

IMPACT OF TEACHERS' JOB MOTIVATION ON TEACHERS' EFFECTIVENESS IN SENIOR SECONDARY SCHOOLS IN KANO MUNICIPAL EDUCATION ZONE, KANO STATE

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Abstract

This Study Investigated The Impact Of Teachers' Job Motivation On Teachers' Effectiveness In Senior Secondary Schools In Kano Municipal Education Zone, Kano State. Three Objectives, Research Questions, And Hypotheses Were Formulated And Guided The Study. The Study Adopted Correlation Survey Research Design. The Population Of The Study Was Nine Hundred And Fifteen (915) Teachers From Thirty (30) Senior Secondary Schools In Kano Municipal Education Zone. A Sample Of Two Hundred And Sixty (260) Teachers Was Randomly Selected Using Simple Random Sampling Techniques From Five Purposely Selected Secondary Schools. Two Instruments Were Adapted For Data Collection: Teachers' Job Motivation Questionnaire (tjmq) And A Short Version Of Kulsum (2011) Teacher's Effectiveness Scale (tes). The Instruments Were Validated And Tested For Reliability Through Cronbach Alpha Method With A Reliability Index Of 0.77 And 0.81 Respectively. Mean Score And Standard Deviation Were Used To Answer The Research Questions, While Pearson Product Moment Correlation (ppmc) Was Used In Testing Hypothesis 1 To Determine Relationship Between Teacher's Job Motivation And Teacher's Effectiveness And T-test Was Used To Test Hypothesis 2 And 3 To Determine Gender Differences In Teachers' Job Motivation And Teachers' Effectiveness. The Findings Revealed A Significant Relationship Between Teacher's Job Motivation And Teacher's Effectiveness; A Significant Gender Difference In Teacher's Effectiveness In Favour Of Male Teachers But With No Gender Difference In Job Motivation. Based On The Findings Of The Study, The Researcher Recommends Among Other Things: The Ministry Of Education And School Authority Should Focus On Improving Teachers' Motivation By Providing Incentives, Recognition, And Opportunities For Professional Development Regardless Of Gender. Teacher Effectiveness Should Be Improved Particularly For Female Through Mentorship, Training, And Support From Administrators

Keywords: Job Motivation, Teacher Effectiveness, Gender

Introduction

Teacher Motivation Has Become An Important Issue Given Their Responsibility To Impart Knowledge And Skills To Learners. Adam And Sule (2016) In Their Review Discovered That, Teachers Are The Most Important Human Resource With Instructional Function In The Educational System. It Is Argued That Satisfied Teachers Are Generally More Productive And Can Influence Students' Achievement (eguma, 2017). Inayatullah And Jehangir (2015) Posit That Motivation Plays An Important Role In The School As It Enhances Job Satisfaction As Well As Increases The Productivity Of Teachers Which Invariably Translates To Goal Achievement In An Efficient Way. According To Sheena And Melca (2020) Motivation Means A Feeling Of Enthusiasm, Interest Or Commitment That Makes Somebody Want To Work, A Reason For Doing Something Or Behaving In A Certain Way. Psychologically, It Means The Forces Determining Behaviour, The Biological, Emotional, Cognitive, Or Social Forces That Activate Or Direct Behaviour. Motivation Implies A Driving Force That Makes A Person Put His Maximum Effort To Meet Organizational Goals Such As Working Very Hard To Achieve High Pass Rate Or Any Other Goals Pursued By The School (augustine, Alfred & Alfred 2015). Teachers' Motivation Can Be Intrinsic, This Happens When Behaviour Is Performed For Its Own Sake Rather Than To Obtain Material Or Social Reinforcement. According To Eduma, (2017) Intrinsic Motivation Of Teachers Will Be Measured In Terms Of Job Satisfaction Derived From Teaching, Enjoyment Of Teaching, The Challenging And Competitive Nature Of Teaching, Recognition, Career Achievement And Control Over Others. The Extrinsic Motivation Of Teachers On Other Hand Will Be Measured In Terms Of Externally Administered Rewards Like Salary, Free Accommodation, Free Meal, Weekly Duty And Extra Teaching Allowance, Advance Payments In Case Of Financial Problems, Leave Of Absence And Free Medical Care Among Others.

