

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

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5

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.

18

19 **Index terms**— motivation, teachers' effectiveness, class-work, nigeria.

1 Introduction

20 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.

21 ii. Lack of increment of teacher's salaries.

22 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.

23 Author: e-mail: avwersuotobise@gmail.com vii. General insensitivity to the teacher's plight as it concerns the welfare and general wellbeing of the classroom teachers.

24 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

9 A) SCOPE OF THE STUDY

45 living and frequent inflation in the economic sector and the motivation given to teachers is still very inadequate
46 and that will leave us with the question of what the ideal situation should be. What now should the ideal
47 situation be since it is obvious that the present motivational packages given to teachers cannot suffice for the
48 frequent inflation and high standard of living in the country presently what the ideal situation should be is
49 that the Government via the Ministry of Education should ensure that the following is carried out. i. Regular
50 payment of teachers salaries ii. Regular increment of teacher's salaries to meet with the high standard of living
51 and frequent inflation. iii. Promotion of teachers as when due, none should be victimize. iv. Provision of good
52 offices for teachers and comfortable accommodation including classroom blocks to enhance a conducive learning
53 environment. v. Introduce other welfare packages and incentives like car and house loan to motivate teachers.

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

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

59 2 II.

60 3 Statement of the Problem

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

67 4 III. research Questions

68 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
71 teachers be motivated and they will be relatively satisfied? 4. Does motivation borders only on finance.

72 5 IV.

73 6 Hypotheses

74 The following hypotheses were formulated to guide the study. i. There is no significant difference between teachers
75 in the classroom and the level of motivation given by the ministry of Education. ii. There is no significant
76 difference between teachers under the Ministry of Education and their dissatisfaction with their conditions of
77 service iii. There is no significant different between the years of service of the teacher and the welfare packages
78 received.

79 V.

80 7 Purpose of the Study

81 The main purpose of this study is to analyze the effect of motivation on teacher's performance. Specifically, the
82 study intends to investigate the following: i. To find out the extent to which teachers are motivated to render
83 their service in the teaching profession. ii. To investigate the areas of the conditions of service which the teachers
84 feel most disgruntled with ministry of Education. iii. To ascertain the extent to which teachers will be motivated
85 and they will be relatively satisfied.

86 8 VI. Significance of the Study

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

95 9 a) Scope of the Study

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

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

100 **10 VII.**

101 **11 Review**

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

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

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

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

121 **13 VIII.**

122 **14 Motivation Theories**

123 Motivation theory tries to advance reasons why people behave in the way they do. This is far from being
124 simple in that the question of what motivates to perform effectively is a difficult one to answer. The difficulty
125 is that in the assumption about the motives for behaviour there is an element of subjectivity. The connection
126 between motivation theory and the practice of management is crucial to management success. People are the
127 greatest single asset available to an enterprise. Indeed an organization is people however the same can actively
128 work against the organization's goals. So it is through collaborative effort that people can find a release for
129 their energy and creativity in the services of the enterprises ??ole (1997). This is also true with teachers in
130 the ministry of education. ??ouis (1964) defines motivation as what management does to inspires, impel and
131 encouragement employees into action to carry out desired action. The goals individual seek can be classified into
132 tangible e.g. Money, reward, promotion or intangible like self esteem job satisfaction. Also the reward available
133 can be grouped under two major heading intrinsic and extrinsic rewards. Intrinsic reward are those derived from
134 individuals own experience (e.g. sense of achievement) while extrinsic rewards are those conferred on a person
135 from outside e.g. a pay-rise or a promotion. It is expedient for the ministry of education to be interested in
136 finding a correlation between motivation and effective performance as well as creating the conditions under which
137 educational and personal goals may be harmonized.

