



**MOTIVATION AND SELF-ESTEEM ON TEACHING EFFECTIVENESS  
AMONG SECONDARY SCHOOL TEACHERS IN  
IBADAN, OYO STATE, NIGERIA**

By

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**ABSTRACT**

This study investigated the relationship between motivation and self-esteem on teaching effectiveness among secondary school teachers in Ibadan, Oyo State, Nigeria. The study adopted a survey research approach and a stratified random sampling technique was used to select twelve schools from six Local Government areas in Ibadan metropolis, twenty five teachers were selected from each of the schools bringing the total number of teachers to three hundred (300). A researcher developed an instrument on motivation, self-esteem, and teachers teaching effectiveness questionnaire (MSETEQ) was used for data collection. The instrument was validated by experts and the reliability ranged from .77 to .79. The data were analyzed with Pearson product-moment correlation the two research questions and hypotheses answered and tested showed that there are significant relationships between motivation ( $r = .505, p < 0.05$ ) and self-esteem ( $r = .605, p < 0.05$ ), on teachers' teaching effectiveness. Based on these findings, it was stressed and advocated that public and private schools should make adequate provision for the teachers' needs and progress in the school and outside the school. This will help them develop immensely in their area of specialization and thereby improve their teaching effectiveness.

Keywords: Motivation, Self-esteem, Teaching and Effectiveness

**Background to the study**

Education is one of the most important instruments of change in the life of a man. It helps a man in enriching his life positively. It is also an instrument for economic empowerment, sustainable economy and national development. Thus, the major goal of education in Nigeria is "the acquisition of appropriate skills and the development of mental, physical and social abilities and competencies as equipment for the individual to live and contribute to the development of the society (FRN, 2004 P8).

According to Aghenta (2006), adequately trained human resources contribute manpower and personnel that bring about national development; it therefore means that the development of a nation depends on the quality of education its citizens received. To achieve the major goal of education in any country, well-equipped manpower is required in schools at all levels. The manpower in his study is the teachers. They play a great role in engendering quality education. Teachers are purveyors of knowledge and values and they are responsible for the future of young ones. The duties of teachers in secondary schools cannot be over-emphasized. They are expected to impart knowledge and give



adequate information in and outside the classroom that would help learners contribute their best to the development of themselves and the country.

Considering the government's huge investment in public education, its output in terms of the quality of students has been observed to be unequal to government expenditure, consequent upon the observed deterioration in the academic achievement, attitudes and values of secondary school students in public secondary schools one wonders if the high failure rates and the poor quality of the students is not a reflection of the instructional quality in the schools. In other words the ineffectiveness of teachers in classroom interaction with the students could be responsible for the observed poor performance of students and the widely acclaimed fallen standard of education in Nigeria.

Teaching effectiveness in recent years, there has been considerable interest in the identification of teaching skills and competencies. The monitoring of standards and the quality of teaching performance has become most apparent in public schools Mawer (1999). For example, the initial idea of an effective teacher in the early 1990s was a judgment primarily based on the goodness of a person. Honesty, generosity, friendliness, dedication, and consideration were all regarded to be vital components of an effective teacher. These personal qualities needed to be demonstrated in an authoritarian, disciplined, and organized classroom Borich (2006). Unfortunately, this definition of an effective teacher lacked any objective standards of performance. Teaching effectiveness is important because effective teaching helps student learning. It has become even more important as the emphasis on quality in education has increased. Effective teaching does not occur by chance effective teachers have become good at what they do because they evaluate their practice. Both teaching and learning depend on teachers, for there can be no meaningful socio-economic and political development in any society without teachers. Declining instructional quality has been identified as one of the most serious problems facing third-world countries, particularly in Africa (Adeniji, 2002).

There are certain factors possibly responsible for teaching effectiveness which are motivation, job stress, self-esteem, job satisfaction, and locus of control.

Motivation: This is very complex and multidimensional (Lumsden, 2000). Fundamentally, it comprises various situational reasons why students choose whether or not to engage in academic tasks. Motivations also deal with the internal urge that makes the teacher use different strategic methods to deliver the subject matter for the students to understand, in that teacher could be intrinsically or extrinsically motivated (Ijaluola, 2002). Several motivational strategies exist ranging from verbal praise, reward, and recognition among others (Oyeyemi, 2000).

