

# Motivation and Changing Fortunes in Teachers' Output: Empirical Evidence from Selected Secondary Schools in North West Region of Cameroon

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## ABSTRACT

Workers' feelings, behaviour, attached value (worth) and the environment determines the amount of effort put in for the attainment of organizational objectives. Satisfied teachers are generally productive and can influence students' achievement. This study aimed at identifying and examining the effects of motivation on teacher output in Government Secondary and High Schools in the North West Region of Cameroon. The purposive sampling technique was employed to select 75 principals to whom a 20-item self-constructed questionnaire was administered. Descriptive statistics (percentages and frequencies) were employed to answer the four research questions while inferential statistic (one sample t-test, 2-tailed) was used to test the four hypotheses at a 0.05 level of significance. The findings revealed that boosting teachers' morale, promotion of teachers, good work environment and cordial interpersonal relationships positively influenced teachers' output. It was therefore recommended that principals should strengthen in-service training facilities for teachers; appointment into posts of responsibilities should consider qualification, experience and personal skills of the teacher concerned; and that trust, confidence, delegation of power and shared decision making should be encouraged amongst principals.

**Key words:** Motivation, Changing Fortunes, Teachers' Output, secondary Schools and Cameroon

## INTRODUCTION AND RATIONALE

Every human organisation has its objectives and seeks for maximum output. The education sector is not left out in this venture. Output in an educational sector is measured through the performance of her products (here students). For this output to be maximised, so many factors must be taken into consideration; most importantly, the nature of leadership behaviour, the work environment and the professional background of the workers.

Amongst the aspects of leadership behaviour is the ability to motivate teachers to perform better in their teaching task. The word 'motivation' is as old as man himself. It has been defined in several ways by different authors. For instance, Berelson and Steiner (1964:240) see motivation as an inner state that energizes, activates or moves and direct or channels behaviour to goals. Shaffer and Shoben (1956) define motivation as a complex, socially learned pattern of behaviour involving situations, needs, desires, mechanisms and end result. Emenike (1997) sees motivation as the perceptions, methods, activities used by management for the purpose of providing a climate that is conducive to be satisfaction of the various needs of the employees so that they may become satisfied, dedicated and effective task performers. Motivation therefore, may be seen as that fuel or ginger which provides energy for human action. It can therefore be extrinsic (without) or intrinsic (within) (Sansone & Harackiewicz, 2009).

Over the years, the concept of commitment to work has been the concern of scholars. Adopting a sociological view, Becker (1960) suggests that commitment to any activity occurs "when an individual confronted with an opportunity to depart from it discovers that in the course of part activity he has willingly or not accumulated valuables of a kind that would be lost to him if he makes a change"

Grunsky (1966) is of the view that a worker's willingness to perform well in any organisation is influenced by the rewards he has received from the organisation and the experiences he has to undergo to receive them. To Taylor (1974) incentives are prerequisite for work performance and achievement of a set goal in an organisation. Nevertheless, a number of variables within the environment can influence the individual and can make some impact on both his level of motivation and work performance.

When Adam Smith (1877) conceptualised the economic basis of human motivation, it was his considered opinion that people work primarily for money and are unconcerned about social feelings. Other scholars like Webber (1947) opined that human behaviour is shaped by the environment. For example, Aryle (1972:84) argues and reasonably too, that people can become committed to an organisation as a result of participation in decision making. Equally, other studies have identified economic conditions, morale, relationship, work conditions, competition, labour market conditions, age, marital status, experiences, and domestic responsibilities which can make workers work well or leave their immediate employment (Herzberg,

1959;Claser, 1964; Arebiniak&Aluttoe, 1972; Hulin, 1966).

Teacher motivation has become an important issue given their responsibility. Satisfied teachers are generally productive and can influence students' achievement (Mertler, 1992; Analoui, 2000). Equally, research findings reveal that teachers with high morale perform excellently (Steyn, 2002). Again, when school policies are favourable with good interpersonal working conditions, advancement, recognition for achievement, and output is bound to increase. Contrary, lack of facilities, competitive attitudes, etc. negatively impact teachers motivation levels (Kocabas, 2009).

