

## **Comparative Analysis of Public and Private Secondary School Teachers' Level of Work Motivation in Ilorin, Nigeria**

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### **Abstract**

*This study analysed and compared the levels of work motivation among the public and private teachers in Ilorin metropolis of Kwara State. It adopted the descriptive survey design. Six hundred teachers selected randomly from 15 private and 15 public secondary schools participated in the study. A research instrument entitled Teachers' Self-assessment Motivation Scale (SAMS) was designed by the researchers to gather data for the study. The reliability coefficient of the instrument was determined through the test-retest procedure and Chronbach Alpha formula, its reliability coefficient was found to be .87. Results revealed that work motivation among majority (61.8%) of the teachers was at a moderate level, while 23.7% and 14.5% of the teachers were at high and low motivation level respectively. Work motivation among teachers in public schools was higher than among teachers in private secondary schools. Only 5.3% of teachers in public school were at the low motivation level compared to 23.7% of teachers in private secondary schools at the low motivation level. It is obvious from the foregoing that the work motivation level of teachers in private secondary school is not*

*as encouraging as that of teachers in public secondary schools. In most private schools lack of incentives such as annual salary increment, promotion, sponsorship to in-service training, workshops and conferences plausibly accounted for their low level of motivation. Based on the results, it was recommended that proprietors of private secondary schools should endeavor to provide their teachers incentives that teachers in public schools are enjoying.*

**Key Words:** Work Motivation, Teachers, Motivation, Secondary Schools, Private and Public Schools.

### **Introduction**

Education is globally becoming recognise as a necessity of life and the most potent tool for growth and sustainable development in all spheres of human life. It is the bedrock of growth and sustainable socio-economic, political, cultural, scientific and technological development in every nation. Education is very popular across the nation with schools concentrating in urban centres. Ilorin the capital of Kwara State, Nigeria, has the highest concentration of secondary schools within the state. Available statistics at Kwara State ministry education and human development indicated that there are 321 public senior secondary schools in the state in 2012 with 50 (15.5%) of the schools located in Ilorin metropolis alone. Reliable statistics on the number of private senior secondary schools in Ilorin is not available partly due to increasing number of unregistered private secondary schools in the town. This fact was highlighted by Kwara State Ministry of Education, Science and Technology, (2008 May) in the Kwara State Education Strategic Plan (ESP) 2009 – 2018 as follow:

*Problems with the accuracy of enrolment statistics in Nigeria are well recognized by state and federal ministries of education, but despite great efforts there remain substantial discrepancies between the various data sources. Comparison between the (generally reliable) CWIQ household survey and the school-based EMIS5 suggest two critical features of enrolments in Kwara. On the one hand it seems likely that private schools are being under-counted, and private enrolments (especially at secondary level) are much greater*

*than previously thought. On the other, over-reporting by EMIS of enrolments in public school remains a continuing concern (p.9).*

Private education is very popular in Ilorin metropolis, but not all private secondary schools are able to meet the stringent government requirement for registration. Unregistered category of private secondary schools have poor-quality facilities, large percentage of unqualified teachers and often charge low fees to attract poor parents working most in the informal sector of the economy. Most of this category of secondary schools in Ilorin are owned by individuals and are located mostly in the slum areas of the town. Expectedly, facilities and quality of teachers in approved private secondary schools tends to be better than in the unregistered schools as observed by Kwara State Ministry of Education, Science and Technology (2008, May). Although the quality of teachers in public secondary schools is better than their counterparts in private schools, facilities in some approved private secondary schools are better than facilities in public schools.

The disparities in proprietorship, quality of teachers and facilities in secondary schools in Ilorin metropolis tends to reflect in the teachers' welfare and conditions of service. Teachers in public secondary schools and civil servants in Kwara State are on the same conditions of service, whereas the conditions of service of teachers in private secondary schools varies from school to school. It is pertinent to note that the welfare and conditions of service available to workers are usually designed by employers to motivate their workers.