Farrant (2001) explains the most essential norm in student motivation that should receive primary emphasis is the behavior of the teacher. Russell (2007) indicates teachers are the most influential determiners of students' learning motivation. The influence of the teacher and the learning environment may replace methods and curriculum as the focus of educational research (Bond & Dykstra, 2007). Empirical studies have emphasized that partially nondirective and autonomous motivational techniques are more successful and effective than the authoritarian type of leadership. An autonomous classroom provides more interaction independence, acceptance, student-supported leadership, and more motivation in learning since motivation is an internal state that arouses, directs, and maintains behaviour and a willingness to expend a certain amount of energy or effort to



achieve a goal. Ultimately, motivation directs, energizes, and maintains learning and behaviour.

Self-esteem: has long been considered an essential component of good mental health. It is a widely used concept both in popular language and in psychology. It refers to an individual sense of his or her value or worth, or the extent to which a person values, approves of, appreciates, prizes or likes him or herself (Blascovich&Tomaka, 2001). Self-esteem is a set of attitudes and beliefs that a person brings with him or herself when facing the world. It includes beliefs as to whether he or she can expect success or failure, how much effort should be put forth, whether failure at a task will 'hurt' and whether he or she will become more capable as a result of difficult experiences (Coopersmith, 1976). In basic terms, self-esteem is an internal belief system that an individual possesses about one's self. The concept of self-esteem has been researched by several social scientists.

Golembiewski (1973), also refers to motivation as the degree of readiness of an organization to pursue some designated goal and implies the determination of the nature and locus of the forces inducing the degree of readiness. Kelly (1974), says motivation has to do with the forces that maintain and alter the direction, Rajput (2011), contends that the word motivation is derived from the Latin word "movere" which means "to move". They defined expend motivation as "the individual's desire to demonstrate the behaviour and reflects a willingness to expend effort". Motivation can be divided into extrinsic and intrinsic motivation. Extrinsic motivation refers to external factors, which can be measured in monetary terms, such as salary and benefits, promotion and disciplinary action. Extrinsic motivators can have an immediate and powerful effect, but they will not necessarily last long. Intrinsic motivation refers to internal factors such as job satisfaction, responsibility, freedom to act, scope to use and develop skills and abilities and challenging work and opportunities for development. Intrinsic motivators which are concerned with the quality of working life are likely to have a deeper and longer-term effect. These two different aspects of motivation are connected and cannot be seen in isolation.

Self-esteem is an academic construct and a 'popular phenomenon, vigorously researched and debated, and sometimes imbued with magical qualities' (Owens & Stryker, 2001). Self-esteem is one of the most important parts of the self-concept. In particular, there are several different components of self-concept: physical, academic, social, and interpersonal (Huitt, 2004). The social self-concept describes how individuals relate to others, and the transpersonal self-concept describes how individuals relate to unknowns (Huitt, 2004). Self-esteem has been one of the more researched aspects of personality over the past century (Cast & Burke, 2002). Self-esteem is an extremely popular construct within psychology, addressing virtually every other psychological concept or domain, including personality (Blascovich&Tomaka, 1991). Self-esteem is also a widely used concept both in popular language and in psychology: it refers to an individual's sense of his or her value of worth, or the extent to which a person values, approves of, appreciates, prizes, or likes him or herself (Blacovich&Tomaka, 19991). While self-esteem refers to global evaluations of one's self-concept, it includes both evaluation of and knowledge about oneself (Blascovich&Tomaka, 1991).

Research in Canada (Ball &Stenlund, 2000) reveals that teachers indicate that success in their work was a major reason for being satisfied with their choice of profession. Canadian teachers also expressed satisfaction with their salaries, among



Albanian teachers, job satisfaction was associated with job security and respect accorded teachers (Kloep&Tarifa, 2004).

## **Theoretical framework**

### **Motivational strategies**

Several factors motivate a person to work. The motivational factors can be broadly divided into two groups which are as follows according to (Hsu, Watson, Lin & Ho, 2007) the factors are as follows.

