TEACHERS' MOTIVATION AND THE ADMINISTRATION OF SECONDARY SCHOOLS IN ZONE B SENATORIAL DISTRICT OF BENUE STATE IN A GLOBALLY DEPRESSED ECONOMY

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Abstract

This study investigated teachers' motivation and the administration of secondary school in a globally depressed economy. Three research questions and three research hypotheses guided and tested the study. The descriptive survey design was adopted for the study. The population of the study comprised 2980 teachers. 298 teachers from 24 selected secondary schools constituted the sample of the study. A 14-item structured questionnaire constructed by the researchers title Teachers' Motivation and the Administration of Secondary Schools Questionnaire (TMASSQ) was used for data collection. Descriptive statistics of mean and standard deviations were used in answering the research questions while the chi-square (x^2) test of goodness of fit was used to test the hypotheses at 0.05 level of significance. The findings revealed that influence of teachers' in-service training and influence of teachers' participation in decision making significantly influenced the

administration of secondary schools in a globally depressed economy. Based on the findings of the study, it was recommended among others that school administrators should from time to time send their teachers for in-service training so as to increase their knowledge and skills which will make them perform better in their schools. In addition, appropriate school authorities should try to carry their teachers along by involving them in the decision making process of schools.

Introduction

Educational administrators widely agree that motivation is a critical determinant of workers' and students' performance in educational organizations. However, there is less agreement as to what motivation means. The term motivation according to Middlemist (2000), refers to the forces acting on and coming from within a person that account in part, for the willful direction of one's efforts toward the achievement of specific goals. Miner (2006) defines motivation as the processes within an individual that stimulate behaviour and channel it in ways that should benefit the organization as a whole. Lussier (2009) on the other hand, sees motivation as a desire to satisfy and unsatisfied need. In the context of this study, motivation can be defined as the encouragement, willingness and persistence to put in extra efforts towards the achievement of organizational objectives and the satisfaction of personal needs. Motivation is therefore an important aspect of human resources for administration in educational administration.

The first task of the educational administrator or a manager is to set the goal and objectives of his or her educational institution. However, the major task of the manager is to move the institution most effectively to reach that goals and objectives. This can be done through motivation. The purpose of motivation is to create a good work environment in which the staff or people are willing to work and learn with zeal, initiative, interest and enthusiasm with a sense of responsibility, loyalty and discipline (Akpakwu, 2013).

The educational administrator or manager needs a through understanding of the fundamental drives, needs and desires of the people that work in his institution. A need or want motivates behaviour. However, needs and motives are complex. According to Colins (2006), people don't always know what their needs are and why they do things they do. Motives cannot be observed but one can observe behaviour and infer the motive. However, it is not easy for an educational administrator to know why staff behave the way they do, because people may do the same things for different reasons. In addition, people often attempt to satisfy several needs at once.

Generally, people who are satisfied with their jobs are more highly motivated (Zatzick & Iverson, 2006). Educational administrators have come to realize that a motivated and satisfied workforce can contribute powerfully to the effective administration of their institutions. Staff and students' motivation is therefore very critical to the success of any educational enterprise. This study discusses the relevance of motivation to human resource administration in particular and educational administration as a whole.

Stoner (2002) explains that motivation is a human psychological characteristic that contribute to a person's degree of commitment. This implies that motivation offers reward that is provided by an outside agent. Motivation may therefore be intrinsic or extrinsic. In the Nigeria's struggles for national strategic position, one of the purposes of teachers' education as stated in the National Policy on Education is to produce highly motivated, conscientious and efficient classroom teachers for all levels of education.

The National Policy on Education (2004) states that the quality of any educational system depends largely on the educational attainment of her teachers as no system of education can be qualitatively higher than the quality and commitment of its teachers. This means that for effective and efficient education at all levels that will produce the required manpower for the Nigerian society, motivation of teachers must be encouraged for secondary education to attain its established objectives which depends largely on teachers. Teachers must offer the best services in the teaching and learning processes. To harness their cooperation and best efforts therefore, the managers of secondary schools should motivate teachers adequately, so as to attain the level of its administration towards achieving the set objectives.

Perhaps, if teachers were motivated through regular payment of improved salary that was sufficient enough to cater for their needs just like their contemporaries in other professions and enjoy such rights and privileges as prompt promotion, in-service training opportunities, appropriate working tools and a conducive working environment, the teaching profession would rather be considered as prestigious.

