

Motivation as a Correlate of the Universal Basic Education (UBE) Teachers' Productivity in Edo and Delta States of Nigeria

Iyeke, P. O.

Institute of Education, Delta State University, Abraka, Nigeria
E-mail: patrickiyeke@gmail.com

ABSTRACT

Motivation has since been associated with teacher productivity. The laudable objectives of the Universal Basic Education (UBE) scheme may not be realized unless teachers are highly motivated to high levels of productivity. This research examined the level of motivation and productivity of Universal Basic Education Teachers in Edo and Delta States of Nigeria. A sample of four hundred and seven teachers under the Federal Teachers' Scheme (FTS) was used for the study. Three research questions were raised and three null hypotheses were tested at 95% level of significance. The means, standard deviation, Pearson Product Moment Correlation Statistics and factor analysis were used to treat the data. From the data analysis, a 2-tailed correlation value of 0.464 was obtained which indicates a significant correlation between the independent and dependent variables. The findings revealed that UBE teachers were satisfied with their conditions of service. It was thus recommended among others that the teachers be absorbed by their state governments on completion of their mandatory two years service with the federal government.

Keywords: Motivation, Universal Basic Education, Teachers' Productivity, Edo, Delta States, Nigeria.

INTRODUCTION

Education in all countries has remained a social process for personal and societal development. Teachers occupy a pivotal place in any educational programme. According to Bahago (2008), the quality of education imparted is dependent on the quality and the dedication of the teachers involved in the programme. Though effectiveness relies heavily on environment conducive for teaching and learning, other factors as ability, motivation and work environment are equally relevant. While his ability dictates his capability, motivation determines what he will do. Educators such as Mgbodile (2000), Ukeje (2000) and Ibukun (2003) discovered in their studies that the problem of Nigeria does not lie with knowledge and adequate policies but effective planning and sustained implementation. They attributed the failure of such educational programmes in Nigeria to several factors. Among these are teacher factors (shortage of teachers, inadequate training and poor motivation of teachers (Adegbemile, Abdullahi, Azike and Nzurumike, 2011). Motivation which is a key concept of this study can be explained to mean an inner state that stimulates and triggers behavior. According to Huit (2001) motivation is an internal state or condition (sometimes described as want, need or desire) that serves to activate or energize behavior and give it a direction. Griffin (2002) sees motivation as the willingness to exert high levels of efforts towards

organizational goals conditioned by the efforts or ability to satisfy some individual need. In other words, motivation is a management function that stimulates individuals to accomplish laid down institutional goals. Indeed, motivation is the process of instigating and sustaining goal directed behaviour (Pintrich and Schunk, 2002). Bahago (2008) supports this claim by noting that it is purposely designated goal-oriented behaviour that involves certain forces acting on or within the individual in order to initiate, sustain or direct behaviour. As with learning, motivation is not directly observed but rather inferred from behavioural indexes as verbalizations, task choices, and goal-oriented activities. It is an explanatory concept that helps us understand why people behave as they do (Schunk, 2008).

There are variations amongst psychologists over the concept of motivation. From a cognitive neuroscience perspective, there are at least two kinds of neural counterparts of motivation. These involve rewards and motivational states. Rewards have a long history in motivational research. They are key components of reinforcement theories which contend that behaviours that are reinforced (rewarded) tend to be repeated in the future. On the other hand, motivational states are complex neural connections that include emotions, cognition and behaviours (Jenson, 2005). In his own right, Mangal (2005) categorized theories of motivation on the basis of content, process or reinforcement. While content theories stress the importance of drives or needs, within an individual, as motive behind individual's action, process emphasizes how and which goal motivate individuals. For reinforcement theorists, they posit that the result of an individual's past action impacts on his present and future behaviour. In linking motivation to productivity, Mangal (2005) notes that system theories on motivation identify some variables that affect an individual's performance in his work place. These include: the individual's attitude, his needs, nature of the job, organizational culture and attitudes and action of colleagues and supervisors.