Teachers are the most crucial human resources in the school system. Human resources, as rightly observed by Shah, Ur-Rehman, Akhtar, Zafar, and Riaz, (2012), are the most precious indispensable assets of any organisation. In order to maximize any human resource in any organisation, it is highly important for the employers to use different strategies to motivate their workers in order to achieve the set goals of the organisation. Motivating teachers is thus a prerequisite to the realisation of the goals of education. Motivation is an essential factor that influences individual level of commitment to achieve set goals and objectives. Owuamanam & Owuamanam (2004) defined motivation as an individual's

urge, desire, tendency or striving to achieve a goal or fulfill certain needs. Luthans (1998) also asserted that motivation is the process that arouses, energises, directs, and sustains behaviours and performance. In general, motivation serves as a directing force that determines the level of activity toward goal attainment or satisfaction of want, needs or desires. Motivation increases strength and vigour of an individual's activities and it is in realization a fundamental instrument for regulating work behaviours of workers.

### **Review of Related Literature**

Globally the education enterprise is task with the development of human resources to ensure that every citizen contribute meaningfully to the growth and development of the society. Consequently the education industry is always under intense pressure from the government, major shareholders and the general public to produce high quality human resources. In Nigeria and many other nations, students' academic performance in public examinations provides useful insight into the quality of human resources developed by the education enterprise. In the past two decades there seems to be a sustained public clamour for urgent solutions to stem the downward trend in students' performances at the final senior school certificate examinations conducted by public examination bodies such as the West Africa Examinations Council (WAEC), National Examination Council (NECO), National Business and Technical Education Board (NABTEB) among others. Researchers in the field of education and other major stakeholders (Ofoegbu, 2004; Olufunmiyi, 2015; & Nwachukwu, 2014) rightly attributed the poor performance of students to lack of teacher motivation among other factors. Also, Nigerian teachers especially those working in public schools were noted to be poorly motivated. (Adeyemo, Oladipupo, & Omisore, 2013; Afolabi, 2013; Gbenu, 2012; Jacobson, 2010; and Nosheen, & Hina, 2015). Okeke (2015) noted that poor remuneration and other poor conditions of service led to the downward trend in the level of teacher's commitment to duty, a situation that is reflected in the poor performance of the students.

However, Odunaike, Ijaduola, and Epetimehin, (2013) reported that there is disparity in the level of commitment of teachers based on gender. Abiodun and Gbadebo (2012) also reported that female teachers were happier with their job than their male counterpart, but significant gender difference does not exist in their level of job satisfaction. The study carried out by Patrick (2010) revealed that gender disparity existed in terms of professional growth of teachers in Nigeria. The foregoing studies tend to indicate that gender disparity may exist in the job motivation among teachers in Nigeria

Dibia (2008) noted that motivating teachers with welfare packages, good remuneration and prompt payment of salary, among other incentives can improve the teachers' proficiency and effectiveness. Effective teachers, according to the results of the study conducted by Agharuwhe (2013) produced high quality students. Ofojebe, and Ezugoh (2010) equally stressed that motivation improves teachers' output and quality assurance in schools. According to Masitsa (2003), unmotivated teachers can neither perform in accordance with their ability nor motivate their learners effectively. Obviously, this will impact negatively on the teaching quality and learners' performance.

In Nigeria education is offered by both public and private educational institutions. As rightly observed by Harma (2013) private schools are emerging as an important source of providing education in Nigeria as more parents from high and low socioeconomic strata are sending their wards to private schools. It thus seems that the Parents' reactions to the abysmal performance of students in public examinations at senior school certificate level included their preference for private schools as revealed in several studies. (Adeayo, 2009; Adams & Arowojolu, 2008; Harma, 2013). The studies indicated that parents were of the opinion that private school teachers are more dedicated to duty than their counterparts in public schools, consequently their students regularly perform better than those in public schools. This suggests that teachers in private schools are more motivated to work than their counterparts in public schools.

In the view Tukur (2015, December 22) Nigerian students' poor academic performance is a consequence of the absence of motivation

for the teachers due to poor welfare package, negative public perception of the teacher and the teaching profession.

