Basic Education Teachers' Extrinsic Motivation in Kaltungo Local Government – Nigeria: Policy Provision versus Reality.

Salisu Ali Rakum and Samuel Alfayo Boh

Department of Educational Foundations, Faculty of Education,

Federal University of Kashere, Gombe State

Nigeria.

Abstract

Teachers are the most important variable in determining the quality of education learners receive; society bears the responsibility to ensure teachers effectiveness, by paying attention to the factors that can improve teachers output, major among which is motivation. In recognition of this, the Nigerian National Teacher Education Policy, articulated extrinsic motivation for teachers that include promotion, salaries, leave-allowance and loans. It is, worrisome where policy provisions on extrinsic motivation remains speculative. Absence of teacher motivation may result in un-achieved educational goals with concomitant effects on national development. This study investigated the level of teachers' motivation in Kaltungo Local Government Area. All the 1,028 Basic Education teachers in Kaltungo Local Government Area were studied, making the study a census. Data was generated using a nine item questionnaire titled "Teachers' Level of Motivation Questionnaire", validated by three experts, in Educational Management, Test and Measurement; and Curriculum Studies, respectively. The reliability coefficient of the instrument was +0.84, using Pearson Product Moment Correlation Coefficient. Four research questions were answered. Frequencies and percentages were used to analyze data. Result shows that 707 (68.77%) teachers, opined that their promotion was not regular; 562 (54.67%) agree that salary payment was consistent; 688 (66.95%) agree that leave allowances were paid regularly; and 614 (59.93%) teacher collected loans. The study recommended that more attention should be given to teacher motivation, by transferring full responsibilities of Basic Education to the Federal Government under Universal Basic Education Commission (UBEC).

Keywords: development; leave-allowance; loans; promotion; salaries

1. Introduction

Basic Education in Nigeria comprises of six years of primary education, under the control of Local Governments and three years of Junior Secondary Education, under the control

State Governments. According to the Nigerian national policy on education, the rest of the education system is built on this level of education and it is the key to the success or failure of the entire education system in Nigeria (Federal Republic of Nigeria, 2014). By implication all what happens in the teaching – learning process at this level, is pivotal in determining the quality of education, speed and level of national development. Teachers are the most important and decisive variable that can guarantee the quality of education learners receive (International Institute for Educational Planning, 2006). Unfortunately, the ability of teachers to give quality education could be limited by some factors, which include their level of motivation. In Nigeria, the trajectory of teachers motivation is not satisfactory as captured by Candidus and Phyllis, 2018; Obasi, 2014; Ofojebe and Ezugoh, 2010; Osuji, 2009; Majasan, 1995; Fagbamiye, 1987 and Ejiogu, 1985. Bennel and Akyeampong (2007), reported that many tens of millions of children, are not being taught properly and are not receiving even the minimal acceptable education because teachers are poorly motivated in Sub-Saharan Africa, Nigeria is an element of Sub-Saharan Africa. It is an abnormality, for any education system to downplay or deemphasize teachers' motivation; because it amounts to deliberate invitation of unwanted educational outcomes. The sensitive nature of teacher motivation and its significance on education, must have pushed the Federal Government of Nigeria, to come out with the National Teacher Education Policy (NTEP) in 2009, which was produced with the technical and financial support from USAID, Japan International Cooperation Agency (JICA), United Nation Educational Scientific and Cultural Organization (UNESCO) among others, (Federal Ministry of Education, 2009). The NTEP recommended rewards and incentives for all Nigerian teachers, which includes promotion, regular salaries, leave allowances and provision of loan facilities, among others. Theoretically, the policy has put to rest teacher motivation crisis or de-motivation; however, without empirical data to ascertain the level of teachers' motivation, the likelihood of discrepancy between policy provision and actual practice may be reduced to assumptions or hypothesis. To disregard the level of compliance, of this policy provision, is to remain submerged in the unknown, enclosed in such unknown could be problems, such as, unsatisfactory state of affairs, unanswered questions, missing links, gaps, unsatisfied needs, discrepancies or imbalances in the education system. It is certainly unscientific to remain in such a state of indifference. Indifference, may affect the education system with negative consequences on national development. The inability of children in Sub-Saharan Africa to receive minimum acceptable education, must have worsen or degenerated further in Nigeria by 2018, when the National Economic Council (NECO) directed all the 36 States of the Federation to declare a state of emergency on the education sector, with a view to revamp education (Adamu, 2018 & Jide, 2018). Certainly, for any nation that wants to achieve its educational goals, national aspirations, development goals and to be internationally competitive, such a nation must imbibe international best practices, with respect to teacher motivation. There are two types of motivation, intrinsic and extrinsic motivation. Intrinsic motivation comes from within a person (teacher), extrinsic motivation comes from external rewards. Extrinsic motivation is the preoccupation of employers (for this study Kaltungo Local Government). Upon the proceeding background, the necessity to investigate the level of teacher motivation in Kaltungo Local Government of Gombe State-Nigeria is pertinent.