Lack of motivation if not well handled by school principals will hinder the educational outcome because it can lead to stress which eventually translates into ineffective classroom instruction, management and school improvement (Ofeogbu, 2004). Teachers are motivated to perform their teaching task for three main reasons: altruistic, intrinsic and extrinsic reasons (Barmby,2006). Improved students' performance therefore depends on teachers' performance. Many government secondary schools in cameroontoday face the problem of low teachers' output epitomised by high rate of absenteeism, poor preparation of teaching materials, constant request for transfers, general discontentment, etc. leading to poor academic performance by the students. Thus, the school administration finds it difficult to manage and motivate teachers to perform optimally. Adequate and effective motivation strategies, not necessarily financial rewards, need to be identified and implemented in secondary schools for teachers to be effective and efficient, thereby, maximising their output. Research evidence show that the level of stress amongst teachers is higher than that of other workers and that fatigue, lack of motivation and personal crisis negatively affect teacher performance.

It is based on the aforementioned that this study sets out to identify and examine the effects of motivation on teacher output. The variables considered here are teachers' morale, promotion, work environment and interpersonal relationship as they affect teachers' output.

## RESEARCH MODEL

This study anchored on three theories or models: Leavitt (1972); Abraham Maslow's Hierarchy of needs theory and Frederick Herzberg's Two Factor Theory.

Leavitt (1972) provides a motivation model which he derived from three basic premises: 1) Behaviour is caused: The things we do, do not just happen for there are underlying reasons; 2) Behaviour is directed: in the ultimate sense, there is no aimless behaviour. We are always pursuing some goal or the other; 3) Behaviour is motivated: underlying what we do are motives and drives which provide us with energy to attain our goals or at least to move in the direction of our goals.

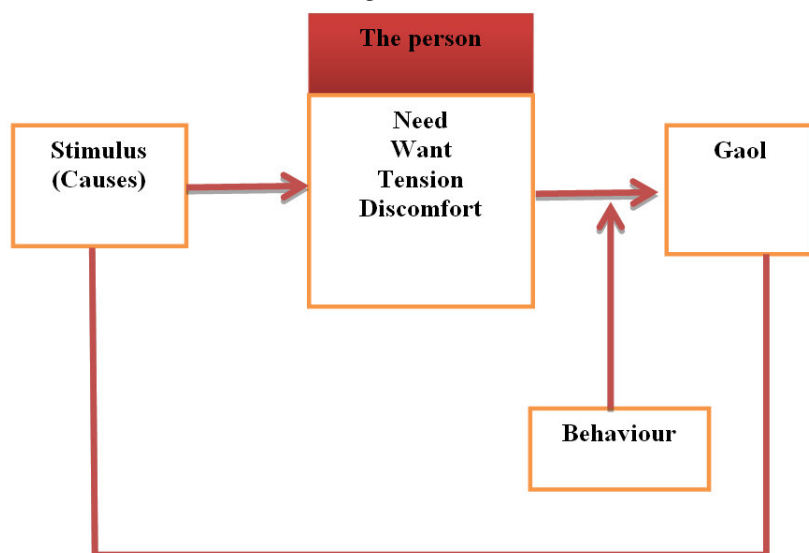
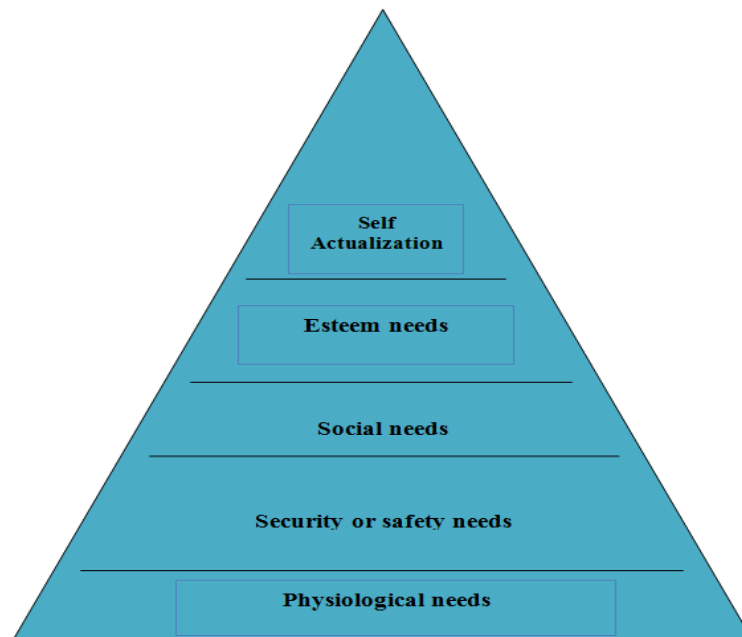