Universal Basic Education is an educational reform programme currently in operation in Nigeria. It was formulated to be the bedrock of a life-long education. Yoloye (2004), however, believes that the concept of basic education is not an entirely new concept to the Nigerian educational system. In 1955, the concept of universalization of primary education began in western region of Nigeria under the Premiership of Chief Obafemi Awolowo who introduced the free, universal and compulsory education, popularly referred to as Universal Primary Education. The policy led to a great educational expansion in the west. This feat attracted the Eastern Region to embark on its own in 1957 using a fire-brigade approach. Because of the already entrenched Islamic education in the northern region, it did not bother itself with providing the western education for its citizens. Thus the universalization of primary education in Nigeria was initially a regional project. However, the process of making universalization of education a national project started with the Obasanjo's regime in 1976. For the first time in the history of Nigeria, the UPE programme that originally started as regional project was redesigned by the national government to provide education for all Nigerian citizens. The blue print for its implementation was contained in a document called the National Policy on Education first published in 1977. The federal government through the National Policy on Education stipulates that every Nigerian child has a right to equal educational opportunities irrespective of any real or imagined disabilities. Twenty-

four years, later, the UPE was replaced by another national education policy christened the Universal Basic Education (UBE). The UBE scheme which was launched in 1999 by President Olusegun Obasanjo (who incidentally launched the defunct UPE) is a 9-year educational programme of six (6) years duration for the primary segment and three (3) years of junior secondary. The objectives of the UBE include among other things, the provision of universal access to basic education, the provision of a conducive learning environment, eradication of illiteracy as well as the ability to communicate effectively. In addition, it is designed to lay a sound basis for scientific and reflective thinking, development of sound attitudes, giving every child the opportunity of developing manipulative skills that would enable him or her function effectively in the society (Babalola, 2000).

One of the problems emanating from the UBE programme is population explosion in primary and junior secondary schools. Free compulsory education brought many children into the school system without the schools being prepared for it. It is in the attempt to cope with the possible astronomical increase in pupil enrolment at the Basic Education sub-sector that the Federal Government of Nigeria introduced the Federal Teachers Scheme (FTS) in 2006. The scheme which is being financed through the Debt Relief Gains (DRG) is a two-year programme designed to cater for unemployed National Certificate of Education (NCE) graduates. This policy is consistent with Ijaiya's (1997) assertion that the real implementers of UBE programme are the teachers. In her opinion, no amount of planning or funding will ensure the success of UBE except teachers implement it effectively in schools. In the same vein, Adebimpe (2001) believes that for the UBE to succeed, adequate provision should be made to produce sufficient qualified teachers and make them relevant within the limit of their areas of specialization. He adds that salaries need to be paid as at when due in order to motivate them for maximum productivity.

The problem this study seeks to address in the light of the above, therefore, is to estimate the level of motivation attained by these temporarily employed teachers under the Federal Teachers' Scheme (FTS) in spite of their low remuneration in comparison to that paid to their full-time counterparts. Can these UBE teachers put in their best in the absence of motivational variables such as good salary package, promotion prospects and job security? Three research questions were posed while two hypotheses were formulated to effectively focus the study as follows:

1. What is the level of motivation of the Universal basic education teachers in Edo and Delta states of Nigeria?
2. Do male UBE teachers perform their duties better than their female counterparts?
3. What is the level of productivity of the Universal Basic Education teachers in Edo and Delta States of Nigeria?

H₀1: There is no significant relationship between the level of motivation and level of productivity attained by UBE teachers in Edo and Delta States of Nigeria.

H₀2: There is no significant difference in the level of motivation attained by male and female UBE teachers in Edo and Delta states of Nigeria.

H₀3: There is no significant difference in the level of productivity between male and female UBE teachers in Edo and Delta State of Nigeria.

METHOD

The study adopted a descriptive survey research design in investigating the level of motivation and productivity attained by UBE teachers in Edo and Delta States of Nigeria. All the current serving teachers recruited by the Federal Government of Nigeria under the Federal Teachers' Scheme (FTS) for Edo and Delta States form the population of the study. The estimated population of this category of teachers is one thousand, two hundred and forty for the two states. A sample size of four hundred and fifty participants made up of 170 males and 280 females from urban and rural schools were drawn from the two states of Nigeria. This constitutes about 36% of the total population.

