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A Correlation Analysis of Motivational Variables and Work Behaviour of Teachers in Akwa Ibom State

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Abstract

This study investigated the relationship between motivational variables and work behaviour of teachers in secondary schools in Uyo zone of Akwa Ibom State. 400 teachers were sampled using the stratified random sampling technique from the local government areas in Uyo Educational zone. A questionnaire known as "Work Behaviour Determinant Scale (WBDS)" was used for data collection. The instrument was face-validated by experts and had a reliability coefficient of 0.73 established through test-retest pilot study. Two research questions and two hypotheses were respectively formulated and tested using Pearson Product Moment Correlation statistics at 0.05 level of significance. The result of the analysis revealed that there is significant relationship between job enrichment, participative decision-making and work behaviour of teachers in secondary schools in Akwa Ibom State. Based on the findings, it was concluded that the administration of these motivational variables in schools could engender positive work behaviour in teachers.

It was recommended, among others, that principals of schools allow teachers some degree of freedom in their specialized tasks while still retaining accountability. It was also recommended that teachers should be allowed to participate in decision-making in schools.

Introduction

Education has been recognized as an instrument par excellence in the all round development of any nation. Indeed, it occupies the most important position in the Nigeria's struggle for national development. One key actor in the field of education is the teacher. The teacher occupies the central position in the state of affairs and indeed, he remains the pivot round which the entire teaching – learning process revolves. He sets the standard and determines the direction. A well articulated school curriculum with a wide array of functional school plant without corresponding effective and highly motivated teachers is a wasteful venture. It is against this backdrop that the National Policy on Education (1998) declares that no education system can rise above the quality of its teachers. Infact, the strength of any educational system is a function of the quality and quantity of teachers in that society.

The general public cast their hope for the training of its youth on the school through its actors – the teacher. It puzzles parents, educational planners and administrators as well as the government on why teachers' productivity is still at its lowest ebb despite the yearly increase in the number of highly trained and qualified teachers. There is a show of apathy, lack of commitment to duty and general low attitude to work exhibited by our

teachers today. This may probably be due to the fact that teachers are not adequately motivated.

Hull, in Nkang (2002), confirms that man's behaviour arises and becomes modified primarily by the individual's needs. Once these needs are not met, the responses and behaviour associated with such needs may disappear. In other words, an individual is likely to engage in an activity due to the tangible gains he hopes to realize on participation. Most human behaviours do consist of motivational dispositions which can be transformed into arouse motives that can initiate, sustain and direct behaviour towards the achievement of set goals. This view finds bearing and is in consonance with Ikem's (1988) observation that as teachers' demands are not met as at when due, teachers have turned full time farmers, commercial motorcyclists, businessmen and only but part-time teachers. Such divided loyalty, disenchantment and apparent lack of enthusiasm only go to rock the very foundation of education.

What are those needs that motivate a worker to give in his best in any work situation? Mbeiyi (1984) asserts that the persistent public outcry against teachers' low productivity even after teachers have been paid their salaries is a clear indication that no-payment of salary is not the only cause of non-performance. The mysteries underlying teachers' behaviour in schools must be unraveled if the education system is to yield the expected results. This would help in remaking, redefining and reshaping the Nigerian teacher.

Statement Of The Problem

One of the most disturbing problems of the Nigerian Education System today is the inability of most students to achieve maximally in their studies, which seems to manifest itself in poor examination performance. Thus, a look at our examination oriented system reveals that students hardly perform as much as their potentials can carry them, rather they resort to massive cheating and sorting. Teachers are fervently and persistently criticized and accused by public outcry for being responsible for the fallen standard of education, low morality of youths and indeed the general failure of the educational system.

Teachers on their part blame the collapse of the education system on lack of motivation, which has resulted in lack of satisfaction with their job. They complain that their employers are only interested in their services and not in their welfare. Consequently, this has resulted in lack of interest in their job responsibilities while others are ready to leave at the slightest opportunity available. This indeed is a matter of serious concern to the public in general and parents in particular especially in Akwa Ibom State.

Precisely, the elements of this study bothers on the relationship between job enrichment and participative decision-making (as motivational variables) on work behaviour of teachers in Uyo Educational Zone of Akwa Ibom State.

Purpose of the Study

The purpose of this study is to investigate the relationship between motivational variables and work behaviour of teachers. Specifically, the study aims at:

- (1) Examining the relationship between job enrichment and work behaviour of teachers.
- (2) Assessing the relationship between participative decision-making and work behaviour of teachers.

Statement Of Hypotheses

The following hypotheses were formulated and tested to provide answers to the research questions posed in the study:

- (1) There is no significant relationship between job enrichment and work behaviour of teachers in secondary schools.
- (2) There is no significant relationship between participative decision-making and work behaviour of teachers in secondary schools.

