

Motivation as a Counter-Measure for Job Effectiveness among Teachers in Nigerian Secondary Institutions

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DOI: <https://dx.doi.org/10.47772/IJRISS.2023.7649>

Received: 04 May 2023; Revised: 26 May 2023; Accepted: 30 May 2023; Published: 02 July 2023

ABSTRACT

Motivation, which propels individuals to act in a desired manner, is one of the vital management tools that should not be toyed with if the schools' stated objectives are to be achieved. It is assumed that for teachers to assiduously carry out their responsibilities in the school system, there is need for them to be well-motivated on the job. This study, therefore, investigates motivation as a counter-measure for job effectiveness among teachers in Nigerian secondary institutions. The descriptive survey research design was adopted for the study. A sample of 2,400 teachers was chosen from all the teachers in Nigerian secondary institutions. A self-designed 24-instrument tagged "Motivation and Teachers' Effectiveness Questionnaire" was used to poll the respondents. The instrument was subjected to the usual validation procedure, which yielded a reliability coefficient of 0.86. Results indicated a correlation between motivation and teachers' effectiveness. Also, the strongest predictor of teachers' effectiveness among the motivational strategies is class size, which has a beta weight of 0.491 while condition of service with a beta weight of 0.096 is the least predictor. It was therefore suggested, among others, that the parameters taken into account in this study should be viewed as tools by stakeholders in the education sector for achieving teachers' effectiveness.

Keywords: Motivation, Job Effectiveness, Professional Development and Class Size

BACKGROUND

All over the world, students' ability to perform well in school has always been tied to the effectiveness of their teachers. Akinwumi (2000), Kirimi, Gikunda, Obara & Kibetti (2013) and Obigaeli, Badamas & Balogun (2020), among other researchers, have re-emphasized the fact that students' success is enhanced when they are continually exposed to effective teachers. Teachers, being the hub of education, play the role of a mentor, advisers, counsellors, models, and guidance; they translate educational philosophy and objectives into knowledge and skills for onward transmission to the students. Therefore, the need to be happy in their job should be considered. Akudu (2007) posits that teachers constitute the foundation of the entire educational system; their effectiveness is arguably the most significant factor influencing how the educational system will evolve in the future. Bonney, Amoah, Micah, Ahiameny, & Lemaire (2015) summed it up that a significant amount of a nation's or society's success is dependent on the kind and caliber of education provided to the students in comparison to the caliber and satisfaction of teachers.

It is axiomatic that human needs are essential components that could either make or mar organizational success. Akinwumi (2000) argues that enhancing employee performance has become a common concern for both previous and current administrations in Nigeria; the main source assisting organizational goals is thought to be the workforce. According to Akinwumi's argument, successful service delivery increases employee commitment, which in turn improves the achievement of organizational goals. This is because workers are more likely to be devoted to providing excellent services when their needs are met. Relatedly,

Andrew (2004), Levoy (2012), Balogun (2012), and Fatima & Ali (2016), among others, have re-emphasized the point that teachers' productivity which also implies effectiveness, is enhanced when they are continually motivated. Similarly, Petronolla & Jeremiah (2018) were more assertive on the import of motivation to teachers' effectiveness when they pointed out that the effectiveness of a school depends on teachers' performance and efficiency, and that one of the contributing factors to high performance in the teaching profession is teachers' motivation. Kingira and Muammer in Mohammed and Abdulai (2022) summed it up that for teachers to remain operational, they must be encouraged on the job.

In ordinary parlance, motivation is the entire class of drives that inspires, compels, sprouts, and gingers someone to act in a particular way. Friedlander (1966), Ibukun (1990), Oyedeji (1998), Ruthankoon & Ogunlana (2010), among others, assert that motivation is about arousing enthusiasm in individuals so that they can perform duties with pleasure and a high interest towards meeting organizational and personal goals. Freedman (1978), Ibukun (1990), and Oosthuizen (2001), among other scholars, equally emphasize employees' motivation as enhancing its influence on their behaviour to achieve greater organizational efficiency. According to Chukwu (2003), Adegbe mile (2010), and Ngoka (2012), teachers need to be motivated for a school to be results-oriented. While Bateman and Small (1996) observe that teachers' motivation is the force that energizes, directs, and sustains their efforts to complete a task, Ramayah, Jantan, & Tadisina (2001) come to the conclusion that the behaviour of satisfied teachers will positively influence the school.