#### **1. Monetary factors**

- A. **Salaries or wages:** Salaries or wages are one of the most important motivational factors. Reasonable salaries must be paid on time. While fixing salaries the organization must consider such as:
  - Cost of living
  - Company ability to pay
  - Capability of the company to pay etc.
- B. **Bonus:** It refers to extra payment to employees over and above salary given as an incentive. The employees must be given an adequate rate of bonus.
- C. **Incentives:** The organization may also provide additional incentives such as medical allowance, educational allowance, etc.
- D. **Special individual incentives:** The company may provide special individual incentives. Such incentives are to be given to deserving employees for giving valuable suggestions.

#### **2. Non-monetary factors**

- a. **Status or job title:** By providing a higher status or designation the employee must be motivated. Employees prefer and are proud of higher designations.
- b. **Appreciation and recognition:** Employees must be appreciated for their services. The praise should not come from immediate superiors but also from higher authorities.
- c. **Delegation of authority:** Delegation of authority motivates a subordinate to perform tasks with dedication and commitment. When authority is dedicated, the subordinate knows that his superior has placed faith and trust in him.
- d. **Working conditions:** Provision for better working conditions such as air-conditioned rooms, proper plant layout, proper sanitation, equipment machines, etc. motivates the employees.
- e. **Job security:** Guarantee of job security or lack of fear of dismissal, can also be a good way to motivate the employees. Employees who are kept temporarily for a long time may be frustrated and may leave the organization.
- f. **Job enrichment:** Job enrichment involves more challenging tasks and responsibilities. For instance, an executive who is involved in preparing and presenting reports of performance, may also asked to frame plans.
- g. **Workers participation:** Inviting the employee to be a member of a quality circle, a committee, or some other form of employee participation can also motivate the workforce.
- h. **Cordial relations:** Good and healthy relations must exist throughout the organization. This would motivate the teachers.



- i. **Good superiors:** Subordinates want their superiors to be intelligent. Experienced, mature, and having a good personality. The superior needs to have superior knowledge and skills than that of his subordinates. The very presence of superiors can motivate subordinates.

**Other factors are:** Several other factors are motivating the employees:

- Providing training to the employees
- Proper job placement
- Proper promotions and transfers
- Proper performance feedback
- Proper welfare facilities
- Flexible working hours

### **Motivation theory**

Olulube (2004) explored the point of view that increased motivation of teachers leads to an increase in productivity that gives a boost to the educational systems; hence the function of education's motivational methods cannot be overemphasized. Different theories of motivation like Maslow's hierarchy of need theory, Herzberg's motivation-hygiene theory, and equity theory motivation, help describe the motivation of employees in a systematic way and in understanding the contemporary theories of motivation like goal setting theory, reinforcement theory, and expectancy theory, etc.

### **Maslow's hierarchy of needs theory**

Maslow believes that people, who come out of an environment that does not meet their basic needs, tend to experience psychological complaints later in life. Based on the application of this theory to organizational settings, it can be argued that people whose needs are not met at work will not function efficiently, Maslow's theory is based on two assumptions; people always want more and people arrange their needs in order of importance (Smith and Cronje, 1992).

Maslow (1970) and Schultz, Bagraim, Potgieter, Viedge, and Werner (2003) summarize these needs;

- a) **Physiological needs:** These are the basic need known as biological needs such as the need for water, food, rest, exercise, and sex. Once these needs are met they no longer influence behavior. An example of this would be trade unions ensuring their members' basic needs are met because they negotiate for better wages for their members (Smith and Cronje, 1992).
- b) **Safety needs:** Once the first need is satisfied, then the security needs assume precedence. These include the need for job security, insurance, medical aid and the need to feel protected against physical and emotional harm (Smith and Cronje, 1992).
- c) **Social needs:** This third level of needs is activated once the second level of needs has been adequately met. People need love, friendship, acceptance and understanding from other people. Employees tend to join groups that fulfill their social needs. Managers can play an important part by encouraging people to interact with one another and make sure the social needs of subordinates are met (Smith and Cronje, 1992).

