

Influence of Work Environment on Teachers' Work Motivation in Edo State Public Secondary Schools

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Abstract: *This study the effects of work environment on secondary schools' teachers' in Edo state, Nigeria. Three indicators namely physical facilities, conditions of services and school climate which depict work environment were tested. Two research questions were used and three hypotheses were tested at 0.05 alpha level, using Pearson r and Fisher's z statistical test. A multi-stage sampling technique comprising stratified random and purposive sampling procedures were used on a descriptive survey research design for a population of 307 secondary schools and 2424 school teachers in Edo State. The sample for the study consisted of 31 secondary schools and 520 school teachers representing 10% and 22% of the population respectively. The findings revealed that work motivation in relation to adequacies of physical facilities, conditions of service and school climate were below the normative mean value of 3.00, denoting that the public secondary schools' teachers' in Edo state are poorly motivated. The findings also revealed that environmental factors consisting of accommodation in school staff quarters, availability of office equipment and classroom facilities, entitlement of annual leave, prospects for gratuity and pension, relationship among teachers and leadership style of principals significantly influence teachers' work motivation in Edo state secondary schools.*

Keywords: *Work environment, teachers' work motivation, public secondary schools, Edo state, Nigeria*

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I. Introduction

The socio-economic status of the school influences the motivation and work performance of its teachers and ultimately the achievement levels of learners¹. Work environment has a significant impact upon employees work productivity. Work environment here means those processes, systems, structures, facilities and conditions in the work place that influence favourable or unfavourable individual performance. Work environment also includes policies, rules, culture, work relationships, internal and external environmental factors, all of which influence the way employees perform their various duties. According to Afful-Broni², employees work performance is generally determined by three factors namely: ability which is the capability to do the job; work environment which are the tools, materials and information needed to do the job; and motivation which is the desire to do the act.

The school environment is an important aspect in teachers' motivation and productivity because when a teacher perceives the classroom as a safe, healthy and happy place with available resources and facilities for teaching and learning, the teacher tends to participate more than expected^{3,4}. This goes to show that employees' motivation can best be influenced by the quality of work environment in both its physical attributes and the degree to which it provides meaningful work. Employees are concerned with a comfortable physical work environment that will provide extra optimistic level of motivation. Hence fringe benefits, such as housing, transport allowances, pension, health insurance, compensation for overtime work and staff training can serve as job motivation in several ways^{5,6}.

Work environment is an important issue that can affect motivation of teachers' in schools and their commitment to work. Obineli⁷, stated that inspired workplace will result in inspired workers with more attention given to the importance to the following: work performance, environment and working conditions all of which are important factors to motivate teachers. It also stated that teachers in public schools lack motivation due to conditions of their work place. Hill⁸, stated that employees spend so much time in their work environment each week and therefore, it is important for organisations to try to optimise working conditions in order to help employee accomplish tasks more effectively.

Ladd⁹, noted that effective school leadership yields consistent and pertinent measures of working condition which influences work motivation and that good teaching is only able to thrive within a favourable school environment with provision of adequate physical resources including facilities, equipment and enabling environment as this can help in influencing attitudes and facilitate program success. It was also observed that a hostile work environment with rude or unpleasant work climate usually lead to low teachers' motivation. Mikander¹⁰, argued

that the right combination of material and immaterial rewards can boost up employees' motivation and enhance their commitment to work. This statement emphasised the importance of work climate and an enabling environment in relation to employees' motivation.

Ladyong¹¹, revealed that an organizational climate significantly influences teachers' work motivation. In another related study, Ma¹², showed that teachers' level of work motivation was significantly influenced by culture and organizational climate. However, the government of Edo state at all levels make available through the ministry of education, human and material resources in the tone of increase in the number of teachers per school as well as a total overhaul of dilapidated school structures. It is ironical therefore, that in spite of the aforementioned government effort, teachers' welfare condition of service and conducive environment for them to work seemed to be completely ignored. This paper thus, examined work environment in relation to physical facilities, conditions of services and school climate as it affects teachers' work motivation in Edo state public secondary schools.