Figure 1: Basic Model of Behaviour  
Source: Leavitt (1972:8)

From the above figure, one can see that human behaviour can be viewed as part of a double play from cause to motive, the behaviour towards a goal. Arrival at a goal eliminates the cause, which eliminates the motive which eliminates the behaviour. Thus, when a school has objectives, teachers should be motivated, so as to influence their behaviour at arriving at these objectives.

Abraham Maslow (1947) came out with a theory of human needs in a hierarchical order, ascending from the lowest to the highest and concluded that when one need is satisfied, it tends to be a motivator. These needs includes physiological needs for sustaining human life such as food, shelter, water, air; security or safety

needs which involves feeling secured in an environment; safety needs which centres on love and belongingness; esteem needs which revolve on acceptance, prestige and status and self-actualisation which is the feeling of attaining the highest possible level.

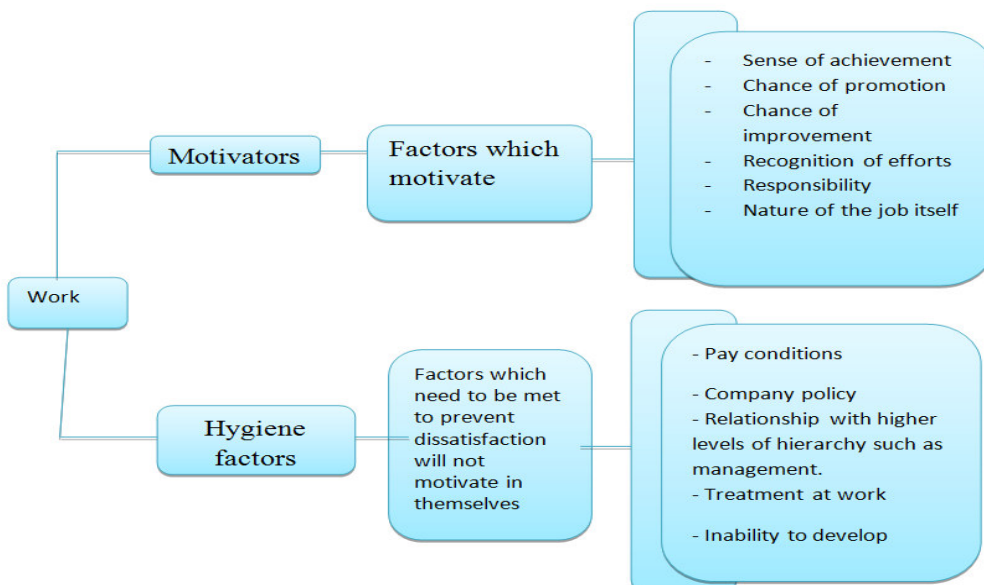


**Figure 2: Maslow's Hierarchy of Needs**

Source: Adapted from Abraham Maslow's "Theory of Human Motivation"

Maslow's theory is very important to educational administrators. They need to know that teachers are human beings with aspirations for life which need to be satisfied but in stages or levels. E.g., Payment of salaries, allowances and promotion. The result of solving these needs will foster a good working relationship and improve work performance. Failure will lead to low morale, increase absenteeism, ineffectiveness and low output.

Frederick Herzberg's Two Factor Theory otherwise referred to as "Hygiene Theory" was postulated in 1966 in an attempt to find out what motivated people to work. According to Herzberg, different set factors were associated with satisfaction and others with dissatisfaction.



**Figure 3: Hertzberg's Two Factor theory**

Source: Ian Chambers and Dave Gray (2008). *Business Studies*.Haddington:Scotprint.

