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Motivation and Teacher's Effectiveness in the Class Work in Ughelli North Local Government Area of Delta State

Dr. Otobrise Endurance Avwerosuo

Abstract- This research work borders on the motivation and teacher's effectiveness in the classroom. Research studies have shown that motivation is very vital of workers to put in their best in delivering their services. This work therefore investigates the extent to which the classroom teacher will be effective if adequately motivated. The study focuses on teachers in Ogor Kingdom in Ughelli North Local Government Area of Delta State. To investigate the above mention topic a questionnaire was design in line with the hypothesis formulated to guide the study. The questionnaire was administered to the teachers in Ogor Kingdom and their responses for the basis upon which the date were analyzed. The data obtained were analyzed using percentages. The result showed that: The classroom teacher is not adequately motivated and that the salary and total motivational packages received do not commensurate both the present economy of the nation due to frequent inflation and high standard of living. Base on these findings, recommendation were made to the ministry of Education to improve on the motivational packages of the classroom teacher to enhance their effectiveness in the teaching profession.

Keywords: motivation, teachers' effectiveness, class-work, nigeria.

I. Introduction

The research topic motivation and teachers effectiveness in the classroom was chosen by the researcher as a result of the problem that the researcher have seen and observed among teachers as it concerns lack of adequate motivation of the classroom teacher. This problem is evident in the teachers countenance which portrays the fact that the teacher is not happy with what he or she is given as motivational package and this is affecting the level of commitment of the teacher; this is because motivation according to Louis (2000) inspire and encourage an employee. Some of the problems include the following:

i. Lack of prompt payment of salaries to teachers.
ii. Lack of increment of teacher's salaries.
iii. Delay of teacher's promotion.
iv. Lack of infrastructural development which include comfortable offices and conducive learning environment.
v. Delay of teacher's gratuity and pension.
vi. Years of service do not commensurate with end result or welfare packages.
vii. General insensitivity to the teacher's plight as it concerns the welfare and general wellbeing of the classroom teachers.

In the past the problem of insensitivity to the teacher's plight and general wellbeing was also experience by teachers which also resulted in teachers embarking on strike at various times to draw the attention of the Government to their plight the situation in the past was so bad that the teachers job called for sympathy from others, it was consider a reproach to take up teaching as a profession, parents were finding it very difficult to release or give their daughters in marriage to teachers, in the past it was also the problem of very poor salaries. Salaries not paid as when due, teachers deprived of their promotion and lack of good working environment. Presently, the condition of the teacher has improved slightly as it is no longer considered a reproach to become a teacher; this is evident in the sudden influx of teachers in the teaching profession. This development is as a result of slight improvement in the condition of service of the teachers; this include relatively prompt payment of teachers salaries, increment of teacher's salaries following the recent minimal wage pronouncement, promotion of teachers in some quarters and building of classroom blocks and few offices being a project recently embarked upon by the state Government. Ironically, this development is nothing to rely on compare to the high standard of living and frequent inflation in the economic sector and the motivation given to teachers is still very inadequate and that will leave us with the question of what the ideal situation should be. What now should the ideal situation be since it is obvious that the present motivational packages given to teachers cannot suffice for the frequent inflation and high standard of living in the country presently what the ideal situation should be is that the Government via the Ministry of Education should ensure that the following is carried out.

i. Regular payment of teachers salaries
ii. Regular increment of teacher's salaries to meet with the high standard of living and frequent inflation.
iii. Promotion of teachers as when due, none should be victimize.
iv. Provision of good offices for teachers and comfortable accommodation including classroom

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blocks to enhance a conducive learning environment.

v. Introduce other welfare packages and incentives like car and house loan to motivate teachers.

The Parents Teachers Association (P.T.A) and the old Boys Association of the various schools should also assist in introducing welfare packages and incentives to motivate teachers.

Finally, in this research work, the researcher hopes to investigate with the aid of interview and questionnaire to teachers how the ideal situation if carried out by Government will improve the teachers Performance in the classroom.

