

Teacher Motivation: A Potent Factor for Promoting Excellence in Teaching and Learning in Secondary Schools in Nigeria

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Abstract

Teachers are potent factors in the teaching and learning environment whose significant contributions towards impacting on students' learning will always lead to national development in the society. It has been confirmed through various researches that teachers are important machineries that stand at the forefront of students' learning. Given the importance of teachers in the secondary schools, anything that will make them not committed or dedicated for excellent performances on their jobs should be avoided. On this premise, teacher motivation becomes a potent factor in the teaching and learning situations. This paper however examined issues concerning teacher motivation as a potent factor for promoting excellence in teaching and learning in secondary schools in Nigeria. Several terms such as motivation, teacher motivation and types, teaching and learning, and excellence were defined in the paper; and the criteria of excellent teaching which warrants teacher motivation in the secondary schools was discussed as well. The important benefits of teacher motivation as a potent factor in promoting excellence in teaching and learning in the secondary schools were discussed in the paper. Few empirical studies were also cited in the paper in order to showcase the importance of teacher motivation in promoting excellence in teaching and learning. Further highlighted in the paper were the strategies for teacher motivation and empowerment. The paper was concluded by determining such factors that hindered effective utilization of teacher motivation in order to promote excellence in teaching and learning in the Nigerian secondary schools.

Key words: Teacher, Motivation, Potent, Factor, Promoting, Excellence, Teaching, Learning

Introduction

Teacher motivation has become an important issue given their responsibility to impact knowledge and skills to learners. It is argued that satisfied teachers are generally more productive and can influence students achievement (Mertler, 1992). However, measuring the determinants and consequences of work motivation is complex because these psychological processes are not directly observable. Also there are numerous organizational and environmental obstacles that can affect goal attainment. Teacher motivation depends critically on effective management, particularly at the secondary school level. If systems and structures set up to manage and support teachers are dysfunctional, teachers are likely to lose their sense of professional responsibility and commitment. Teachers' management is most crucial at the school level, where the importance of teachers' work and their competence in performing it are crucially

influenced by the quality of both internal and external supervision. Teacher motivation plays an important role in the promotion of teaching and learning. Generally, motivated teachers are more likely to motivate students to learn in the classroom. This will ensure the implementation of educational reforms, feelings of satisfaction and fulfillment. While teacher motivation is fundamental to the teaching and learning process, several teachers are not highly motivated. This observation should be taken seriously and an investigation into the factors influencing teacher motivation is therefore necessary to achieve the educational goals in every learning institution. Compared with other Professions, teachers across various Countries, school contexts, and subject fields exhibit higher levels of emotional symptoms. According to Dai and Sternberg (2004), high levels of job dissatisfaction, stress and burnout can negatively influence motivation and job excellence. According to Gorham and Millete, (1997) teachers who report low levels of motivation tend to perceive their students motivation levels as low.

Teachers are arguably the most important group of professionals for our nations future. Michaelowa (2002) in her study on analysis of the key determinants of teacher motivation in the developing country context, found that large class size, double-shifting, rural location, high educational attainment and active parental involvement negatively correlates with teacher job excellence in these countries. She further found out that the level of communication between teachers and school managers had no statistically significant impact on teachers job excellence. Ikenyiri, and Ihua-Maduenyi (2011) believe that organizations should implement remuneration systems that encompass both financial and non-financial aspects as this would ensure the satisfaction of different employees' needs, thus, increasing levels of employee commitment and performance. Non-financial remuneration systems include factors such as recognition, promotion, increased responsibilities, and personal growth. These endeavours are aimed at motivating employees through satisfaction of their esteemed needs and accomplishing organizational goals as the success of the organization is linked to human capital.

However, teachers develop performance style characteristics to their ways of relating to the world, perceptually as well as cognitively. A person is, therefore, likely to act in a way that maximizes the use of his aptitudes. Similarly, teacher's positive attitude towards teaching and higher aspiration level determines his positive perception of the environments. An effective teacher development design should have an exhaustive measure of these factors so as to foster necessary skills and attitudes amongst prospective teachers. The exclusive weight age to knowledge alone should be dispensed with in favour of more activity oriented programs which have direct bearing on actual classroom situation (UNESCO, 2002).

There are many factors that influence the teachers' job performance such as aptitude, attitude, subject mastery, teaching methodology, personal characteristics, the classroom environment, general mental ability, personality, relations with students, preparation and planning, effectiveness in presenting subject matters, relations with other staff, self-improvement, relations with parents and community, poise, intellect, teaching techniques, interactions with students, teaching competence demonstrated, motivational skills, fairness in grading and teachers' attitude toward the students etc. As the economy is recuperating from the recessionary period, schools in Nigeria are continually changing the reward system in order to survive and to be competitive. However, increasing motivation, excellence and engagement levels are ke

organizational aspects nowadays. The development of motivation strategies has an important role in motivating workforce to deliver high levels of excellence, discretionary effort and contribution. Thus, this study therefore aimed at investigating teacher motivation as Potent factor for promoting Excellence in Teaching and Learning in Secondary Schools in Nigeria.