On The Other Hand, Teacher Effectiveness Is One Of The Most Important Variables That Contribute To The Overall High Performance Of Any School. Teaching (teacher) Effectiveness According To Evans, 2006 (as Cited In Mostafijur 2018) Has Been Defined In Three Basic Ways. These Include In Terms Of Teachers' Personalities, Teacher-pupil Interactions And Teachers' Impact On Pupil's Behaviour. Afe, 2003 (As Cited In Mostafijur, 2018) Defined Teaching (Teachers') Effectiveness Along Personality Line As The Type Of Teaching Characterized By The Exhibition Of Intellectual, Social And Emotional Stability, Love For Children And Positive Disposition Towards The Teaching Profession And Ability To Inspire Good Qualities In Students. Evans, 2006 (as Cited In Mostafijur, 2018) Defined Teaching Effectiveness Along Line Teacher-pupil Interaction As A Kind Of Classroom Transactions That Occur Between Teachers And Students Resulting In An Increase In Students' Knowledge. This Refers To Communication Skills, Use Of Praises, Rewards, Motivation, Etc During The Teaching Process. This Has Also Been Criticized For Blurred Distinction Between It And Definitions Based On Teachers' Personalities. Along The Line Of Teachers' Impact On Pupils' Behaviour, Evans, 2006 (as Cited In Onyekuru& Josephat 2013) Defined It As The Degree To Which Specific Instructional Objectives Are Achieved By The Students Under The Guidance Of A Given Teacher Or Teachers. This “downstream” Definition Of Teaching Effectiveness Has Been Criticized Because Some Researchers Believe That Teachers' Inputs Are Not The Only Factors That Impact On Students' Performance.

According To Aina, Olanipekun, And Garuba (2015) The Possession Of Knowledge And Skills Is What Makes A Teacher Competent, But The Use Of Knowledge And Skills In A Classroom Setting Is A Test Of “teacher Performance”. The Degree To Which A Teacher Is Effective Also Depends, To A Large Extent, On The Characteristics Of The Students Taught By The Teacher. For Teachers Who Are Effective, There Is A Degree Of Consistency In Their Effectiveness Vis-à-vis Classroom Conditions, Time And Goals. Teachers Who Are Consistently Effective Are Those Who

Are Able To Adapt Their Knowledge And Skills To The Demands Inherent In Various Situations So As To Best Achieve Their Goals. Doing Whatever Is Necessary In Order To Achieve The Goals, Rather Than Doing Certain Things In A Rigid Way Or Showing Preference To Some Methods Or Techniques Over Others Is A Hallmark Of An Effective Teacher. They Add That An Effective Teacher Constantly Develops His Or Her Teaching Skills And Knowledge; An Effective Teacher Will Always Create Opportunity To Interact With The Immediate Community And Parents; An Effective Teacher Focuses On His Or Her Teaching Job Without Being Distracted By Any Other Assignment While On The Job And An Effective Teacher Maximizes Instructional Time. However, There Are A Variety Of Variables That Can Influence Teacher Effectiveness Which Includes Teacher Training And Experience, The Quality Of School Environment, The Availability Of Resources, Personality Traits, Teacher Motivation And Of Course, External Factors Such As Government Policies And Attitude Of Parents And Students. It Is Therefore The Aim Of The Researcher To Conduct A Correlation Survey To Investigate The Relationship Between Teacher Motivation And Teacher Effectiveness To Identify How Significant Is The Relationship Between The Variables.