II. Statement of the Problem

Research studies have shown that motivation is very vital if workers must put in their best in services to their organization. Keith (1981) found out that an optimal service is common among workers whose motivation is high compared with those with low motivation. It is expedient therefore for the Ministry of Education to understand what motivates the teachers and how motivation influences job performance and satisfaction. The prevailing picture of the teachers is one of a great concern taking into consideration the current economic situation in the country. Finding the answers to those questions will constitute the problem which this work hopes to tackle.

III. Research Questions

The following research questions were raised to guide to study:

1. Do teachers in the classroom feel satisfied with the level of motivation given by the ministry of Education?
2. Can the motivational packager be improved upon by the ministry of Education?
3. To what extent to which teachers be motivated and they will be relatively satisfied?
4. Does motivation borders only on finance.

IV. Hypotheses

The following hypotheses were formulated to guide the study.

i. There is no significant difference between teachers in the classroom and the level of motivation given by the ministry of Education.

ii. There is no significant difference between teachers under the Ministry of Education and their dissatisfaction with their conditions of service

iii. There is no significant different between the years of service of the teacher and the welfare packages received.

V. Purpose of the Study

The main purpose of this study is to analyze the effect of motivation on teacher's performance. Specifically, the study intends to investigate the following:

i. To find out the extent to which teachers are motivated to render their service in the teaching profession.

ii. To investigate the areas of the conditions of service which the teachers feel most disgruntled with ministry of Education.

iii. To ascertain the extent to which teachers will be motivated and they will be relatively satisfied.

VI. Significance of the Study

There are no doubts that the aim of the ministry of Education is to improve on the standard of Education. How well teachers are motivated is likely to affect the level of their performance in realizing. The ministry of Education because it will guide the policy makers in the ministry to improve on the motivational packages given to teachers. It will also be useful to parents as it will guide them in discussing issue concerning the welfare of the teachers in their P.T.A meetings. This also applies to Old Boys Association. It will be useful to teachers since it will help them to know that much is require from them as soon as they are adequately motivated. Finally it will be useful to the students as it will help them to channel to grievance to the appropriate quarters when they suffer the consequences of inadequate motivation of the teachers.

a) Scope of the Study

This work covers the teachers who are under the Ministry of Education and not necessarily those under the private sector.

Specifically, it is directed to teachers in Ogor Kingdom in Ughelli North Local Government Area including male and female teachers.

VII. Review

Although motivation is a word everyone uses and assumes he understands, it is often very difficult to define in a manner that makes it meaningful. However, it is generally accepted that it encompasses numerous complex aspects of human behaviour. According to Vinackle (2002) "Motivation deals with all the conditions that are responsible for variable in the intensity, quality and direction of behaviour towards achievement of goals" within the context of this works, motivation deals with anything that the ministry of education can use to influence the direction of the teacher's behaviour towards achieving educational goal. It refers to the way in which urge, desires, and aspirations or needs direct or control the behaviour of teachers in discharging their responsibilities.

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Generally, it is believed that a high amount of energy is expended by organizations to get people to do what they are hired to do. In line with Berclson and Steiner (1964) they define motivation as: "A reported urge or tension to move in a given direction or to achieve a certain goals." Factors such as personality, attitudes, perception cultural influences determine individual response to motivation. It is therefore expedient for the ministry of education to assess these factors to enable it determine how best to motivate teachers. For any factor of motivation to serve as motivator, the individual to be motivated should have the need of the factor in question. The higher the probability of a factor meeting need, the more likely the following results will be achieved.

a) The expected performance standard can be reached.
b) The reward will satisfy an acute need.

In most cases, rewarding desirable behaviour is a more effective motivator for higher performance than punishing undesirable behaviour. However, behaviour is more strongly reinforced by swift application of reward.