### **Statement of the Problem**

There are three categories of secondary schools in Ilorin namely: (a) public schools owned by the government; (b) registered private schools owned by organisations or individuals and (c) unregistered schools owned mostly by individuals. Therefore, secondary school teachers in Ilorin are working under different employers and consequently under different conditions of service. For instance, the welfare and conditions of service of teachers in public secondary schools in Ilorin are basically the same with that of other Kwara State workers, except for poor implementation that often lead to incessant teacher strikes. The welfare and conditions of service of teachers in private secondary schools are not under any official regulations hence, varies very widely from schools paying even below 50% of the national minimum wage to few schools paying above the minimum wage. Welfare packages available to teachers in public schools such as sponsorship to in-service professional courses, conferences/workshops, access to bank loan guaranteed by the employer, promotion and pensionable appointment are rare among teachers in private secondary schools in Ilorin. There are also, disparities in the instructional resources and infrastructures available in the working environment of each category of secondary schools within Ilorin metropolis. It is pertinent to note that the welfare and conditions of service available to workers are usually designed by employers to motivate their workers.

Teachers' job motivation level significantly impacts on the teachers' output and consequently students' performance. Several aspects of Nigerian teachers' work motivation have been examined in studies, but there seems to be dearth of studies comparing public and private secondary school teachers' level of work motivation especially in Ilorin. Therefore, this study analysed the level of work motivation among the public and private secondary school teachers in Ilorin, Kwara State.

### **Purpose of the Study**

The study analysed and compared the level of work motivation among the public and private teachers in Ilorin metropolis of Kwara State, Nigeria.

### **Research Questions**

1. What is the level of work motivation among secondary school teachers in Ilorin?
2. Is there any difference between the work motivation level of public secondary school teachers and private secondary school teachers?
3. Do male and female secondary school teachers differ in their level of work motivation?

### **Hypotheses**

1. There exists no significant difference in the work motivational level of public and private secondary school teachers in Ilorin.
2. There is no significant difference in the work motivation level of male and female secondary school teachers in Ilorin.

### **Methodology**

This study adopts descriptive survey research design. All the senior secondary school teachers in Ilorin, Nigeria constituted the population of the study. The stratified random sampling technique was employed to select 300 teachers from 15 public secondary schools and 300 teachers from 15 private secondary schools. The public and private secondary schools were selected through the simple random sampling method. A self-constructed research instrument entitled *Teachers' Self-assessment Motivation Scale (SAMS)* was used to obtain data. The face and content validity of the instruments were determined by experts in the field of education evaluation and experienced secondary school classroom teacher. Also, the instrument was piloted among 20 teachers selected randomly from two public and two private schools that were not part of the main study. The psychometric properties of the instruments was established through the test-retest and its reliability coefficient was 0.87. The data obtained for the study was analysed by

contingency table analysis (cross tabulation) and mean score statistical techniques for data analysis. The two hypotheses raised in this study were analysed using the t-test statistical technique. The results of the analyses were summarised and presented in the tables below.

**Research Question I:** What is the level of work motivation among secondary school teachers in Ilorin?

Table I shows the descriptive statistics on the teachers' work motivation level.

**Table I: Descriptive Statistics on Teachers' Work Motivation Level**

N/O	Items	N	Sum	Mean (X)	S.D (X)
1	How important do you take teaching as a job?	600	1935	3.22	.822
2	To what extent are you committed in imparting skills and knowledge to your students?	600	1828	3.05	.864
3	At what level would you place your commitment in going to work earlier?	600	1807	3.01	.852
4	What is your level of eagerness in attending class lessons?	600	1798	3.00	.817
5	At what level is the priority you place on students' academic performance?	600	1786	2.98	.737
6	At what rate will you describe the level of effort you put into teaching?	600	1720	2.87	.750
7	How proud are you as a teacher?	600	1719	2.87	.857
8	How do you rate your enjoyment of teaching?	600	1719	2.86	.821
9	At what level will you rate your level of preparation for the next lesson?	600	1688	2.81	.802
10	To what extent will you rate the level of attention you give to the teaching profession?	600	1688	2.81	.826
11	How satisfied are you with the teaching profession?	600	1663	2.77	.809
12	What is your level of preference for teaching occupations among other jobs?	600	1642	2.74	.738
13	What level of self-fulfillment do you derive from being a teacher?	600	1446	2.41	.842
<b>Aggregate Mean</b>		<b>600</b>	<b>2.88</b>		

NB: Aggregate Mean score < 2.00 = Low Motivation level, Mean score >2.00 d" 3.00=Moderate Motivation level, Mean score >3.00 = High Motivation level.



