

RELATIONSHIP BETWEEN MOTIVATION AND WORK ATTITUDE OF TEACHERS IN ENHANCING STUDENTS' ACHIEVEMENT FOR SUSTAINABLE EDUCATIONAL GOAL

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Abstract

The study investigated the relationship between motivation and work attitude of teachers in enhancing students' achievement for sustainable educational goal. The design for the study was correlation design in which relationship between variables were determined. Three research questions and two hypotheses were formulated to guide the study. A purposive sampling technique was used in collecting data. The sample size consisted of 1017 teachers in public secondary schools in Delta North Senatorial district in Delta State. The questionnaire for the study was titled motivation and work attitude of teachers (MWAT). It was validated by teachers, counsellors and measurement and evaluation experts. The reliability for the sections on teachers' motivation and work attitude of teachers using Cronbach alpha were 0.82 and 0.70 respectively. The results of the study showed that the level of motivation and work attitude of teachers were below average and there was significant positive relationship between motivation and work attitude of teachers. It was recommended that financial and non-financial motivation should be provided to teachers.

Key words: Sustainable development, sustainable education goal, motivation, and work attitude

Introduction

In September 2015 member states of United Nations formally adopted the "sustainable development agenda" which runs till 2030. It consists of 17 Sustainable Development Goals (SDG); the fourth goal is the Sustainable Educational Goal (SEG). The Sustainable Educational Goal ensures "inclusive and equitable quality education; and promotes life-long learning opportunities for all". According to World Bank (2017) sustainable development recognizes that growth must be both inclusive and environmentally sound to reduce poverty and build shared prosperity for today's population and to continue to meet the needs of future generations. The fourth sustainable development goal deals on educational provision. It has seven targets namely:

Free quality universal primary and secondary education for all; Access to early childhood development, care and pre-primary education; equal access to quality technical, vocational, tertiary and adult education; acquiring of relevant skills for employment; equality in education for all; literacy and numeracy skills for all youths and substantial proportion of adults; acquisition

of knowledge and skills needed for sustainable development. The means to achieve these targets are: effective learning environment; scholarships to students in developing countries; and quality teacher training and empowerment (UNESCO, 2015, P. 18).

The realisation of the SDG in 2030 will be mostly determined by the state of the education sector in the country; since in several of the 17 SDG there are education elements in their targets. Hence, education is a major vehicle for achievement of the SDG. The level of success of SEG will determine the level of success in SDG.

The education of the citizen of a country provides bedrock for productivity and economic growth. That is why developing countries like Nigeria should give attention to her education sector. A major way to determine whether the present state of the education sector in a country can actually aid the actualization of the SEG is to assess the level of achievement of the products that comes out of the educational system. Presently, the achievement of students at the secondary level is not encouraging. The percentage of candidates that obtained credit in five subjects including English Language and mathematics in West Africa Senior School Certificate Examination (WASSCE) for 2012, 2013, 2014, 2015, 2016, and 2017 are 36.57%, 38.30%, 31.28%, 38.68%, 52.97% and 59.22% respectively (My Past Question, 2017; Adesulu, 2015 and Toscani Academy, 2014). There seems to be an increase in performance in 2016 and 2017; this increase is still not adequate for achievement of SEG. Much still need to be done to improve the present achievement level of our students. Several factors have been identified as causes of this low achievement level of students in secondary school, some of them are teachers, students, parents and environment related. The teacher is the most important factor in the educational system. This was also mentioned by Daughtrey and Wieder (2009) and Shah, Rehmen, Ahktar, Zafar and Riaz (2012) as cited by Sehlapelo (2015) their works showed teachers as the main contributing factor towards students achievement. Onoshakpokaiye (2011) pinioned that the role of teachers in the success of any educational system cannot be overemphasized and that is why the Federal Republic of Nigeria (2004) in the National Policy on Education stated that no educational system can rise above the quality of its teachers. No wonder the SDG identify teacher factor as one of the means of achieving SEG. Some of the teacher characteristics that can affect achievement of students are: attitude towards teaching and learning, level of competence and so on. It has been established that teachers' attitude highly influences students' interest and achievement in learning (Omolara and Adebukola, 2015).