Teacher Motivation

Before describing what teacher motivation entails, it is essential to separately describe the following two words of teacher and motivation. The Definitions.net.STANDS4 LLC (2020) has provided several definitions of teacher. To them, a teacher is a person, either male or female, who instils into the head of another person, either voluntarily or for pay, the sum and substance of his or her ignorance. He or she is one who makes two ideas grow where only one grew before. A teacher is person with the accurate and specific ability, intuition, education, experience, skills, knowledge and qualifications to teach a specific subject or number of subjects. The role of teacher which can never be overemphasizes, is often formal and ongoing, carried out at a school or other place of formal education. In many countries including within the Nigerian environs, a person who wishes to become a teacher must first obtain specified professional qualifications or credentials from a teacher education institution—faculty or institute of education in the university, school of education at the polytechnic or college of education, coupled with any other specialized educational institution. These professional qualifications may include the study of pedagogy, the art and science of teaching. Teachers, like other professionals, may have to continue their education after they qualify, a process known as continuing professional development. Teachers may use a lesson plan to facilitate student learning, providing a course of study which is called the curriculum. A teacher's role may vary among cultures, but all the same, teachers do provide instruction in literacy and numeracy, craftsmanship or vocational training, arts, religion, civics, community roles and life skills. A teacher is popularly known as someone who facilitates education for an individual. He or she may be described as a personal tutor, or, largely historically or a governess. In many countries, formal education can take place through schooling. Informal learning may be assisted by a teacher occupying a transient or ongoing role, such as a family member, or by anyone with knowledge or skills in the wider community setting (Definitions.net.STANDS4 LLC, 2020). Therefore, for effectiveness of the teaching and learning processes geared towards excellence, it is necessary for teachers to possess certain qualities and attributes. The main attributes or qualities of an excellent teacher according to Snoek (2010) is found within the realms or context of the teachers' knowledge, skills and attitudes. Snoek further pointed out that teachers' knowledge focuses on thorough knowledge of the subject matter, thorough knowledge of the teaching and learning process (including being up to date with relevant outcomes of educational research), thorough knowledge of society, and knowledge of policy and organization in education. Teachers' skills are built around being able to communicate and discuss educational issues with a wider audience, able to account the quality of work to the outside world, able to conduct research within the practice of schools, able to contribute to collaborative learning of professional communities, and able to translate outcomes of educational research to innovations in the classroom and school (Snoek, 2010). While, teachers' attitudes are found within the confines of the teacher being dedicated to the learning of pupils,

committed to the profession and the collective group of professionals, **willing to** contribute to the collective knowledge of the profession, committed to the **ethical code** of the profession and the integrity of his/her work, willing to account the **quality of work** to the outside world, focused on continuous professional development, and **focus on** improvement and innovation of teaching (Snock, 2010).

The above described qualities and attributes of teachers in form every teaching and learning which can be propelled through teacher motivation. Given the ambitions to raise the quality of teachers and the expectations of society towards teachers that extend the primary role of the teachers with respect to teaching and learning, it is essential to help student teachers to take up new roles and responsibilities together with the challenges of the technology/information age, as teacher leaders with an **extended professionalism**; and which can be achieved through teacher motivation. Motivation on the other hand as defined by Ababio (2013) entails as a psychological process that gives behaviour purpose and direction. Geen (1995) (as cited in Ababio, 2013) sees motivation as the initiation, direction, intensity and persistence of human behaviour. It may also be described as a state of arousal in which an individual **wish to achieve a specific goal and** exerts effort to do so. In the classroom setting, efficient learning would be **impossible if** motivation was absent. From these definitions, Ababio (2013) observed that motivation is important in the teaching-learning process for two reasons: (a) It becomes the main preoccupation of effective teachers who want their students to become interested in certain kinesthetic, intellectual and aesthetic activities and show corresponding demonstrable behaviour, after formal teaching has ended – that is, it emphasizes the development of students' cognitive, affective and psychomotor domains which constitute the core purpose of teaching; (b) It serves as a medium used by results-oriented teachers to get their students to acquire the requisite knowledge, understanding or skills in the teaching-learning process. The two main types of motivation which compels to work usually identified by scholars is the intrinsic motivation and extrinsic motivation. Intrinsic motivation is self-generated factors that influence people to behave in a particular way or to move in a particular direction at work. These factors include responsibility (feeling that the work is important and having control over one's own resources), autonomy (freedom to act), scope to use and develop skills and abilities, interesting and challenging work and opportunities for advancement (Armstrong, 2007). According to Ababio (2013), the intrinsic motivation are those factors that bring about the arousal and maintenance of energy and directionality with apparent reinforcement. Reward in intrinsic motivation is conceptualized as inherent in the activity itself. For instance, when the motive for carrying out a learning task is found in mastering the learning task itself, the stimulus is said to be intrinsic to learning. For example, a student's feeling of satisfaction in solving a problem in geography. Intrinsic motivational techniques however include: the teacher's orderly and systematic presentation of lessons; the citing of relevant examples, to support semantic knowledge; presenting students with surprising and novel stimulus; providing details about the relevance of piece of learning task for future use (utility value); creating conceptual in-contiguity (e.g. use of advance organizer or a spring board puzzle); building new learning tasks on what has been learned previously – that is, applying the principle of integrative reconciliation or association; and capitalizing on arousal value of suspense – discovery, curiosity and exploration.