Administration is the act of getting people together to accomplish desired goals and objectives using available resources efficiently and effectively. Administration comprises planning, organizing, staffing, leading or directing and controlling an organization (a group of three or more people or entitles) or effort for the purpose of accomplishing a goal. According to Okorie (2004), administration is seen as a coordination of all the resources of an organization through the process of planning, organizing, directing and controlling in order to attain organizational objectives. Okorie further explains that it is also the guidance or direction of people towards organizational goals. Akpakwu (2013) defines administration as a kind of work a manager performs to enable people to work most effectively together. Administration involves planning, organizing, staffing, directing, coordinating, reporting and budgeting (Adesina, 2001). According to Mbipom (2000), administration is the utilization of physical and human resource administration through cooperative efforts and it is accomplished by performing the function of planning, organizing, staffing directing and controlling. Administration is the acceptance of personal accountability, determined by measured results. Mbipom further explains that administration is the process of taking many diverse elements, people, money materials, equipment and ideas and turning them into a product or service that people need. It is a process of coordinating variety of resource, human and non-human that manipulate the process for the desired and measurable outcome.

A globally depressed economy is a negative economic growth that affects a nation or country at a given time. Globally depressed economy is a business arena that creates a general shortfall in economic activities. During this period, macroeconomic indicators such as Gross Domestic Product (GDP), investment spending, capacity utilization household income, business profits, and inflation fall, while bankruptcies and the unemployment rate rises (Peters, 2002). According to Okunamira (2008), globally depressed economy is a situation where there is a widespread drop in national and individual income with a corresponding decrease in national and household spending. This may be triggered by various events, such as financial crisis, an external trade shock, an adverse supply stock or the bursting of an economic era. For the fact that these issues are critical and require empirical data to either ascertain the result, this study sought to investigate teachers motivation and administration of secondary schools in areas of in-service training, teachers participation in decision making and provision of instructional materials in a globally depressed economy.

Statement of the Problem

In spite of government's huge financial commitment to the educational sector, the standard of Nigeria's education is on the decline (Eze, 2011). This decline especially at the secondary level is evident by students' poor performance in public examinations and varyihg degrees of examination malpractice which have brought most examination bodies under intense criticism and has also occasioned the induction of the post UTME-Aptitude Test in the admission processes into Nigerian tertiary institutions. The official statistics revealed that 84 percent of the candidates who sat for the 2009May/June Senior Secondary Examination failed. The statistics, showed that 356,981 or 25.99 percent of the 1,373,009 candidates obtained five credit passes and above, in English,

Mathematics and at least three other subjects. The result for NECO for June/July for the same year indicated that out of 1,200,765 candidates who registered, only 126,500, representing just 10.7 percent got five credits including English and Mathematics. This may be due to the glaring teachers' motivational inadequacies in the secondary education level resulting to the present existence of abundant evidences of crippling inertia, neglect and pervasive decay in value of the system. Stakeholders of education can be said to be solely responsible for the apparent decline in the sector.

It is not an over statement to say that the physical environmental conditions under which teachers impact knowledge to the students are quite dehumanizing. Dilapidated physical structures in school have become hazardous to both teachers and students. Most of the schools lack basic public utility (water, electricity, road conveniences etc). Ekwe (2000) observes that in most schools, workshops, laboratories and libraries are either non existent or lacked necessary equipments. It is therefore, worrisome to state that not many in teaching profession today aspired to be teachers. This is because the job is not attractive or lucrative. Most persons have found their way into teaching job because it is the "available" option. In fact, most of these teachers still constitute a huge percent of the labour market population because they are always on the watch out for other lucrative job opportunities, which is a pointer to the fact that they lack satisfaction in the teaching profession. Supporting this view, the National Teachers Institute (NTI) Annual Report of 1992-1995 as reported by Ajayi and Ajayi (2006), state that the quality of teachers in both primary and secondary schools is still very low. Schools suffer from predominance of untrained teachers or lots of uncertified trained ones. The recommended teacher/student ratio of 1:30 is still unachievable.

The deplorable state of secondary schools in Zone B Senatorial District of Benue State as evidenced by inadequate funding, shortage of qualified teachers, lack of adequate instructional materials, unconducive working environment and poor welfare scheme to teachers have resulted to their low morale which necessitated the study on the impact of teachers' motivation and management of secondary schools in the Zone to be investigated.

Purpose of the Study

The purpose of the study was to investigate teachers' motivation and the administration of secondary schools in a globally depressed economy. Specifically, the study addressed the following objectives;

i. Determine whether the motivation of teachers through in-service training influence the administration of secondary schools in a globally depressed economy
ii. Establish whether teachers' participation in decision making influence the administration of secondary schools in a globally depressed economy.

Research Questions

The study was guided by the following research questions:

i. How does in-service training of teachers influence the administration of secondary schools in a globally depressed economy?
ii. In what ways do teachers' participation in decision making influence the administration of secondary schools in a globally depressed economy?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance.

1. Teachers' in-servicing training has no significant influence on administration of secondary schools in a globally depressed economy.
2. Teachers' participation in decision making has no significantly influence on the administration of secondary schools in a globally depressed economy.

