Motivation and Teacher's Productivity: implication for Counselling

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Introduction

Motivation is very vital to the long-term growth of any educational system around the world. Davidson, (2007), stated that teachers are potent tools for improving quality of education through efficient classroom practices. Bess, (1977), on the other hand is of the view that the primary factor that contributes to effective classroom practices is strong motivation. Therefore to bring about a change to an educational system, improvements on teacher motivation is necessary. Motivation can be classified into intrinsic and extrinsic. The extrinsic motivators of teachers are associated with factors such as salary, working conditions and so on. While intrinsic motivation includes factors such as: enjoyment, personal satisfaction etc.

According to Sheldon and Filak, (2003) in Jacettepe, (2006) Managing the taxing situation in the class and outside the class makes teachers fatique,
which thwart the success of teachers, but if teachers are intrinsically and extrinsically motivated, job satisfaction will be increased. When teachers are given the right incentives including money they can put in their best to contribute to the productivity and growth of the educational sector.

This paper therefore discussed: what motivation is and the determinant factors of teacher motivation.

**Definition of motivation**

Cherry, (2011) defined motivation as the process that initiates, guides and maintains goal-oriented behaviors. She added that motivation is what causes us to act, whether it is getting a glass of water to reduce thirst or reading a book to gain knowledge, and that it involves the biological, emotional, social and cognitive forces that activate behavior, it is used to describe why a person does something. According to her, there are three major components to motivation, these are: activation, persistence and intensity. Activation involves the decision to initiate a behavior, while Persistence is the continued effort toward a goal even though obstacles may exist; persistence requires a significant investment of time, energy and resources. Finally, intensity can be seen in the concentration and vigor that goes into pursuing a goal.

According to Sasson (2001), motivation is the inner power or energy that pushes someone toward acting, performing actions and achieving. Motivation has much to do with desire and ambition, and if they are absent, motivation is absent too. Motivation strengthens the ambition, increases initiative and gives direction, courage, energy and the persistence to follow one’s goals. He added that a motivated person takes action and does whatever it needs to achieve his/her goals. According to him, lack of motivation shows lack of enthusiasm, zest and ambition, whereas the possession of motivation is a sign of strong desire, energy and enthusiasm, and the willingness to do whatever it takes to achieve what one sets out to do. A motivated person is a happier person, more energetic, and sees the positive end result in his/her mind. According to the http://en.wikipedia.org/wiki/Motivation, motivation is the driving force by which humans achieve their goals; Motivation is said to be intrinsic or extrinsic.

**Theories of motivation**

Some theories of motivation are discussed below:

**Expectancy theory**

Vroom, (1964). Expectancy theory is of the view that a person can struggle for work if there is an expected reward such a bonus or a promotion that is worth working for. That is, employees are influenced by the expected outcomes of their behaviors and motivation at work or
the perceptible link between effort and reward. Expectancy theory indicates that organisation should give attention to a number of factors, including the following:

1. Using rewards appropriate in terms of individual performance.
2. Attempting to establish clear relationships between effort-performance and rewards, as perceived by the individual.
3. Establishing clear procedures for the evaluation of individual levels of performance.
4. Paying attention to intervening variables such as abilities and traits, role perceptions, organizational procedures, and support facilities, which, although not necessarily direct motivational factors, may still affect performance.
5. Minimizing undesirable outcomes, which may be perceived to result from a high level of performance, such as industrial accidents or sanctions from co-workers; or to result despite a high level of performance, such as short-time working or layoffs.

Reinforcement Theory

Reinforcement theory relate to the idea of operant conditioning. It concentrates attention on the link between behavior and consequences. Skinner (1939, 1971) carried out several studies and came up with a conditioning model which proposes that if pleasant consequences follow a behavior, the behavior will tend to continue whereas, if unpleasant consequences follow a behavior, the behavior tends to stop. Hence, the foundation of the reinforcement theory is the 'law of effect', which states that behavior will be repeated or not depending on whether the consequences are positive or negative.

