

Some Funding-Related Variables and Teachers' Motivation in Public Primary Schools in Imo State, Nigeria

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ABSTRACT

The study examined the relationship between some funding-related variables and Teachers' Motivation in Public Primary schools in Owerri Metropolis, Imo state. Correlation research design was adopted for the study. A sample size of 335 teachers from a population of 2085 teachers of 263 public primary schools in the area was randomly selected and utilized for the study. Three research questions were raised, and three hypotheses were formulated for the study. The instruments for data collection were researcher-made, titled Some Funding-related variables Scale (SFRVS) and Teachers' Motivation Scale (TMS). The instruments were validated by specialists in the department of Educational Psychology and Measurement and Evaluation. Reliability indices of 0.78 and 0.81 were obtained using test-retest method and calculated using Pearson Product Moment Correlation. Data obtained were statistically analyzed using Pearson Product Moment Correlation to answer the research questions and the null hypotheses were tested using t-test at .05 level of significance. The result revealed a significant positive relationship between teachers' remuneration, school facilities, instructional materials and teachers' motivation. Based on the findings it was recommended among others that the government should improve its allocation to education in order to achieve the aim of the UBE programme.

Keywords: *funding, motivation, primary schools, teachers, UBE*

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INTRODUCTION

The essence of education cannot be overemphasized as it still stands as the only means through which individuals of the nation are equipped with the skills and knowledge relevant for self-development and actualization of individual goals as well as impart positively in nation building. However the primary education is the basic level of education which is fundamental as it coincides with the developmental stages of childhood, therefore its process is termed relevant. It prepares the child with basic skills and knowledge required at the rudimentary stage which is subsequently needed for advanced level of reasoning. Due to her signatory to the United Nations charter on the rights of the child, Nigeria as represented by her government has made a crucial step in advancing the education of the citizens by advocating for free and compulsory education at the basic level. Yaro (2018) clearly noted that the development of any nation and its achieving greatness depends largely on the development and the effectiveness of implementing appropriate education laws.

Several governmental agencies have through its policy highlighted the significance of education by making it a human right, free and equal for all gender at least for the basic level which the primary level of education is inclusive. This is evident in the Universal human declaration of human rights article 26 which provides the following “Everyone has the right to education. Education shall be free at least in the elementary and fundamental stages, elementary education shall be compulsory...” (Nnawulezi and Adeuti, 2022). Also, the UBE programme 2004 Act which makes basic education not only free but compulsory and the National gender policy 2006 which among other things prioritized the education of women as key to gender equity justice and poverty reduction, improved skills and technological knowledge, as well as the general socio-economic development of the nation (World bank as cited in Ogunode and Adah 2020). Not forgotten is the Millennium development goals (MDGs) which enlisted universal education as its number two goal among its eight goals.

The aim of these agencies and policies is to make education a priority for the citizens of the nation; however the actualization of these goals becomes limited in comparison to its aim and objectives in which funding is implicated. UNICEF as cited in Ogunode and Adah (2020) asserted that inadequate resources and political will are the limitation to the capacity and commitment of the government to implement educational policies and processes whereas Adeniyi (2015) included poor funding as one of the factors causing a constraint on education policy development. Funding however becomes the interest of this research as funding had always been an issue in the proper actualization of the educational policies right from the inception. Anukam (2006) observed that the UPE programme which aimed at a free education in 1950s and 1970s did not succeed in making its scheme free and compulsory which from brief analysis was discovered that funding has been a major obstacle towards its realization.

Educational funding according to Nwagwu, Ehiamefor, Ogunu and Nwadiani as cited in Onye (2022) is defined as “the process of sourcing, allocating and managing public school revenues in the production of educational services for attainment of educational objectives” (p.73). Ezeugbor and Nwachukwu (2011) opined that education is grossly underfunded in Nigeria. This is obvious in the budgetary allocation to the educational sector. According to Sani (2021) the education allocation fluctuates around 7%-10% from 2000-2020 which is quite below the international bench mark of 15%-20% set by Global Partnership for Educational Development. He also asserted that the recent allocation of 6.9% in 2020 revealed the worst case scenario. Akpan and Uche (2007) stressed that when there is poor funding of schools, new facilities cannot be provided, and old ones cannot be expanded, and that makes students to learn under deplorable conditions. This deplorable condition of the learning environment among other undesirable effect that can follow such happenstance, affects the teachers’ motivation to work.

Teachers’ motivation is central if teaching and learning is expected to take place effectively. Motivation is a driving force behind any undertaken action. Iheka and Ipem (2021) defined “motivation

as that force within an individual which pushes him/her to produce and direct a behavior.” They further asserted that “motivation is the initiation of a behavior which is achieved through persistence, often in the face of obstacles” (p.272). The issue of motivation is relevant when addressing the teaching profession. This is because it affects the teachers’ willingness to carefully plan lessons as well as manage the learning environment to drive home each lesson of the day for proper assimilation of knowledge by the learners and to bring about desirable change in perception and behavior.