Extrinsic motivation on the other hand, relates to what is done to or for people to motivate them. These include rewards such as increased pay, praise, or promotion, and punishments, such as disciplinary action, withholding pay or criticism (Armstrong, 2007). It is also influenced by external factors such as salary, providing better working and living conditions and opportunities for in-service training. Ababio (2013) explaining further, observed that extrinsic motivational factors on the other hand, are those factors responsible for the arousal and maintenance of energy towards a goal as a result of reward that is extraneous to the learning process. Such factors according to Afful (1988) as cited in Ababio (2013) have only superficial links with learning – they are neither inherent in the knowledge or skill nor in the method of acquiring it. A geography student having an extrinsic motive for studying geography does not lie in the subject 'geography' or how he/she is studying it, but rather his/her desire to obtain a reward for studying it or it may be that he is studying it for fear of punishment or his determination to pass an examination in geography. Examples of extrinsic motivational techniques which can be used in the teaching and learning as further confirmed by Ababio (2013) include: teacher's use of verbal praise in the classroom; use of test grades or marks and remarks judiciously; motivation contracts—that is, having an agreement with students that if they do well in a learning task, the teacher will give them something; whetting the appetite of students by assuring them of certain privileges; use of punishments such as blame, criticism, rebuke and demotion of brilliant but lazy students, which may stimulate learning and display of exemplary work by others.

Teacher motivation however, is directly linked to the instructors' desire to take part in the pedagogical process and interest in sharing their knowledge with the students. It determines their involvement or non-involvement in the teaching activities (Iliya & Loko, 2015). Sinclair (2008) defined teacher motivation in terms of attraction, retention and concentration as something that determines 'what attracts teachers to teaching, how long they remain in their initial teacher education courses and subsequently the teaching profession, and the extent to which they engage with their courses and the teaching profession' (2008, p. 37). Dörnyei and Ushioda (2011) highlighted the two dimensions of teacher motivation in accordance with their conceptions of motivation, namely, the motivation to teach and the motivation to remain in the profession. Their review of literature came to a conclusion of four featured components of teacher motivation: prominent intrinsic motivation which was closely related to inherent interest of teaching; social contextual influences relating to the impact of external conditions and constraints; temporal dimension with emphasis on lifelong commitment; and demotivating factors emanating from negative influences. Given the existing definitions of teacher motivation, the second dimension identified by Dörnyei and Ushioda (2011) is much inclusive of the persistence and effort with teaching profession which constitutes the second and third dimensions of Sinclair's definition. Therefore, teacher motivation refers to reasons that emanating from individuals' intrinsic values to choose to teach and sustaining teaching, and the intensity of teacher motivation which is indicated by effort expended on teaching as influenced by a number of contextual factors. Specifically, teacher motivation seems to contribute positively in promoting excellence in teaching and learning. For Malhan (2016), teacher motivation is of great importance and necessity because a motivated teacher doesn't teach but imparts knowledge to his/her students. A motivated teacher loves his or her profession which makes him/her ensure that every student learns. For a motivated

teacher, students are not role numbers but vibrating souls hungry to partake knowledge. Motivation brings passion to teaching which changes the whole process of teaching and then teaching becomes fun activity than a mere chore. Motivation gives a sense of purpose to teachers to make teaching a constructive and creative process to ensure students learn actively. Indicators of high level of teacher motivation is shown in his/her choice of action, intensity and persistence of effort. If the school have highly motivated teachers, one will now have teachers who are excited about teaching and students' learning and accomplishing things like striving to attain educational objectives. Teacher motivation also has theoretical underpinning.

Scholars like Akuoko, Dwumah and Baba (2012) indicated that there are several theories of motivation which can be applied to studies on teacher motivation and they are as follows; the content theory which assumes that all individuals possess the same set of needs and therefore prescribe the characteristics that ought to be present in jobs. In other words, it states that motivation is essentially about taking action to satisfy needs, and identifies the main needs that influence behaviour (Armstrong, 2007). The Need theory which was originated by Abraham Maslow (1954) (as cited in Akuoko, Dwumah & Baba, 2012), and in their two-factor model, Herzberg, Mausner and Snyderman (1957) (also cited in Akuoko, Dwumah & Baba, 2012) listed needs which they termed "satisfiers". In describing the Need theory further, the UK Essays (2016) pointed out that Maslow's theory is split into individual needs, as shown by an image, where the bottom of the triangle represents the physiological needs, (this is when the teacher requires the basic needs of food and water in order to be motivated). Once this need is satisfied, then the teacher, according to Maslow, will need stability and consistency in his/her life. Following on this, the need of belonging to a group, or to be loved or nurtured. After this need is satisfied the teacher will require building of his/her self-esteem; this can be done by gaining respect from others and receiving praise on their work and finally, self-actualization needs. According to Maslow, this need is the most prioritized, and this is when the teacher is motivated to work. Process theory is another motivation that which focuses on psychological processes which affect motivation, by reference to expectations (Vroom, 1964 as cited in Bennel & Akyeampong, 2007), the goals theory (Latham & Locke, 1979 cited in Huczynski & Buchanan, 2001) and perception of equity. Others include the Johnson Three-Model theory which combined such motivation theories as expectancy theory (which showcases that individuals are more likely to strive in their work if there is an anticipated reward that they value, such as a bonus or a promotion, than if there is none.), equity theory (based on the fact that individuals are dissatisfied if they are not justly compensated for their efforts and accomplishments) and job enrichment theory, which shows that workers are more productive when their work is varied and challenging. The process theories stressed the difference in people's needs and focused on the cognitive processes that create these differences. Given the above theories, teacher motivation for Akuoko, Dwumah and Baba (2012) has to do with teachers' attitude to work and could therefore be referred to as those factors that operate within the school system which if not made available to the teacher could hamper performance, cause stress, discontentment and frustration all of which would subsequently reduce classroom effectiveness and student quality output. This implies that teacher motivation includes factors that cause, channel, sustain and influence teachers' behaviour towards high management and academic achievement standards in schools. From all the foregoing discussions shows that teacher motivation is an