Morris and Maistro (2005, P. 128) defined attitude as "the individuals' prevailing tendency to respond favourably or unfavourably to an object, person or group of people, institutions or events." Attitude is an affective feelings of like and dislike that causes the person to have a positive or negative towards a certain object, situation, person, institution or event. Attitude influences an individual choice of action and how he response to challenges. The attitude of a teacher towards his work considerably influences his behaviour towards it. Attitude maybe positive (favourable) or negative (unfavourable); if the work attitude of a teacher is negative,

then he will not be able to succeed in his profession. Students draw from their teachers work attitude to form their own attitude which may eventually affect their learning outcome (Onoshakpokaiye, 2011). The attitude of teachers can be influenced by their family, society, political atmosphere, economic, work characteristics, and psychological construct like motivation.

Greenberg and Baron (2003, P. 56) stated that “motivation is a set of processes that spark off, give direction to and sustain human behaviour towards the attainment of a goal”. Motivation covers all the reasons which cause a person to act including the negative ones like fear along with the more positive motives such as money, promotion or recognition (Aldair, 2009). Green and Awotua (2011) as cited by Ondima, Okibo, Nyang, Mabeya, and Nyamasege (2014) revealed that teachers who are well motivated in the learning process tend to do well in their line of duty, even when the learning environment is not ideal. There are two main types of motivation; extrinsic and intrinsic motivation. Extrinsic motivation is the willingness to carry out an activity for reasons outside the individual while intrinsic motivation is the willingness to carry out an activity for reasons within the individual. Most educational stakeholders agree that teacher motivation depend on an array of factors such as levels of remuneration, incentives, location of school, recognition and prestige, career development, opportunities for further training, condition of service, workload, promotion, learning environment and public image (Guajardo, 2011 and Adelabu, 2005 as cited by Mark, 2015). Motivation increases the zeal and willingness of teachers to work. Din, Tufail, Shereen, Nawaz and Shabbaz (2012) emphasised that teacher motivation naturally has relationship with teachers’ attitude to work. It has to do with teachers desire to participate in the pedagogical processes within the school environment. Therefore, it could determine their involvement or non-involvement in academic and non-academic activities.

Attitude is the way one behaves towards something but motivation is what moves one to have a course of action or direction of purpose. Liu (2014) puts it this way; motivation drives one towards a desired goal, while attitude shapes one’s perceptions of work to be done. Motivation fans attitude and put it into action. Teachers can be well motivated to have positive work attitude by putting the following into consideration: understanding what the teacher needs are; the administrator should use positive, respectful language at all time and should listen to their concerns and observations; financial incentives should be introduced; improvement of teachers public recognition; school environment and provision of instructional materials should be improved upon; there should be regular in-service training, workshops and seminar; and salary should be paid as at when due. Motivation is needed in any human activity. Motivation can lead to a change in both teachers and students attitude. If teachers are not well motivated, their attitude can go from bad to worse and this may lead to poor students’ achievement because the teacher is the driving force of the teaching and learning process.

There are works on the influence of teachers work attitude on students achievement and personality (Ulug, Ozden and Ergilmaz, 2011; Karr, 2011 and). There seem to be scarcity of work on the relationship between teachers’ motivation

and work attitude in Nigeria. It is against such background the researcher decided to carry out a study on the relationship between motivation and work attitude of teachers. The moderating variables: teachers experience and the teachers school location were also factored into the study.

Statement of the Problem

Motivation has been identified as a factor that can influence work attitude of teachers. Poor work attitude of teacher is capable of influencing students achievement negatively. Poor students' achievement will slow down the rate at which the SEG will be actualized. Previous studies on the relationship between motivation and work attitude of teachers is scanty. There is therefore, a need to actually find out the relationship between motivation and work attitude of teachers. Important moderating variables like teachers experience and school location were also factored into the study. The statement of the problem is put in question form as: What is the relationship between motivation and work attitude of public secondary school teachers in Delta North Senatorial District (DNSD) in Delta State?

