion that the major challenges confronting the teaching profession include change of teaching jobs to other well paid jobs, delays in the payment of salaries and allowances, poor working condition, ineffective supervision, lack of working materials, delayed promotion, poor condition of service, inadequate provision for in-service training, poor image of teachers, lack of motivation and lack of enabling environment which will not induce them to stay on the job. They opined that teachers should be motivated via the provision of welfare packages, accord teachers their rightful place of honour in the society and create avenues for teachers to update their knowledge and skills. They specifically advocated that

teachers should get attractive wages so that they can give their very best to the training of their students. It goes without saying that any country that does not take the issues of education seriously is doomed. Kolawole (2010), also, supporting the need to adequately cater for the welfare of teachers, noted that there is no substitute for government investing more to improve the remuneration, working and living conditions of teachers so as to attract and retain better qualified and motivated teachers. A fair and transparent reward and incentive system is indispensable, he maintained.

Motivation and Psychological implication

Motivation is an important concept in teaching and learning process. As a result of the important place motivation occupied in teaching and learning, different psychologists have propounded different theories on how motivation can be used in teaching and learning. Among these theories are:

Expectancy Theory of Motivation

One of the most widely accepted explanations of motivation is the expectancy theory of motivation. As the name implies, the theory argues that the level of effort and individual puts into an activity is influenced by the level of expectation that the action will be (fully rewarded). According to Kadurumba and Uzoka (2012) Edwards in 1954 and later Atkinson (1964) developed theories of motivation based on the following formula:

Motivation = perceived probability of success multiply by (X) incentive value of success. Thus $M = P_s \times I_s$. The formula is called expectancy model, or expectancy valence model, because it largely depends on the people's expectations of reward. Kadurumba and Uzoka (2012) explained that this theory entails that for individual's motivation to achieve something depends on the product of their estimation of their chance of success, (perceived probability success, P_s), and the value they place on success (incentive value of I_s). According Vroom (1964), expectancy theory includes;

Attractiveness:- The potential outcome of reward on the job.

Performance reward linkage:- The degree of work and the reward that follows.

Effort-performance linkage: The extra effort and the perceived reward expectation.

Expectancy theory can be used to better understand teacher motivation. Teachers if well paid and quite assured that their salaries, allowances, promotion and prospects will come as when due, they will definitely put in their best in their work. Hence, there will be significant change in teaching profession in Nigeria.

Need or Humanistic Theory of Motivation

Abraham Maslow before the beginning of 1960's proposed that motivations are classified into hierarchy of needs. The needs ascend from the basic biological needs to more complex psychological need. Examples of basic biological needs are food, warmth, sex, sleep and security. The higher order needs are comfort and achievement, social needs, self esteem and self-actualization. Where teachers cannot meet their basic physiological needs like payment of rent or shelter, enough food, transport, family responsibility and other social needs, their intellectual functions on the learners will be grossly affected. This brings about thinking of how to change jobs from teaching profession to other lucrative jobs, there by giving little or no attention to his learners. Maslow believes that once need is satisfied, you can only be motivated again by the need at the next level up the hierarchy.

Reinforcement Theory

Reinforcement theory relates to the idea of operant conditioning. It concentrates attention on the link between behaviour and consequences. Skinner (1939) carried out several studies and comes up with a conditioning model which proposes that if pleasant consequences (incentives or salary) follow behaviour, the behaviour (teaching) will tend to continue. Whereas, if unpleasant consequences follow a behavior, the behavior tends to stop. Hence, the foundation of the reinforcement theory is the 'law of effect', which states that

behaviour will be repeated or not, depending on, whether the consequences are positive or negative.

Temporal Factors

Teacher motivation is not only about the motivation to teach but also about the motivation to take to teaching as a career (Kadurmba and Uzoka, 2012). They emphasize the temporal dimension of motivation in terms of a professional situation. According to them, as important as interest in teaching is intrinsic ingredients, and extrinsic rewards bring about career advancement which are also important. In some cases, when teachers are asked to help to develop curriculum, monitoring or supervisory role, being responsible for developing new courses, making presentations in conferences, preparing professional publications, managing teacher-training workshop and so on, can motivate teachers to work harder and to remain in the profession for a reasonable period.

Motivational Factor by Bandura, A.

According to Bandura (1977), most human behaviour is learned observationally through modeling. That is, from observing others forms and ideas of how new behaviours are performed, and on later occasions, this coded information serves as a guide for action. Bandura's theory added that people can learn new information and behaviors by watching other people known as observational learning or modeling. Bandura noted that external, environment reinforcement was not the only factor to influence learning and behaviour. He described intrinsic reinforcement as a form of internal reward, such as pride, self satisfaction, and a sense of accomplishment of inspirational leaders.