important element or potent factor when considering promoting excellence in teaching and learning which has been defined and equally described in the subsequent sections.

Criteria for Promoting Excellence in Teaching and Learning:

Leblanc (2010, p.1) identified different criteria for excellent teaching which will lead to effective learning as they include that:

1. Teaching is as much about passion as it is about reason.
2. Excellent teaching is about substance and treating students as consumers of knowledge.
3. Excellent teaching is about listening, questioning, being responsive and remembering that each student and class is different.
4. Quality teaching is about not always having a fixed agenda and being rigid, but being flexible, fluid, experimenting, and having the confidence to react and adjust to changing circumstances. Good teaching is about the creative balance between being an authoritarian dictator on the one hand and a push-over on the other. Excellent teachers migrate between these poles at all times depending on the circumstances. They know where they need to be and when.
5. Excellent teaching is also about style. A teacher's job is to develop skills and make these instruments come to life as a coherent whole to make music.
6. Excellent teaching is about humor. It is about being self-deprecating and not taking yourself too seriously. It is often about making innocuous jokes, mostly at your own expense, so that the ice breaks and students learn in a more relaxed atmosphere where you, like them, are human with your own share of faults and shortcomings.
7. Excellent teaching is about caring, nurturing and developing minds and talents. It is about devoting time, often invisible, to every student. It's also about the thankless hours of grading, designing or redesigning courses and preparing materials to still further enhance instruction.
8. Excellent teaching is supported by strong and visionary leadership, and very tangible institutional support—resources, personnel, and funds. Good teaching is continually reinforced by an overarching vision that transcends the entire organization—from full professors to part-time instructors—and is reflected in what is said, but more importantly by what is done.
9. Excellent teaching is about mentoring between senior and junior faculty, teamwork, and being recognized and promoted by one's peers. Effective teaching should also be rewarded and poor teaching needs to be remedied through training and development programmes.
10. At the end of the day, excellence teaching is about having fun, experiencing pleasure and intrinsic rewards like looking at the students in the back row and seeing the synapses and neurons connecting, thoughts being formed, the person becoming better, and a smile cracking across a face as learning all of a sudden happens. It is about the former student who says your course changed her life. It is about another telling you that your course was the best one he is ever taken. Good teachers practice their craft not for the money or because they have to, but because they truly enjoy it and because they want to. Good teachers could not imagine doing anything else. Promoting excellence in teaching and learning in the secondary schools cannot be effectively achieved without excellent teachers who are committed and dedicated towards excellent service delivery.

Teachers should be adequately motivated in order to utilize their capabilities to promote excellence at every instructional delivery in the classroom. For this reason and many more, teacher motivation stands out as a potent factor which must be highly employed for achievement of educational goals and objectives. Hence, the important benefits and empirical facts on teacher motivation as a potent factor for promoting excellence in teaching and learning, which have been discussed in the next section.

Teacher Motivation as a Potent Factor for Promoting Excellence in Teaching and Learning in Secondary Schools in Nigeria: Important Issues, Benefits and Empirical Facts

It has already been established in the paper that teacher motivation is a potent factor for promoting excellence in teaching and learning in secondary schools in Nigeria. The ongoing changes and challenges in the society as a result of the advancement in the use of modern technology, manpower shortages and a financial crisis demand new knowledge to maintain or improve quality of education provided for secondary school students in the teaching and learning environment. Improving quality education cannot be effectively attained without teacher motivation. Teacher motivation therefore, play important role and are of benefits for promoting excellence in teaching and learning in the secondary schools. The important benefits of teacher motivation in promoting excellence in teaching and learning as opined by Shaha, Berg, Wenzel, Shaefer, Terhaar, Klimmek., Melvin and Belcher (2013) is that, this will lead to the achievement of positive students' outcomes. Excellence in teaching and learning will not only lead to the school ranking or the level of extra-mural funding, but also assures programme coherence that leads to syllabi and courses that are meaningful to students learning. The students want to experience a 'learning moment' and to feel welcomed. Excellence in teaching and learning will not only lead to good grades but also an environment that fosters collaboration and reduces competition among students. Such approaches are expected to help students feel best prepared to be launched into professional life. Excellence in teaching and learning will however assist in meeting the students learning needs (Shaha, Berg, Wenzel, Shaefer, Terhaar, Klimmek., Melvin, & Belcher, 2013).