Methodology

A descriptive survey design was used for the study. The population of the study comprised all the 2980 teaching staff in the 100 government approved secondary schools in Zone B Senatorial District of Benue State. A sample of 298 teachers representing 25% of the teaching staff from 24 representing 27% of secondary schools was used for the study. The simple random sampling technique was used to select the sample size through the hat and draw techniques. The instrument used for the collection of data was a structured questionnaire titled "Teachers' Motivation and Administration Questionnaire (TMAQ)". The questionnaire was made up of 14 items which were structured into three clusters. Cluster one covered in-service training; cluster two covered teacher's participation in decision making while cluster three covered provision of instructional materials. The instrument was a four-point rating scale with a response mode of Strongly Agree (SA) 4, Agree (A) 3, Disagree (D)2, and Strongly Disagree (SD) 1.

The questionnaires were administered by the researcher and research assistants who were briefed on how to administer and collect them back in the sampled schools. The total of 298 copies of the questionnaire was given out to the respondents in the 24 secondary schools for the study. The respondents were given two days to fill the questionnaire after which the research assistants were to collect them back.

Data collected were analysed using both descriptive and inferential statistics. Mean and standard deviation were used to answer the research questions. A mean of 2.50 was used as cut off point for decision making on each item on the instrument. The chi-square (x^2) test of goodness of fit was used to test the hypotheses at 0.05 level of significance.

Result and Findings

Question One: How does in-service training of teachers influence school administration in a globally depressed economy?

The data that provide answers to the research question are presented in table 1.

Table 1:Mean ratings and standard deviations of the influence of in-service training of teachers on the administration of secondary school in a globally depressed economy.

Item No	Item Description	SA	A	D	SD	X	ST.D	Decision
1	In-service training improve teachers' quality	101	108	70	19	2.98	0.91	Accepted
2	Your employer pays your tuition fees for your in-service training	86	127	52	53	2.89	0.95	Accepted
3	Teachers in your school get in - service training regularly.	96	115	66	21	2.96	0.91	Accepted
4	Teachers in your school feel excited when they proceed on in-service training.	119	114	39	26	3:25	0.75	Accepted
5	Improve the quality of teaching in secondary schools	202	62	23	11	3.37	1.01	Accepted
	Cluster Mean/Standard Deviation					**3.09**	**0.91**	**Accepted**

Data presented on Table 1, shows that the mean ratings for items 1-5 were 2.98, 2.89, 2.96, 3.25 and 3.37 respectively with correspondent standard deviations of 0.91, 0.95, 0.91, 0.75 and 1.01.

All the mean ratings are above the cut-off point of 2.50. This means that the respondents agreed that in-service training improves teachers' quality. The respondents agreed that teachers in their schools get in-service training regularly, teachers schools feel excited when they proceed on in-service training and that in-service training should improve the quality of teaching in secondary schools. The cluster mean of 3.09 with the standard deviation of 0.91 was also found to be above the cut-off point of 2.50. This improves that in-service graining of teachers' influence on school administration in a globally depressed economy.

Question Two: In what ways does teachers' participation in decision making influence secondary school administration?

The data that provide answers to the research question are presented on table 2.

Table 2: Mean ratings and standard deviations of the influence of teachers' participation in decision making on the administration of secondary schools in a globally depressed economy.

Item No	Item Description	SA	A	D	SD	X	ST.D	Decision
6	Teacher's participation in decision will give them a sense of belongings	169	100	19	10	3.44	0.76	Accepted
7	Gender equality should be respected when involving teachers in decision making	146	91	43	18	3.22	0.91	Accepted
8	Teachers are reluctant in implementing decisions imposed on them by principals and their vices.	124	118	34	22	3.15	0.90	Accepted
9	Teachers' self esteem grows when they are involved in decision making	128	94	61	15	3.12	0.91	Accepted
10	Teachers assume responsibility and commited to goal attainment when involved in decision making process.	115	112	45	26	3.06	0.94	Accepted
	Cluster Mean/Standard Deviation					**3.09**	**0.91**	**Accepted**

The data presented on Table 2, show that teachers rated all the items 6-10 in the cluster well above the cut-off point of 2.50. The ratings for items 6-10 were 3.44, 3.22, 3.15, 3.12 and 3.06 respectively with corresponding standard deviations of 076, 0.91, 0.90, 0.91 and 0.94. This means that the respondents agreed that teachers' participation in decision will give them a sense of belongings, gender equality should be respected when involving teachers in decision making. They also agreed that teachers are reluctant in implementing decisions imposed on them by principals and their vice. Besides, teachers' self-esteem grows when they are involved in decision

making and that teachers assume responsibility and are committed to goal attainment when involved in decision making process. The cluster mean of 3.20 with the standard deviation of 0.88 was also found to be above the cut-off point of 2.50. This implies that teachers' participation in decision making influence on secondary schools administration.