Contextual Factors

According to Kadurmba and Uzoka (2012), environment plays a key role in job motivation. There are two types of contextual influences on teacher motivation, called macro-contextual and micro-contextual influences. Macro-contextual motives are related to teaching as the job itself should fulfill

the chief societal duties such as; bringing up and educating the next generation of people. On the other hand, the micro-dimension is featured on the organizational climate of the particular institution where teachers work, the class situation and the condition of teaching environment, and students, the collegial relations, recognition, school's reward contingencies and feedback from colleagues, leaders, student inspectors, supervisors and parents, are substantial enough to ginger and engineer teachers' in-put. Skinners' reinforcement theory hinges on reward which is contingent on behaviour. Rewarded behavior has a tendency to be repeated while that which meets with punishment is dropped. Like Thorndike's law of effect, which states that behaviours met with positive consequences tend to be repeated, while those with negative consequences of past behaviours affect future actions as: Stimulus – response – consequences – future response?

Teacher Delivery and Motivation

The determinant factors that motivate teachers to perform are both intrinsic and extrinsic. Intrinsic motivation is the motivation that arises from within the individual. Ellis (1984) in Hacettepe, (2006) defines intrinsic motivation as self-respect of accomplishment and personal growth. That is, the emotional and personal benefits of the job itself are known as intrinsic rewards. He emphasizes that intrinsic rewards take a key role in teachers' lives, when they see the growth become more satisfied, regardless of extrinsic elements, when compared with a teacher who does not feel anything with the success of his student.

Eick, (2002) sated that the desire to continue teaching is linked with enjoyment, the passion and love to interact with children and the belief that teachers are the ones that could help develop society in the future and seeing students who have achieved success academically brings joy to the category of these teachers. Excellent teaching motivates teachers to continue teaching because they are able to fulfill their personal accomplishment by seeing the students' successes. (William, 2003). Maslow (1943) is of the view that self actualization is

the need for achieving full potential, personal and professional success and attuning peak performance and success. Teachers with internal motivation trait develop intrinsic interest in teaching as long – life profession with little, less or negligible stress. Deci, and Ryan (2001) stated that extrinsic motivation is concerned with the performance of an activity to succeed in order to get separable result regarding factors; such as salary, leadership style, group solidarity, job security and wage increase. In addition to the above physical conditions, the amount of work and the facilities available for doing the work are regarded as extrinsic reward. Extrinsic motivations are those that arise from outside of the individual and often involve rewards such as trophies, money, grade, social recognition or praise. Money in the form of pay or reward is the most obvious extrinsic reward. Money provides the incentive that most people want. As stated by Glove and Noon. (2011) from their research into the affluent worker, pay is the dominant factor in the choice of the employer and consideration of pay seem most powerful in building people to their present job. Money can therefore provide positive motivation in the right circumstance. Intrinsic motivation is purely internal and occurs due to personal decision or will. Some people take to teaching because they see others teaching and thus feel proud to be called teachers. They would like to be addressed as teachers and would want to behave as teachers. Intrinsically motivated teachers might have been attracted to teaching due to any of the following reason; teachers are knowledgeable and they would also want to ever prosper more in knowledge seeking; teachers are modest in their behaviour and they would ever want to be role models, teachers appear neat all the time and they would want to ever appear neat anywhere, teachers love and interact with learners and they would ever want to love and interact with learners; and teachers are honest and they would ever want to be honest anywhere.

Intrinsic motivation involves personal will to do something because the act is necessary for personal development not necessarily because of the material reward. For instance, some teachers may intend to go to higher academic institution to

further their education for the sake of knowledge to impart on learners. Such people are people with intrinsic motivation. Such people are happy that they have secured admission into a higher academic institution to enrich their knowledge. The same applies to intrinsically motivated teachers. Such teachers are happy because they are teachers. They may have one or more reasons why they want to be teachers and may feel reluctant to change job even in the face of poor conditions of service. Teachers would be intrinsically motivated to teach by creating a condition for teaching as a job that has some prospects by which the individual teacher would find self fulfillment in life. Teachers would be intrinsically motivated if there would be prospect for their lives and if they feel they would be able to fulfill their inner selves and satisfy individual persons. Teachers could be intrinsically motivated to teach if the job achieves some respects and honour from students and the people in the society and the teachers themselves, but it is very difficult to have teachers like this. In the extrinsic motivation, the source of energy comes from the outside aspect of the organism (Nnachi, 2009). Extrinsic motivation involves the external inducement of the organism. It is a process of using material and other forms of inducement mechanism to make an organism to undertake an act for the actualization of a particular goal. In this case, an organism is moved towards the realization of a goal when their salaries are paid in time and paid in a commendable package.