Motivation is often described as being intrinsic or extrinsic. An intrinsically motivated teacher only works on a project for its own satisfaction and self-actualization. A teacher who is extrinsically motivated, on the other hand, goes above and beyond what is required to achieve rewards like cash and recognition, among others. Extrinsic motivation is crucial in deciding someone's behaviour. An organization aims to build on and enhance teachers' intrinsic motivation and supply some extrinsic motivation for school improvement. (O'neil, 1995).

A cursory look at the relatedness of motivation to teachers' effectiveness could lead to the submission that teachers' effectiveness hinges on their motivation. However, the questions begging for answers are: Can it be frankly said that teachers effectively deliver their services? Are they well motivated on the jobs? What motivational strategy best inspire teachers to perform their job? In line with these questions, Abah & Nwokwu (2016) state that over time, motivation has been highlighted as the key tactic for raising employee productivity but this strategy for encouraging workers to give their best in order to accomplish organizational goals has not been used enough.

Problem Statement

The National Policy on Education's (2014) goals for secondary education include: inspiring students to pursue greatness and self-improvement, developing a skilled labour force in the sub-professional grades of the applied sciences, technology, and commerce among others. However, observation has shown that some teachers are not towing towards achieving these and other objectives due to their ineffectiveness in discharging their primary assignment. This problem has been of concern to stakeholders in secondary institutions because, frequently, teachers appear to be reluctant to discharge their duties, some of which include: teaching the students as and when due, preparing lesson plans/notes, being good mentors to the students, punctuality and regularity in class among others. The uncomfortable situation could have a number of factors; the biggest and long-lasting one seems to be the inability of school administrators to accept the crucial part that motivation plays in boosting teachers' effectiveness, which could, in turn, increase the achievement of stated goals. Based on this premise, the study investigates motivation as a counter-measure for job effectiveness among teachers in Nigerian secondary institutions. In addressing this problem, a

research question was raised thus;

What level of motivation are teachers in Nigerian secondary institutions experiencing?

LITERATURE REVIEW

Concept of Motivation

One of the critical organizational components that can make or mar a plan, an organization's performance, and the effective execution of its activities is widely considered to be human needs. More importantly, it might determine whether any institution succeeds or fails (Fatwa & Dressy, 2016). As the driving force behind human behaviours and activities, it is generally believed that motivation affects teachers' performance and provides a solution to most administrative issues in Nigerian educational institutions. McGrown (2005) posits that the role of the school principal as the organizational manager is to motivate those who report to him to take any required action in order to accomplish the school's objectives. Baron (1983) opines that human conduct is influenced and guided by a variety of mechanisms that collectively make up motivation and that today's environment has such a dynamic that expressly develops and covers a favourable effect on employment and that the most dedicated employees in a company are capable of delivering the best performance, which is only possible with employee motivation. In the same vein, Kreitner & Kinicki (2004) view motivation as the psychological mechanisms that elicit, guide, and sustain voluntarily undertaken goal-directed behaviours: these procedures rely on specific intrinsic and extrinsic elements, which when taken together result in personnel who are fully dedicated. Burton (2012) and Shanks (2016) differently submit that there are many different sources of employee motivation, which can be split into two categories: motivation based on individual ambitions and motivation based on organizational objectives.