Purpose of Study

The main purpose of the study is to investigate the influence of work environment and teachers' work motivation in Edo state public secondary schools.

Research Questions

1. What is the level of teachers' work motivation in Edo state public secondary schools?
2. Does work environment which consists of physical facilities, conditions of services and school climate affect teachers' work motivation?

Research Hypotheses

1. There is no significant relationship between physical facilities and teachers' work motivation in Edo state public secondary schools.
2. There is no significant relationship between conditions of services and teachers' work motivation in Edo state public secondary schools.
3. There is no significant relationship between school climate and teachers' work motivation in Edo state public secondary schools.

II. Methodology

The study applied a descriptive survey using a correlation research design. The population of study comprised all the teachers in the public secondary schools in Edo State. The sample for the study consisted of 520 teachers from 31 public secondary schools in the three Senatorial Districts and 18 Local Government Areas of Edo State. A multistage sampling technique comprising stratified, random and purposive sampling was used to select the samples for the study.

The instrument used in gathering data for the study was a questionnaire designed to elicit information on teachers' motivation. The teachers' job motivation questionnaire (TJMQ) was a five-point scale rating. The respondents (teachers) rated the extent to which the motivational indices indicated in the instruments motivate them. The reliability of the instrument was tested with the Cronbach's alpha statistics test which yielded a reliability coefficient of 0.692. Frequency counts, means, normative mean, Pearson *r* and Fisher *z*, were used to analyse the data collected. The hypotheses formulated were tested at 0.05 level of significant.

III. Results and Discussions

The levels of teachers' work motivation in Edo state public secondary schools was tested using eight items as descriptive variables shown in Tables 1 and 2.

Table 1. Descriptive Statistics of the Indices of Teachers' Work Motivation in Edo State Public Secondary Schools

S/N	Indices	Sum	Mean	SD	Level
1	Physical Facilities Availability	3410	2.19	1.24	Low
2	Conditions of Service	4101	2.63	1.23	Low
3	Classroom Climate	5779	3.70	0.73	Moderate
	Teachers' Work Motivation	13290	2.84	1.07	Low

(N = 520 & Normative mean = 3.00)

Table 2. Detail of descriptive Statistics of the Indices of Teachers' Work Motivation in Edo State Public Secondary Schools

S/N	Indices	Item	Sum	Mean	SD	Level
1	Physical	Accommodation in school staff quarters	991	1.91	1.10	Low
2	Facilities	Available office equipment	1079	2.08	1.27	Low
3	Availability	Available classroom facilities	1340	2.58	1.36	Low
4	Conditions of Service	Entitlement of annual leave	1540	2.96	1.33	Low
5		Prospects for gratuity and pension	1158	2.23	1.23	Low
6		Entitlement of study and maternity leaves	1403	2.70	1.14	Low
7	Classroom Climate	Teachers-students relationship	2090	4.02	0.67	High
8		Relationship with other teachers	2159	4.15	0.53	High
9		Principals leadership style	1530	2.94	0.98	Low
Teachers' Work Motivation			13290	2.84	1.07	Low

(N = 520 & Normative mean = 3.00)

Table 1, show the level of teachers' work motivation against three key indices while Table 2, show the details of the motivational indices and their compositions. Motivation with regard to the physical facilities availability variable was rated low at a mean value of 2.19 as against the normative mean value of 3.00. The variable which consists of accommodation in school staff quarters, available office equipment and available classroom facilities with mean values of 1.91, 2.08 and 2.58 respectively were all rated low in relation to the normative mean. In a similar fashion, motivation with regard to the conditions of service variable was rated low at a mean value of 2.63, while the constituents of entitlement of annual leave, prospects for gratuity and pension, and entitlement of study and maternity leaves, were rated low with mean values of 2.96, 2.23 and 2.70 respectively. However, the motivation with regard to classroom climate was rated moderate at a mean value of 3.70. The enhanced level on the climate variable was based on the items of teachers-students' relationship and relationship with other teachers both indicated high ratings of 4.02 and 4.15 mean values respectively, while the leadership style of principals was rated low with a mean values of 2.94. On the overall teachers' work motivation in Edo state public secondary schools is low at a mean value of 2.84 against the normative mean value of 3.00 with regards to the indices under consideration.