Purpose of the Study

The main purpose of the study is to find out the relationship between motivation and work attitude of public secondary school teachers in Delta North Senatorial District (DNSD) in Delta State. The specific purposes are to:

1. Determine the nature of work attitude of teachers in public secondary schools in DNSD in Delta State.
2. Determine the motivation level of public secondary school teachers in DNSD in Delta State.
3. Determine the levels of teachers' motivation, work experience, school location and their work attitude in public secondary schools in DNSD in Delta State.

Research Questions

1. What is the nature of teachers work attitude in public secondary schools in DNSD in Delta State?
2. What is the motivation level of public secondary school teachers in DNSD in Delta State?
3. What are the levels of teachers' motivation, work experience, school location and their work attitude in public secondary schools in DNSD in Delta State?

Hypotheses

1. There is no significant relationship between motivation and work attitude of teachers in public secondary schools in DNSD in Delta State.
2. The moderating variables (work experience and school location) do not significantly moderate the relationship between motivation and work attitude of teachers in public schools in DNSD in Delta State.

Significance of the Study

The findings of this study are useful to educational planners, school administrators, teachers, counsellors, and researchers. This study is significant to educational planners and the government to make them see the need to motivate teachers.

The study will inform the school administrators on the relationship between motivation and teachers work attitude; this will help them map out strategies on ways to motivate their teachers. It will help the teachers to realize how their work attitude can affect students' achievement.

It will serve as a guide to other researchers who may want to research on related themes. The findings of this study will add to empirical data on the relationship between motivation and work attitude of teachers.

Scope of the Study

The study focused on work attitude and the motivation of teachers. The relationship between them was ascertained. Also, the role of the moderating variables (work experience and school location) on this relationship was also studied. The moderating variables were included in the study because they are capable of influencing work attitude of teachers.

Method

The study was correlation design in which relationship between variables were determined. The population of the study includes teachers teaching in public secondary schools in DNSD in Delta State. There are about 4252 teachers in public secondary schools in DNSD. The sample consisted of 1017 teachers. Stratified technique was used for the selection. Firstly, the teachers were stratified according to the location of their schools; urban/rural. Then from the rural schools 296 teachers with 10 years and below work experience and 238 teachers with 11 years and above work experience were selected. Also, from the urban schools, 255 teachers with 10 years and below work experience and 228 teachers with 11 years and above work experience were selected. The main aim of using stratified random sampling is to guarantee that subjects from each subgroup were included in the final sample.

A questionnaire titled "Motivation and Work Attitude of Teachers (MWAT)" was used in the study. The instrument consisted of three sections. The sections included the following: Section A (this is made up of the bio-data of the teachers). Section B (this section measure the level of motivation of the teachers; it consist of 17 items). Section C (this section measure the work attitude of teachers; it consist of 10 items). The likert four point rating scale was used. It includes strongly agreed (SA), agreed (A), disagreed (D), and strongly disagreed (SD). The statements were assigned number 1 for "strongly disagreed", 2 for "disagreed", 3 for "agreed" and 4 for "strongly agreed". The bench mark for the items was 2.5. The items with mean values of 2.5 and above indicate high (positive) motivation or high (positive) attitude as the case may be.

The instrument was validated by counsellors, teachers and measurement and evaluation experts. It was administered to 40 respondents in order to determine its reliability. The reliability of the instrument was determined using the Cronbach Alpha reliability method. The index of reliability for section B (teachers' motivation) was 0.82 while that of section C (work attitude) was 0.70, showing evidence of internal consistency of the instrument.

The instrument was administered to those that were selected by the researcher for the study. The data collected was analysed using mean, and standard deviation for the research questions. Pearson moment correlation and partial correlation was used to test the hypotheses at 0.05 level of significance.

Results

Research Question One: What is the nature of teachers work attitude in public secondary schools in DNSD in Delta State?