Abraham Maslow's Hierarchy of Needs

According to Abraham Maslow's (1943), a person has five fundamental needs, these are: physiological, security, affiliation, esteem, and self-actualization. The physiological needs include pay, food, shelter, and clothing, good and comfortable work conditions etc. The security needs include the need for safety, fair treatment, protection against threats, job security etc. Affiliation needs include the needs of being loved, accepted, part of a group etc. whereas esteem needs include the need for recognition, respect, achievement, autonomy, independence etc. Finally, self-actualization needs, which are the highest in the level of Maslow's need theory, include realizing one's full potential or self development; it is the pinnacle of one's calling. According to Maslow, once a need is satisfied it is no longer a need. It ceases to motivate employees' behavior and they are motivated by the need at the next level up the hierarchy.
Determinant factors of Teacher Motivation and their implications.

1. Intrinsic Factors

According to the http://en.wikipedia.org/wiki/Motivation, intrinsic motivations are motivation that arises from within the individual, such as doing a complicated cross-word puzzle purely for the personal gratification of solving a problem.

Ellis (1984) in Hacettepe, (2006) defines intrinsic motivation as self-respect of accomplishment and personal growth. That is, the emotional and personal benefits of the job itself are known as intrinsic rewards. He emphasizes that intrinsic rewards take a key role in teachers' lives, when they see the growth and progress of their students they become more satisfied, regardless of extrinsic elements, when compared with a teacher who does not feel anything with the success of his students. He stated that there is a close link between intrinsic motivation and teaching, according to him, the internal desire to educate people, to give knowledge and value is always in teaching as a vocational goal and fulfillment in teaching is provided with intrinsic rewards. He divided intrinsic reward into most satisfying views of teaching as a profession (a) the educational process itself, and, (b) the subject matter. The first one is about the teacher's performance affected by working with students and perceiving the changes in the students' performance and behavior. The second one is related to studying a valued field and new information in it so it leads to increase one's own level of professional skills and knowledge. Such intrinsic rewards make teachers forgo high salaries and social recognition.

Several studies have reported that teachers are motivated by intrinsic factors, such as enjoyment, satisfaction and self-actualization.

Eick, (2002) stated that the desire to continue teaching is linked with enjoyment, the passion and love to interact with children and the belief that teachers are the ones that could help develop society in the future and seeing students who have achieved success academically brings joy. William (2003) reported that excellent teachers are motivated to continue teaching because they are able to fulfill their personal accomplishment by seeing the students' successes.

Zembylas and Papanastasiou (2003) stated that the level of intrinsic motivation stimulated by working with children, seeing their progress and achievement, and making contribution to society are among the factors attributing to teachers' satisfaction, and maintaining a good level of motivation in the job. In their study, according to them, teachers declared that teaching gave them an opportunity to experience new challenges and allowed them to explore, create and improvise the ways they teach.
This intrinsic motivation brings natural satisfaction in teachers are more satisfied with the work and this satisfaction will motivate them to aim for a higher level of satisfaction. This shows that satisfaction tends to motivate teachers to aim for higher performance and achievement to fulfill their sense of success.

Anderson and Iwaniski (1984) are of the view that teachers need self-actualization because the lack of it may lead to burn-out; they recommended that teachers must be provided with opportunities to improve self-actualization. According to them, Self-actualization is explained as “the full use and exploitation of talents, capacities, potentialities, etc. Such people seem to be fulfilling themselves and to be doing the best that they are capable of doing.” Maslow, (1959), is of the view that self-actualization is the need for achieving full potential, personal and professional success and attaining peak satisfaction.

According to Deci and Ryan (2001), events such as proper communication, feedback, rewards bring about feelings of satisfaction, competence and foster intrinsic motivation. Feedback increases intrinsic motivation, negative act of feedback decreases it. Intrinsic motivation is likely to be increased by a sense of belongingness. According to them, teachers with an internal motivation are under less stress and more successful in teaching. Therefore, if teachers are intrinsically motivated they will do well in their profession, there will be high productivity.

2. **Extrinsic Motivation factor**

Deci, and Ryan (2001) stated that extrinsic motivation is concerned with the performance of an activity to succeed in order to get separable result: factors such as salary, leadership style, group solidarity, job security, wage increase are known as extrinsic motivation or called extrinsic rewards. In addition to the above, physical conditions, the amount of work and the facilities available for doing the work are regarded as extrinsic rewards. According to the [http://en.wikipedia.org/wiki/Motivation](http://en.wikipedia.org/wiki/Motivation), extrinsic motivations are those that arise from outside of the individual and often involve rewards such as trophies, money, grade, social recognition or praise.