Findings of the study showed that teachers' work motivation was rated low on two of the three variables consisting of six items, while the third variable was moderate. On physical facilities, despite the government renovations known as red roofs in Edo State, a larger fraction of the secondary schools still remained death traps and in very devastating state³. This state of facility deters work motivation. Which agrees with Mikander¹⁰, who reported that the right combination of immaterial and material rewards can boost up the employees' work motivation and enhance their commitment. Hence, efforts are required by the government, stakeholders such as the parents-teachers' associations (PTA), faith based and philanthropic organizations, as well as alumnus of schools on provision of physical teaching and learning facilities.

On conditions of serves, teachers' welfare and career advancement had not been a matter of priority for the government. It had generated a series of controversies between the government and the teachers' union which had led to various strike actions. In addition, many public secondary schools in Edo state are under staffed resulting to teachers' work overload, with a few available teachers' employed to do works of many which obviously are not adequate for effective educational delivery in the school system consequently no room for career advancement and or other leave forms. This agrees with Ogonor and Ogwanighie¹³, that in Edo state, over twenty-three percent of the teachers had more periods and seventy-six percent of teachers' taught classes which had more students than the ministry of education stipulated benchmark. Also Hyun¹⁴, affirmed that work load is one of Herzberg's hygiene or maintenance factors, to either facilitate or impede job performance. Also in agreement with Akpan¹⁵, adequate considerations should be accorded teachers to proceed on annual, study and other forms of leave with pay as well as incentives and other entitlements of the teaching services profession which reflects better conditions of service.

The climate based environment is dependent on the interrelationships between students, teachers and management or principals. Ellis and Bernhardt⁴, opined that the school environment is an important aspect in teachers' work motivation because if a teacher perceives the classroom as a safe, healthy and happy place with resources and facilities for teaching and learning, the teacher tends to participate more than expected. Therefore, the government should provide fund for some planned events of socio cultural activities and advice management or principals to align to such recreational activities among staff members and between staff and students to create relaxed school climate environment. The aforementioned would enhance teaching effectiveness. The relaxed climate environment also calms most overexcited school principal of their leadership styles by interrelating with both teachers and between students engaging in numerous extracurricular activities such as occasional inter-house sports and games, cultural week events. This is supported by Leithwood and McAdie¹⁶, who stressed that school leadership is important to working conditions because the principal leadership acts as a catalyst for many other school activities as well as facilitates unified structure in the school.

Correlational relationships on the influence of work environment on teachers' work motivation were established, through the influence of physical facilities which comprised of accommodation in school staff quarters, available office equipment and available classroom facilities; conditions of service which consists of the entitlement of annual leave, prospects for gratuity and pension, and entitlement of study and maternity leaves and school climate which consists of teachers-students relationship, relationship with co-teachers and leadership styles of principals. Findings of the hypotheses tested are presented in Tables 3 to 5.

Table 3. Fisher's z-Values on Physical Facilities Influence on Teachers' Work Motivation

Variable	Components	z	z _{critical}	Decision on Hypothesis
Physical Facilities	Accommodation in school staff quarters	2.88	±1.96	Rejected
	Available office equipment	-3.29		Rejected
	Available classroom facilities	-3.63		Rejected

α = 0.05, N = 520

Hypothesis number 1, was on the relationship that teachers' work motivation will not significantly vary with physical facilities is presented in Table 3. Table 3 shows Fisher's z values of 2.88 for accommodation in school staff quarters, -3.29 for available office equipment and -3.63 for available classroom facilities. Testing at an alpha level of 0.05, for a critical table value of ±1.96, all three components of the physical facilities variable yielded z values which fell outside the hypothesis accepted region. Hence, the variable physical facilities significantly influence teachers' work motivation in Edo state secondary schools. Among the three components of the variable, the availability of classroom facilities had more influence because it has a z-value much further away from the accepted region than accommodation in staff quarters and available office equipment. This is in line with Nwadiani³ and Ellis and Bernhardt⁴, that a perceived safe classroom with available teaching and learning facilities is a healthy and happy place to work.