Motivating teachers at the primary level of education is highly crucial as they serve not just as formal instructors but also role models for the learners who are still young in mindset and are easily influenced by their environment. Sinclair (2008) defined teachers’ motivation as the attraction, retention and concentration as something that determines what attracts individuals 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. In same vein Carson and Chase (2009) asserted that teacher motivation is an essential component to enhance classroom effectiveness.

The funding-related variables of the education sector are numerous to be exhausted here. The researcher has chosen not to be exhaustive but to highlight some crucial areas worthy to be investigated and managed for the purpose of improvement on the education of the nation. Therefore the researcher conceptualized some funding related Variables which could affect teachers’ motivation under remuneration, school facilities, and instructional materials.

Remuneration refers to payment made for a service offered which most times are provided in monetary terms. For teachers employed in the education field this refers to their salaries. Anukam (2006) opined that the best way of motivating teachers is to ensure that their salaries and promotions are regular and further asserted that greatest stake of every worker is his/her salary and for teachers who are often subjected to this kind of experience, the effect is devastating and becomes counterproductive. In the country, workers’ earnings and conditions of service in terms of allowances and promotions have always caused a kind of strife between the government and the workers which is evident with the numerous strike embarked on by the aggrieved workers in which the teachers are not exempted.

Imukundo (2023) reported the shutdown of public primary and secondary schools by teachers in Akwa Ibom state Nigeria, to press home their demands for payment of four years leave grant and six years of promotion arrears. Vanguard News (2023) likewise reported on primary school teachers in Kuje Area Council FCT who embarked on indefinite strike due to failure of the council chairman to reach agreements with the Nigeria Union of Teachers (NUT). Also in Abia state, The Nation (2022) reported that the leadership of the Abia state wing of the Nigeria union of Teachers (NUT) threatened to embark on an indefinite industrial action over accrued salary arrears. It is therefore obvious that funding of the education sector in terms of teachers remuneration has always constituted a problem between the government and the teachers.

When teachers are not properly reinforced and compensated for time and efforts spent in teaching, they tend to be demoralized and going to work becomes a dreary task. This lack of motivation has a long string of outcome as classroom management would be problematic, teaching ethics will be neglected, therefore students would end up not being properly educated and invariably their academic performance will be very poor. This is evident in Chudi as cited in Comighud and Arevalo (2020) who discovered that teachers refuse to teach effectively in class causing a decline in performance because of irregular payment of salaries.

In some cases, curricular activities are abandoned as the teacher might seek for a way to make up for the lack of income in order to meet up with the demands of daily living. This involves engaging in small scale business like selling of snacks and school materials within the classroom and during schooling hours in order to make ends meet. While in some scenario, a portion of the school premises may be converted into farmlands where the teacher cultivates some crops employing the assistance of pupils (who should be in their classrooms-learning) which its proceeds might be handy. Time allotted to teaching is spent in

pursuit of personal profit and pupils while away their time which further proves that the aim of the UBE in the long-run will not be achieved. This is why Nwagwu (2006) posited that staff motivation should be pursued through adequate staff remuneration and development.

Taking School facilities into consideration, lack of good school structure is a pathway to failure in the education field. Schools where buildings have gone to deplorable state with no funds to amend for the damages would constitute a lack of motivation for the teachers. For instance a school building with a leaking roof would invariably demoralize teachers and students from attending classes especially during the raining period which of course would bring about flooding of the classroom and if not properly taken care of may lead to damage of school files which contains the students' records. Also the provision of adequate room size and seats for the massive enrollment of children to school proves a challenge.

The inception of UBE has been met with an increase in the number of school attendance and this calls for the expansion of classrooms to contain the number of school children with enough ventilation as well as employment of adequate teachers qualified to handle the demanding process of teaching and likewise ensure a proper student-teacher ratio. However, in some schools with no infrastructural development, students might be made to sit on window seats or stand outside during teaching hours due to lack of seats and space for the number of occupants in the classroom.

There is also the case where there is a lack of fences and doors to protect the school and its inhabitants from trespassers who after school hours might end up messing up the school environment which would fall on the teachers and pupils to clean up such mess. Some might engage in illicit behaviors with no regards that the school environment should be an atmosphere of good morals and behavior. The teachers might be frightened to attend classes in schools without good security. It is the utmost responsibility of the government to secure the lives and property of the teachers and learners during school hours by providing funds for building of school fences and adequate classrooms. Not to forget the aspect of good laboratories to enhance practical sessions in the school. Teachers tend to abscond from practical sessions with the pupils where there is a lack of good providence for such. The subject might be wholly taught on the theoretical aspect and little knowledge would be gained by the pupils on the practical aspect due to lack of motivation on the part of the teacher to engage in a practical class with no available laboratory equipment. The education becomes half-baked.