138 **15 Theories of Motivation are namely Content and Process
139 theories. Content theories focus on what specially causes
140 motivation and the exponents include Maslow, Herzberg and**

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

148 16 a) Traditional View

149 According The major problem with this theory however is its apparent rigidity. Many would deny that people do
150 tend to satisfy their needs in a relatively systematic way from the bottom to the top as it were. Self actualization
151 needs: 1. Esteem needs 2. Belonging needs 3. Safely and security needs 4. Physiological

152 17 d) Herzberg's Motivation-Hygiene Theory

153 According to Herzberg, et al (1959) opined that men lives at two levels -the physical and the psychological levels.
154 His original study into the good and bad experiences at work for work for two hundred professional was meant
155 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
156 psychologically. According to Herzberg motivation-Hygiene theory of motivation, several factors led persistently
157 to employee satisfaction, while some others led persistently to dissatisfaction. Satisfier was called motivators and
158 dissatisfies hygiene factors. Motivators, he argued appeared to be closely connected to the job, while hygiene
159 factors were connected with the environment. This theory has however been discredited on the grounds that
160 there is no evidence to support his concept of two independent sets of factors in motivation. Secondly according
161 to Coambell et al. (1970) Herzberg's work has been concerned more with job satisfaction and dissatisfaction than
162 job behaviour. However his work has led to the job enrichment movement lading motivators to job and more
163 recently to the quality of working life movement.

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

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

180 18 e) Achievement Motivation

181 Mclelland (??001) is associated with this work and his colleagues this focus are: 1. The need for power. 2. The
182 need for achievement. 3. The need for affiliation.

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

186 i. The need for achievement was constant ii. They brought tasks in which they could exercise responsibility.
187 iii. The preferred tasks which provided a challenge without being too difficult and which they felt they could
188 master (i.e. they did not set for themselves impossible goals) iv. They actively seek feedback on their results. v.
189 They were less concerned about affiliation or social needs Mc Llelland concluded that need for achievement was
190 developed more by the experience a childhood and cultural background than by inherited factors.

191 19 f) Vroom and Expectancy Theories

192 According to Victor (1973) whose theory focused attention on individual behaviour in the work place. He
193 assumed that much of the observed behaviour would be motivated i.e. that it was the result of preference
194 among possible outcomes and expectation concerning the consequences of actions his principal methodology was
195 objective observation. The important elements of Vrooms' ideas have come to be called 'Expectancy Theory'
196 which says that motivated behavior is a product of two major variables. a. The valiancy of an outcome for the
197 individual and b. The expectancy that a particular act will be followed by a predictable outcome.

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

206 **20 What factors determine the effort a person puts in his job?**
207 **2. What factors affect the relationship between effort and**
208 **performance?**

209 The expectancy theory is based on the following assumptions. a) Perception that effort will lead to effective
210 performance. b) Perception that effective performance will lead to rewards. c) Perception that attractive rewards
211 are available.

212 The model shows clearly that efforts is determines by individual perception of their situation. Secondly, that
213 performance is qualified by individuals own abilities and understanding of their role as well as by environmental
214 factors e.g. company policy. Vroom also considers the question of job satisfaction as an aspect of motivation.
215 According to him, the factors affecting job satisfaction include supervision, the word group, job context, wages,
216 promotional opportunities and hours at work. g) Locke's Goal Theory Locke (1982) this theory is based on goal
217 setting. Theory suggests that it is the goal that an individual is aiming at that motivates, rather than just the
218 satisfaction of attaining it. Locke's view s that what a person values or desires determines the goals he set for
219 himself, but that what actually drives him (motivates him) are the goals themselves his research reveals that
220 individual performance. There is efficacy in this theory in that people like to be associated with achievement
221 and how they are fairing at work.