Literature Review

Several Studies Have Been Explored In The Area Of Motivation And Teachers' Effectiveness, Job Satisfaction Or Job Performance. Many Studies Have Found That Higher Levels Of Motivation Are Associated With Higher Levels Of Teacher Effectiveness. A Study By Gautam And Hembrom (2020) Found That Teacher Motivation Was Significantly Related To Teacher Effectiveness And That Higher Levels Of Motivation Were Associated With Higher Levels Of Effectiveness. Similarly, Hamand, Loehr, And Doerr (2017) Found A Significant Relationship Between Teacher Motivation And Teacher Effectiveness, With Higher Levels Of Motivation Being Associated With Higher Levels Of Effectiveness. Callo (2014) Posits That The Level Of Motivation Of Workers Will Determine The Teachers' Responses To The Organizational Rules, Responsibilities And Opportunities. Mustafa And Othman (2010) Examined The Perceptions Of High School Teachers About The Effects Of Motivation On Their Performance At Work. They Found That There Is A Positive Relation Between Motivations And Working Performance Of Teachers Such As The Greater The Level Of Motivation The Higher The Teacher Job Performance. Likewise, A Study Conducted By Wahyudin (2017) On The Effectiveness Of Teachers' Classroom Management At State Junior High School, Medan, Indonesia, Indicated That The Achievement Motivation Of Teachers In State Junior High School, Medan, Has A Positive Relationship With The Effectiveness Of Class Management By The Teacher. In His Investigation, Ombuya (2015) On The Influence Of Motivation On Teachers' Job Performance In Public Secondary Schools In Ruchu Oyo South Sub-county, Revealed That Motivation Was Crucial In Enhancing Teachers' Commitment To Job Performance. Fadiyi, Abayomi, And Rotimi (2015) Examined The Relationship Between Teachers' Welfare Schemes And Job Performance In Selected Secondary Schools In Isin Local Government Area Of Kwara State, Nigeria. The Findings Denote That There Is A Significant Relationship Between Teachers' Salary, Promotion, And Students' Academic Performance. In A Similar Way, Subiri And Anthony (2020) Found That, Teachers' Salaries And Benefits Not Being Paid On Time, As Evidenced In Public Secondary Schools, Have A Detrimental Effect On Teaching And Learning Process And Examination Performance As Well As On The Delivery Of Quality Education.

School Leadership And Management Style Are Also Important Factors, Which Can Either Motivate Or Lower Teacher Morale And Commitment. A Leadership Style That Consults Teachers Before Taking Final Decision In Matters That Affect Them Would Be A Motivating Leadership. Nyakongo (2015) Viewed That Involving Teachers In Decision-making Gives Teacher A Great Feeling Of Self-worth And Impels Them To Work Hard For Organizational Goal Attainment. In

Their Opinion, Olorunsola And Olayemi 2011(as Cited In Adamu Et Al., 2020) Found That Where Teachers Are Adequately Involved In Decision Making Process, There Would Be Total Commitment And The Realization Of School Goal But, Where Teachers Are Not Involved In School Governance, It Results To Teachers Behaving As If They Are Strangers Within The School Environment Which Adversely Affect Students' Performance. Olorunsola And Olayemi 2011(as Cited In Adamu Et Al., 2020) Further Added That Where Teachers Lack Motivation And Involvement In Decision Making, Truancy, Excessive Excuses And Complaints Usually Emerge Leading To General Ineffectiveness. Another Important Variable That Can Affect Teacher's Motivation And Off Course Its Effectiveness Is The Working Environment. Patrick (2021) Stated That A Convenient Working Environment Can Result To Teachers' Engagement On The Job, High Productivity, High Morale, High Comfort And High Quality Of Outcomes.

On The Relationship Between Gender Job Motivation And Effectiveness, Emmanuel &chux (2014) Opines That Gender Plays A Significant Role In Job Motivation. Likewise, Aremu And Adeyoju 2003 (as Cited In Emmanuel &chux 2014) Found In Their Study Of Mentoring And Job Performance In The Nigeria Police That Gender Is A Significant Determinant Of Performance And Job Satisfaction. Equivalently, Igbole, Obikeze, Ifeliofar, And Muokwue (2021) Revealed That Age And Gender Jointly And Significantly Influence Job Performance Of Staff. Contrarily, In A Research Conducted By Onyekuru And Josephat (2013) On Teaching Effectiveness Of Secondary School Teachers In Emohua Local Government Area Of Rivers State, Nigeria, Found No Significant Gender Difference In Teaching Effectiveness Among Secondary School Teachers In Emohua Local Government Area. In A Related Study, Catherine, Peter, And Philip (2018) Reported In Their Study On Gender Differences In Motivation And Teacher Performance In Core Functions In Kenya Secondary Schools That Gender Difference Did Not Have An Effect On Both Intrinsic And Extrinsic Motivation Of Teachers To Perform Their Core Functions. The Study Also Found That Gender Difference Did Not Have An Effect On Teachers To Perform Their Core Functions. Comparably, A Research Conducted By Madhu And Manju(2023) On Job Satisfaction And Work Motivation Of Secondary School Teachers In Relation To Some Demographic Variables, Found No Significant Difference In The Job Satisfaction And Work Motivation Of Male And Female Teachers.

