

## **IMPACT OF TEACHERS' MOTIVATIONAL STRATEGIES ON PERFORMANCE OF SECONDARY SCHOOL TEACHERS IN OSUN STATE, NIGERIA**

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**Abstract:** *This study investigated the impact of staff motivation on academic performance of secondary school students in Osun State. Two research questions and two research hypotheses were generated for the study. Sample of twenty (20) principals and two hundred (200) secondary school teachers was the respondents used. Structured questionnaire which has two (2) sections was duly validated and reliability value was 0.75. Same data collected through the research Instruments were analysed using frequency counts, descriptive statistics and T-test statistics. It was revealed that, there is influence of staff motivation on academic performance of secondary school students in Osun state: Teachers' rated all the motivational strategies used by the principals as good, they rated all the indices of staff performance as good, there was a significant difference in the motivational strategies used by the principals in secondary schools based on school types, there was a significant difference in the indices that aid staff performance in secondary schools based on school types. Major recommendations were enumerated as: Principal should recognize work done well by teachers to boost their ego to enhance their work performance; teachers should be highly praised and commended for maximum performance; ministry of education should make it a policy to provide all public secondary schools in the study area with necessary facilities to facilitate effective teaching and learning in schools; research should also be done on the head teachers' motivation of students, non-teaching and subordinate staff.*

**Key words:** *Teacher; Teacher Motivational Strategies; Academic Performance; Secondary Schools Student.*

**Background to the Study**

Some of the country's leading educational institutions have recently established teaching excellence centres focusing on supporting and improving learning materials to produce optimal teaching strategies and processes. Quality education is becoming a more critical concern in the educational world in recent years. Motivation is a person's desire to engage in an activity. A school with good motivation strategies can ensure harmony, prosperity, and increased student enrolment. Correspondingly, the teacher's positive behaviour related to teaching increases their level of understanding and interest, eventually improving their job performance (Kumari & Kumar, 2023).

Obviously, despite the leading roles teachers play in the classroom towards attaining educational objectives, their motivation has remained a very serious problem in Nigeria. Ndu (1998) opined that teachers' motivation has been very low, that the situation of teachers in the school system was so bad that it had reached "an intolerable low point". As a result, the societal image of a teacher has made the "noble" profession unattractive as being inadequate for meeting economic, social and psychological needs. Under this condition, teachers' welfare needs are hardly considered by different stakeholders in Nigerian educational system. But, rather every parent wants his children to acquire knowledge and skills, good morals and value without giving serious thought to how these would be transmitted without the teachers and more importantly, how teachers would perform without being motivated.

Among reasons for teacher low performance, Okoro (1998) observed that in spite of the roles teachers play in the education system, teachers were neglected in terms of support and welfare. Teachers were isolated from all other work force in terms of recognition, respect or recommendation for political post and welfare packages. So, when teachers are not treated fairly, they may not motivate the students to learn in order to improve the quality of our secondary students' performance. Teachers are most valuable resource available to secondary schools, hence, it is imperative that the government should device the best strategies to motivate them for the betterment and continued improvement for performance (Lyimo & Temba, 2022). In many instances some government secondary schools have experienced poor performance of students and a rapid turnover of their employees because of lack of motivation. Teachers can influence the teaching-learning outcome either positively or negatively because they determine the quality of instructional delivery and also influence quality education when it comes to implementation of the curriculum and educational policies (Onucha, 2020).

A well motivated teacher is crucial for a successful classroom. If

teachers in public secondary schools are well motivated, it is clear that they will look at teaching through a different lens, and, in doing so, motivate their students in their learning too. Motivation helps to energize, direct and sustain positive behaviour over a long period of time. It involves working the desire needed for students to want to learn more. Mustafa & Othman (2019) explain that teacher motivation is very important because it improves the skills and knowledge of teachers because it directly influences the students' achievement (Mahamood, 2019).

In government secondary schools, teachers can be motivated and their performance improved as a result of several factors which include the presence of accommodation, opportunity for career development, timely promotion and good remunerations according to the current market (Daneshkoham, 2019). Also, orientation to new teachers, skilled and supportive leadership, good relationship between the school and the community surrounding should be encouraged. The negative factors in teaching profession produce negative attitude towards the teaching profession and thus, make retention process to the teaching profession difficult (Ally, 2021).