Scholars like Utomo (2018) observed that teacher motivation promotes collaborations, good performances and high productivity on the job. Such issues like teacher absenteeism, poor work, less passionate teaching, low achievement, displacement, or teacher turnover, found as a result of dissatisfaction among teachers will be taken care of where teachers are adequately motivated. A teacher will be satisfied if the rewards received are balanced with the energy and personal costs incurred, and if their intrinsic motivation is more dominant than the extrinsic motivation. Nwosu (2015) asserted that high productivity and performance of most organizations could not be realized without employee's support and contribution. This is because employees are partly responsible for the achievement of organization's goals and strategy.

Kotherja (n.d.) opined that teacher motivation helps to tackle burnout syndrome. Teachers who experience burnout are those who face emotional fatigue, depression, and this reduces personal achievements. The most motivating factors that obviously appear in teachers' motivation and in avoiding the burnout syndrome are salary, security, social relationship, autonomy and self-actualization, age which affect directly in the satisfaction, passion for the job, psychological and social welfare of the teachers, etc.

The teacher has to be motivated, to be stimulated in order to be more effective and productive in his profession of teaching and educating a generation to be able in the coming years. Teacher motivation in work through a natural way, encourages teachers and gives teaching. Motivation in work stimulates and increases satisfaction for the job, increases the competitions for increases the professional desire to do the job with responsibility, relief's teaching process, increases teaching quality and creates for a strong elite in time (Kotherja, n.d.). In a nutshell, the role and important benefits of teacher motivation as summarized and deduced from all the above explanations are as follows:

- a. Teacher motivation enhances teachers' professional development for excellent performances and high productivity in executing their task and responsibilities.
- b. It teachers teaching quality and methodologies in the classroom for achievement of instructional objectives.
- c. Reduces burnout syndrome in teachers which demoralizes them and affects their performances at the workplace.
- d. Teacher motivation leads to achievement of positive students' outcomes in teaching and learning.
- e. It helps to build strong, reliable, committed and dedicated teachers who are passionate about their jobs in the school system.
- f. Improves collaboration and teamwork among colleagues in the school.
- g. Teacher motivation promotes psychological and social welfare of the teachers, among many others.
- h. Teachers motivation is also an antecedent towards outcome of students' motivation.
- i. It influences teachers' satisfaction, attraction and retention on the job, likewise, makes room for their autonomy and freedom which influences job performance and work engagement.

Empirical Facts from Previous Studies Showcasing the Role of Teacher Motivation in Promoting Excellence in Teaching and Learning:

Many empirical facts about the important role(s) and benefits of teacher motivation has been revealed by different researchers in many studies, but only a few of most of these studies have been mentioned in this paper. Deci and Gagne (2005) in a study reported in a study that there is a strong relationship between motivation and performance. Also, the result of study on using motivational strategy as panacea for employee retention and turnover in selected public and private sector organizations in South Africa by Samuel and Chipunza (2009) showed that employees in both the public and private sector organizations were motivated to a very large extent by a combination of intrinsic and extrinsic factors which in turn affect performance. The following motivational variables were found to have significantly influenced employee retention in both the public and private sector organizations: training and development, challenging/interesting work, freedom for innovative thinking, and job security. Nwosu (2015) made several discoveries about teacher motivation and their job performance through the findings of his study. The findings of Nwosu study indicated that there was a significant relationship between teachers' job performance and motivation. The findings showed that adequate reward system, professional training and development and work situational factors significantly influences the motivation of teachers in public secondary schools. The implication of the finding on reward system and motivating

employees are highly and significantly associated, which in turn will help with effective implementation of change school success. The finding of Decistudy conducted in 2010 (as cited in Muogbo, 2013) emphasized the importance of reward in influencing workers' performance. Muogbo (2013) believed that workers do not like to feel that they are performing their task not necessary for money. This shows clearly the extent of value placed on intrinsic motivation. Furthermore, the outcome of the finding of Nwosu (2015) study on professional training and development and teacher motivation showcases that this will lead to high performances and productivity in school. It could be deduced that when leaders are able to convey an inspiring vision for the future, encourage innovative approaches to meet goals, facilitate development for each employee, and inspire trust and loyalty by upholding high ethical standards, they are more likely to see high levels of compliance to rules and regulation among their employees (Nwosu, 2015). The outcome of this study is line with that of Walsh and Taylor (2007) previous study that training activities are correlated with productivity and retention. The use of formal training programmes is associated with significantly higher productivity growth. Also, this is consistent with May, Gilson and Harter's (2004) finding that employees are more engaged when they find meaningfulness in their work. The implication of the finding on work situational factors of Nwosu (2015) study is that when employees perceive their organization as having greater concern on their job life and aspects of personal job characteristics, employees will be more positive in putting their very best for the organizational success. It is also in tandem with previous findings of the study of Adams carried out in 2005 (as cited in Nwosu, 2015) that factors inherent in individual as well as job characteristics have direct implication on job outcomes. From all these empirical studies on teacher motivation cited, this has warranted to use of certain teacher motivation strategies which serves as a tool for empowerment for promoting excellence in teaching and learning.