Another factor to consider in teachers' motivation is instructional materials. Instructional materials are indispensable tools in the education process and provide a ground for better understanding of a topic concept. Castaldi as cited in Anukam (2006) refers to these materials as those things of education, which enables a skillful teacher to achieve a level of instructional effectiveness that far exceeds what is possible when they are not provided. Instructional materials include textbooks, charts, whiteboards, writing markers, projectors etc.

These are materials which aid the teacher in delivering their lessons properly. Due to the advocate of UBE for free education, parents feel reluctant in providing the necessary materials for the schooling of their children which involves school approved textbooks, writing materials among others. It is then important to question if the UBE funds made available these materials for learning. If yes, how are these materials distributed within the public schools in the country? And if no, how would incapacitated children from poor homes have access to these instructional materials? How available are the materials which are solely the responsibility of the government like whiteboards and other instructional aides for the teacher such as projectors, writing markers etc.

These are the pertinent issues to be addressed if teaching and learning is expected to take place and bring about the desirable change in perception and behavior of the learner. Several studies have been conducted in the area of teachers' motivation such as Ofori (2021) study on the effect of motivation on teacher retention in public senior schools: the case of Bekwai Municipality of Ghana discovered among others, that prompt payment of monthly salary was the most motivating package with positive effect on teacher retention. Akuoko, Dwumah and Baba (2012) investigated teacher motivation and quality

education delivery and discovered a significant relationship between teachers' motivation and quality education delivery; thereby indicating the importance of teachers' motivation. Also Gyimah (2020) study found out that Job satisfaction, reward systems, professional training and development were the major factors that really affect teacher motivation.

The importance of education in nation building and individual development has placed teachers on a vital position as pilots of its rigorous process. Therefore much emphasis should be placed on teacher education, qualification, remuneration, school infrastructure, and instructional materials among others in order to motivate the teachers. This is a necessary step and serves as a precursor to ensuring quality education. It is also imperative as the developmental process of the student is harnessed by the teacher; therefore, the issue of teachers' motivation is important to be investigated in order to discover factors that may influence it.

A condition where teachers feel uncompensated for the roles they play in the education process, lack educational tools or placed in inconvenient school environment affects their motivation to teach. Funding has always been implicated in the actualization of the aims and objectives of the relevant laws and policies that highlights the essence of education especially at the basic level. As a result, there is inability to purchase the necessary teaching and learning equipment which thereby leads to teachers' ineffectiveness. This teachers' ineffectiveness is a result of lack of motivation on the part of teachers. The researcher is interested in investigating some funding related variables which are conceptualized in this research as remuneration, school facilities and instructional materials as factors that affect the teachers' motivation. Specifically the researcher tried to ascertain the following:

1. The relationship between remuneration and teachers' Motivation
2. The relationship between school facilities and teachers' motivation
3. The relationship between instructional materials and teachers' motivation
4. In line with the objectives stated, the following research questions were raised:
5. What is the relationship between remuneration and teachers' motivation?
6. What is the relationship between school facilities and teachers' motivation?
7. What is the relationship between Instructional materials and teachers' motivation?

The following null hypotheses were formulated for the study:

- Ho₁: There is no significant relationship between remuneration and teachers' motivation
Ho₂: There is no significant relationship between school facilities and teachers' motivation
Ho₃: There is no significant relationship between instructional materials and teachers motivation

METHODOLOGY

The study adopted correlation design which aimed at assessing the relationship between some funding related variables and teachers' motivation in public primary schools in Imo state, Nigeria. The population of the study consists of 2,085 public primary school teachers from 263 public primary schools in three local government areas in Owerri Metropolis - Imo state Nigeria, namely: Owerri West, Owerri North and Owerri Municipal. A sample size of 335 teachers was obtained through Taro Yamane Formula and drawn from the 28 public primary schools through simple random sampling technique by balloting. The instruments for data collection were researcher-made questionnaire titled Some Funding-Related Variable Scale (SFRVS) and Teachers' Motivation Scale (TMS) having 25-items with 15 items and three clusters for SFRVS and 10 items for TMS. The rating scale used was a 4 point likert scale of Strongly agree (SA) 4 points, Agree (A) 3 points, Disagree (D) 2, Strongly Disagree (SD) 1.