Literature Review

Job Enrichment and Work Behaviour of Teachers

There are many ways of making job situation challenging and interesting to workers. Job enrichment is one of such ways. Krammer in Perettomode (1992), points out that because Herzberg saw motivational factors as being related to work itself, he advocated a strategy of job enrichment in order to use the talents of people more effectively. Job enrichment involves building into individual jobs greater scope for personal achievement, recognition and responsibility, which go a long way to strengthen the motivational factors, which in turn affect employees' work behaviour.

Hersberg (1968), listed the aims of job enrichment to include among others, removing some controls while retaining accountability, increasing the accountability of individuals for own work, granting additional authority to an employee in his own activity, job freedom, introducing new and more difficult tasks not previously handled, and assigning individuals specific or specialized tasks, enabling them to become experts.

Cascio (1978), examined the effect of job enrichment on work behaviour. He found that job enrichment affects work behaviour both vertically and horizontally because the worker serves as his own inspector. Hulin and Blood (1968) observe that the improvement in quality realized in job enrichment is as a result of technical changes in the job and not on the changes in the workers' motivation or satisfaction.

Dubrin (1978) and Coffrey (1975), maintain that job enrichment is a direct application of Hersberg's Theory of Motivation to job settings. They opined that enrichment attempts to increase a person's level of output or productivity by providing the individual with exciting, interesting, stimulating and challenging work. Such work in turn gives a person the chance to satisfy his higher level needs which is in line with Maslow's Hierarchy of Needs thereby exerting a motivating influence. Coffrey (1975), highlights the possibilities for enriching a job to affect employees' work behaviour. These include removing some of the controls while retaining accountability, increasing individual's accountability for their own work, introducing new and more difficult tasks not previously assigned and providing opportunities for individual to develop expertise.

Denga (1996) observes that job enrichment is a motivator which goes a long way to influence work behaviour positively because workers who like challenging jobs will be motivated by their inner drive to "defeat" the difficult nature of the job and feel gratified.

Newport (1976) recommends that:

The supervisor should not give the detailed means for accomplishing the results. Instead, the means for attaining the desired results should be left up to the individual employee. This

does not imply that the supervisor cannot help and serve in a coaching role. It does mean that by allowing subordinates to come up with their own ideas and ways of accomplishing a job, the supervisor is giving recognition and opportunity for achievement and growth on the job, (p.86).

In other words, teachers should be allowed to participate in defining what the limits of their assigned duties are and then be allowed to operate freely within those established limits devoid of unnecessary interventions. In this light, the teacher becomes responsible for his work.

Steers (1975), Marsh and Mannari (1975), Gorn and Kanugo (1979) found job enrichment to be positively correlated with work behaviour and productivity.

There is usually a sense of belonging, pride and actualization when an individual's job is enriched. He feels significant and important on the job and becomes highly motivated. The basic rationale here is that it is only in making the job more challenging (by including more tasks), or more meaningful (by using more worker skills), would workers feel the sense of accomplishment that they desire and be motivated to work hard.

Participative Decision-Making and Work Behaviour of Teachers

One technique that has been given strong support as a motivational theory and research is the increased awareness and use of participation in decision making. When people are consulted on matters of decision-making, they are undoubtedly motivated. Saal and Knight (1988), observed that when administrators permit participative decision-making (PDM), it engenders workers' motivation, as well as satisfaction, morale, creativity. Flanner (1980), in a study of Teachers Decision Involvement and Job Satisfaction, found that teachers who participated in decision-making of the school were more satisfied and exhibited positive attitude in their work. Holladay (1978), in his study found that lack of opportunity to participate in decision-making was the greatest source of teachers' dissatisfaction and negative work behaviour.

Participation does respond to a number of basic motivators. It is a means of recognition and appeals to the need for affiliation and acceptance. Besides, it gives workers a sense of accomplishment. However, participation does not mean that school administrators abdicate their positions. While they encourage participation of teachers and even students on matters that affect them and while they listen carefully on matters requiring their decisions, they must make these decisions themselves.

In the school system, subject experts should be consulted in decisions relating to their specialized fields. Explanation lies on the fact that as experts they have the knowledge both of problems and of solutions to the problems. Therefore, where participation is properly administered, it yields both motivation and knowledge valuable for educational success.