Strategies for Teacher Motivation and Empowerment Necessary for Promoting Excellence in Teaching and Learning

Certain motivational strategies can be utilized to serve as teacher motivation and empowerment in the secondary schools.

Through adequate motivation, teachers are highly empowered to execute quality task.

Teacher motivation which contributes towards empowering teachers for excellence in teaching and learning in the secondary schools would therefore be realized through such motivational strategies to mention but a few, as: constant and extensive staff training and development programmes, effective reward system, conducive physical work environment, job enrichment, job security, good remunerations like good pay, incentives, over-time, staff welfare, loans and scholarships, autonomy and freedom at work, supervision, company policy, leadership styles, recognition, teachers active participation in decision making process, among others.

Muogbo (2013) identified quite some motivational strategies which can be utilized to improve workers job or performance and they include both intrinsic and extrinsic strategies. For Muogbo, the extrinsic motivators are those that are external to the task of the job, such as pay, work condition, fringe benefits, security, and promotion, contract of service, the work environment and conditions of work. While intrinsic motivators on the other hand are those rewards that can be termed psychological

motivations and examples are opportunity to use one's ability, a sense of challenge and achievement, receiving appreciation, positive recognition, and being treated in a caring and considerate manner.

Amofa and Adjei (2014) posited that teacher motivational strategies highly depends on numerous factors which include; high wages and salaries, effective in-service training, teachers participation in decision making, effective supervision by education officers, recognition for good work done by teachers, availability of adequate teaching learning resources, conducive working environment, morale support from parents, students academic performance and effective co-operation from heads of school, among others.

Staff continuous in-service professional training and development is another motivational strategy that mostly influenced teaching and learning as cited in Ezugoh (2017). According to Udeozor (2004) staff training and retraining are efforts made by any institution to boost competences of their employees and where the required teachers are not available, efforts have been made for training and retraining of workers. It is also a form of practical training, short courses or longer formalized programmes like Further Diploma in Education, aimed at upgrading the skills, qualification and sometimes salaries, of qualified or under qualified teachers.

The National Policy directions tend to re-conceptualized in-service training as an ongoing professional development of teaching practitioners aimed at boosting their efficiency in teaching and learning process. Extensive training and development programmes used as a motivational strategy would influence teacher efficiency and productivity. Nwosu (2015) observed that extensive training when consistent are more likely to be captured by the firm if employees are motivated to stay and contribute to the firm's success fostered in part by selective hiring, competitive pay packages and team-orientated work environments.

Akanbi (2001), expressed that no matter how automated an organization may be, high productivity depends on the level of motivation and the effectiveness of the workforce. Staff training is an indispensable strategy for motivating workers. The organization must have good training programme. This will provide the employee information on professional opportunities for self-improvement and development to meet the challenges and requirements of new equipment and new techniques of performing a task. Examples of these training and development programmes that could be provided for teachers as broadly indicated in Ezugoh (2017) includes such programmes as: induction training programmes like orientation; on-the-job training programmes like guidance, mentoring, computer-based training, observation, shadowing and coaching; off-the-job-training programmes through lectures and tutorials.

In explaining further, Ezugoh (2017) commented that induction training is training that an employee will receive when they first join an organization or begin a new role. This type of training is designed to provide the employee with the essential skills needed to perform their job. Induction training can also include an introduction to the company ethos, values and culture so that the employee is aware of the behaviours expected of them. On-the-job training, is training provided during the regular performance of duties. This can take a variety of forms including: Guidance entails guiding and putting an employee through a task or process by a colleague or supervisor, so that the employee knows how to perform the task and to what standard. Shadowing

involves spending time with an expert so that the employee can observe how the expert performs their daily duties. Observations is checkmating the way in which employees perform their duties. At the end of the observation, the observer will provide the employee with feedback on their performance and a training plan based on the results from the observation. The idea behind coaching is to improve the employee's existing skills, (or to provide them with new skills) by focusing on how the employee performs something i.e. there is a focus on technique. Coaching provides employees with the opportunity to practice skills with a coach away from their usual work environment. In mentoring, the employee is partnered with an experienced employee so that they can discuss performance. The experienced person is known as the mentor and the employee they are partnered with we will call the mentoree. The mentoree will discuss their performance and problems with the mentor. Some firms will use a computer based (digital app) to provide training. Computer based training usually involves providing the employee with relevant information followed by quizzes to test how well the employee has learnt the information. Off the job training is training provided away from the employee's usual work environment (Ezugoh, 2017). Off the job training may be in the same building or off site. This training may be provided by trainers working for the same employer as the employees being trained or an outside company hired by the employer. Off the job training is often used to support the teachers or employees studying for a formal qualification or exam at the university or other higher education institutions. Therefore, the benefits of teacher in-service training and development programmes include the following: uncover teacher potential; enables teacher to understand the latest developments and trends within the organization; less confrontations; leads to increased performance and productivity; provides the owner or manager of the company, with some insight into the expectations that your employees might have; and reminds the teacher what the school goals are and how they could drive the desired results (Ezugoh, 2017).