222 **21 h) Positive Reinforcement**

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

232 **22 i) Participation**

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

238 **23 j) Job Enrichment**

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

246 **24 IX.**

247 **25 Method and Procedures a) Research Design**

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

252 **26 b) Population Size**

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

256 **27 c) Sample and Sampling Techniques**

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

260 **28 d) Validity of the Instrument**

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

266 **29 e) Reliability of the Instrument**

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

270 **30 f) Method of Data Collection**

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

273 **31 g) Method of Data Analysis**

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

277 **32 h) Presentation and Data Analysis**

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

280 **33 Hypothesis 1**

281 There is no significant difference between teachers in the classroom and the level of motivation given by the
282 ministry of Education. From the table above the percentages of those teachers who are very satisfy with their
283 salary scale is: $5/80 \times 100 = 6.25\%$ Percentage of teachers satisfy with their present salary scale is: $10/80$
284 $\times 100 = 12.5\%$ Percentage of teachers fairly satisfy with their present salary scale is: $35/80 \times 100 = 43.75\%$
285 Percentage of teachers who are not satisfied with their present salary scale is: $30/80 \times 100 = 37.5\%$ From the
286 above, the percentage of teachers earning between ten and fifteen thousand naira is $32/80 \times 100 = 40\%$. The
287 percentage of teachers earning between sixteen and twenty thousand naira is $25/80 \times 100 = 31.25\%$. Percentage
288 of teachers earning between twenty one and twenty five thousand naira is $10/80 \times 100 = 12.5\%$. Percentage of
289 teachers earning above twenty five thousand naira is $13/80 \times 100 = 16.25\%$. From the above calculations as
290 contained in both table 1 and 2 it is obvious that the responses from table 1 specifically from the percentage
291 of those fairly satisfy and not satisfied correspond with table two where an insignificant percentage of the total
292 percentage earned above twenty thousand naira monthly. Therefore the above findings confirmed the hypothesis
293 that teacher under the Ministry are not adequately motivated. Hence the hypothesis is accepted.

294 **34 Hypothesis 2**

295 This hypothesis states that teachers under the Ministry of Education are dissatisfied their conditions of service.
296 From the calculation in table 3, the percentage of teachers satisfied with the condition of service is $6/80 \times 100$
297 $= 6.25\%$. The percentage of teachers who are satisfy with who of the conditions is $35/80 \times 100 = 43.75\%$. The
298 percentage of teachers who are not satisfy with the condition of service is $40/80 \times 100 = 50\%$. The above findings
299 as contained in the calculation shows that the hypothesis (2) that states that the teachers under the Ministry
300 of Education are not satisfy with their condition of service is accepted, following the percentage of the teachers
301 who are satisfy with some of the conditions and the outrageous number of teachers who are not satisfy with the
302 condition of service of the teachers.

303 **35 Hypothesis 3**

304 This hypothesis states that there is no significant different between the years of service of the teachers and the
305 welfare packages received. Items 5 and 6 on the questionnaire were used to test this hypothesis. From the above
306 calculation it is obvious that teachers who feel that their years of service commensurate with their year of service
307 are fewer compare to those who feels that it is either fairly commensurate or not commensurate, thus the teachers

308 in the Ministry who have spent years in the teaching profession has nothing as it concern their welfare package
309 to justify their years of service. The findings therefore justify the hypothesis that there is no significant different
310 between the years of service of the teacher and the welfare packages received.

311 X.

312 **36 Summary**

313 This study was design to carry out a research work on motivation and teacher's effectiveness in the classroom.
314 The research topic was chosen by the researcher as a result of the problems the researcher has observed among
315 teachers. This problem is evident in the teacher's countenance which portrays the fact that the teacher is not
316 happy with what he or she is given as motivational package and this is affecting the level of commitment of the
317 teacher. Some of the problems include the following: i. Lack of prompt payment of salaries of teachers. ii. Lack
318 of increment of teacher's salaries. iii. Delay of teacher's promotion. iv. Lack of infrastructural development which
319 include comfortable officer and conducive learning environment. v. Delay of teacher's gratuity and pension. vi.
320 General insensitivity to the teacher's plight as it concerns the welfare and general wellbeing of the classroom
321 teachers.

322 In carrying out the research work, the hypothesis tested in chapter four reveal the following findings: 1. That
323 teacher's under the Ministry of Education is not satisfied with their present salary scale from the Ministry. 2.
324 That the meager salaries of the teacher do not commensurate with the present nation economic, evident in the
325 high standard of living. 3. That teacher's under the Ministry of Education is not satisfied with the present
326 condition of service of the teacher. 4. That teacher's under the Ministry of Education work with anticipation
327 that the condition of service of teachers will be improved upon by the Ministry.

328 5. Finally, that the teacher's effectiveness will be enhance if he or she is adequately motivated.

329 XI.

330 **37 Conclusion**

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

337 **38 XII.**

338 **39 Recommendations**

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

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Alternative Answers	Present Salary Scale	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%	

Figure 1: Table 1 :

2

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%

Figure 2: Table 2 :

3

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

Figure 3: Table 3 :

4

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

Figure 4: Table 4 :

5

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

Figure 5: Table 5 :

6

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

Figure 6: Table 6 :

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