## METHODOLOGY

The study was carried out in the North West Region of Cameroon. It adopted the descriptive survey design. Four (04) research questions and four (04) hypotheses guided the study. The population of the study was principals of all secondary schools in the region. Quota sampling technique was used to choose all the principals of secondary schools in Bui Division while purposive sampling technique was employed to select 75 principals of Government Secondary and high Schools in the Division. Data was collected with the use of a 20-item self-constructed questionnaire. The variables measured in the study were teachers' morale, promotion, work environment and interpersonal relationship as they affect teacher output. The instrument was tested using ten (10) principals in Mezam Division to ensure its reliability. Using Spearman Rank Correlation Coefficient, a value of 0.87 was gotten, implying that there was a strong correlation between the test and the re-test. The value was good enough for the instrument to be considered reliable. Data was analysed using the Statistical Package for Social Sciences (SPSS) version 20.0. Precisely, both descriptive and inferential statistics were used to answer research questions and verify hypotheses respectively. Typically, percentages, frequencies and one sample t-test (2-tailed) were used at a 0.05 level of significance.

## FINDINGS

### Research Question One: To what extent does teachers' morale affect their output?

**Table 1: Effects of teachers' morale on output**

ITEM	S.A	%	A	%	D	%	S.D	%	Mean	Tot
Teachers show great interest in their job	22	29.3	42	56.0	8	10.7	3	4.0	3.10	75
Self-worth leads to increase in teachers' productivity	49	65.3	23	30.7	3	4	00	00	3.61	75
A sense of progress towards objectives affects teachers' productivity positively	40	53.3	32	42.7	2	2.7	1	1.3	3.48	75
High morale increases teachers' productivity positively	46	61.3	27	36.0	2	2.7	00	00	3.58	75
Low morale reduces teachers' productivity	47	62.7	22	29.3	5	6.7	1	1.3	3.53	75
<b>Total</b>									17.3	375

From table 1 above, all the five items that affect morale and output have a general percentage of above 50 (i.e. S.A+A) and a mean ( $\bar{x}$ ) of above 3 each.

### Hypothesis One: Teachers' morale does not significantly affect their output

**Table 2a: One-sample statistics**

	N	Mean	Std. Deviation	Std. Error Mean
<b>Morale</b>	75	17.3200	1.59526	0.18421

The table above reveals that out of a sample size of 75, the mean for teachers' Morale and Productivity" is 17.32, which is greater than the test value of 12.5.

**Table 2b: Verification of research hypothesis one: One-sample t-test**

	Test Value = 25					
	t	d.f	Sig. (2-tailed)	Mean	95% Confidence Interval of the Difference	
					Lower	Upper
<b>Teachers' Morale</b>	26.166	74	0.01	4.82000	4.4530	5.1870

The table reveals that with a test value of 25, the significance of this hypothesis using a two tailed test is 0.01. Again, at a degree of freedom (d.f) of 74 and confident level of 0.5 (95%), the calculated t-value (t-cal) of 26.16 is found to be greater than the critical t- value (t-crit) of 2.64. Going by this inference and that drawn from the mean, the null hypothesis is rejected in favour of the alternative hypothesis as stated in the decision rule. Therefore, there is a significant relationship between teachers' morale and their productivity.

**Research Question Two: To what extent does promotion affect teachers' output?**

**Table 3: Promotion and teachers' output**

ITEM	S.A	%	A	%	D	%	S.D	%	Mean	Tot
Promotion leads to improvement on job-experience and productivity	28	37.3	22	29.3	17	22.7	8	10.7	2.93	75
Promotion of teachers is always based on merit	12	16.0	16	21.3	24	32.0	23	30.7	2.22	75
Job perks such as larger offices motivate teachers	8	10.7	23	30.7	30	40	14	18.6	2.33	75
Teachers desire to have autonomy and independence	24	32.0	29	38.7	13	17.3	9	12.0	2.9	75
Teachers need employer promotion policies such as allowing all workers with a given level of experience to apply for executive	22	29.3	34	45.3	12	16.0	7	9.4	2.94	75
<b>Total</b>									13.35	375

From the table above, only two of the five related issues in promotion had less than 50% agree. This means that even though promotion affects teachers' output positively, promotion of teachers is not based on merit and that teachers do not have large office space. Again, those two items have a mean of less than 2.5 each to substantiate.