VIII. Motivation Theories

Motivation theory tries to advance reasons why people behave in the way they do. This is far from being simple in that the question of what motivates to perform effectively is a difficult one to answer. The difficulty is that in the assumption about the motives for behaviour there is an element of subjectivity. The connection between motivation theory and the practice of management is crucial to management success. People are the greatest single asset available to an enterprise. Indeed an organization is people however the same can actively work against the organization's goals. So it is through collaborative effort that people can find a release for their energy and creativity in the services of the enterprises Cole (1997). This is also true with teachers in the ministry of education.

Louis (1964) defines motivation as what management does to inspires, impel and encouragement employees into action to carry out desired action. The goals individual seek can be classified into tangible e.g. Money, reward, promotion or intangible like self esteem job satisfaction. Also the reward available can be grouped under two major heading intrinsic and extrinsic rewards. Intrinsic reward are these derived from individuals own experience (e.g. sense of achievement) while extrinsic rewards are those conferred on a person from outside e.g. a pay-rise or a promotion. It is expedient for the ministry of education to be interested in finding a correlation between motivation and effective performance as well as creating the conditions under which educational and personal goals may be harmonized.

Theories of Motivation are namely Content and Process theories. Content theories focus on what specially causes motivation and the exponents include Maslow, Herzberg and McGregor. Process theories on the other hand focus on its behaviour and its exponents includes; Skinner and Vroom. It is instructive to note that effective performance at work does not just depend on motivation; other factors such as individual knowledge and skills, the nature of the task the management and learning environment also contribute to achievement. The chief feature of motivation is that it determines the extent to which the teachers desires to place his or her knowledge and skills at the disposal of others and more than that to treat as not important the effects of obstacles and difficulties in so doing. It is expedient at this point to examine some leading theories of motivation that have been advanced over the years.

a) Traditional View

According to McGregor D.M (1960), Theory X as McGregor cabels the traditional view holds that:

1. The average human being has an inherent dislike for work and will avoid it if he can.
2. Because of this human characteristic of dislike for work, most people must be coerced, controlled directed and threatened with punishment to get them to put forth adequate effort toward the achievement of organisation objectives.
3. The average human being prefers to be directed; wishing to avoid responsibility, has relatively little ambition and want security above all. This view however is outdated in the light of modern concepts supported by research.

b) The Modern View

According to Chruden (1968) and McGregor (1960) Theory Y the modern view that McGregor cabels "the integration of goals" holds that:

i. The expenditure of physical and mental effort is as natural as play or rest.
ii. External control and the threat of punishment are not the only means for bringing about effort toward organizational objectives.
iii. Commitment to objectives is a function of the rewards associated with their achievement.
iv. The average human being learns under proper conditions, not only to accept but to seek responsibility.
v. The capacity to exercise a relatively high degree of imagination, ingenuity and creativity in the solution of organizational problems in widely not narrowly.
vi. Lender the condition of modern industrial life, the intellective potentialities of the average human being is only partially utilized. The view stresses management leadership through motivation by objectives and by allowing subordinate to

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experience personal satisfaction as they contributed to the achievement of objectives. This approach is consistent with modern theories of human motivation.

c) Maslow Hierarchy of Needs

According to Maslow (1954) who developed a theory of human motivation. He organized human needs into five categories:

1. The physiological needs e.g. needs for Food, Water, Sex, Air etc. that are required for maintaining the body in a state of equilibrium.
2. The safety needs e.g. needs for safety and security.
3. The belongings and love needs: An individual desires affectionate relationships with people in general and desires to have a respected place in his group.
4. The esteem needs. These include the desire for self respect, for strength for achievement, for adequacy, for mastery and competence e.t.c.
5. The need for self actualization: This refers to the tendency for him to become actualized in his potentiality.