The better performance of public secondary education system depends largely on motivation of teachers so that they may comfortably share the best experience in the classroom. When teachers are well motivated to work, the performance of students in government schools will be improved let alone the increased rate of enrolment. Teachers are required to be motivated so that they can increase efforts in the teaching process, hence better performance to their students (Mligo & Mshana, 2018).

The seriousness of the problem of lack of motivation for Nigerian teachers was supported by the result of a study of Ozigi (1992) who found out that the teachers were unhappy, frustrated, uninspired and unmotivated. He then concluded that the nation's educational system was doomed. Ukpong & Uchendu (2012) investigated motivational strategies and possible influence on secondary school teachers' teaching performance. The result revealed significant influence of motivational strategies on teachers' work performance and it was recommended that principals should recognize work done well by teachers to boost their ego to enhance their work performance; teachers should be highly praised and commended for maximum performance and ministry of education should make it a policy to provide all public secondary schools with necessary facilities to facilitate effective teaching and learning in school.

It is therefore important to note from the foregoing that when teachers are motivated, they will engage more enthusiastically in teaching-learning activities, it will increase their interest and they are likely to put more efforts even if not their best. This research therefore, seeks to

investigate the impact of teachers' motivational strategies on performance of secondary schools teachers in Osogbo and Atakumosa Local Government Areas of Osun State.

### **Statement of the Problems**

Motivation is a person's desire to engage in an activity. Motivation predicts performance and consequently determines students' academic performance as a poor process will definitely lead to poor result. A school with good motivational strategy can ensure harmony, prosperity and increase students' enrolment and performance. The teacher's positive behaviour related to teaching increases their level of understanding, interest and improves their job performance. This study therefore investigated the impact of teachers' motivational strategies on performance of secondary school teachers in Osogbo and Atakumosa Local Government Areas of Osun State.

### **Research Questions**

The following research questions were raised to guide this study:

1. Are there any impact of motivational strategies on teachers in secondary schools in Osogbo and Atakumosa Local Government Areas of Osun State?
2. What are the indices that aid performance among secondary school teachers in Osogbo and Atakumosa Local Government Areas of Osun State?

### **Research Hypotheses**

- HO<sub>1</sub> Is there any significant difference in the motivational strategies used by the principals in secondary schools based on school types?
- HO<sub>2</sub> Is there any difference in the indices that aid staff performance among secondary school teachers based on school types?

### **Method**

Descriptive survey research was adopted for this study because it involves collecting and analyzing data gathered from a sample considered to be representative of the population, and generalizing the findings. The population for this study comprised of principals and teachers in secondary schools in Osogbo and Atakumosa Local Government Areas of Osun State. The researchers employed simple random sampling technique to select twenty (20) Secondary Schools (Ten Public and Ten private) in Osogbo and Atakumosa Local Government Areas of Osun State. In each of the selected secondary schools, one principal and ten teachers were selected. In total two hundred and twenty (220) respondents were used for the Study. A validated self-developed questionnaire titled Impact of Motivational

Strategies on Teachers' Performance in Secondary Schools in Osogbo and Atakumosa Local Government Areas of Osun State was used to collect data. The questionnaire consisted of two sections. Section A comprises of 5 items addressing the demographic data of the respondents such as (gender, level and Age) while Section B comprises of 20 items. The questionnaire was structured along a four-point Likert rating scale of Strongly Agreed (SA) = 4 points, Agreed (A) = 3 points, Disagreed (D) = 2 points and Strongly Disagreed (SA) = 1 point. The questionnaire was validated by experts in Educational Management and Psychometrics. This is to determine the effectiveness and the appropriateness of the instrument at eliciting the right responses.

The instrument was subjected to test-retest method for a period of two weeks to ascertain its internal consistency. It was administered on twenty (20) respondents who were not part of the study sample after which the instrument was subjected to Pearson Product Moment Correlation (PPMC) analysis to establish the reliability of the instrument. Responses were statistically analysed using Cronbach Alpha. This gave a reliability index of 0.75 indicating that the instrument is reliable.

The researchers visited the selected schools to seek permission of the authorities of the schools for the consent of the respondents for the administration of the questionnaires. The questionnaire was administered by the researchers employing the help of two trained research assistants. The exercise lasted for a period of two weeks. The data collected was subjected to frequency counts, descriptive statistics and t-test statistical methods.