Dike (2019) affirmed that motivation is concerned with why people do what they do and answers such questions as why do managers or workers go to work and do a good job. He thus view the concept as a process of arousing behaviour, sustaining behaviour progress, and channeling behaviour into a specific course of action. Similarly, Callo in Comighud and Arevalo (2020) assert that if teachers lack motivation, their performance would drop substantially and that teachers would respond differently to organizational standards, obligations, and possibilities on the basis of their level of motivation. They thus define motivation as the force that initiates, guides, and maintains goal-oriented behaviours. Koyuncuo?lu (2021) summed it up that motivation is one of the most important sources of power that determines the direction, intensity and determination of students' behaviour which could be achieved by the teacher.

One thing these definitions have in common is that they all agree that a person's motivation affects the behaviour they choose to engage in. For instance, to say that management inspires its employees is to suggest that it behaves in ways that it believes will satisfy their needs and aspirations, leading the workforce to act in a way that would increase the achievement of organizational goals. Hence, motivation can be referred to as the force that inspires someone to put forth their best effort in order to accomplish organizational goals.

Concept of Job Effectiveness

The effectiveness of school teachers is unquestionably one of the key factors affecting their total performance; they constitute the foundation of educational activity, making them the primary determinants of educational quality. Since teachers' job performance reflects their effectiveness or ineffectiveness on the job, it follows that the success or failure of educational programmes depend on it. According to some

studies, employees are vital in fostering organizational creativity and innovation (Bojnec & Tomsic, 2020; Ottenbacher & Harrington, 2007; Titrek, 2015). The success of students in all areas is determined by how well they are guided by their teachers, and the teaching and learning processes produce a diversity of results depending on the caliber of teacher performance in each school, claim Howard & Sharp (2003). Aslam et al point out that motivation affects teachers' performance and since teachers determine whether a programme is going to be successful or not, no educational system can therefore be better than the caliber of its teachers. Nwasike (1991) thus, define effectiveness as the efficacy with which inputs are exploited to produce the desired outcome, while Adeoye (2013) claims that teachers' effectiveness is decided by their performance. Adeleke, Adesua and Jimola (2022) perceive teacher effectiveness as a multidimensional construct that measures different aspects of teaching such as subject mastery, lesson preparation, lesson presentation, establishing friendly ties with pupils and a teacher's ability to communicate effectively and clarify things. They thus define teacher effectiveness as the extent to which a teacher is ready and dedicated to accomplish teaching objectives. It could therefore be said that no educational system can outperform the caliber of its faculty because the effectiveness or ineffectiveness of the educational system depends on the standard and quality of the teachers.

Motivation and Teachers' Effectiveness

The foundation of education is the school, which was created to transmit knowledge in all of its cultural and moral dimensions in order to achieve functional and successful education. Therefore, it is essential that teachers be inspired by a variety of motivational incentives (Uyanne, Badamas & Balogun, 2020). Organizations today aim to achieve a healthy balance between employee commitment and performance; highly motivated employees are any company's competitive advantage because their effort leads to the remarkable accomplishment of its goals (Danish & Usman, 2010). In organizational development, motivation and effectiveness are twin ideas in which motivation works as the means for attaining productivity as an end, says Rebecca (2012) and Omojola (2016). These studies, which have their roots in the 1940s and have primarily attempted to answer the question, "Why do people work?" have listened to what workers have to say and what motivates them to perform their tasks. A corporation is better able to promote excellent performance when it is aware of what drives employees. Typically, an employee's performance is influenced by three factors: their ability, their workplace, and their motivation. The appropriate training can be used if a worker is incapable. If the surroundings are the problem, changing them will promote improved performance. The issue is harder to fix if there is a lack of motivation. The finest source of information on motivational variables is employees. In order to achieve productivity as a goal and to provide the impetus for productivity to occur, it is therefore crucial to find out what drives employees to come to work each day. Based on their comments, the company may decide to reorganize positions, increase pay, enhance working conditions, or give employees more credit for their accomplishments (Wessler, 1984).