The study investigated the relationship between the independent variable of motivation and the dependent variable (level of productivity of UBE teachers). The instrument used for this survey study was a questionnaire titled Teachers' Motivation and Productivity Questionnaire (TMPQ). In developing the questionnaires twenty nine items were extracted from literature. The initial items were then subjected to face validity by two colleagues in the department of Guidance and Counseling and the Institute of Education, Delta State University, Abraka. As a result of this process, the items were slightly adjusted. The modified instrument was then administered to selected private school teachers with low remuneration in Ukwani and Ethiope East Local Government Areas of Delta State, Nigeria. The data obtained were subjected to factor analysis for estimating the content validity of the instrument. The content validity of .66 alpha level was achieved. This is an indication of high content validity. Out of the 27 items forwarded, 20 items were obtained. The selection process involved choosing items having rotated factor matrix between .50 and above. The seven items whose rotated factor matrix fell below .50 were eliminated as not showing enough contribution to the study. The Crombach alpha reliability was computed for the selected twenty items. On the whole, the Crombach alpha of .73, $p < .05$ was found significant for the instrument. This is indicative of good reliability of the instrument.

The researcher administered the Teachers' Motivation and Productivity Questionnaire (TMPQ) to the selected four hundred and fifty (450) UBE teachers in Edo and Delta States. This fieldwork was made possible by the researcher's personal involvement as a resource person in the 2012 capacity building workshop for the UBE teachers in Benin City and Abraka respectively. In spite of this, only four hundred and seven (407) copies of the questionnaire were retrieved and used. Thirty two (32) of them were lost to respondents while eleven (11) copies were so badly filled that they could not be used for the study.

Since the demographic variable of gender constitutes nominal data (qualitative) whereas the measures of motivation and productivity of UBE teachers were quantitative, the researcher had to compute the mean of the quantitative variable for each of the categories of the nominal data separately. In order to answer the research questions and test hypotheses of the study, the statistical models of arithmetic means, standard deviations and Pearson Product Moment Correlation were employed. All hypotheses were tested at the $P < .05$ level of significance. In order to determine the mean values and standard deviation of items 1-8 on the questionnaire, a four point likert scale of Strongly Agree (4 points),

Agree (3 points), Disagree (2 points) and Strongly Disagree (1 point) were used to determine. An arbitrary, but logical neutral point of 2.5 forming the average was calculated for each item, signifying that all variables above 2.5 mean mark are considered positive (Agree). This is done by comparing the item mean scores against the mean mark of 2.5 for each item.

RESULTS AND DISCUSSION

Table 1 reveals that the mean values of all items except item no. 4 were above the average mean mark of 2.5, indicating that teachers were excited in being teachers, and given the opportunity they would like to be employed for another two years, and they are happy for the opportunity to serve. The respondents also confirmed that their work environment is conducive, also suggesting that the federal and state governments should encourage them as they enjoy doing the work assigned to them. However the teachers responded that they are not satisfied with their present salary. Consequently the grand mean for all the items was 3.00. Table 2 reveals that the mean values of all items were above the average mean mark of 2.5, indicating that teachers were punctual to school, attend lessons, give fair assignments, score students assignments and return to them, give assistance where necessary, use instructional materials to illustrate lessons, improvise in the absence of teaching aids, participate in curricular activities, ensure that lesson notes are up to date, take up additional responsibilities, render guidance services to students and actively participate in staff meetings. Consequently the grand mean for all the items was 3.2553 indicating high level of productivity of the UBE teachers in Edo and Delta State of Nigeria.

The Pearson Product Moment Correlation was used to determine the relationship between the two variables for the level of Motivation and Productivity of UBE teachers in Rural and Urban areas in Edo and Delta States of Nigeria at 0.05 level of significance (2-tailed). The result is presented on table 3. The result of the t-test for the difference of two independent means indicated a significant difference between the level of motivation between male and female UBE teachers in Edo and Delta states of Nigeria. The Hypothesis which states that there is no significant difference in the level of motivation between male and female UBE teachers in Edo and Delta states of Nigeria is therefore rejected due to the fact that the calculated t-value of 65.296 was greater than the critical value of 1.960 at 0.05 level. The result of the Pearson Product Moment Correlation for the relationship between the two variables of the level of motivation and productivity of UBE teachers in rural and urban areas in Edo and Delta States of Nigeria as revealed in table 3 showed an (r) value of -0.304 indicating there is a negative correlation between the level of motivation and the level of productivity of UBE teachers in Edo and Delta States. Furthermore, the Table also revealed a 2-tailed value or p value of 0.464, indicating that there is no statistically significant correction between the level of motivation and the level productivity of UBE teachers in rural and urban areas in Edo and Delta states of Nigeria thus accepting the H_0 at 0.05 significant level, being that the p value $0.464 > 0.05$. The result of the t-test for the difference of two independent means indicated a significant difference between the level of productivity between male and female UBE teachers in Edo and Delta states of Nigeria.