This is when recommended allowances are paid, when bonuses are given to boost their living condition. By extrinsic motivation, the morale of workers is boosted. When there is extrinsic motivation for a job, there tends to be a big move to get into the job. For instance, certain positions with special conditions call for extensive competition in respect of who would occupy them. In the teaching service, extrinsic motivation is instituted when teachers' salaries are tremendously improved and are paid in teaching service. Extrinsic motivation is also instituted when there are bonuses and radical improvement of the condition of teachers. Through this way, people are drawn to teaching to put in their best to achieve the

best. The teacher is a psychological being whose reactions are based on environmental experiences. The teacher can act and react based on experience within his environment. When the teacher is paid and handsomely paid as the case may be, he puts on a smiling face and is ready to work day and night to satisfy both the learners and his employers. The Nigerian society should learn to give much recognition, respect and honor to the teacher. (Kadurumba and Uzoka, 2012). The government should start this by paying teachers in time and their pay packages should commensurate with their grades. Teachers should be made to wear fine and smiling face which will make them move into their teaching activities with great force. If teachers are intrinsically and extrinsically motivated, they move into action in respect of their job. They feel agile and more active in their job. As a psychological being, if the teacher is well treated, motivation sustains the attitude and behaviour of the teacher. Without motivation, human action is dead. Also without motivation attitude is weakened.

In the teaching field, motivation sustains the teacher's behaviours and maintains the behavior until the teacher reaches a goal. If a teacher is sure of getting regular pay, and eventually he got bonus at the end of the year such as some bags of rice, soaps, detergents, toilet tissues and related items which the employer uses to show gratitude for a year's service, and by this, the teachers ego would be raised. If other incentives are given for one reason or the other, just to make him happy, the teacher would feel proud of this job. In such a situation, his morale is boosted and his behaviors sustained. Many individuals find themselves in careers or vocations they did not choose. Some wanted to be medical doctors, engineers, pharmacist, by choice but have found themselves as teachers for one reason or the other. They had no intrinsic motivation at initial stage. For them, to come to maintain actual teaching behaviour is difficult. Motivation streamlines the individual's behaviours and regulates the behaviours. A motivated teacher who feels he is well treated, channels his attitude to the world of teaching. He has no regrets for being in teaching. Such teacher believes that teaching is the best work to do and directs

all his actions to the field of teaching. Incentives (moral or materials) would continue to channel the teachers teaching. If there is continuous positive treatment, there is perseverance to regulate his attitude so that he would continue to get on with teaching. Incentives could be tangible if it involves money and material things. It could be intangible if it involves non material events such as recognition, honour, respect and so on. If the teacher is well treated, his attitude is channeled to teaching. Such behaviour is made to follow the principles involved in teaching. People that are motivated have some established goals which they would want to reach before the end of their lives. Motivated teachers want to reach senior ranks in the teaching service. Such teachers set some goals by means of hard work. Teachers that are not motivated do not strive for high positions because substantial period is devoted to change job. Such teachers, instead of working hard in the field use some available opportunities to travel from place to place in search of other jobs. This is what educators and educationists would not want to happen in teaching profession in Nigeria. Hence, the aim of this chapter.

Conclusion

The chapter discussed how motivation can affect teacher delivery. One of the greatest assets of Nigeria as a nation is its investment in education at all levels. In order to adopt and modify lifelong learning and teaching models in education, teachers are to be motivated in order to realize effective delivery in their responsibilities and discharge of their duties. This paper has highlighted that intrinsic teacher are, born teachers, who develop interest as their priority in teaching, and in interacting with learners always with traces of joy and comfort on their faces, punctual in attendance and making sure that the learning environment is always conducive for learning at all times. The paper concluded that despite intrinsic motivation cultivated by some teachers, extrinsic motivation such as regular payment of salaries, allowances, promotion, and award of prizes should also be effective on the part of government. This can engender teachers' performance and productivity in teaching profession.

Recommendations

- Based on the title of this paper, the following recommendations are proffered:
- Trained teachers should be recruited in our schools at all levels so as to improve the quality of teacher delivery and tone of all schools in Nigeria.
- Teachers' salaries and allowances should be paid as when due to motivate all teachers and to increase their morale
- Promotion of teachers should be regular and encouraging so as to make teaching profession a pride of place.
- Low quality of academic standard in Colleges of Education and decree awarding institutions should be addressed since the productivity directly and negatively affects learners, especially, in primary and secondary schools
- Public schools should be renovated with new physical facilities such as modern classrooms, libraries, ICT centers and offices.
- Schools should be provided with new infrastructural facilities such as modern tables, chairs and computers.
- Government should make public schools attractive so much so that parents can withdraw their wares from private schools to public schools.
- Government should provide incentives to teachers so much so that it will attract Nigerians in Diaspora to return to Nigeria to render teaching services for nation building.

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