Hypotheses Testing

To test the hypotheses, the chi-square (x^2) test of goodness of fit was used to test the options of the respondents at 0.05 level of significance and the results presented on tables 4-6.

Hypothesis One: In-service training does not significantly influence on the administration of secondary schools in a globally depressed economy.

Table 4: Chi -square test of the influence of in - service training on the administration of secondary schools in a globally depressed economy.

Opinions	Observed frequency	Expected frequency	df	Level of sig	x^2-cal	x^2-tab	decision
No influence	85(29%)	149(50%)					
			1	0.05	68.20	3.84	Ho
Influence	213(71%)	149(50%)					Rejected

Values in parentheses are percentages (x2=68.20, df=1,p= 0.05>0.00)

Table 4, shows that, the descriptive statistics of percentages and the inferential statistics of chi-square were used to test the influence of in-service training on the management of secondary schools. The results showed that 71% of the respondents agreed that in-service training significantly influence on the management of secondary schools as against 29% respondents who disagreed.

Chi-square calculated value of 68.20 was greater than the chi-square table value of 3.84 checked at 0.05 level of significance and at 1 degree of,freedom. The null hypothesis was therefore rejected. This implies that in-service training significantly influenced the administration of secondary schools in a globally depressed economy.

Hypothesis Two: Teachers' participation in decision making does not significantly influence on the administration of secondary schools.

Table 5: Chi -square test of the influence of Teachers' participation in decision making on the administration of secondary schools in a globally depressed economy.

Opinions	Observed frequency	Expected frequency	df	Level of sig	x^2-cal	x^2-tab	decision
No influence	61(20%)	149(50%)					
			1	0.05	110.56	3.84	Ho
Influence	237(80%)	149(50%)					Rejected

Values in parentheses are percentages (x2=110.56, df=1,p= 0.05>0.00)

Table 5, shows that, the descriptive statistics of percentages and the inferential statistics of chi-square were used to test the influence of teacher's participation in decision making on the administration of secondary schools. The results showed that 80% of the respondents agreed that teacher's

participation in decision making significantly had influence on the administration of secondary schools as against 20% respondents who disagreed.

Chi-square calculated value of 110.56 was greater than the chi-square table value of 3.84 checked at 0.05 level of significance and at 1 degree of freedom. The null hypothesis was therefore rejected. This implies that teachers' participation in decision making significantly influenced the administration of secondary schools.

Discussion of Findings

Based on the results of the analysis of the research questions and testing of hypotheses, the findings are organized and discussed for ease of comprehension. The three null hypotheses postulated and tested were all rejected and the alternative hypotheses accepted.

The first finding of this study revealed that in-service training significantly influenced the administration of secondary schools in a globally depressed economy. This findings is in line with the views of Dugguh (2004) who stated that training includes those activities that serve to improve an individual worker's performance on a currently held job. Dugguh observed that training and development improves workers' skills which in turn lead to higher productivity and increased profitability in the educational organization. In support to the finding also, Yight (2008) in his study on evaluation of the effectiveness of an in-service training (INSET) course in Tarabzani Turkey, teachers motivation through in-service positively influenced the administration of secondary schools. The study also revealed that in-service training also improved the quality of teachers for higher productivity.

The second finding of the study showed that teachers' participation in decision making significantly influenced the administration of secondary schools. This finding is in agreement with the opinion of Akpakwu (2008) who stated that when teachers participate in decision making, a sense of belonging, pride and interest are instilled in them. The author further maintained that it will equally permit their involvement in matters that are deemed really important to them such as setting work standards and influencing others in the process to improve productivity. It also improves staff morale and positive attitudes towards the school and helps to increase acceptance of changes taking place in them. Similarly in support this finding, Olorunshola and Olayemi (2011) in their study on teachers' participation in decision making process in secondary schools in Ekiti State found out that teachers in Ekiti State were actively involved in decision making process as evident from the item rating which ranged between 70.2% and 93.5%. It was also discovered from the study that involvement in decision making was free to all teachers irrespective of their basic qualifications.

Conclusion

Based on the findings of this study, it was concluded that in-service training, teacher's participation in decision making, among others significantly influenced the administration of secondary schools in a globally depressed economy.

Recommendations

Based on the result or findings of the study, the following recommendations were made:

1. School administrators should from time to time send their teachers for in-service training so as to increase their knowledge and skills which will make them perform better in their duties.
2. Appropriate school authorities should try to carry their teachers along by involving them in the decision making process of schools. This will help to increase their morale in putting in their best.

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