**Hypothesis Two: There is no significant relationship between promotion and teachers' output**

**Table 4a: One-sample statistics**

	N	Mean	Std. Deviation	Std. Error Mean
<b>Promotion</b>	75	13.3467	2.31618	0.26745

The table above reveals that out of a sample size of 75, the mean for "promotion teachers' Productivity" is 13.3467, which is greater than the test value of 12.5.

**Table 4b: Verification of Research Hypothesis Two: One-sample t-test**

Test Value = 25						
	t	d.f	Sig. (2-tailed)	Mean	95% Confidence Interval of the Difference	
					Lower	Upper
<b>Promotion</b>	3.166	74	0.02	0.84667	0.3138	1.3796

The above table reveals that with a test value of 25, the significance of this hypothesis using a two tailed test is 0.02. Again, at a degree of freedom (d.f) of 74 and confident level of 0.5 (95%), the calculated t-value (t-cal) of 3.166 is found to be greater than the critical t- value (t-crit) of 2.37. Going by this inference and that drawn from the mean (13.35<25), the null hypothesis is rejected in favour of the alternative hypothesis as tatted in the decision rule. Therefore, there is a significant relationship between teachers' promotion and their output.

**Research Question Three: What aspects of work environment influence teachers' output?**

**Table 5: Aspects of work environment that influence teachers' output**

ITEM	S.A	%	A	%	D	%	S.D	%	Mean	Tot
There is the availability of good classrooms for teaching/learning	26	34.7	31	41.3	11	14.7	7	9.3	3.01	75
Teachers have didactic materials to facilitate learning in your school	19	25.3	38	50.7	7	9.3	11	14.7	2.86	75
There exists a good staff room and a good canteen in your school	23	30.7	25	33.3	15	20.0	12	16.0	2.78	75
Teachers are often supervised to enhance their productivity	24	32.0	35	46.7	11	14.7	5	6.7	3.04	75
The location of the school is convenient to the teachers	22	29.3	35	46.7	7	9.3	11	14.7	2.90	75
<b>Total</b>									14.59	375

Table 5 reveals that all the five (05) items influence teachers' output since all have percentages above 50 (>50%) and a mean of above 2.5 each.

**Hypothesis Three: There is no significant relationship between work environment and teachers output**

**Table 6a: One-sample statistics**

	N	Mean	Std. Deviation	Std. Error Mean
<b>Work environment</b>	75	14.6133	3.27931	0.37866

The table above reveals that, the mean for “work environment and teachers’ Productivity” is 14.6133. This is greater than the test value of 12.5.

**Table 5b: Verification of Research Hypothesis Three: One-sample t-test**

	Test Value = 25					
	t	d.f	Sig. (2-tailed)	Mean	95% Confidence Interval of the Difference	
					Lower	Upper
<b>Work environment</b>	5.581	74	0.01	2.11333	1.3588	2.8678

From the above table one could deduce that with a test value of 25, the significance of this hypothesis using a two tailed test is 0.01. Again, at a degree of freedom (d.f) of 74 and confident level of 0.5 (95%), the calculated t-value (t-cal) of 5.581 which is found to be far greater than the critical t- value (t-crit) of 2.64. Going by this inference and that drawn from the mean (14.613<25), the null hypothesis is rejected in favour of the alternative hypothesis as stated in the decision rule. Therefore, there is a significant relationship between work environment and teachers’ productivity.

**Research Question Four: What is the effect of interpersonal relationship on teachers’ output?**

**Table 7: Interpersonal relationship and teachers’ output**

ITEM	S.A	%	A	%	D	%	S.D	%	Mean	Tot
Principals involve teachers in decision making	25	33.3	35	46.7	14	18.7	1	1.3	3.12	75
Principal possess good conflict resolution skills	26	34.6	41	54.7	8	10.7	00	00	3.24	75
Teachers interact and share ideas among themselves	24	32.0	47	62.7	4	5.3	00	00	3.26	75
The interaction among teachers is sometimes not cordial	22	29.3	34	45.3	13	17.3	6	8.0	2.96	75
Teachers interact with students during and after lessons in order to obtain feedback	40	53.3	26	34.7	5	6.7	4	5.3	3.36	75
<b>Total</b>									15.9467	375

Table 7 reveals that all the five (05) items on interpersonal relationship all have percentages above 50 (>50%) and a mean of above 2.5 each.