## Results

This section presents the frequency counts of the respondents' demographic variables. The analysis of data for each demographic variable is presented in the frequency distribution table.

Table 1: Gender distribution of respondents

<b>Gender</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Principal	21	9.8
Teacher	193	92.2
<b>Total</b>	<b>214</b>	<b>100</b>

Teachers and principal formed the research respondents. 90.2% of the respondents were teachers while 9.8% of them were principals.

Table 2: Qualification of respondents

<b>Qualification</b>	<b>Frequency</b>	<b>Percentage (%)</b>
N. C. E	40	18.7
B. Ed/B. Sc/B. Tech	151	70.6
M. Sc/M. Ed	23	10.7
<b>Total</b>	<b>214</b>	<b>100</b>

The table showed that 70.6% of the respondents had first degree certificates, 18.7% of them had NCE while 10.7% were masters degree holders.

Table 3: Teaching experience of respondents

<b>Experience</b>	<b>Frequency</b>	
<b>Percentage (%)</b>		
0 – 5 years	16	7.5
6 – 10 years	66	30.8
11 – 15 years	69	32.2
16 and above	63	29.4
<b>Total</b>	<b>214</b>	<b>100</b>

The results in the table revealed that 29.4% of the respondents have been in service between 16 and their years of retirement. It further revealed that 32.2% of the respondents had been in the teaching profession between 11 and 15 years, 30.8% of the respondents had been in the profession between 6 and 10 years, followed by 16 years and above while the least of them (7.5%) had spent 5 and less years on the job.

**Research question 1:** Are there any impact of motivational strategies on teachers in secondary schools in Osogbo and Atakumosa Local Government areas of Osun State?

To answer this research question, teachers' responses to items on motivational strategies or techniques used by heads of teachers in secondary school in Osun State were coded and subjected to descriptive statistics of mean. Decisions as to student factors that motivate teachers used by their heads in secondary schools in Osun State were based on the benchmark of 2.50. To achieve this, average of the numerical points for the response options were obtained as  $(4+3+2+1)/4$ . In which 4 stands for Strongly Agree, 3 stands for Agree, 2 stands for Disagree, and 1 for Strongly Disagree. Items with mean score of 2.50 and above were regarded as strong motivational strategies while items with mean score below 2.50 were regarded as weak motivational strategies. The results are presented in Table 4.4.

Table 4: Motivational strategies used by heads of teachers in secondary schools

<b>Sn</b>	<b>I t e m s</b>	<b>S D</b>	<b>D</b>	<b>A</b>	<b>S A</b>	<b>Mean</b>
1	The head motivate teachers to be more innovative	2(0.9)	-	31(14.5)	181(84.6)	3.83
2	The head appreciate his teachers' work openly	5(2.3)	-	105(49.1)	104(48.6)	3.44

3	School head gives regular remuneration to teachers	10(4.7)	2(0.9)	73(34.1)	129(60.3)	3.50
4	The leader awards teachers with impressive titles	4(1.9)	9(4.2)	97(45.3)	104(48.6)	3.41
5	The principal acknowledges the teacher's achievement	9(4.2)	4(1.9)	70(32.7)	131(61.2)	3.51
6	Instructional facilities are provided to academic staff	13(6.1)	2(0.9)	101(47.2)	98(45.8)	3.33
7	The head involves his academic staff in decision making	12(5.8)	1(0.5)	88(41.1)	113(52.8)	3.41
8	The leader provides adequate chances for professional growth and research development/advancement	12(5.6)	2(0.9)	101(47.2)	99(46.3)	3.34
9	The head establishes a good relationship with his/her teachers	11(5.1)	1(0.5)	103(48.1)	99(46.3)	3.36
10	Staff development programmes	21(9.8)	-	125(58.4)	68(31.8)	3.12

The results revealed that the mean scores of the items ranged between 3.12 and 3.83. This implied that respondents rated all the motivational strategies been used by heads of teachers well because the mean scores were all above 2.50. However, items such as the head motivate teachers to be innovative had the highest mean score of 3.83, followed by acknowledgement of teachers' achievement with mean score of 3.51 and giving of regular remuneration to teachers with mean score of 3.50; while staff development programmes rated least among the motivational strategies used by heads of teachers in secondary schools.

**Research question 2:** What are the indices that aid performance among secondary school teachers in Osogbo and Atakumosa Local Government Areas of Osun State?