Teachers' motivation level was classified into three levels viz, (a) Low Motivation level = Mean score <2.00, (b) Moderate Motivation level = Mean score >2.00 d" 3.00, and (c) High Motivation level = Mean score >3.00. The aggregate mean score of the teachers on the SAMS was 2.88 as indicated in table 1. The mean score lies within the range of moderate motivation level. This result revealed that work motivation among the secondary school teachers in Ilorin was at a moderate level.

**Research Question 2:** Is there any difference between the work motivation level of public secondary school teachers and privative secondary school teachers?

Table 2 shows the difference between the work motivation level of public secondary school teachers and privative secondary school teachers.

**Table 2: Crass Tabulation Analysis of Teachers' Work Motivation Level and School Type**

Motivation Level	Private School	Public School	Total
Low Motivation	71 (23.7%)	16 (5.3%)	87 (14.5%)
Moderate Motivation	182 (60.7%)	189 (63.3%)	371 (61.8%)
High Motivation	47 (15.7%)	95 (31.7%)	142 (23.7%)
<b>Total</b>	300 (100%)	300 (100%)	600 00%)

Table 2, revealed that teachers that fall within the low motivation level, constituted 14.5%. The table indicated that 23.7% and 5.3% of teachers from private and public schools respectively were in the low motivation level. The table further shows that 61.8% of all the teachers that took part in the study were moderately motivated. Within the moderate motivation level, there were 60.7% and 61.3% of the teachers from the private and public schools respectively. Only 23.7% of all the teachers that took part in the study were highly motivated as shown in the table. At the high motivation level, there were 15.7% and 31.7% of the teachers from private and public schools respectively at the level. Summarily, it is clear that differences existed between the work

motivation level of public secondary school teachers and private secondary school teachers.

**Research Question 3:** Do male and female secondary school teachers differ in their level of work motivation?

**Table 3: Cross Tabulation Analysis of Teachers Work Motivation Level and Gender**

Motivation Levels	Male	Female	Total
Low Motivation	47 (15.7%)	40 (13.3%)	87 (14.5%)
Moderate Motivation	181 (60.3%)	190 (63.3%)	371 (61.8%)
High Motivation	72 (24.0%)	70 (23.3%)	142 (23.7%)
<b>Total</b>	300 (100%)	300 (100%)	600 (100%)

Table 3 clearly indicated that the percentage of male teachers at the low motivation level (15.7%) is slightly higher than that of the female teachers at the same level (13.3%). More female teachers (63.3%) were at the moderate motivation level than their male counterpart (60.3%), while almost the same percentage of male teachers (24.0%) and female teachers (23.3%) were highly motivated. It is apparent from the foregoing that male and female teachers differ slightly in their level of work motivation.

**Hypothesis I:** There is no statistically significant difference in the work motivation level of public and private secondary school teachers.

**Table 4: t-test Table for mean score of Work Motivation of teachers with respect to School Type,**

Variables	Group	N	Mean	SD	df	t-values	Sig.
<b>School Type</b>	Private	300	35.8133	5.58293	598	7.525	.003*
	Public	300	38.9833	4.69716			

Note \* = Significant at 0.05

Table 4 revealed that the calculated t-value ( $t_{(598)} = 7.525$ ) is significant at the 0.05 alpha level hence, hypothesis I was rejected. This indicated that the private school teachers and public school teachers differ significantly from each other with respect to their work motivation level.

The mean score (38.9833) of teachers in public secondary schools is higher than the mean score (35.8133) of their colleague in private secondary schools. This seems to suggest that work motivation among teachers in public schools is significantly higher than among teachers in private secondary schools.