Table 1: Descriptive Statistics for Work Attitude of Teachers

Factor	N	Mean	SD	Remark
Relevance of teaching job	1017	2.6	0.93	Positive
Willingness to accept extra responsibilities	1017	2.3	1.08	Negative
Enjoy teaching activities	1017	2.4	1.11	Negative
Overall	1017	2.4	1.04	Negative

Table 1 showed the mean score for each of the three factors. The factor relevance of teaching job explored the perception that teachers have in terms of how teaching job is important and useful to the wellbeing of the society. The mean of this factor was 2.6 (SD=0.93), which showed a positive attitude towards relevance of teaching job. The second factor, willingness to accept extra responsibilities had a mean score of 2.3 (SD=1.08) which showed negative attitude of teachers towards willingness to accept extra responsibilities. The third factors seek to find out whether teachers enjoy teaching activities. The mean of this factor was 2.4 (SD=1.11) which revealed that teachers had a negative attitude towards teaching activities. The overall mean score was 2.4 (SD=1.04) indicating that the teachers had a negative work attitude.

Research Question Two: What is the motivation level of public secondary school teachers in DNSD in Delta State?

Table 2: Descriptive Statistics for Motivation level of Teachers

Factor	N	Mean	SD
Nature of job	1017	2.4	0.6
School environment/facilities	1017	2.3	0.6
Remuneration/wages	1017	2.4	0.7
Public image	1017	2.3	1.0
Condition of service	1017	2.3	0.6
Overall	1017	2.3	0.7

Table 2 showed the mean score for each of the five factors that made up the teachers' motivation scale. The means of the five factors nature of job, school environment/facilities, remuneration/wages, public image of teachers, and condition of service are 2.4 (SD=0.6), 2.3 (SD=0.6), 2.4 (SD=0.7), 2.3 (SD=1.0) and 2.3 (SD=0.6) respectively. This showed that the motivation level with regards to each of these factors is below average. The overall mean score 2.3 (SD=0.7) indicated that the teachers had a negative (low) motivation towards their job.

Research Question Three: What are the levels of teachers' motivation, work experience, school location and teachers' work attitude in DNSD in Delta State?

Table 3: Descriptive statistics for levels of Teachers' Motivation, work experience, school location and Work Attitude

Variables		Work Attitude		
		N	Mean	SD
Motivation	Low	686	2.3	0.4
	High	331	2.5	0.5
	Total	1017	2.4	0.4
Work Experience	10yrs and below	551	2.3	0.5
	11yrs and above	466	2.5	0.3
	Total	1017	2.4	0.4
School Location	Rural	534	2.4	0.4
	Urban	483	2.4	0.4
	Total	1017	2.4	0.4

As shown in Table 3, the mean work attitude of teachers with low motivation and high motivation are 2.3 (SD=0.4) and 2.5 (SD=0.5) respectively. The mean work attitude of teachers with low motivation is below the benchmark of 2.5 while that of teachers with high motivation is equal to the benchmark. This means that the work attitude of teachers with low motivation is below average while that of teachers with high motivation is at the average level. Table 3 showed that the mean work attitude of teachers with 10 years and below experience and 11 years and above experience are 2.3 (SD=0.5) and 2.5 (SD=0.5) respectively. The mean work attitude of teachers with 10 years and below experience is below the benchmark while that of teachers with 11 years and above experience is equal to the benchmark. This implies that the level of work attitude of teachers with 10 years and below experience is below average while that of teachers with 11 years and above experience is at the average level. Table 3 also, showed that the mean work attitude of teachers in rural schools and urban schools are 2.4 (SD=0.4) and 2.4 (SD=0.4) respectively. Both means are below the benchmark. This implies that the mean attitude of teachers in rural and urban schools is below average.

Hypothesis One: There is no significant relationship between motivation, work experience, school location and work attitude of teachers in public secondary schools in DNSD in Delta State.

Table 4: Summary of Correlation between Motivation, Work Attitude, School Location and Work Experience

Variables	Work Attitude		
	N	Correlation (r)	Sig. (2-tailed)
Motivation	1017	.50	0.00*
Work Experience	1017	.03	0.28
School Location	1017	-.06	0.06

df = 1015, *p < .05 level of significance

Table 4 showed that the r-calculated value for the relationship between motivation and teachers work attitude is 0.50, which is moderate. The r-calculated value is significant at 0.00 alpha level which is lower than 0.50. Hence, the null hypothesis stated above is rejected. There is a significant relationship between motivation and work attitude of teachers in DNSD in Delta State. This means that work attitude of teachers' increases as their motivation increases.