To answer this research question, students' responses to items on indices that aid staff performance in secondary schools in Osun State were coded and subjected to descriptive statistics of mean. Decisions as to indices that aid staff performance in Osun State were based on the benchmark of 2.50. To achieve this, average of the numerical points for the response options were obtained as  $(4+3+2+1)/4$ . In which 4 stands for Strongly Agree, 3 stands for Agree, 2 stands for Disagree, and 1 for Strongly Disagree. Items with mean score of 2.50 and above were regarded as strong indices that aid staff performance while items with mean score below 2.50 were regarded as weak indices that aid staff performance. The results are presented in Table 5.

Table 5: descriptive statistics of indices that aid staff performance

S <sub>n</sub>	I t e m s	S D	D	A	S A	Mean
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11	Encouragement for creativity and innovation by head leads to better performance	3(1.4)	-	54(25.2)	157(73.4)	3.71
12	Appreciation on genuine efforts motivate me to do even better	3(1.4)	1(0.5)	134(62.6)	76(35.5)	3.32
13	The head provide regular payment of salary and other remuneration to enhance performance	4(1.9)	5(2.3)	57(26.6)	148(69.2)	3.63
14	Cooperation of the head enhances my performance	4(1.9)	1(0.5)	131(61.2)	78(36.4)	3.32
15	Award with impressive title ensures the better performance of academic staff	11(5.1)	3(1.4)	68(31.8)	132(61.7)	3.50
16	Acknowledgement on achievement enhances my performance	3(1.4)	2(0.9)	135(63.1)	74(34.6)	3.31
17	Provision of instructional facilities by the head augments my performance	13(6.1)	-	82(38.3)	119(55.6)	3.43
18	Participation in decision making about academic matters promote performance	8(3.7)	4(1.9)	121(56.5)	81(37.9)	3.29
19	The management give adequate chances for professional growth and research advancement to increase performance	10(4.7)	-	88(41.1)	116(54.2)	3.45
20	Relationship with the head enhances the performance of teachers	9(4.2)	3(1.4)	131(61.2)	71(33.2)	3.23

The results revealed that the mean scores of the items ranged between 3.23 and 3.71. This implied that respondents rated all the indices that aid staff performance well because the mean scores were all above 2.50. However, they rated “Encouragement for creativity and innovation by head leads to better performance” as the best index with a mean value of 3.71, followed by “Appreciation on genuine efforts motivate me to do even better” with mean value of 3.63 and “Award with impressive title ensures the better performance of academic staff” with mean value of 3.50 among others. While “Participation in decision making about academic matters promote performance” and “Relationship with the head enhances the performance of teachers” rated least among the indices with mean values of 3.29 and 3.23 respectively.

**Hypothesis 1:** There is no significant difference in the motivational strategies used by heads of teachers in secondary schools based on school types

To test this hypothesis, an independent t-test statistic was done and the result is presented in Table 4.6



Table 6: T-Test Statistic of school type differences in motivational strategies used by heads of teachers

Sch. Type	N	MEAN	SD	t	P
<b>Decision</b>					
Private	100	34.99	3.28	2.45	
	0.02	Significant			
Public	114	33.58	4.88		

Table 6 presents the t-test statistics of school type differences used by heads of teachers in secondary schools. It revealed that 100 respondents were from private schools with a mean score of 34.99 and SD of 3.28, 114 of them were from public school with a mean score of 33.58 and SD of 4.88 and t-value of 2.45. The result of independent t-test shows that there was a significant difference in the motivational strategies used by heads of teachers in secondary schools based on school types.

**Hypothesis 2:** there is no significant difference in the indices that aid staff performance among secondary school teachers based on school types

To test this hypothesis, an independent t-test statistic was done and the result is presented in Table 7.

Table 7: T-Test Statistic of school type differences in motivational strategies used by heads of teachers.

Sch. Type	N	MEAN	SD	T	P
<b>Decision</b>					
Private	100	35.02	2.92	2.98	
	0.00	Significant			
Public	114	33.46	4.45		

Table 7 presents the t-test statistics of school type differences of indices that aid staff performance in secondary schools. It revealed that 100 respondents were from private schools with a mean score of 35.02 and SD of 2.92, 114 of them were from public school with a mean score of 33.46 and SD of 4.45 and t-value of 2.98. The result of independent t-test shows that there was a significant difference in the indices that aid staff performance in secondary schools based on school types.