The instruments were validated by specialists in Educational Psychology and Measurement and Evaluation. A test-rest method was conducted on primary schools outside the study area in an interval of

two weeks and its reliability calculated which yielded a coefficient of 0.78 and 0.81 for SFRVS and TMS using Pearson Product Moment Correlation. Oral and written permission were sought by the researcher from the various schools used for the study which was granted. The researcher visited the schools and administered the instrument which were properly filled and collected on the same day by the researcher. No copy was lost which led to a 100% return rate. The data collected were statistically analyzed with the research questions answered using Pearson Product Moment Correlation and hypotheses formulated tested with t-test at .05 level of significance.

RESULTS

Table 1: Relationship between remuneration and teachers' motivation

Variables	N	R	LR	Remark
Remuneration	335	0.81	Very High	Very high relationship
Teachers motivation	335			

From the result in table 1, the correlation result of 0.81 shows that there is a high positive relationship between remuneration and teachers' motivation. The positive relationship indicates that increase in remuneration also leads to increase in teachers' motivation.

Table 2: Relationship between school facilities and teachers' motivation

Variables	N	R	LR	Remark
School facilities	335	0.87	Very High	Very high relationship
Teachers motivation	335			

From the result in table 2, the correlation result of 0.87 shows that there is a high positive relationship between school facilities and teachers' motivation. The positive relationship indicates that the increase in school facilities also leads to an increase in teachers' motivation.

Table 3: Relationship between instructional materials and teachers' motivation

Variables	N	R	LR	Remark
Instructional materials	335	0.78	Very High	Very high relationship
Teachers motivation	335			

From the result in table 3, the correlation result of 0.78 shows that there is a high positive relationship between instructional materials and teachers' motivation. The positive relationship indicates that increase in instructional materials also leads to increase in teachers' motivation.

Table 4: t-test statistics on the relationship between Remuneration and Teachers Motivation

N	R	α	Df	t_{cal}	t_{tab}	Decision
335	0.81	0.05	298	34.10	1.96	Reject Ho ₁

Table 4 shows that there is a significant high relationship between remuneration and teachers' motivation with a t_{cal} of 34.10 greater than 1.96. Therefore, the null hypothesis which stated that there is no significant relationship between remuneration and teachers' motivation is rejected; remuneration significantly influences teachers' motivation.

Table 5: t-test statistics on the relationship between school facilities and teachers' motivation

N	R	α	Df	t_{cal}	t_{tab}	Decision
335	0.87	0.05	398	41.06	1.96	Reject Ho ₂

Table 5 shows that there is a significant high relationship between school facilities and teachers' motivation with a t_{cal} of 41.06 and 1.96. The relationship is positive which indicates that increase in school facilities also leads to increase in teachers' motivation.

Table 6: t-test statistics on the relationship between instructional materials and teachers motivation

N	R	α	Df	t_{cal}	t_{tab}	Decision
335	0.78	0.05	398	32.07	1.96	Reject H_0

Table 6 shows that there is a significantly high relationship between instructional materials and teachers' motivation with a t_{cal} of 32.07 greater than 1.96. The relationship is positive which indicates that increase in instructional materials also leads to increase in teachers' motivation.

DISCUSSIONS

The study investigated the relationship between some funding related variables and teachers' motivation. Employing the correlation design, the study discovered a positive relationship between remuneration and teachers motivation. As indicated in the study, teachers' salaries are substantial in enhancing their motivation to work and therefore if a teacher's earning is delirious or delayed, their willingness to work would be highly affected. This result therefore agrees with Ofori (2021) whose study discovered that prompt payment of salary had positive effect on teacher retention. In accordance also, Gyimah (2020) study discovered that Job satisfaction, reward systems, professional training and development were the major factors that really affect teacher motivation.

In the aspect of school facility, the study discovered a positive relationship with teachers' motivation. The needed school infrastructure are factors that affect teaching and learning in any educational field as they make providence for conducive environment. Therefore where there are available facilities in the school, the teachers' work would be less tedious and students would learn better.

The study likewise investigated the relationship between Instructional materials and teachers' motivation and discovered a positive relationship. This positive relationship is based on the fact that instructional materials aid the teacher to teach and also enhance students' knowledge. Therefore it is imperative that teachers need this aid in other to impart knowledge on the students. This is in accordance with Castaldi as cited in Anukam (2006) who refers to these materials as those things of education, which enables a skillful teacher to achieve a level of instructional effectiveness that far exceeds what is possible when they are not provided. The study therefore implicated these variables as some funding issues that affect teachers' motivation.

CONCLUSIONS

The study investigated the relationship between some funding related variables and teachers' motivation specifically, teachers' remuneration, school facilities and instructional materials. The result of the study discovered a significant relationship between these variables and teachers' motivation. The essence of this study was to understand the various conditions which can influence teachers' willingness to do their job effectively; given that motivation is a psychological force that controls people's actions. The result of this study serves as a guideline for the government, school administrators and the society on ways to improve the education of the nation through motivating the teachers who are the pilots in the affairs of learning.

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