Teacher reward system as described in Ezugoh (2017) serves as one of the motivational strategies used for improving teaching-learning effectiveness and they include the use of promotions, compensations, incentives, scholarships, constant staff professional training and development, salary/pays, remunerations, bonuses, incentives, staff recognition and awards. Money as a motivating factor possesses significant motivating power in as much as it symbolizes intangible goals like security, power, prestige, and a feeling of accomplishment and success (Akintoye, 2000 cited in Ezugoh, 2017). Akanbi (2001) demonstrated the motivational power of money through the process of job choice. He explained that money has the power to attract, retain, and motivate individuals towards higher performance. For instance, if a librarian or information professional has another job offer which has identical job characteristics with his current job, but greater financial reward, that worker would in all probability be motivated to accept the new job offer (Akintoye, 2000, cited in Ezugoh, 2017).

Nyakundi (2012) opined that effective reward system this includes the compensation given to teachers for the services they render in terms of salary or pay, stipends, remuneration, promotion, scholarships, recognition and incentives. Nyakundi further highlighted that rewarding employees is an important factor in employee motivation. Most organizations have gained the immense progress by fully complying with their business strategy through a well-balanced reward and recognition programmes for employee. Motivation of employees and their productivity can be

enhanced through providing them effective recognition which ultimately results in improved performance of organizations. The Management Study Guide (2015) highlighted that use of incentives is also another means of using reward to achieve workers' efficiency, maintain effectiveness at the workplace and promote work productivity. They also defined incentive as an act or promise for greater action. It is also called as a stimulus to greater action. Incentives are something which is given in addition to wages. It means additional remuneration or benefit to an employee in recognition of achievement or better work. Incentives provide a spur or zeal in the employees for better performance. It is a natural thing that nobody acts without a purpose behind. Therefore, a hope for a reward is a powerful incentive to motivate employees (Ezugoh, 2017). The entire success of an organization is based on how an organization keeps its employees motivated and in what way they evaluate the performance of employees for job compensation (Nyakundi, 2012).

The physical work environment which serves as a motivating factor for teachers equally determines excellence in teaching and learning. According to UNICEF (2005), the physical work environment comprised the environment inside and outside the school facility. It is the overall appearance of everything inside and within the school. Key characteristics of physical environment of an education setting are location, accessibility, safety, flexibility, scale, and visibility. In this regard, UNICEF (2005) pointed out that the quality or effectiveness of the physical learning environment is strongly linked to the quality of teaching and learning that can take place in a school facility. Similarly, the conduciveness of the physical learning environment of any secondary school will also influence the quality or effectiveness of teaching and learning. The Great Schools Partnership (2014) referred to the physical work environment refers to the diverse physical locations, contexts and cultures in which teaching and learning take place. This includes both outdoor and indoor surroundings, including the quality of air one breathes and the water one drinks. The role of the physical environment is to support teaching and learning activities and needs of the users. For instance, the school buildings should enable the teachers to carry out their work with as little stress placed on them by the environment as possible. Implications on policy level are related to spacing standards, maintenance and the use of facilities outside school hours (UNICEF, 2005). The quality of infrastructure and learning environment has strong influence on both teaching-learning effectiveness and academic standards which is an index of quality assurance in the school (Ezugoh, 2017). Nyakundi (2012) further opined that the teacher's working environment in Nigeria has been described as the most impoverished of all sectors of the labour force. Facilities in most schools are dilapidated and inadequate and this situation demands that greater attention should be given to improving work-related conditions of teachers to improve the quality of education. In particular, there should be improvements in the supply of teaching and learning materials and general classroom environment to improve student learning. Nyakundi (2012) argued that if people work in a clean, friendly environment they will find it easier to come to work. If the opposite should happen, they will find it difficult to accomplish tasks. Thus a quality and conducive physical learning environment is: 'a physical space that supports multiple and diverse teaching and learning programmes and pedagogies, including current technologies (Ezugoh, 2017).

Job characteristics, as observed by Aryeete (2011), is a motivating factor for promoting excellence in teaching and learning. According to Aryeete, the task itself is

said to be the key to employee motivation. Specifically, a boring and monotonous job stifles motivation. Three ingredients of a more challenging job are variety, autonomy and decision authority. Two popular ways of adding variety and challenge to routine jobs are job enrichment (or job design) and job rotation. To promote excellence in teaching and learning in the secondary schools which will enhance performance and increase productivity for positive outcomes and students' learning, Aryeete (2011) opined that teachers should be given equal opportunities and recognition. The whole motivational system should be made more transparent to all teachers and the appraisal system should call for the unique strengths to show as well as the expected rewards. There should be training and development programmes open to all teachers. This should include both on-the-job and off-the-job training which will help teachers to upgrade their knowledge and be able to meet their target. Lastly, Murphy (2020) gave an outline on methods used for teacher motivation which is by recognizing a job well done, boosting team spirit among colleagues, injecting healthy competition at the workplace through gamification, granting autonomy, ownership and freedom, determine employee's personal and professional goals, create an awe-inspiring work environment, champion friendly competition, create effective means of communication, lead with vision, apply the golden rule, offer care part for advancement, create stretch goals, get in the habit of self-praise, practice transparency, express gratitude, introduce novelty, break goals into manageable chunks, among others.