Based On The Literature Reviewed, No Study Was Conducted Related To The Teachers' Job Motivation And Teacher's Effectiveness Among Teachers In Senior Secondary Schools In The Kano Municipal Education Zone. Therefore, A Research Gaps Was Evident In Investigating The Relationship Between Teachers' Job Motivation And Teacher's Effectiveness Among Teachers In Senior Secondary Schools In Kano Municipal Education Zone. It Is This Gap That The Researcher Intends To Research On.

Statement Of The Problem

Despite The Significance Of Teachers' Job Motivation In Teaching And Learning Process, Studies Have Shown That Lack Of Motivation Was The Major Factor Affecting Teachers' Effectiveness In Public Secondary Schools In Nigeria (umo& Eze 2017). Similarly, In His Study, Omoregie (2014) Found That Teachers In Nigerian Secondary Schools Were Not Adequately Motivated, Which Led To Low Job Satisfaction. Also, Adelabu (2003) Observed That Without Motivation, Teacher Performance Would Be Highly Hindered And That The Level Of Worker's Motivation Will Determine The Teachers' Response To The Organizational Rules, Responsibilities And Opportunities. These Findings Motivated The Researcher To Conduct A Study On Teachers' Job Motivation And Teaching Effectiveness Among Senior Secondary School Teachers In Kano Municipal Education Zone With A View To Finding Out The Relationship Between The Two Variables. The Findings Of The Study Will Be Used To Develop Recommendations For Improving Teachers' Job Motivation And Teachers' Effectiveness.

Research Objectives

The Objectives Of The Study Are:

- 1 To Determine The Relationship Between Teachers' Job Motivation And Teachers' Effectiveness In Senior Secondary Schools In Kano Municipal Education Zone.
- 2 To Identify The Gender Difference In Teachers' Job Motivation In Senior Secondary Schools In The Kano Municipal Education Zone..
- 3 To Identify The Gender Difference In Teachers' Effectiveness In Senior Secondary Schools In The Kano Municipal Education Zone.

Research Questions

The Following Research Questions Guide The Study.

- 1 What Is The Relationship Between Teachers' Job Motivation And Teachers' Effectiveness In Senior Secondary Schools In The Kano Municipal Education Zone?
- 2 What Is The Gender Difference In Teachers' Job Motivation In Senior Secondary Schools In The Kano Municipal Education Zone?
- 3 What Is The Gender Difference In Teachers' Effectiveness In Senior Secondary Schools In The Kano Municipal Education Zone?

Research Hypotheses

The Researchers Formulated The Following Research Hypotheses For The Study. All The Hypotheses Were Tested At 0.05 Alpha Level Of Significance.

1. There Is No Significant Relationship Between Teachers' Job Motivation And Teacher's Effectiveness In Senior Secondary Schools In The Kano Municipal Education Zone..
2. There Is No Significant Gender Difference In Teachers' Job Motivation In Senior Secondary Schools In The Kano Municipal Education Zone..
3. There Is No Significant Gender Difference In Teachers' Effectiveness In Senior Secondary Schools In The Kano Municipal Education Zone..

Scope Of The Study

The Scope Of The Study Was To Investigate The Relationship Between Teacher's Job Motivation And Teacher's Effectiveness Among Senior Secondary Schools Teachers. The Researcher Was Interested In Finding Out Whether There Was A Relationship Between Teacher's Job Motivation And Teacher's Effectiveness, And Whether There Was Gender Difference In These Areas. The Study Was Delimited To Only Senior Secondary Schools' Teachers In Kano Municipal Education Zone, Kano State, Nigeria

Methodology

Research Design

The Researcher Adopted A Correlation Survey Design In Order To Explore The Relationship Between Teachers' Job Motivation And Teachers' Effectiveness.