1.1 Statement of the Problem

The National Teacher Education Policy (NTEP) in Nigeria has recommended some rewards and incentives to all teachers in Nigeria. It is expected that trend or descriptive studies would have been conducted on teachers' motivation, in order to monitor or measure the level of conformity with the policy. But it appears the contrary is the case, where dearth of data on teacher motivation in Nigeria has been reported (Candilus & Phyllis, 2018; Magaji et al., 2018; Adamu, 2016; John & Manabete, 2015 & Tournier et al., 2015). The dearth of data may impair the determination of policy compliance, in Nigeria and or Kaltungo Local Government Area (LGA). This means whatever assertions made on the level of teacher motivation in Nigeria or Kaltungo LGA, is largely speculative. It is worrisome where the level of teachers motivation is reduce to speculations, because there may be discrepancy, between theory and actual policy practice. Empirical data on such an important component of education is absolutely necessary. The absence of data may hide missing links, gaps, unanswered questions, imbalances or unsatisfactory state of affairs. Lack of data is upsetting, it may put the entire education system in jeopardy or there may be no data for informed decision making or educational goals may thoughtlessly remain unattained or the system may produce incompetent school leavers, meaning the nation may not have effective work force that can guarantee, growth and development. The importance of generating data on teacher motivation, which can help to forestall negative consequences on the education system, necessitated this study.

1.2 Purpose/Objectives

The objective of the study is to investigate the level of teachers' motivation in Kaltungo LGA. Specifically the study sought to:

- a. Determined whether teachers were promoted regularly.
- b. Investigate whether teachers were paid salaries consistently.
- c. Investigate whether teachers were paid annual leave allowances regularly.
- d. Investigate the extent teachers were provided with loans.

1.3 Research Questions

Based on the objectives of the study, the following research questions were answered.

- a. To what extent were teachers' promotions regular?
- b. To what extent was payment of teachers' salaries consistent?
- c. How regular have teachers been paid annual leave allowances?
- d. To what extent have teachers benefitted from loans?

1.4 Significance of the study

The findings of this study will benefit Local Education Authority (LEA) administrators in Kaltungo LGA. It will make them realize the necessity to play their role of giving teachers extrinsic motivation, so that teaching – learning will improve in their schools; for the general

good of society. The findings of the study will also benefit Educational Administrators in Gombe State Universal Basic Education Commission, Ministry of Education, Federal Ministry of Education and other stakeholders in education. They will have the relevant data that can enable them make informed decisions on teacher motivation with a view to improve the education system. The results of this study will help reduce the statistics on dearth of data on teachers' motivation. The outcome of this study may further unveil gaps that may attract more scholars to conduct more studies on teachers' motivation.

2. Methodology/Approach

The study is a survey, in which the entire population, 1,028 teachers in Kaltungo LGA was studied. Nworgu (2006), referred to surveys where the entire population are studied as a census. The entire population was studied because they were finite and small enough to warrant inclusion of all elements in the study. The instrument was a nine items questionnaire titled 'Teacher' Level of Motivation Questionnaire (TLMQ)." The instrument was validated by three experts, one in Educational Management, one in Test and Measurement and one in Curriculum Studies, respectively. The reliability coefficient of the instrument was +0.84, using Pearson Product Moment Correlation Coefficient. The instrument was administered with the help of twelve research assistants, two for each of the Six Supervisory Areas of the Local Government. Data was analyzed using frequencies and percentages.

3. Findings/Results

3.1 Results

Data generated based on the four research questions were statistically analyzed and the results presented in Tables 1, 2, 3 and 4.

Research Question 1: To what extent were teachers' promotions regular?

Table 1: Regularity of Teachers' promotion.

Promotion	Frequency	Percentage
Regular	321	31.23
Not regular	707	68.77
Total	1,028	100

Table 1, shows that the greater percentage of the teachers, were of the opinion that promotion was not regular. Specifically 707 of the teachers representing 68.77 percent opined that promotion was not regular, while 321 representing 31.23 percent opined that promotion is regular.

Research Questions 2: To what extent was payment of teachers' salaries consistent?

Table 2: Consistency in Payment of Teachers' Salaries.