The foregoing review suggests that job enrichment and participative decision-making are indices of motivation which when administered in work situations engender positive work behaviour. Where they are not administered, they lead to loss of esteem and poor work behaviour. Cheswas (1969), point out that the loss of esteem for the profession coupled with inadequate motivation has resulted in low productivity and high attrition among teachers in developing nations. Elton Mayo and associates in their Hawthorne

experiment of 1927 – 1929 indicated some significant correlation between motivation and productivity. Arubayi (1981), found that Bendel State Primary School headmasters were not adequately motivated and as such they were not committed to their duty with the result that they were ready to leave the job if any alternative job were available.

Research Method

A survey design was adopted in the study. As a survey, only a proportion of the population of the study was sampled using a set of questionnaire.

Population

The population of the study consisted of all the teachers in Public Secondary Schools in Uyo Education Zone of Akwa Ibom State. The estimated population figure of teachers in the area under study was about 802 teachers.

Sample And Sampling Technique

400 respondents were sampled. The sample was drawn using the stratified random sampling method. To select the sample, Uyo Education zone was stratified into Local Government Areas. From each Local Government Area, 50% of the number of the population of teachers were selected allowing room for proportional size representation. The proportion to size sampling table is given below:

Table 1: Proportion to Size Sampling Technique

S/N	Local Government Area	No. of Schools	No. of Teachers	50% of No. of Teachers Selected
1	Uyo	8	405	202
2	Uruan	7	211	105
3	Ibesikpo/Asutan	6	186	93
4	Total	21	802	400

Instrument

A 9 – item likert-type questionnaire was developed by the researcher known as “Work Behaviour Determinant Scale (WBDS)” used for data collection. The instrument was face-validated by experts while the reliability was established using correlation statistics, which gave a coefficient of 0.73. The instrument was divided into two sections. Section A was on the demographic variables of the respondents while section B had items were on the variables under study.

Administration and Scoring of the Instrument

The researcher administered the instrument directly on the respondents and ensured that questionnaires were completed and returned on the spot.

In scoring, numerical values were assigned as thus:

4 points to Strongly Agree	-	SA
3 points to Agree	-	A
2 points to Disagree	-	D

1 point to Strongly Disagree - SD

Method Of Data Analysis

All hypotheses were tested using Pearson's Product – Moment Correlation Statistics. The significant was determined at 0.05 alpha level.

Results And Interpretation

TABLE 2: summary Data of Teacher's Response Showing the Relationship between Job Enrichment and Work Behaviour.

Variables	Ex ²	E _{xy}	r _{xy}
Job Enrichment (x)	854.04	356.62	0.44*
Work Behaviour (y)	770.84		

P < .05; df 398; critical r = 0.99 * = Significant

By comparing the calculated 'r' value of 0.44 and the critical 'r' value of .099 at df 398 and at 0.05 as shown in the table above, calculated 'r' is greater than table 'r', hence the null hypothesis is rejected. Thus, there is a positive correlation between job enrichment and work behaviour of teachers in secondary schools.

Table 3: Summary Data of Teachers' Response Showing the Relationship Between Participative Decision-Making and Work Behaviour.

Variables	Ex ²	E _{xy}	r _{xy}
Participative Decision Making (x)	854.04	511.35	0.61*
Work Behaviour (y)	816.43		

P < .05; df 398; critical r = .099; * Significant.

As shown in the table above, calculated 'r' value of 0.61 was found to be greater than table 'r' value of 0.099 at df 398 and at 0.05 level of significance. The null hypothesis was rejected and the conclusion is that participative decision-making correlates with work behaviour of teachers in secondary school.

Discussion of Findings

The result of the Pearson Product Moment Correlation analysis showed that job enrichment and participative decision-making have a positive relationship with work behaviour of teachers. This result is probably so because by enriching the job of a worker as well as allowing the worker the opportunity of participating in decision-making, the staff would see himself as an integral part of the work situation. Consequently, he would be motivated and thus show good strength and interest in his job. These findings lend credence and support to the generalization drawn from the study of Gorn and Kanugo (1979) that job

enrichment and involvement have a positive relationship with teachers' work behaviour.

Principals who enrich the job situations of their staff would be challenging the teachers as well as giving them opportunity to exhibit their competencies. It is a motivation situation and teachers would develop positive work behaviour while becoming experts on the job.

Conclusion And Recommendations

Given the findings of the study, it is apparent that significant relationship do exist between:

- (1) Job enrichment and work behaviour. In other words, teachers' work behaviour would be positive when their work is enriched.
- (2) Work behaviour of teachers in schools would be positive if they are given the opportunity to participate in decision-making in their schools.

Recommendations

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

- (1) Principals of schools should allow their teachers some degree of freedom in their specialized tasks devoid of unnecessary interference while still retaining accountability.
- (2) Principals should encourage participatory approach to decision-making. This will give his staff a sense of belonging therefore making for effective implementation of decisions so taken.

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