2b. **Motivation and Money**

Money in the form of pay or reward is the most obvious extrinsic reward. Money provides the incentive that most people want. As stated by Goldthorpe, Lockwood, Benchofer and Platt (1968) in Glove & Noon, (2011) from their research into the affluent worker, pay is the dominant factor in the choice of the employer and consideration of pay seem most powerful in building people to their present Job. Money can therefore provide positive motivation in the right circumstance, not only because people...
need and want money but also because it serves as a highly tangible means of recognition. The reward should be clearly related to the responsibility and people should not receive less money than they deserve compared to their fellow workers.

3. **Temporal factors**
Teacher motivation is not only about the motivation to teach but also about the motivation to be a teacher as a career. (Dörnyei, 2001) emphasizes the temporal dimension of motivation in terms of a professional situation. According to him, extrinsic rewards brought about by career advancement are important and can motivate teachers; these are: when teachers are asked to help to develop curriculum, monitoring role, being responsible for developing new courses/programs, making presentations in conferences, preparing professional publications, managing teacher-training workshops and so on, will motivate them to work hard.

4. **Role Modelling as a Motivational factor by Bandura, A.**
According to Bandura (1977), most human behavior is learned observationally through modeling, that is from observing others one forms an idea of how new behaviors are performed, and on later occasions this coded information serves as a guide for action. Bandura's theory added that people can learn new information and behaviors by watching other people known as observational learning or modeling. Bandura noted that internal, environmental reinforcement was not the only factors to influence learning and behavior. He described intrinsic reinforcement as a form of internal reward, such as pride, satisfaction, and a sense of accomplishment.

Generally, people or workers can be motivated by modeling their behavior on a role model, that is, someone whose approach to work and ability to get things done produces a measure of inspiration and a desire to follow the example provided by the model who could be a leader or colleague. Role modeling can take place when inspirational leadership is provided and it is also one of the forces that can operate within groups.

5. **Contextual factors**
According to (Dörnyei, 2003), environment plays a key role in job motivation. There are two types of contextual influences on teacher motivation, called macro-contextual and micro-contextual influences. Macro-contextual motives are related to teaching as the job itself should fulfill the chief societal duties such as bringing up and educating the next generation of people.

While the micro-dimension is featured on the organizational climate of the particular institution where teachers work, the class, and the traits of teaching environment, and students.
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according to him, the following factors, if are not in place can affect teacher motivation: the school's general climate and the existing school norms, the class sizes, the school resources and facilities, the standard activity structure within the institution, collegial relations, the definition of the teacher's role by colleagues and authorities, general expectations regarding student potential and the school's reward contingencies and feedback system.

For Teachers to put in their best, they should be extrinsically motivated.

Conclusion

From the foregoing, it is clear that teachers need to be motivated both intrinsically and extrinsically in order to put in their best and also to succeed in the teaching profession, when there is lack of motivation to teach, there will be no results, whereas when there is motivation a teacher will attain greater and better results and achievements.

Suggestions and Counselling implications

Educational administrators and policy makers need to pay attention to teachers' wages and salary rates are not perceived as unfair. Leadership of schools should live exemplary life in other to motivate teachers to put in their best in teaching. Administrators of Education and school leaders should create learning environments that is effective in motivating teachers to teach. Their motivation to teach is influenced more by intrinsic factors; therefore, it is important for stakeholders of Education to ensure that the intrinsic motivation to teach is sustained. The intrinsic motivation to teach can be sustained by the existence of extrinsic factors, it is therefore vital to create an external environment for sustaining, maintaining and improving teachers' motivation.

Counsellors should: Encourage teachers to seek professional development courses or workshops, ask for the instructional supplies they require to assist teaching and learning. Encourage head of schools to recognize openly teachers that are outstanding either monthly or termly, send cards to teachers to welcome them back after an illness, celebrate a birthday, or recognize a special achievement. They should ensure that successful collaborative works among teachers are rewarded.

References