Salary consistency	Frequency	Percentage
Yes	562	54.67
No	466	45.33
Total	1,028	100

Table 2, reveals that greater percentage of teachers, were of the opinion that payment of monthly salaries have been consistent. Specifically 562 teachers representing 54.67 percent, opined that payment was consistent, while 466 of the teachers, representing 45.33 percent opined that payment of monthly salaries have not been consistent.

Research Question 3: How regular have teachers been paid annual leave allowance?

Table 3: Regularity of Payment of Teachers' Annual Leave Allowance

Payment of Leave Allowance	Frequency	Percentage
Regular	688	66.93
Not regular	340	33.07
Total	1,028	100

Table 3, reveals that larger percentage of teachers, opined that payment of annual leave allowances have been regular. Exactly 688 teachers representing 66.93 percent, opined that payment of annual leave allowances were regular, while 340 teachers representing 33.07 percent opined that payment of annual leave allowance were not regular.

Research Question 4: To what extent have teachers benefitted from loan?

Table 4: The Extent Teachers have benefitted from Loan facilities

Benefited from loan	Frequency	Percentage
Yes	614	59.93
No	414	40.07
Total	1,028	100

Table 4, unveils that a higher percentage of teachers are of the opinion that teachers benefit from loan facilities. Precisely 614 teachers, representing 59.93 percent opined that they benefitted from loan facilities, conversely, 414 teachers representing 40.07 percent opined that teachers did not benefit from loan facilities.

3.2 Findings

The major findings of this study were:

- Greater percentage (68.77%) of Basic Education teachers in Kaltungo LGA, opined that promotion was not regular.

- b. Higher percentage (54.67%) of Basic Education teacher in Kaltungo LGA, opined that payment of monthly salaries have been consistent.
- c. Larger percentage (66.93%) of Basic Education teachers in Kaltungo LGA, opined that payment of annual leave allowance have been regular.
- d. Majority (59.93%) of Basic Education teachers in Kaltungo LGA are of the opinion that they benefited from loan facilities.

3.3 Discussion

- a. Research Question 1, inquired about the extent teachers' promotion was regular. The finding on this revealed that greater percentage (68.77%), of Basic Education Teachers in Kaltungo LGA, opined that promotion was not regular. This finding was not expected because teachers are expected to be promoted at the end of every three year period. However, the findings agree with Magaji et al., (2018), who reported that teachers were not promoted, as and when due, in Gombe State. It could be inferred that the irregular promotion may be due to financial constraints on the Local Government, because when they promote teachers the money to pay salary increase may not be there. Corruption could be another impediment to teachers' motivation.
- b. Research Question 2, 3 and 4, investigated the consistency of salaries, payment of leave allowances and provision of loans respectively. Corresponding findings revealed that majority of teachers opined that salaries was consistent, leave allowances were paid regularly and loan facilities were provided to teachers. These findings were expected; it depicted compliance with policy provision. This outcome also agree with the findings of Maindinyo and Ikurite (2017) who reported Local Government teachers are paid salaries, leave allowances and given loan facilities in Nigeria.

4. Conclusion/implication/recommendations

4.1 Conclusion

The findings of this study serve as the basis for making the following conclusions:

- a. Teacher promotion in Kaltungo LGA was not regular.
- b. Payment of teachers' monthly salaries in Kaltungo LGA was consistent.
- c. Payment of teachers' annual leave allowances in Kaltungo LGA was regular.
- d. Teachers in Kaltungo LGA benefited from loan facilities.

4.2 Implications

The result of this study has implication for education. Regular payment of salaries, provision of loan facilities and regular payment of annual leave allowances is a good motivation for teachers in Kaltungo LGA, these financial impetuses can stimulate teachers to teach effectively, thus children will learn better. Better learning can propel children to attain above the minimal acceptable education. Furthermore, educational goals will be achieved and national development will be guaranteed. Contrastingly, lack of regular promotion may demotivate teachers, and or could create motivation crisis, where teachers are paid loans, salaries and leave allowance but denied promotions. This may register concomitant affects on teachers' classroom output, to the detriment of the entire education system.

4.3 Recommendations

Based on the findings of this study, the following recommendations were proffered.

- a. Education in Nigeria is placed on concurrent list; therefore, the Federal Government should be assigned the responsibility of paying teachers' salaries, promotions, loans, leave allowances and other financial bonuses. While states and Local Governments should take responsibilities of facilities, equipments and other infrastructures.
- b. The Local Government should establish teachers' cooperatives societies. Staff cooperatives societies have worked very well in Universities, Colleges of Education and Polytechnics in Nigeria. Cooperative societies have served significant role in teachers' motivation during and after service. It creates a very good forum where teachers can get loans, so many lecturers in Universities have built houses and bought cars through loan from their cooperative or societies.