Factors Hindering Effective Utilization of Teacher Motivation for Promoting Excellence in Teaching and Learning in the Nigerian Secondary Schools

Given the important roles and benefits of teacher motivation in contributing towards promoting excellence in teaching and learning, yet there are some factors that hinder effective utilization of these motivational strategies to influence teachers' work in the secondary schools. Mark (2015) opined teacher motivation has become an important issue given their responsibility to impart knowledge and skills to learners. A motivated teacher is one who not only feels satisfied with his or her job, but also is empowered to strive for excellence and growth in instructional practice. It is argued that satisfied teachers are generally more productive and can influence students' achievement, as such, factors which can hinder effective utilization of teacher motivation should be avoided completely. Adelabu (2005), Dabo and Azi (2016) and Mark (2015) stated that such factors like inadequate funding of the education system coupled with school's leadership, poor condition of service, negative attitude of most teachers to work, limited instructional materials and school facilities, and lack of professional regulatory body, might hinder teacher motivation in the various school systems. Funding has been a major challenge in the Nigerian education system. Without sufficient funds, it will be difficult to motivate and empower teachers all over the secondary schools in the country. Even when UNESCO has recommended that 26% of the national budget should go to education in order to achieve its goals and objectives, the government is yet to comply with this recommendation.

In the same light, Bawalla and Nafiu (2018) stating the importance of funding the Nigerian education system, observed that to achieve the best quality of education coupled with excellence in teaching and learning, UNESCO recommended that all nations to budget 26% on education. This recommendation was strictly complied with by the developed countries across the globe while some developing countries like

Nigeria failed to yield and this invariably is affecting or perhaps affected the educational growth in Nigeria. For instance, the Nigeria budgetary allocation to education between year 2010 to 2016 include N234.8billion, N306.3billion, 400.15billion, 493.53billion, 392.2billion, 369.6billion respectively, with all these figures less than 13%, and recently this year (2017) the Nigeria budget on education amount to 448billion representing just 6% on funds devoted to education which is expected to cut across all the three tiers of education (Primary, Secondary and tertiary institutions). This adversely put Nigeria to continuing witnessing tremendous decline in the academic performance of public schools. This continues to happen at a faster rate and the trend may not be abated until the government changes its attitude to school management (Ogunlade, 2011). Public schools have been left unattended to by the government as it has been argued by Sistus (2008) who laments the dilapidation that characterize the secondary school buildings in all parts of the country. There are no available chairs for the students to receive lessons. The quality of education delivered by teachers and the academic achievements of students of any school is dependent on several factors and, adequate funding is paramount. Adequate funding enhance excellence in teaching and learning, by making the process meaningful and purposeful. It is the belief of teachers that public schools are being neglected and teachers are not reckoned with. The poor remuneration of teachers, and more importantly, failure of the government to increase school funding could be contributory factors to teachers' absenteeism, late-coming, failure to assess students' works, lack of sense of belonging and redundancy at work. All these are indicators of poor level of job commitment caused by lack of funding and adequate teacher motivation (Bawalla & Nafiu, 2018). Adelabu (2005) asserted that School leadership and management style are also important factors, which can either motivate or lower teacher morale and commitment. Nwankwo as cited in Adelabu (2005) found that teachers feel highly motivated when they are consulted about decisions regarding their work. Unfortunately, too high a proportion of school managers (principals and head teachers) are highhanded and autocratic in their dealings with teachers (Adelabu, 2005). The attitude of inspectors towards teachers in supervising their work is another important work-related motivational factor. Bamisaye study cited in Adelabu (2005) found out that unfair administrative and supervisory practices tend to undermine teacher morale. The physical work environment with school facilities is also an important determining factor in teacher motivation. The teacher's working environment in Nigeria has been described as the most impoverished of all sectors of the labour force (NPEC, Nigeria 1998 cited in Adelabu, 2005) Facilities in most schools are dilapidated and inadequate, while Kazeem (1999) cited in Adelabu (2005) has recommended that greater attention should be given to improving work-related conditions of teachers to improve the quality of education. In particular, there should be improvements in the supply of teaching and learning materials coupled with instructional materials, school facilities and the general classroom environment to improve student learning (Adelabu, 2005). All the aforementioned factors, if well taken care of will improve teacher motivation in order to make significant impact in promoting excellence in teaching and learning in the secondary schools.

Conclusion

Teacher motivation as shown in the paper is a potent factor for promoting excellence in teaching and learning. This is so because highly motivated teachers are

always propelled to value the essence of promoting excellence in the teaching and learning processes. They have the drive and feelings to make positive impacts in fulfilling students' learning needs and areas of interests. To such teachers, excellence is their watch word and they tend to go extra miles by rendering excellent services which will lead to excellence in teaching and learning. Therefore, the issues surrounding adequate provisions teacher motivation using different motivational strategies such as constant staff training and development, good remunerations, recognition at work, effective reward system, among others, is really one thing that should not be overlooked or neglected because of its important roles and benefits in promoting excellence in teaching and learning and they have equally been discussed in the paper. Again, such factors that hindered effective utilization of teacher motivation in order to promote excellence in teaching and learning in the Nigerian secondary schools also needs to be controlled or curtailed. In all, for quality education to triumph in the secondary schools, adequate attention and considerations needs to be paid on teacher motivation which propels and draws their actions towards the attainment of successes in teaching and learning in the secondary schools.

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