

A REVIEW ON TEACHERS MOTIVATION EFFECTS ON TEACHING AND STUDENTS IN NIGERIA TERTIARY EDUCATION

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ABSTRACT

Any nation that wants to be recognized as a developed country must build its human resources firmly. Hence, a country is said to be technologically developed, if majority of her populace are well educated. Without doubt the challenge in the tertiary educational sector of the nation all derives its root from the fact that government have not done enough to motivate the teachers in the sector. Motivation can be divided into two types: intrinsic (internal) motivation and extrinsic (external) motivation. Teachers' motivation naturally has to do with teachers' attitude to work. It has to do with teachers desire to participate in the pedagogical processes within the school environment. Proper motivation leads to good performance and high productivity to the sustenance of the national growth and development and also the welfare of the citizens.

Keywords: Motivation; Teachers; Students; Tertiary Education.

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Introduction

Lecturers in Nigerian public polytechnics have been on a nationwide strike since October 4, 2013. Despite meetings held between the lecturers and the federal government, the contentious issues still remain unresolved with the lecturers vowing to continue their strike until their demands are met. The failure of government to call for a re-negotiation in 2012 as agreed and the accumulated challenges confronting the polytechnics necessitated the union to identify critical areas of need in the schools, the ASUP National Publicity Secretary, told PREMIUM TIMES (Mohammed, 2014).

Without doubt the challenge in the tertiary educational sector of the nation all derives its root from the fact that government have not done enough to motivate the teachers in the sector. The issue is to understand the role these people play in the overall development of the nation and the effect of motivating them.

Chudi-Orji (2013), said that any nation that wants to be recognized as a developed country must build its human resources firmly. Hence, a country is said to be technologically developed if majority of her populace are well educated. Therefore, those that impart the needed knowledge or those that build and mould character must be motivated adequately because motivation is the key to performance and improvement. Hence it is believed that a motivated teacher always complete the tasks set for him, even when such tasks or assignments are difficult or seen uninteresting. However the pertinent question that may rise is; what is motivation?

Motivation comes from the Latin word "movers" which means to move. So motivation can mean the process of arousing the interest of an individual to take a move towards a certain goal. Harzberg (1978) defines motivation as all those phenomena which are involved in the stimulation of actions toward particular objectives where previously, there was little or no movement towards these goals. Waitley (1996) defines motivation as the inner drive which prompts people to act in a certain way.

Motivation involves a number of psychological factors that start and maintain activities towards the achievement of personal goals. Motivation in education can have several effects on how students learn and their behaviour towards subjects matter. Motivation of teachers and students in teaching and learning process can direct behaviour towards particular goals, leads to increase effort and energy, enhance cognitive processing, increase initiation of and persistence in activities, determine what consequences are reinforcing and it can also lead to improved performance.

Motivation

According to Wikipedia.org, Motivation is the driving force that causes the flux from desire to win in life. For example, hunger is a motivation that elicits a desire to eat. Motivation has been shown to have roots in physiological, behavioral, cognitive, and social areas. Motivation may be rooted in a basic impulse to optimize well-being, minimize physical pain and maximize pleasure.

Motivation can be divided into two types: intrinsic (internal) motivation and extrinsic (external) motivation.

Intrinsic Motivation

Intrinsic motivation refers to motivation that is driven by an interest or enjoyment in the task itself, and exists within the individual rather than relying on external pressures or a desire for reward. Intrinsic motivation has been studied since the early 1970s. The phenomenon of intrinsic motivation was first acknowledged within experimental studies of animal behavior. In these studies, it was evident that the organisms would engage in playful and curiosity driven behaviors in the absence of

reward. Intrinsic motivation is a natural motivational tendency and is a critical element in cognitive, social, and physical development (Ryan & Deci, 2000). Students who are intrinsically motivated are more likely to engage in the task willingly as well as work to improve their skills, which will increase their capabilities (Wigfield *et al.*, 2004).

Students are likely to be intrinsically motivated if they: attribute their educational results to factors under their own control, also known as autonomy believe they have the skills to be effective agents in reaching their desired goals, also known as self-efficacy beliefs are interested in mastering a topic, not just in achieving good grades.