References

- [1] Adamu, B. A. (2016). An analysis of teachers' motivation and AbrahamMaslow's hierarchy of human needs theory. *Bichi Journal of Educational Review*, Vol. 3 (1), pp. 171 – 170.

- [2] Tournier, B., Chloe, C. C. and Leva, R. (2015). Motivate teachers to improve learning. Available: <https://learningportal.iiep.unesco.org/en/blog/motivate-teachers-to-improve-learning>.
- [3] Bennell, P. and Akyeampong, K. (2007). Teacher motivation in sub-saharan Africa and South Asia. Available: [https://assets.publishing.service.gov.uk/media/57/a08be640f0b852dd00019aRelearning the issues No71](https://assets.publishing.service.gov.uk/media/57/a08be640f0b852dd00019aRelearning%20the%20issues%20No71.pdf) pdf.
- [4] Candidus, C. W. and Phyllis, A. C. (2018). Teacher motivation and job satisfaction: A case study of North West Nigeria. *Global Journal of Educational Research*, vol. 17, pp. 103-112.
- [5] Adamu, A. M. (2018, May 18). State of emergency in the education sector. Daily Trust. Available: www.dailytrust.com.ng/Federal-Government-would-declare-a-state-of-emergency-in-the-education-sector.
- [6] Ejiogu, A. (1985). *Theories of Job Satisfaction and Job Performance: An Overview and Critique*. (2nd Edition). Lagos: JOJA Educational Research and Publishers.
- [7] Fagbamiye, E.O. (1987). *The Nigerian Teacher in the 1980's. University of Lagos Series in Education. The art and Science of Education*, (2) 101. Lagos: Nelson Publishers Limited.
- [8] Federal Ministry of Education (2009). *Implementation Guidelines for the National Teacher Education Policy (NTEP)*. Abuja: NERDC Press.
- [9] Federal Republic of Nigeria (2014). *National Policy on Education*, (2014 edition). Abuja: NERDC Press.
- [10] International Institute for Educational Planning (IIEP), (2006). Teacher motivation compensation and working condition. Chapter 2.2 [www.iiep.unesco.org/sites/default/files/guidebookChapters/Gb-2009-3.2-final](http://www.iiep.unesco.org/sites/default/files/guidebookChapters/Gb-2009-3.2-final.pdf) pdf.
- [11] Jide, O. (2018, October 31). As Nigeria declares state of emergency in education. The Punch. Available: <https://punching.com/as-nigeria-declares-state-of-emergency>.

[12] John, C.A. & Manabete, S.S. (2015). Teacher motivation and intervening influence of human factor on optional productivity in secondary schools in Nigeria. *Public Policy and Administration Research*. Vol.5 No. 12

[13] Magaji, A.S., Zubairu, T., Bage, T.A., Usman, A.B. and Umar, K.Y. (2018). Motivational factor as prediction of good performance of secondary school students in mathematics in Gombe state. *Sahel Journal of Teacher Education* Vol.II No.I pp 14 – 20.

[14] Maindinyo, R.O.K. and Ikurite, N. (2017). Influence of motivation on teachers performance in a Local Government Area in Nigeria. *Journal of Humanities and Social Science* (IOSR – JNSS), Vol.22 No.5: pp. 22 – 28.

[15] Majasan, J.A. (1995). *The Teachers' Profession: A Manual for Professional Excellence*. Ibadan: spectrum Books Limited.

[16] Nworgu, B.G. (2006). *Educational Research: Basic Issues And Methodology* (2nd and enlarged edition) Nsukka: University Trust publishers.

[17] Obasi, S., (2014). Adult education in Nigeria: A discipline in search of scope and direction? *Journal of Education and Practice*, vol. 5 (11), pp 27-31.

[18] Ofejebe, W.N. and Ezugoh, T.C. (2010). Teachers' motivation and its influence on quality assurance in the Nigerian education system. *African Research Review: An international Multi-Disciplinary Journal*, Vol. 4 (2), pp. 398 – 417.

[19] Osuji, S.N. (2009). Teacher education curriculum in Nigeria. *Perspective of Lifelong Education*, Vol. 2(6), pp 101-112.

Rakum_Boh_ BASIC EDUCATION TEACHERS' EXTRINSIC MOTIVATION IN KALTUNGO LOCAL GOVERNMENT NIGERIA:POLICY PROVISION VERSUS REALITY.