Population Of The Study

The Population For The Study Consisted Of All Teachers In Public Senior Secondary School In Kano Municipal Zone. As Of The Period Of The Research, The Total Number Of Teaching Staff In Kano Municipal Education Zone Was Nine Hundred And Fifteen (915) Including Both Male And Female Teachers In Kano State Senior Secondary School Management Board (kssmb. 2021).

Sample And Sampling Technique

A Sample Size Of Two Hundred And Sixty (260) Teachers Was Randomly Selected For A Population Of Nine Hundred And Fifteen (915) Teachers, Based On The Recommendation Of A Research Advisor (2016). Purposeful Sampling Technique Was Used To Select Five Schools. These Schools Were Chosen Based On Their Large Number Of Staff, Which Allowed The Researcher To Limit The Number Of Schools To Visit For Data Collection.

Instrumentation

The Researcher Used Two Instruments In The Study: The Job Motivation Questionnaire (tjmq) And Teacher's Effectiveness Scale (tes). Both Instruments Were Reviewed And Approved By Experts In Educational Psychology And Test And Measurement. The Tjmq Is A 20-item Questionnaire That Measures Teacher's Job Motivation. The Tes Is A 25-item Questionnaire That Measures Teacher's Effectiveness. Both Instruments Used A Four-point Likert Scale. Forty Teachers Were Selected For The Pilot Study. The Data Obtained From The Pilot Study Was Tested Using Cronbach Alpha To Determine The Reliability Of The Instruments. The Instruments Showed Reliability Coefficients Of $R = 0.78$ And 0.81 Respectively.

Administration Of Instruments

The Researcher Personally Distributed The Instruments To The Selected Schools And Allowed Them Two Days To Respond. The Researcher Also Personally Went Back To Collect The Answered Instruments From The Teachers.

Method Of Data Analysis

Statistical Package For Social Sciences (spss) Version 20.0 Was Used To Aid Data Analysis. Pearson Product Moment Correlation (ppmc) Was Used In Analyzing Hypotheses 1 To Determine The Relationship Between The Variables. However, T-test Was Employed In Testing Hypotheses 2 And 3 To Determine The Gender Difference In Teachers' Self-concept And Teaching Effectiveness.

Results

Table 1: H_{01} : There Is No Significant Relationship Between Teachers' Job Motivation And Teachers' Effectiveness In Senior Secondary Schools In The Kano Municipal Education Zone.

Variable	PC, Sig & N.	Teachers' effectiveness	Job motivation
Teachers' effectiveness	Pearson Correlation	1	.163**
	Sig. (2-tailed)		.008
	N	260	260
Job motivation	Pearson Correlation	.163**	1
	Sig. (2-tailed)	.008	
	N	260	260

Correlation Is Significant At The 0.01 Level (2 Tailed)

Table 1 Above Shows The Correlation Between Teachers' Job Motivation, And Teachers' Effectiveness In Senior Secondary Schools In The Kano Municipal Education Zone. The Finding Revealed A Significant Positively Weak Correlation Of ($r = .163$, $P = .000$). The P-value Of .000 Indicates A Significant Relationship Between Teacher's Self-concept And Teacher's Effectiveness. This Means That, As The Teacher's Self-concepts Increase, The Teacher's Effectiveness Tends To Increase As Well. The Null Hypothesis Is Therefore Rejected And Concluded That There Is A Significant Relationship Between Teachers' Job Motivation And Teachers' Effectiveness In Senior Secondary Schools In The Kano Municipal Education Zone.

Table 2: H_{02} there Is No Significant Gender Difference In The Teachers' Job Motivation In Senior Secondary Schools In The Kano Municipal Education Zone.

Variable	Gender	N	Mean	Std. Deviation	T	P
Teachers effectiveness	Male	157	77.1592	9.79568	4.908	.000
	Female	103	71.2039	9.21035		

Df = 258

Table 3 Above Shows The Independent T-test For The Gender Difference In The Teacher's Effectiveness. The Result Revealed A Significant Gender Difference In The Teachers' Effectiveness ($t(258) = 4.908$, $P = .000$). The Descriptive Statistics Show A Greater Difference In Teacher's Effectiveness With Male Teachers Having A Higher Effectiveness ($m = 77.15$ And 9.79) Than Female Counterparts ($m = 71.20$ And $Sd = 9.21$). The Null Hypothesis Is Therefore Rejected And Concluded That There Is Significant Gender Difference In Teacher's Effectiveness In Senior Secondary Schools In The Kano Municipal Education Zone.