The major problem with this theory however is its apparent rigidity. Many would deny that people do tend to satisfy their needs in a relatively systematic way from the bottom to the top as it were. Self actualization needs:

1. Esteem needs
2. Belonging needs
3. Safely and security needs
4. Physiological

d) Herzberg's Motivation-Hygiene Theory

According to Herzberg, et al (1959) opined that men lives at two levels – the physical and the psychological levels. His original study into the good and bad experiences at work for work for two hundred professional was meant to test the man has two sets of needs; his need as an animal to avoid pain and his need as a human to grow psychologically. According to Herzberg motivation- Hygiene theory of motivation, several factors led persistently to employee satisfaction, while some others led persistently to dissatisfaction. Satisfier was called motivators and dissatisfies hygiene factors. Motivators, he argued appeared to be closely connected to the job, while hygiene factors were connected with the environment. This theory has however been discredited on the grounds that there is no evidence to support his concept of two independent sets of factors in motivation. Secondly according to Coambell et al. (1970) Herzberg's work has been concerned more with job satisfaction and dissatisfaction than job behaviour. However his work has led to the job enrichment movement lading motivators to job and more recently to the quality of working life movement.

In their comment on motivator factors and hygiene factors Herzberg Mausner and Snyder man conclude "Improvement in the factors of hygiene (company policy and administration, supervision relation with supervisors working conditions etc) will serve to remove the impediments to positive job attitudes. When these factors deteriorate to a level below that which the employee consider acceptable then the job dissatisfaction ensues. However, the reverse does not hold true, when the job context can be characterized as optimal, we will not get much in the way position attitudes. The factors that lead to position job attitudes (the motivators) do so because they satisfy the individuals need for self actualization in his work man tends to actualize himself in every area of his life, and job is one of his importance areas.

It should be understood that both kinds of factors meet the need of the employee; but it is primarily the "motivators" which result in the recognition of the work itself, coupled with responsibility and advancement that serve to bring about the kind of job satisfaction and the kind of improvement in performance that industry is seeking from its work force. Chruden and Sherman (1968) say that the Herzberg studies indicate that the needs at the top of Maslow's hierarchy – self realization or self actualization are those that provided the greatest basic for motivating employees towards higher level of job performance at least among the various occupational least among the various occupational groups that they studied. The factors of hygiene cannot of course be ignored but their satisfaction alone apparently will not result in the attainment of the desired goals.

e) Achievement Motivation

Mcllelland (2001) is associated with this work and his colleagues this focus are:

1. The need for power.
2. The need for achievement.
3. The need for affiliation.

Of these three McLlelland gave the greatest stress to the need for achievement because it is activated by external events in the individual's situation. He found that individual with a high need for achievement factor tended to display the following characteristics.

i. The need for achievement was constant
ii. They brought tasks in which they could exercise responsibility.
iii. The preferred tasks which provided a challenge without being too difficult and which they felt they could master (i.e. they did not set for themselves impossible goals)
iv. They actively seek feedback on their results.
v. They were less concerned about affiliation or social needs Mc Llelland concluded that need for

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achievement was developed more by the experience a childhood and cultural background than by inherited factors.

f) Vroom and Expectancy Theories

According to Victor (1973) whose theory focused attention on individual behaviour in the work place. He assumed that much of the observed behaviour would be motivated i.e. that it was the result of preference among possible outcomes and expectation concerning the consequences of actions his principal methodology was objective observation. The important elements of Vrooms' ideas have come to be called 'Expectancy Theory' which says that motivated behavior is a product of two major variables.

a. The valiancy of an outcome for the individual and
b. The expectancy that a particular act will be followed by a predictable outcome.

Valance is the anticipated satisfaction from an outcome and is not the same thing as value of the outcome which is the actual satisfaction obtained. Expectancy is momentary belief concerning the likelihood that a particular outcome. The product of Valence X Expectancy is force where refers to the pressure to perform an act. Hence the basic formula employed by Vroom can be stated as follows. Force (Motivation = Valence x Expectancy). This theory has also led to the works of Guest, Lawler and Porter, the latter tries to extend Vroom's ideas by trying develop a model which attempt to address two main issues. Guest inferred that expectancy theory continues to provide the dominant frame work for understanding motivation at work. On their part Lawler and Porter pose the question.