The Hypothesis which states that there is no significant difference in the level of productivity between male and female UBE teachers in Edo and Delta states of Nigeria is therefore rejected due to the fact that the calculated t-value of 116.007 was greater than the critical value of 1.960 at 0.05 level. The outcome of this study revealed that there is a strong relationship between the level of motivation of teachers and their output. Even though one of the motivational indices (good salary) was absent in the teachers studied, the morale for maximum productivity was high. This could be attributed to the fact that the UBE teachers actually look forward to their absorption by their various state governments after completion of their two years service under the Federal Teachers' Scheme (FTS).

Thus, the result is supported by the findings of Bahago (2008). Thus, the incentive for maximum output lies in their reward of permanent employment. Perhaps, another factor for enhanced performance by the teachers studied in spite of low remuneration lies in the position of the systems theory of motivation. According to Mangal (2005) a proponent of this theory, there are variables that affect an individual's performance. These include: the individuals attitude, needs, nature of job and organizational culture amongst others. Teachers, by training are conscientious and hard working even with unattractive rewards.

Table 1: Mean rating of respondents: the level of motivation of the UBE teachers in Edo and Delta States of Nigeria

Item	N	SA	A	D	SD	Mean	Std. Deviation
I am excited to be a teacher	407	159	197	22	29	3.1941	0.83292
Given the opportunity I would like to be employed another two years	407	179	157	32	39	3.1695	0.93548
I am happy for this opportunity to serve my father land	407	232	137	18	20	3.4275	0.79346
I am satisfied with my present salary	407	37	70	94	206	1.8477	1.01048
My work environment is conducive for me	407	102	139	82	84	2.6364	1.07156
The federal and state government encourage me	407	108	143	60	96	2.6462	1.11091
The retraining workshop organized for us help me	407	291	104	9	3	3.6781	0.55451
I enjoyed doing the work assigned to me	407	223	149	23	12	3.4324	0.73258
Summated Mean and Standard Deviation (Grand Mean)						24.0319 3.0040	7.0419 0.59534

Table 2: Mean rating of respondents: The level of Productivity of UBE teachers in Edo and Delta States of Nigeria

Item	N	Never	Rarely	Some times	Often	Mean	Std. Deviation
I am punctual to school	407	55	31	36	285	3.3538	1.09303
I attend my lessons	407	44	49	17	297	3.3931	1.06339
I give fair assignment	407	46	59	127	175	3.0590	1.01295
I score students assignments and return to them	407	36	52	81	238	3.2801	0.99515
I give individual assistance where necessary	407	37	49	105	216	3.2285	0.98229
I use instructional materials to illustrate my lessons	407	33	48	146	180	3.1622	0.92754
In the absence of teaching aids in schools, I improvise	407	41	51	163	152	3.0467	0.94961
I participate in co-curricular activities in my school	407	31	50	104	222	3.2703	0.94981
I ensure that my lesson notes are up-to-date	407	40	46	31	290	3.4029	1.02903
I take up additional responsibilities given to me by my school head	407	44	40	66	257	3.3170	1.03166
I render guidance services to students who need my help	407	35	52	108	212	3.2211	0.97265
I actively participate in staff meetings in my school	407	36	47	71	253	3.3292	0.99244
Summated mean and standard deviation (Grand Mean)						39.0639 3.2553	11.99955 0.11801

Table 3: Pearson Product Moment Correlation to determine the relationship between the level of Motivation of UBE teachers and the level of Productivity of UBE teachers in Rural and Urban areas of Edo and Delta States of Nigeria

		Pearson Correlation	
		The level of motivation of the UBE teachers	The level of Productivity of the UBE teachers
The level of Motivation of UBE teachers	Pearson Correlation	1	-.304
	Sig. (2-tailed)		.464
	N	8	8
The level of Productivity of the UBE teachers	Pearson Correlation	-.304	1
	Sig. (2-tailed)	.464	
	N	8	8

P ≤ 0.05 level of significance

Table 4: T-test for the difference between the level of motivation between male and female UBE teachers in Edo and Delta states of Nigeria

	N	X mean	SD	df	t-cal.	t-critical Value (.05)	Remark
Males	154	2.8847	0.67606	405	65.296	1.960	Rejected
Females	253	3.0766	0.55386				

P ≤ 0.05 level of significance

Table 5: T-test for the difference between the level of Productivity between male and female UBE teacher in Edo and Delta states of Nigeria