- d) Ego and esteem need: The fourth level of needs is the need for self-respect, recognition by others, confidence and achievement. Supervisors can play an active role in satisfying the needs of their employees by recognizing and rewarding high achievers for good performance (Smith and Cronje 1992).
- e) Self-actualization needs: This is the highest level of Maslow's hierarchy of needs, it leads to the full development of a person's potential. It is a need where individuals reach their full potential and what they want to become, to utilize all talents well and to be creative.

Practicing managers have given Maslow's need theory wide recognition, which they ascribe to the theory's intuitive logic and ease of understanding. However, Robbins et al. (2003), argue that research does not validate the theory, since Maslow does not provide any empirical substantiation, and several studies that were seeking validation for the theory have similar not found support for it.

### **Statement of the problem**

The problem of poor performance especially in English and mathematics has been linked to poor effectiveness. This poor teaching effectiveness range from the training of teachers, years of experience, and methods of teaching. Many teachers in our schools today have been poorly trained both in content and methodology (Bakare, 1997). As such, some factors are possibly responsible for the teacher's effectiveness such as motivation, and self-esteem.

### **Purpose of the study**

The main aim of this study is to investigate the relationship between motivation and self-esteem on teaching effectiveness among secondary school teachers in Ibadan, Oyo State, Nigeria. Precisely, other purposes of the study include to:

1. Examine the relationship between the motivation and teaching effectiveness.
2. Find out the relationship between self-esteem and teaching effectiveness.

### **Research question**

The following research questions were formulated to guide the study

1. What is the relationship between motivation and teaching effectiveness?
2. To what extent does self-esteem relate to teaching effectiveness?

### **Hypotheses**

The following null hypotheses were formulated to guide this study

1. There is no significant relationship between motivation and teaching effectiveness
2. Self-esteem does not significantly relate to teaching effectiveness.

### **RESEARCH METHODS**

The study adopted a survey research approach. Such an approach does not involve the manipulation of variables in the study. The participants for the study were secondary school teachers in Ibadan metropolis of Oyo State. The participants will consist of three hundred secondary school teachers. The study adopted a stratified random sampling technique to select the participants for the study. Out of the eleven (11) Local Government Areas in Ibadan, it begins with the random selection of six (6) Local Governments out of the eleven (11) Local Governments in Ibadan Metropolis. Two schools were randomly selected from each of the six (6) Local Governments comprising public and private schools, therefore a total number of twelve (12) schools were selected



and in each of these schools, twenty-five (25) teachers were randomly selected based on simple balloting. The total numbers of participants were three hundred. This will form the basis for statistical analysis. The research instrument that was used to collect data for this study was a structured questionnaire titled Motivation, self-esteem and teachers job effectiveness questionnaire (MSEJEQ) and the Pearson Product Moment Correlation statistical analysis as a statistical tool.

**DATA ANALYSIS AND RESULTS**

The following results presented are based on the research questions raised, which the study has sought to answer.

**Hypothesis 1**

There is no significant relationship between motivation and teaching effectiveness.

**Table 1**  
**PPMC summary table showing the relationship between motivation and teaching effectiveness**

Variables	N	Mean	Std.Dev	df	R	P	Sig
Motivation	151	14.75139					
Teaching effectiveness	151	56.0828	8.85260	.05	.505**	.000	Sig

The above table shows the relationship between motivation and teacher effectiveness in the teaching profession (df = 300, N = 302, r= .505, P< 0.05). Based on this, the null hypothesis is rejected. Therefore, there is a significant relationship between motivation and teacher’s effectiveness in the teaching profession. It further relates to the efficacious and importance when teachers are motivated. The table further revealed a positive influence of motivation meanwhile; it implies that a unit increase in motivation will increase the tendency for teachers to be effective in their duty post. More so, to further understand the proportion of influence impacted by motivation, the determinant of coefficient  $r^2$   $(.505)^2$  was estimated = 0.0025. This implies that motivation factor accounted for 25% variation in the prediction of teaching effectiveness in the teaching profession.

**Hypothesis 2**

There is no significant relationship between self-esteem and teaching effectiveness.