**Hypothesis 2:** There is no significant gender difference in the work motivation level of secondary school teachers.

**Tables 5: t-test Table for mean score of Work Motivation of teachers with respect to Gender**

Variables	Group	N	X	SD	df	t-values	Sig.
Gender	Male	300	37.2267	5.41291	598	.779	.666 (NS)
	Female	300	37.5700	5.37725			

Table 5 presents the result of the t-test analysis conducted to determine if a significant difference exist in the work motivation level of secondary school teachers. The calculated t-value ( $t_{(598)} = .779$ ) is not significant at the 0.05 alpha level hence, the researchers failed to reject hypothesis 2. This suggests that there is no statistically significant gender difference in the work motivation level of secondary school teachers. The result indicates that differential gender treatment in work environment is not very prominent in secondary schools in Ilorin.

### Summary of Major Findings

- The work motivation level of secondary school teachers was at a moderate level.
- Work motivation among teachers in public schools was higher than among teachers in private secondary schools.
- There was no significant gender difference in the work motivation level of secondary school teachers.

### Discussions of Major Findings

The results of this study generally indicated that the work motivation level of secondary school teachers was at a moderate level. This finding

is congruent with the outcomes of the study conducted by Adelabu (2005) which indicated that teachers in Nigeria are generally not fully motivated. The moderate level of work motivation cannot be considered to be satisfactory enough to stimulate teachers to discharge their professional responsibilities at optimum level. Teachers need to be highly motivated in order to produce high quality students that can meet the expectations of all major stakeholders in secondary education. Arguably, when teachers are at a high level of work motivation, they could be propelled to discharge their duties with the upmost effectiveness and efficiency. For instance, many teachers may voluntarily organize extra lessons to cover or revise the syllabus, spend more time in preparing lessons, embark upon improvisation of laboratory materials, and so forth to enhance meaningful learning.

Findings from this study indicated that work motivation among teachers in public schools was higher than among teachers in private secondary schools. This is in tune with the findings of Kaur & Sidana (2011) and Kaur and Sidana (2011) but it is at variance with the findings of Mittal (1989) and Gupta & Gehlawat (2013). The result of this study tends to suggest that staff development and welfare policies in private secondary schools did not meet the expectations of the teachers. For instance, it is most likely that proprietors of low-cost private schools could not provide incentives such as sponsorship of programmes such as in-service training, attendants at workshops and conferences. The basic salary of teachers in public secondary schools is equally higher than their counterpart in many private schools especially in low-cost private secondary schools. Teachers in public secondary schools do also enjoy annual salary increment and promotion from one level to another; which may not be applicable to teachers in private secondary schools especially those in low-cost private schools. In addition to this, job security in private secondary schools is very poor compared to that of public secondary schools. These working conditions could be some of the reasons for the low work motivation level among private school teachers observed in this study.

Findings from this study revealed that there was no significant gender difference in the work motivation level of teachers. This could be

attributed to the gender friendly labour practices in the education sector and the nation in general. Male and female teachers in Nigerian schools generally work under the same school environment, perform the same duties and have equal opportunity to rise to the peak of their career. The result of this study is in accord with that of Khen (2001) It is in contrast with the findings of Gupta & Gehlawat (2013), and Abiodun and Gbadebo (2012) which reported that female teachers were more motivated in their jobs than the male teachers. The findings of Srivastava and Krishna (1994), noted that male teachers were more motivated than the female teachers. The lack of consistent findings on gender difference in the work motivation level may be a reflection of the various levels of gender discrimination in work environment in many nations.

### **Recommendations**

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

- Proprietors of private schools should urgently put in place incentives such as upward review of salary, sponsorship to seminars, conferences, in-service programme, granting of loan among others to improve the work motivation level of the teachers.
- Teachers working in private schools should not be paid less than their counterparts in the public schools.
- The government should equally step up the amount of incentives provided to the teachers such as regular payment of salaries and promotions as well as improvement in the physical working environment.
- The state wing of the Nigeria Union of Teachers (NUT) should ensure the full implementation of the Teacher Special Salary Scale in both private and public schools.
- At the national level, the NUT should collaborate with appropriate agencies to establish a minimum working condition for teachers to enhance a high level of work motivation among teachers and consequently improve service delivery by the teachers.

## Conclusions

Based on the major findings in this study, it was concluded that significant difference existed in the work motivation level of teachers in private and public secondary schools in Ilorin metropolis. In general secondary school teachers in Ilorin metropolis were moderately motivated. Also, it was concluded that gender difference does not significantly influence teachers' work motivation level.

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