The Table also, showed the r-calculated value for the relationship between work experience and work attitude of teachers as 0.03 which is very low. The r-calculated for the relationship between school location and work attitude of teachers' is -0.06 which is very low. Both r-calculated values were not significant at 0.05 level of significance. Hence, there is no significant relationship between work experience, school location and work attitude of teachers in DNSD in Delta State.

Hypothesis Two: The moderating variables (work experience and school location) do not significantly moderate the relationship between motivation and work attitude of teachers' in public secondary schools in DNSD in Delta State.

Table 5: Partial Correlations

Variable Pair	Covariate	Original r	Controlled r	Change	% Change	Controlled Sig.
Motivation & Work Attitude	Work Experience	.503	.511	-0.008	-1.72%	.000
	School Location	.503	.505	-0.002	-0.43%	.000

From Table 5, the original strength of the relationship between motivation and work attitude of teachers is 0.503. The value increased to 0.511 with the covariate work experience, it also increased to 0.505 with the covariate school location. The covariate work experience school and location account for -1.72% and -0.43% respectively. The negative sign indicated that their effect reduces the relationship between motivation and work attitude of teachers. The controlled r for the moderating variables was significant at 0.05 level of significance. Hence the

moderating variables significantly moderate the relationship between motivation and work attitude of teachers.

Discussion of Results

The findings showed that teachers in Delta North Senatorial District in Delta State have a negative work attitude. This is in line with the findings of Omolara and Adebukola (2015) and Karr (2011). Apart from relevance of teaching job which indicated positive attitude, the other two factors (willingness to accept extra responsibilities and enjoy teaching activities) indicated negative attitude. The findings also, showed that the level of motivation of teachers is low. This was also observed by Jabuya (2010) and Bennell (2004). All the five factors (nature of job, school environment/facilities, remuneration/wages, public image and condition of services) indicated low motivation of teachers. This is in line with the study carried out by Adeyemo, Oludipupo and Omisore (2013) with 100 teachers; it revealed that majority of the teachers are not satisfied with their condition of service, fringe benefits attached to their salaries, promotion and in-service training. The study showed that the work attitude of teachers with low motivation is below average while that of teachers with high motivation is at the average level. Also, the work attitude of teachers with 10 years and below work experience is below average while that of teachers with 11 years and above work experience is at the average level. In addition, the attitude of teachers in rural and urban schools is below average.

The study showed a significant positive relationship between motivation and work attitude of teachers in DNSD in Delta State. That is as motivation increases, teachers work attitude improves. The study also, showed that there is no significant relationship between work experience and work attitude and between school location and work attitude of teachers. Adelabu (2005) as cited by Mark (2015) revealed that poor teachers' motivation result to poor morale and low level of commitment to work. Chiem, Kao, and Yilin (2012) discovered that teachers' attitude and their motivation are significantly positively correlated with each other, they also found out that teachers with higher motivation have more positive attitude toward their professional development. In addition, the present study also revealed that the two moderating variables: work experience and school location did not contribute to the relationship between motivation and work attitude of teachers rather they reduced the relationship between motivation and work attitude of teachers. Attitude influences how a person performs in his job. This negative work attitude of teachers will go a long way to affect the way they approach the teaching and learning process. This will in turn affect the academic achievement of teachers which would adversely affect achievement of the sustainable education goal.

Conclusion

Improvement of academic achievement among students can be used to bring about the achievement of the sustainable education goal in Nigeria. If teachers who are the key factor in improving academic achievement among students have poor work attitude; how can the sustainable education goal be achieved. This is an

alarming situation not only for the teaching profession but for the nation at large. There is need to motivate teachers in order to improve their attitude toward their work.

Recommendation

1. A special training course maybe arranged for educational managers, administrators, and supervisor on how to use motivation techniques appropriately in order to improve the work attitude of teachers.
2. The government should continue to put in more effort on improving the working conditions of teachers.
3. The Ministry of Education should work out incentives packages to motivate teachers in secondary schools in Delta State.
4. Financial and non-financial motivation should be provided to teachers.

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