1. What factors determine the effort a person puts in his job?
2. What factors affect the relationship between effort and performance?

The expectancy theory is based on the following assumptions.

a) Perception that effort will lead to effective performance.
b) Perception that effective performance will lead to rewards.
c) Perception that attractive rewards are available.

The model shows clearly that efforts is determines by individual perception of their situation. Secondly, that performance is qualified by individuals own abilities and understanding of their role as well as by environmental factors e.g. company policy. Vroom also considers the question of job satisfaction as an aspect of motivation. According to him, the factors affecting job satisfaction include supervision, the word group, job context, wages, promotional opportunities and hours at work.

g) Locke's Goal Theory

Locke (1982) this theory is based on goal setting. Theory suggests that it is the goal that an individual is aiming at that motivates, rather than just the satisfaction of attaining it. Locke's view s that what a person values or desires determines the goals he set for himself, but that what actually drives him (motivates him) are the goals themselves his research reveals that individual performance. There is efficacy in this theory in that people like to be associated with achievement and how they are fairing at work.

h) Positive Reinforcement

Skinner (1969) Haward University psychologist introduced a technique of motivation called behavior motivation which holds that individuals can be motivated by properly designing their work environment and commending their performance and that punishment for poor performance produces negative results. More than just commending good performance shiner and his team also analyzed the work situation to determine what causes workers to act the way they do and then initiates changes to eliminate trouble some areas and obstructions to performance. They then set specific goals with workers participation and assistance, make prompt and regular feedback of result available, after which performance improvement are rewarded with recognition and praise. Even when performance falls short of expectations, they find ways of encouraging workers by helping them and praising them for the good things they do.

i) Participation

Nwadiani, and Sokefun (1999) this is a technique that allows workers (teachers) to participate in decisions that affect them. There is no doubt that only rarely are teachers not motivated by being consulted on actions affecting them by being on the act "it is also a fact that most people and of participation will invariably yield for educational success. This technique responds to a number of basic motivators, firstly it is a means of recognition. Secondly, it appeals to the needs of affiliation and acceptance. Most importantly, it gives people a sense of accomplishment.

j) Job Enrichment

Richard (2003) says job enrichment is the technique that lays emphasis on making the teacher's job more challenging and meaningful. Its basic ingredients are factors such as challenge importance and achievement recognition and responsibility which can be seen as real motivators. Job enrichment attempts to build into jobs a higher sense of challenge, importance and achievement. This could be achieved in a variety of ways which include (1) Giving teachers more latitude in deciding about such things as work methods, sequence and place or by letting them make decisions about accepting or rejecting instructional materials and

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(2) encouraging participation and interaction among workers.

IX. Method and Procedures

a) Research Design

The instrument was designed by the researcher. The instrument is a questionnaire structured in a simple and straight forward way requiring simple response. The questionnaire consist of multiple choice and like type questions, it also covers such topics that can provoke the thought of the respondent, including what they enjoy presently as incentives and what they anticipated to enjoy in the future.

b) Population Size

The population of this study consists of classroom teachers under the Ministry of Education in Ogor kingdom in Ughelli North Local Government Area of Delta State. This includes both primary and secondary school teachers which has appropriate numbers of about eighty teachers including male and female.

c) Sample and Sampling Techniques

A random sampling method was used in administering the limited questionnaires. Both male and female teachers were sampled from among a population of classroom teachers regardless of age, sex, marital status, official status and qualifications. This method is used in order to avoid bias and favoritism.

d) Validity of the Instrument

Validity refers to the degree to which a test is accurate and relevant in measuring what it purports to measure. The researcher constructed relevant questions which were validated to establish Face and Content validity. These questions were vetted objectively by the researcher's supervisor, three experts in the field of educational research in the Department of Measurement and Evaluation. Corrections were made before it the instrument was administered.