	N	X mean	SD	df	t-cal.	t-critical Value (.05)	Remark
Males	154	3.2392	0.15684	405	116.007	1.960	Rejected
Females	253	3.2652	0.11519				

P ≤ 0.05 level of significance

CONCLUSION AND RECOMMENDATIONS

This study seeks to estimate the level of motivation attained by the temporarily employed teachers under the Federal Teachers' Scheme (FTS) in spite of their low remuneration in comparison to that paid to their full-time counterparts. All the current serving teachers recruited by the Federal Government of Nigeria under the Federal Teachers' Scheme (FTS) for Edo and Delta States form the population of the study. Based on the findings, it is concluded that teachers under the Federal Teachers Scheme (FTS) are provided with environment conducive for the work and are constantly trained and retrained for enhanced performance on the job. Indeed certain basic motivational variables except salary are provided for them. On the basis of the findings, the following recommendations are made: that the federal and state governments should continue to train and re-train their basic and senior secondary school teachers to enhance quality service delivery. Secondly that the Federal Government of Nigeria should significantly enhance the salary package of teachers employed under the Federal Teachers Scheme (FTS) in order to further boost morale and enhance their productivity. The Federal Government of Nigeria should further ensure that FTS teachers who complete their tenure satisfactorily be compulsorily absorbed by their state governments if the teachers so desire. A situation where some state governments show reluctance to employ the FTS teachers on completion of their two years service with the federal government should be stopped. This is one way of reducing the unemployment problem currently afflicting the Nigeria nation.

REFERENCES

- Adebimpe, O. A.** (2001). The place of the library in the accomplishment of Universal basic education Programme. *Journal of educational development*, 3, 82-85.
- Adegbemile O., Abdullahi A. B., Azike A. A., and Nzurumike N.** (2011). Administrative Competency needs of principals for effective UBE administration at JSS level in North West geo-political zone of Nigeria. *Journal of Education and Social Research*, 1(3)95-105.
- Babalola, S. K.** (2000). Blue-print for the management of universal basic education at the secondary school level. Paper presented at a national workshop organized by All Nigerian Conference of Principals of Secondary Schools, 9p.
- Bahago, B. A.** (2008). Strategies for motivating nomadic primary school teachers for effective job satisfaction in the universal basic education programme. *Nigerian Journal of Sociology of Education*, 11(2)(208-213).
- Griffin, R. W.** (2002). *Management*. Boston: Houghton Mifflin company.
- Huitt, W.** (2001). Motivation to learn: An overview. Educational Psychology Interactive. Valdosta, GA: Valdosta State University. Retrieved May 2012 from <http://www.edpsycinteractive.org/topics/motivation/motivate.html>.
- Ibukun, W. O.** (2003). *Toward performance of teachers in Ondo State: vision, mission and philosophy of government on education*. In E.A. Taiwo & J. Fadipe (Eds) *Skills Improvement Programme for Effective Performance of Teachers in Nigerian Schools*. Ondo: NIEPA Printing Press.
- Ijaiya, Y.** (1997). Teachers' perceptions of prevalent behavioural problems among secondary school teachers. *International Journal of Education Management*, 2(1) 482.
- Jenson, E.** (2005). *Teaching with the brain in mind* (2nd ed). Alexandria, V. A: Association for Supervision and Curriculum Development.
- Mangal, S. K.** (2005). *Advanced Educational Psychology*. New Delhi: Prentice Hall.
- Mgbodile, T. O.** (2000). Hindsight on universal primary education for planning and implementation by Universal Basic Education. *The Nigerian Universal Basic Education Journal* 1(2), 105-110.
- Pintrick, P. R. and Schunk, D. H.** (2002). *Motivation in Education Theory, Research and Application* (2nd Ed). Upper Saddle River: N.J. Menil/Prentice Hall.
- Schunk, D. H.** (2008). *Learning Theories: An Educational Perspective*. New Jersey: Meiril/Prentice Hall.
- Ukeje, B. O.** (2000). Universal Basic Education in Nigeria: Logistics and Implementation Strategies: *The Nigerian Universal Basic Education Journal*, 1(1), 10-12.
- Yoloye, A. E.** (2004). *The Relevance of universal basic education in the development of Primary system in Nigeria*. In T. L. Adepoju (ed) *Planning and Implementation of Universal Basic Education in Nigeria*. Ibadan: Education Industries Nigeria Ltd.