There are mixed findings among researchers on the linkage between motivation and teachers' productivity which also implies effectiveness. Scholars like Rao Subba (2005), Levoy (2012), Shua & Abdullahi (2012), and Akinwumi (2020), among others, agree that poorly motivated teachers have less concern for effective job performance, while the likes of Sadeeq (2005), Uwe (2006), Uyanne, Badamas & Balogun (2020) among other researchers found no linkage between motivation and teachers' effectiveness. Research findings still need to be clarified on the issue of what motivates teachers for effectiveness. While some found that income, recognition, promotion, staff development and work conditions are good motivational strategies for enhancing teachers' effectiveness (Barton, 2002; Ali & Ahmed, 2009; Popoola, 2009; Taiwo, Awodiji, Owolabi, Riffat & Effrim, 2022), Triyanto (2016), Abah & Nwaku (2016) among others, found compensation, promotion, job enrichment, staff development, conducive working environment as strategies for motivating teachers' job effectiveness. Literature has also affirmed the contributions of money, recognition, working conditions and promotion among others, as factors that motivate teachers' job effectiveness (Balogun, 2016; Jalagat, 2016; Ali & Anwar, 2021; Awodiji, Rizvi & Owolabi, 2022).

There is evidence in the literature that a few factors, such as pay or money, may have an impact on teachers' satisfaction (Toropova, Myrberg & Johansson 2021). According to Fatima and Ali (2016), financial rewards are necessary for fostering organizational success and sustained competition; employees are typically frustrated and unsatisfied when they see the pay gap between their profession and others. The pay of employees impacts whether they are satisfied or not (Barton, 2002). In addition, Albee & Piveral (2003) suggest that paying teachers a fair wage will encourage their dedication to work regardless of the circumstances, which will lower the attrition rate of instructors from schools. Similar to this, Salami (2008) states that paid employees benefit their employer during the term of their employment. Additionally, studies demonstrate that employees in underdeveloped nations who earn big wage packages are happier with their professions than those who do not (Hamermesh & Daniel, 2004; Grund & Sliwka, 2006). Other studies revealed no connection between pay received and employees' job happiness (Taiwo, 2002; Uwe, 2006).

The role of working conditions in relation to teachers' effectiveness cannot be underrated. This is because improved teachers' working condition is assumed to boost their effectiveness on the job in addition to reducing their attrition rate. Working conditions are a combination of three main factors, according to Yusuf and Aliyu in Taiwo, Awodiji, Owolabi, Riffat & Effrim,(2022): the technical condition (tools, infrastructures, and equipment, among others), the human condition (communication/information flow, friendliness, and social integration, among others), and the organizational condition (policy, culture, management, structure, leadership). For effectiveness to be optimal, it is therefore essential that educators operate in a secured and encouraging environment because of the general assumption that teachers feel blessed to be working in an environment that values them, hence, the inadequacy of their workplaces sometimes make them to wrap up their workday early. For teachers to stay in their workstations well after business hours have finished, it is necessary to provide sufficient office space and high-quality furniture. Instances abound where some workers quit their jobs early because their workplaces are unsatisfactory, whereas workers with comfortable workspaces tend to put in longer hours and produce more result.

Recognition of a job well done or full appreciation for the work performed is typically one of the main factors influencing employee performance (Koch, 1990; Stuart, 1992). Flynn (1998) asserts that reward and recognition programmes help keep employees' attitudes positive, boost their morale, and create a link between motivation and output. The major objective of recognition and reward programme is to create a pay structure and communicate it to the workers so they can link their compensation to their productivity, which in turn fosters job happiness. Research has demonstrated that the effectiveness of rewards and recognition has a considerable positive impact on job satisfaction. (Katou, 2008; Ali & Ahmed, 2009). Sargent and Hannum (2005) assert that teachers' level of recognition has a significant impact on their level of work pleasure. Popoola (2009), Sharma & Jyoti (2009), and Karavas (2010) all state that instructors were typically pleased with the compliments from the pupils and parents. Besterfield et al. (2011) found that teachers perform better when they have their work recognized for excellence at work, while job satisfaction may decrease when acknowledgment is lacking.