Discussion

The First Hypothesis, Which Correlates Between Teachers' Job Motivation, And Teachers' Effectiveness In Senior Secondary Schools In The Kano Municipal Education Zone, Shows A Significant Relationship Between The Two Variables. This Agrees With Ombuya (2015) On The Influence Of Motivation On Teachers' Job Performance In Public Secondary Schools In Ruchu Oyo South Sub- County, Which Found That Motivation Was Crucial In Enhancing Teachers' Commitment To Job Performance. It Is Also In Line With Mustafa And Othman (2010) Who Examined The Perceptions Of High School Teachers About The Effects Of Motivation On Their Performance At Work And Found That There Was A Positive Relation Between Motivations And Working Performance Of Teachers. They Concluded That The Greater The Level Of Motivation The Higher Will Be The Teachers' Job Performance. The Findings Are Also In Harmony With A Study By Fadiyi, Abayomi, And Rotimi (2015) Who Examined The Relationship Between Teachers' Welfare Scheme And Job Performance In Selected Secondary Schools In Isin Local Government Area Of Kwara State, Nigeria. The Findings Indicated That There Is A Significant Relationship Between Teachers' Salary, Promotion, And Students' Academic Performance. Hence, This Invariably Confirms The Significance Of Teachers' Motivation In The School System. It Enhances Job Satisfaction As Well As Increases The Productivity Of Teachers Which Always Translates To Goal Achievement In An Efficient Way.

The Second Hypothesis, Which Investigated Gender Differences In Job Motivation In Senior Secondary Schools In The Kano Municipal Education Zone, Revealed No Significant Difference Between Male And Female Teachers In Job Motivation. The Findings Agrees With , Catherine, Peter, And Philip (2018) Who Reported In Their Study On Gender Differences In Motivation And Teacher Performance In Core Functions In Kenya Secondary Schools That Gender Difference Did Not Have An Effect On Both Intrinsic And Extrinsic Motivation Of Teachers To Perform Their Core Functions. This Result Also Concords With A Research Conducted By Madhu And Manju(2023) On Job Satisfaction And Work Motivation Of Secondary School Teachers In Relation To Some Demographic Variables And Found No Significant Difference In The Job Satisfaction And Work Motivation Of Male And Female Teachers.

The Third Hypothesis Tested Gender Differences In Teachers' Effectiveness In Senior Secondary Schools In The Kano Municipal Education Zone. The Result Revealed A Significant Difference Between Male And Female Teachers In Their Effectiveness In Favour Of Male Teachers. This Contradicts A Study Conducted By Onyekuru And Josephat (2013) On Teaching Effectiveness Of Secondary School Teachers In Emohua Local Government Area Of Rivers State, Nigeria, Who Found No Significant Difference In Teaching Effectiveness Between The Male And Female Secondary School Teachers In Emohua Local Government Area By And Large, In Spite Of The Disagreement Between The Current Study And The Literature Reviewed It Is Still Evident That There Exists A Gender Difference In Teachers' Effectiveness.

Conclusion

In Conclusion, It Is Apparent From The Literature Reviewed And The Result Of The Current Study, That There Is A Correlation Between Job Motivation And Job Effectiveness. Hence, School Authority And Related Agencies Should Put In Place For Teachers All Motivating Factors To Ensure That Teachers Are Always Motivated For A Better Result.

Recommendations

Based On The Findings Of This Study, The Study Recommends That:

1. The Ministry Of Education And School Authority Should Focus On Improving Teachers' Motivation By Providing Incentives, Recognition, And Opportunities For Professional Development Regardless Of Gender.
2. Teacher Effectiveness Should Be Improved Particularly For Female Trough Mentorship, Training, And Support From Administrators
3. School Administrators Should Always Treat Teachers Equally Irrespective Of Their Gender. This Will Give Them A Sense Of Belonging Thereby Making Them Work Harder.
4. A Good Rapport Should Be Maintained Between School Authority And Teachers. This Will Serve As Motivation And Ginger Them Up.

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