e) Reliability of the Instrument

To establish the reliability of the instrument, the test-retest method of determining reliability co-efficient was used in order to test the reliability of the instrument. The test – re- test method of the reliability check was employed with a one week retest interval using 20 respondent not included in the sample of the study.

f) Method of Data Collection

The method of data collection was basically through the questionnaire that was distributed to the teachers in the four schools in Ogor kingdom personally by the researcher and will be collected the following day.

g) Method of Data Analysis

Simple percentage method will be used in analyzing the data collected from the questionnaire. The interpretation of data will follow a sequential order in a simple order. Data will be organized according to the order of hypothesis, while percentages of raw scores will be used in analysis of the data.

h) Presentation and Data Analysis

The analysis of data collected during the study using questionnaire. The hypotheses earlier postulated were tested. The data collected were used to find answers to the three hypotheses for the study.

Hypothesis 1

There is no significant difference between teachers in the classroom and the level of motivation given by the ministry of Education.

Table 1: Percentage of Teachers' Responses to whether they are very Satisfy, Fairly Satisfy or not Satisfy with Their Present Salary Scale

Alternative Answers	Number of Responses	Percentage (%)
Very satisfy	5	6.25%
Satisfy	10	12.5%
Fairly satisfy	35	43.75%
Not satisfy	30	37.5%
Total	**80**	**100%**

From the table above the percentages of those teachers who are very satisfy with their salary scale is: 5/80 x 100 = 6.25% Percentage of teachers satisfy with their present salary scale is: 10/80 x 100 = 12.5% Percentage of teachers fairly satisfy with their present salary scale is: 35/80 x 100 = 43.75% Percentage of teachers who are not satisfied with their present salary scale is: 30/80 x 100 = 37.5%

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Table 2: Question 2: On the Questionnaire:
Present Salary (total package) Per Month

Speculated Amount	Number of Responses	Percentage
N10,000-N15,000	32	40%
N16,000-N20,000	25	31.25%
N21,000-N25,000	10	12.5%
Over N25,000	13	16.25%
Total	**80**	**100%**

From the above, the percentage of teachers earning between ten and fifteen thousand naira is 32/80 x 100 = 40%. The percentage of teachers earning between sixteen and twenty thousand naira is 25/80 x 100 = 31.25%. Percentage of teachers earning between twenty one and twenty five thousand naira is 10/80 x 100 = 12.5%. Percentage of teachers earning above twenty five thousand naira is 13/80 x 100 = 16.25%. From the above calculations as contained in both table 1 and 2 it is obvious that the responses from table 1 specifically from the percentage of those fairly satisfy and not satisfied correspond with table two where an insignificant percentage of the total percentage earned above twenty thousand naira monthly. Therefore the above findings confirmed the hypothesis that teacher under the Ministry are not adequately motivated. Hence the hypothesis is accepted.

Hypothesis 2

This hypothesis states that teachers under the Ministry of Education are dissatisfied their conditions of service.

Table 3: Percentage of teachers in Ogor kingdom who are either satisfy or satisfy with some or not satisfy with the condition of service of the teacher

Alternative Answer	Numbers of Responses	Percentage (%)
Satisfy	5	6.25%
Satisfy with some	35	43.75%
Not satisfy	40	50%
Total	**80**	**100**

Table 4: Percentage of Teachers who anticipated Improvement in the Condition of Service of the Teacher

Alternative Answer	Numbers of Responses	Percentage (%)
Yes	49	61.25%
No	31	38.75%
Total	**80**	**100**

From the calculation in table 3, the percentage of teachers satisfied with the condition of service is 6/80 x 100 = 6.25%. The percentage of teachers who are satisfy with who of the conditions is 35/80 x 100 = 43.75%. The percentage of teachers who are not satisfy with the condition of service is 40/80 x 100 = 50%. The above findings as contained in the calculation shows that the hypothesis (2) that states that the teachers under the Ministry of Education are not satisfy with their condition of service is accepted, following the percentage of the teachers who are satisfy with some of the conditions and the outrageous number of teachers who are not satisfy with the condition of service of the teachers.