**Discussion**

Research Question one stated that are there any impact of motivational strategies on teachers in secondary schools in Osogbo and Atakumosa Local Government Areas of Osun State? To answer this research question, teachers’ response to items on motivational strategies or techniques used by the heads of teachers in secondary school in Osogbo and Atakumosa Local government area of Osun state, the findings presented motivational strategies used by heads of teachers in secondary schools. The results revealed that the mean scores of the items ranged

between 3.12 and 3.83. This implied that respondents rated all the motivational strategies been used by heads of teachers well. The finding is in agreement with Koontz (2008) that the instructive chief's (head educator) work isn't to control individuals yet rather to perceive what spurs individuals.

As indicated by sociologists, school conditions are reward scant and regularly appear to neutralize educators' best exertion to develop expertly and improve understudies' learning (Peterson, 2005). The findings also corroborate Frase (2010) that the best test analysts in training and school pioneers have confronted, is inspiring instructors to acquire undeniable degree of execution, and also found out that educator's remuneration including pay, benefits and enhanced pay, showed little connection to long haul fulfillment with instructing as a profession.

Research Question 2 stated that what are the indices that aid performance among secondary school teachers in Osogbo and Atakumosa Local Government Areas of Osun States? To answer this research question, teachers' response to items on indices that aid staff performance among secondary school teachers in Osun State was used. The results revealed that the mean scores of the items ranged between 3.23 and 3.71. The study rated encouragement for creativity and innovation by head leads to better performance, appreciation on genuine efforts motivates me to do even better and award with impressive title ensures the better performance of academic staff. This result supported the earlier work of Hasan (2011) who also mentioned that work motivation, school principal leadership, and organizational culture were predictors of teacher performance.

The findings is also in agreement with Bonard (2015) which revealed that success of a teacher's performance is certainly determined by the level or intervention of school principals or leadership in schools which is certainly mediated by variables such as self-efficacy, commitment, and job satisfaction. Leadership can be understood in the school environment as a process of influencing teachers and students through teaching and learning, conveying knowledge, skills, values, culture and ideas. The role given by schools through empowerment and enhancing teacher quality programs can also affect the performance, commitment, and behavior of their membership in schools. In addition, the organizational climate and collaboration of various parties that support the continuity of teaching are important factors in order to improve teacher performance.

Hypothesis 1 stated that is there any significant difference in the motivational strategies used by heads of teachers in secondary schools based on school types. The result of independent t-test shows school type

differences in motivational strategies used by heads of teachers; there is a significant difference in the motivational strategies used by heads of teachers in secondary schools based on school types. The finding is in agreement with Ukpong & Uchendu (2012), and Ekpoh (2003) which reported the motivation strategies used by public school head teachers is different from that of private schools.

Hypothesis 2 stated that is there any significant difference in the indices that aid staff performance in secondary school based on school types. The result of independent t-test show school type difference in motivational strategies used to aid staff performance; there is a significant difference in the indices that aid staff performance in secondary schools based on school types. The motivation of public secondary school teachers mostly come from the government which could spur the school head to double his commendation for teachers which could as well lead to recommendation and promotion but it is not always like that in private schools. There is limit to what can be done in private secondary schools when it comes to motivation from the school head, though not all private schools.

### **Conclusion**

Based on the findings obtained from this study, it could be concluded that the motivational strategies used by the heads of teachers in secondary schools in Osogbo and Atakumosa Local Government Areas of Osun State include acknowledgement of teachers' achievement and giving of regular remuneration to teachers among others; the indices that aid staff performance among secondary school teachers include encouragement for creativity and innovation by head leads to better performance, appreciation on genuine efforts motivate teachers to do even better and award with impressive title ensures the better performance of academic staff among others; there was a significant difference in the motivational strategies used by heads of teachers in secondary schools based on school types; and that there was a significant difference in the indices that aid staff performance in secondary schools based on school types.

### **Recommendations**

Based on the results of data analysis, it is hereby recommended that principals should recognize work done well by teachers to boost their ego and to enhance their work performance; teachers should be highly praised and commended for maximum performance; Ministry of Education should make it a policy to provide all public secondary schools in the study area with necessary facilities to facilitate effective teaching and learning in schools and research should also be done on the head teachers' motivation of students, non teaching and subordinate staff.

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