Extrinsic Motivation

Extrinsic motivation refers to the performance of an activity in order to attain an outcome, whether or not that activity is also intrinsically motivated. Extrinsic motivation comes from outside of the individual. Common extrinsic motivations are rewards (for example money or grades) for showing the desired behavior, and the threat of punishment following misbehavior. Competition is in an extrinsic motivator because it encourages the performer to win and to beat others, not simply to enjoy the intrinsic rewards of the activity. A cheering crowd and the desire to win a trophy are also extrinsic incentives (Dewani, 2013).

Effects of Motivation on Teachers

Nigerian tertiary educational institutions are established with the aim of giving any student who enroll a very sound and qualitative education, to be able to function effectively in any environment in which he/she may find him/herself; so as to become more productive, self-fulfilling and attain self actualization (Federal Government of Nigeria, 2004; Aluede, *et al.*, 2005).

Teacher motivation naturally has to do with teachers' attitude to work. It has to do with teachers desire to participate in the pedagogical processes within the school environment. It has to do with teachers' interest in student discipline and control particularly in the classroom (Ofoegbu, 2004).

Effectiveness is the "what of change" while improvement is the "how of change". Teacher motivation therefore, is anything done to make teachers happy, satisfied, dedicated and committed in such a way that they bring out their best in their places of work so that both students, parents and the society will greatly benefit from their services.

Motivation is a consistent factor that can be used across professions and other job situations. It would be useful for those who clamour for effectiveness and efficiency at work. This study recognizes the role of teacher motivation in ensuring classroom

effectiveness and school improvement. Motivating teachers would ensure that there is effective instruction in the classroom and more collaboration in school management. Therefore a teacher needs not only adjustment and regular payment of salary and allowance but the right technology and facilities for effective classroom management and school improvement (Ofoegbu, 2004).

Orphlins (2002) is of the view that motivated teachers always look for better ways to do their teaching job; they are more quality oriented and are more productive. Therefore, it means that motivated teachers are determined to give their best to achieve the maximum output (qualitative education). Motivation can be in the form of regular payment of salary, fringe benefit, such as allowance, bonus on the job training, promotion of the teachers, provision of good working environment, maintaining high degree of relationship and improving the teachers general well being. Hence, any teacher that enjoys the above named items is bound to give all his best in discharging of his duty because; he would derive satisfaction of being a teacher.

Effects of Motivated Teachers on Students

According to Chudi-Orji (2013), when there is proper motivation, it leads to good performance and high productivity to the sustenance of the national growth and development and also the welfare of the citizens. Hence, the impact of motivation on students' academic performance cannot be over emphasized, and they are as follows:

Motivation help to direct and regulate the child's behaviour in such a case, the behaviour of such a student is always guided. The behavior is purposeful and persistent. For instance, when a motivated child is given an assignment in the school, he puts every effort to ensure that he gets the assignments correctly. Even when he fails the assignment, he does not get discouraged but rather puts more effort towards the achievement of his goals Omebe (2001).

Also, the impact of motivation on students can be seen in the classroom settings. Motivation energizes the behaviour of the students and arouses them for action. Not only the motivation energizes the behaviour, it also sustains their interests and behaviour for a longer period of activity. Motivated state helps to increase efficiency and adequacy of behaviour. For instance, a motivated student faces his class work with zeal and interest. Such student will always be in school and carryout the necessary assignment.

Another impact of motivation on students' performance could be seen in the behaviour of a motivated student which is selective in nature. The behaviour is directed towards a selective goal which the individual sets for himself Eze (2002). In such a situation, the student's action or behaviour does not move in a haphazard

manner instead, it is being directed towards the achievement of a selective goal which the individual sets for himself. Example is when a student is determined to achieve high scores in examination; such a person selects appropriate behaviour such as studying hard, so as to attain his set goals. And the motive ends by the achievement of the goals.

Conclusion

Workers in any organization need something to keep them working. Most of the time, the salary of the employee is enough to keep him or her working for an organization. An employee must be motivated to work for a company or organization. If no motivation is present in an employee, then that employee's quality of work or all work in general will deteriorate (Rotter, 1966 & Thomas, 2004). Motivation is of particular interest to educational psychologists because of the crucial role it plays in student learning. However, the specific kind of motivation that is studied in the specialized setting of education differs qualitatively from the more general forms of motivation studied by psychologists in other fields (Williams & Stockdale, 2004 and Whyte, 2007).

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