**Table 2**  
**PPMC summary table showing the relationship between Self-esteem and teaching effectiveness**

Variables	N	Mean	Std.Dev	Df	R	P	Sig
Self-esteem	151	57.2090	11.3880				
Teaching effectiveness	151	58.1231	10.78787		.605**	.000	Sig



The above Table shows self-esteem relates to teaching effectiveness in teaching ( $df= 266$ ,  $N = 302$ ,  $r= .605$ ,  $p< 0.05$ ). Based on this, the null hypothesis is rejected. Therefore, there is a significant relationship between self-esteem and teaching effectiveness in the teaching profession. The table further revealed a positive influence on self-esteem. This implies that a unit of increase in self-esteem will increase the tendency for teachers to be effective. More so, to further understand the proportion of influence impacted by self-esteem  $r^2 (605)^2$  was estimated = 0.366. This implies that the self-esteem factor accounted for a 36.6% variation in motivation for teaching effectiveness in the teaching profession.

### **SUMMARY OF FINDING**

The findings of the study which are presented in the result above can be summarized as:

1. Motivation, job stress, self-esteem, job satisfaction and locus of control are positively correlated with teaching effectiveness.
2. The most potent factor was self-esteem (Beta= .370,  $t= 7.498$ ,  $P< 0.05$ ) was ranked first in its contribution to the prediction of teaching effectiveness.

### **DISCUSSION**

This chapter presents the finding of the study. The results are discussed in explicit detail. Two research questions were raised and answered and two hypotheses were also generated and responded to. The conclusion from the findings, limitations of the study, and implications of the study were also discussed. It finally made recommendations stating the contributions of the study to knowledge and suggestions for further research.

#### **Discussion of the findings**

This study examined the influence of motivation and self-esteem on teaching effectiveness among secondary school teachers in Ibadan. The research questions were therefore based on the relationship between the five independent variables and the dependent variable. The results are discussed as follows

In discussing research question one and two which states that what is the relationship between motivation and self-esteem on teaching effectiveness? Motivation contributed highly to teaching effectiveness, the current finding corroborates with the study by Porter, Rassenti, Roopnarine, and Smith (2003). Stressed that teachers' motivation is important for several different reasons. It is important for teachers' self-satisfaction and accomplishments, and for the reason that motivated teachers probably work more for educational reforms and progressive legislation, particularly at the higher education level finally, it is the motivated teacher who assures the completion of reforms that originated at the educational policy-making level.

#### **Implication of findings**

It is important to examine the implications of this study on educational counseling psychology. There is a need for schools to ensure the effective utilization of workers and give adequate motivation to their efforts and input to educational development.

There is a need for the schools both public and private to make adequate provision for the teachers' needs and progress in the school and outside the school. This will help definitely in assisting them to develop their self-esteem and thereby improve their





teaching effectiveness. Teachers are to be trained in the area of effective locus of control development both (internal and external) for them to improve their effectiveness and to create the spirit of eagerness to find lasting solutions to any challenges in the school or outside the school.

### **Conclusion**

Based on the findings of this study, persistent poor performance and ineffectiveness of Nigerian school teachers need not continue. There is hope that with the improvement of using motivation, job stress, self-esteem, job satisfaction, and locus of control among others, the situation can be changed for the better. However, using motivation, job stress, self-esteem, job satisfaction and locus of control has a great influence on teaching effectiveness. As such, it is very crucial to improve these factors to eradicate the persistent occurrence of teachers' ineffectiveness and low job performance in the schools not only in Ibadan but in other Local Government Areas of Oyo State and Nigeria as a whole.

More so, it was also discovered from the findings that job stress and job satisfaction affect teaching effectiveness. Therefore, these components are to be improved in teachers for them to have efficient job performance and reasonable academic achievement of students not only in Ibadan but also in the Local Government Areas of other States of Nigeria and other countries at large.

### **Recommendations**

1. There is a need for schools to ensure the effective utilization of workers and give adequate motivation for their efforts and input to the educational development in the school. This makes them put in their best in the teaching profession.
2. The curriculum planners should try as much as possible to design the curriculum of teachers to cater to the inadequacy in the area of effective locus of control development both (internal and external) for them to improve their effectiveness in the school.

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