Table 4. Fisher's z-Values on Conditions of Service Influence on Teachers' Work Motivation

Variable	Components	z	z _{critical}	Decision on Hypothesis
Conditions of Service	Entitlement of annual leave	-1.97	±1.96	Rejected
	Prospects for gratuity and pension	2.09		Rejected
	Entitlement of study and maternity leaves	0.96		Accepted

α = 0.05, N = 520

Hypothesis number 2, was based on the relationship that teachers' work motivation will not significantly vary with conditions of service is presented in Table 4. Table 4 also show Fisher's z-values of -1.97 for the entitlement of annual leave, 2.09 for the prospects for gratuity and pension and 0.96 for the entitlement of study and maternity leaves. On the conditions of service, the entitlement of study and maternity leaves gave a z-value which fell within the accepted region, whereas the entitlement of annual leave and the prospects for gratuity and pension both yielded z-values which fell outside the accepted region when tested at an alpha level of 0.05 for a critical z-value of ±1.96. Consequently, entitlement of study and maternity leaves leave did not significantly influence teachers' work motivation while entitlement of annual leave and prospects for gratuity and pension significantly influence teachers' work motivation in Edo state secondary schools. This is in agreement with Ladd⁹, that good working conditions impacts work motivation.

Table 5. Fisher's z-Values on School Climate Influence on Teachers' Work Motivation

Variable	Components	z	z _{critical}	Decision on Hypothesis
School Climate	Teachers-students relationship	0.84	±1.96	Accepted
	Relationship among teachers	3.59		Rejected
	Leadership style of principals	2.06		Rejected

α = 0.05, N = 520

Hypothesis number 3, was based on relationship that teachers' work motivation will not significantly vary with school climate is presented in Table 5. Table 5 shows Fisher's z-values for the climate based variables of 0.84 for teachers-students' relationship, 3.59 for relationship among teachers and 2.06 for the leadership style of principals. Similar to the conditions of services, of the three components of school climate, the relationship among teachers and the leadership style of principals produced z-values which fell outside the accepted region, while teachers-students' relationship gave a z-value that fell within the accepted region of the test at an alpha level of 0.05 with critical z-value of ±1.96. Therefore, the teachers-students' relationship did not significantly influence teachers' work motivation whereas the relationship among teachers and the leadership style of principals significantly influence teachers' work motivation in Edo state secondary schools. This is in line Ladyong¹¹ and Ma¹², that organizational climate and culture significantly influence teachers' work motivation

IV. Conclusion

The study has revealed that teachers' level of work motivation was low, hence it was concluded therefore that Edo state public secondary schools' teachers' are poorly motivated with regard to school environment comprising physical facilities, conditions of service and school climate as variables examined. Therefore, availability of teaching and learning facilities such as white boards, projectors, computer and internet facilities, conditions of service such as regular entitlement on leave and honorarium where applicable and career advancement such as on the job training, conferences and seminars should be provided by government. This will help to boost teachers' morale for optimal performance. Also recruitment of enough qualified teachers into various subject areas across secondary schools in Edo State as this will help to attain the standard requirement of teacher/pupils ratio in secondary schools. Finally, one of the indices of school environment namely entitlement of study and maternity leaves and teachers-students relationship, does not significantly influence teachers' work motivation whereas accommodation in school staff quarters, availability of office equipment and availability of classroom facilities, entitlement of annual leave, prospects for gratuity and pension, relationship among teachers and leadership style of principals significantly influenced teachers' work motivation in Edo state secondary schools. This implies that teachers' work motivation is influenced by the quality of work environment in the areas of classrooms and offices physical features, housing accommodation, leave entitlement and school climate to a degree in which they provide meaningful work.

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