Hypothesis 3

This hypothesis states that there is no significant different between the years of service of the teachers and the welfare packages received. Items 5 and 6 on the questionnaire were used to test this hypothesis.

Table 5: Percentage of Teachers who feel that their Years of Service Commensurate with their Service or not

Alternative Answer	Number of Responses	Percentage (%)
Commensurate	10	12.5%
Fairly Commensurate	26	32.5%
Not Commensurate	44	55%
Total	**80**	**100**

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Table 6: Years of Service of the Teachers under the Ministry of Education in Ogor Kingdom

Years of Service	Number of Responses	Percentage (%)
5 years – 10 years	32	40%
11 years – 15 years	25	31.25%
16 years and above	23	28.75%
Total	80	100

From the above calculation it is obvious that teachers who feel that their years of service commensurate with their year of service are fewer compare to those who feels that it is either fairly commensurate or not commensurate, thus the teachers in the Ministry who have spent years in the teaching profession has nothing as it concern their welfare package to justify their years of service. The findings therefore justify the hypothesis that there is no significant different between the years of service of the teacher and the welfare packages received.

X. Summary

This study was design to carry out a research work on motivation and teacher's effectiveness in the classroom. The research topic was chosen by the researcher as a result of the problems the researcher has observed among teachers. This problem is evident in the teacher's countenance which portrays the fact that the teacher is not happy with what he or she is given as motivational package and this is affecting the level of commitment of the teacher. Some of the problems include the following:

i. Lack of prompt payment of salaries of teachers.
ii. Lack of increment of teacher's salaries.
iii. Delay of teacher's promotion.
iv. Lack of infrastructural development which include comfortable officer and conducive learning environment.
v. Delay of teacher's gratuity and pension.
vi. General insensitivity to the teacher's plight as it concerns the welfare and general wellbeing of the classroom teachers.

In carrying out the research work, the hypothesis tested in chapter four reveal the following findings:

1. That teacher's under the Ministry of Education is not satisfied with their present salary scale from the Ministry.
2. That the meager salaries of the teacher do not commensurate with the present nation economic, evident in the high standard of living.
3. That teacher's under the Ministry of Education is not satisfied with the present condition of service of the teacher.
4. That teacher's under the Ministry of Education work with anticipation that the condition of service of teachers will be improved upon by the Ministry.
5. Finally, that the teacher's effectiveness will be enhance if he or she is adequately motivated.

XI. Conclusion

It is very obvious from the research work especially from the responses from the teachers in the questionnaire administered, that the present motivational packages given to teachers cannot suffice for the frequent inflation and high standard of living experience presently in the nation's economy. As a result of this, the teachers should be adequately motivated following the above recommendations given. The researcher believes that if the above recommendations are adhere to by the Ministry of Education, it will go a long way in motivating the teachers and as a result of the motivation the teacher's effectiveness in the classroom will be enhanced.

XII. Recommendations

Sequel to the findings from the hypothesis tested the following recommendations were made: that payment of teachers salaries should be regular, thus the Ministry of Education should prompt payment of salaries of teachers. There should be regular increment of teachers' salary in order to meet with the high standard of living and frequent inflation. The teachers interest as it concerns the general wellbeing of the teacher should be adequately represented in the teachers' condition of service prepare by the Ministry of Education. Teachers should be promoted as when due, none should suffer delay or victimization as a result of his or her promotion. The Government via the Ministry of Education should provide good offices for teachers and comfortable accommodation including classroom block to enhance a conducive learning environment. Teacher's condition of service should include incentives such as car and house loan. The various school associations such as the Parent Teachers Association (P.T.A) and the Old Boys Association should assist in introducing welfare packages and incentives to motivate the teachers.

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