**Hypothesis Three: There is no significant relationship between interpersonal relationship and teachers output**

**Table 8a: One-sample statistics**

	N	Mean	Std. Deviation	Std. Error Mean
<b>Interpersonal relationship</b>	75	15.9467	1.82988	0.21130

The table above reveals that, the mean for “work environment and teachers’ Productivity” is 15.9467. This is greater than the test value of 12.5.

**Table 5b: Verification of Research Hypothesis Three: One-sample t-test**

	Test Value = 25					
	t	d.f	Sig. (2-tailed)	Mean	95% Confidence Interval of the Difference	
					Lower	Upper
<b>Interpersonal relationship</b>	6.784	74	0.01	2.94667	1.5256	2.3677

From the above table one could deduce that with a test value of 25, the significance of this hypothesis using a two tailed test is 0.01. Further verification show that at a degree of freedom (d.f) of 74 and confident level of 0.5 (95%), the calculated t-value (t-cal) of 6.784 is found to be far greater than the critical t- value (t-crit) of 2.64. Going by this inference and that drawn from the mean (15.9467<25), the null hypothesis is rejected in favour of the alternative hypothesis as stated in the decision rule. Therefore, there is a significant relationship between interpersonal relationship and teachers’ productivity.

## DISCUSSION

Findings based on research question one and hypothesis one revealed that teachers' morale affect their output. Teachers with high enthusiasm carry out their teaching more effectively. Hardy (2012) had earlier indicated that high morale results in teamwork, organisational commitment, conflict resolution, effective communication and increased output. Similar conclusions were reached by Emenike (1990); Becker (1960) and Steyn (2002).

The findings on research question two and hypothesis two revealed that promotion affects teachers' output. According to Abraham Maslow's Theory, teachers have individual goals to meet. As such, they put in more effort in teaching in order to be promoted or appointed. The findings here are in congruent with the findings of Hartman (2012); Taylor (1974) and Kocabas (2009).

The findings further revealed that work environment affected teachers' output. Here, people are seen as being largely reactive to environmental stimuli. This means that school environments should be enabling with facilities like canteen, library, toilets, staff rooms, and clean environment help to increase teachers' performance and output. Similar findings were reached by Glaser (1964), Hulin (1966) and Ofoegbu (2004).

Finally, a significant relationship was identified between interpersonal relationship and teachers' output. The principals should be able to understand and relate with all stake holders. Moreover, principals should be humane, goal-oriented and friendly. In that light, principals must exercise respect, courtesy, confidence, delegate responsibility and open-mindedness when dealing with teachers. According to Herzberg's Two Factor Theory, the principal must know and use satisfiers and avoid dissatisfies in a school system. This is bound to increase teachers' output. Teachers needs vary in content, priority and importance (Maslow, 1943; Learnith, 1972; Kabocas, 2009).

## IMPLICATIONS AND RECOMMENDATIONS

The study examined the various motivators that are often used and can be used by secondary school principals to improve teachers' output. This includes boasting of teachers' morals, promotion, cordial interpersonal relationships and work environment. Principals therefore have to improve their know-how and other motivational skills. The implication is that motivation will improve the work performance and output of teachers, thereby, improving the academic performance of the students.

Based on the above, it is therefore recommended that:

1. Principals should regularly organize conferences with teachers so as to identify their demotivational factors so as to handle them.
2. Provision should be made of incentives and output allowances to teachers from PTA funds.
3. In-service training facilities should be strengthened for teachers.
4. Appointment into posts of responsibilities should consider qualification, experience and personal skills of the teacher concerned.
5. Inter-personal relationship should be encouraged between principals and teachers who must be able to understand the individual difference of teachers under his control.
6. Trust, confidence, delegation of power and shared decision making process should be encouraged amongst principals.
7. The principal should make sure that the school environment is enabling with facilities like canteen, library, staff offices, buses, etc.

## CONCLUSION

Motivation is very instrumental in personnel management. Empirical evidence points to the fact that motivation has been discovered to enhance teachers' output. Principals should therefore use various means to boost teachers' morale, objectives, promotions, interpersonal relationship and provide an enabling school environment so as to improve on teachers professional output.

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