Class size, which aids in facilitating the teaching-learning process and monitoring students' activities, is equally an important reason for teachers' motivation. In Nigerian secondary schools, class sizes have reached an unacceptable level as studies report class sizes exceeding the recommended teacher-student ratio of 1:40. (Afolabi, 2010; Aluede, Okhiku, Esamah & Ojiemkenkele 2010). Kusi and Manful (2019) equally observe that large class size constitute one of the problems that developing countries, including Nigeria, have been grappling with. This was also affirmed by the World Bank (2020), that most African nations have higher teacher-student ratios than other developed nations. An increment in class size indicates an increase in teachers' workload, hence, the need for them to be more prepared for teaching-learning activities. Shahzad and Khan (2020) posit that teachers in overcrowded classrooms face a lot of challenges which make it impossible for them to give full attention to students. One of the resultant effects of overcrowded

classes is disruptions in teaching-learning processes as some students would behave at variance with teachers' instructions, thereby making effective classroom management impossible for teachers. Attaining school goals could be a mirage if this situation persists. The question that readily comes to mind is, what happens to the teacher taking a large class whose interest in the motivation of any form needs to be considered? Olagbemi (2010) summed it up that classroom overcrowding has always been responsible for Nigeria's declining quality of education.

Cold disposition towards teachers' professional development could also lessen their effectiveness at work. Continuous professional development via in-service training, workshops, and seminars to update teachers' knowledge in current pedagogies is essential in providing quality education and link to motivation. In the words of Fasanmi (1982), development helps to recharge teachers' intellectual batteries with new electrolytes of knowledge and ideas. By implication, teachers' knowledge needs to be updated regularly to develop on the job and acquire new skills and abilities needed for personal and professional growth. To enable teachers to respond appropriately to academic dynamics which include, among others, lesson delivery, effective use of instructional materials, teachers' communication skills and improved quality classroom management, professional development which aims at upgrading, renovating, and acquiring skills, abilities, and strategies cannot be overlooked. This point is made by Gimba in Popoola, and Belo (2022). Since the ultimate aim of professional development is to 're-bake' teachers so that they would be more professionally sound in addition to assisting their students in attaining an increased level of understanding which could, in turn, enhance their performance, the need for teachers to regularly attend seminars, conferences, workshops, in-service training, and synopsis, among others is highly essential.

To the best of the researcher's knowledge, only a small number of studies considered professional development. Comparatively, no study has examined how the effectiveness of instructors in Nigerian secondary institutions relate to class size as a motivational strategy. Based on this concept, this study investigates motivation as a counter-measure for job effectiveness among teachers in Nigerian secondary institutions.

THEORETICAL FRAMEWORK

The Two-Factor Theory, which Frederick Herzberg proposed in the late 1950s, serves as the study's theoretical framework. He was curious to find out more about the elements of the workplace and its environs that could foster employee motivation on their jobs. For his research, he observed 203 engineers and accountants in Pittsburgh. The results demonstrated that success, recognition, work characteristics, responsibility, and progress were all connected to job satisfaction. On the other hand, job dissatisfaction was frequently related to the working environment, the income and security offered, the business rules, management, and interpersonal connections. Herzberg's Two-Factor (satisfy and dissatisfy) Theory, which focuses on the human emotional components of motivation, was inspired by the aforementioned findings. From the two, motivating elements emerge as the source of employee pleasure (achievement, recognition, responsibility, advancement and growth). In addition, hygiene-related elements play a role in job discontent (pay and security, working conditions, interpersonal relationships, company policy, and supervision).

It is important to note that motivating factors are linked to the real job requirements. On the other hand, hygiene concerns are more closely tied to the working environment than to the actual work (extrinsic). Additionally, the workforce's more basic needs are related to hygienic considerations. The driving forces, in contrast, are the high-level needs of the workforce, which align with Maslow's Hierarchy of Needs Theory's lower-level requirements and higher-level needs of the workforce.

Theoretical Model

Figure 1: Motivation Strategies and Teachers' Effectiveness

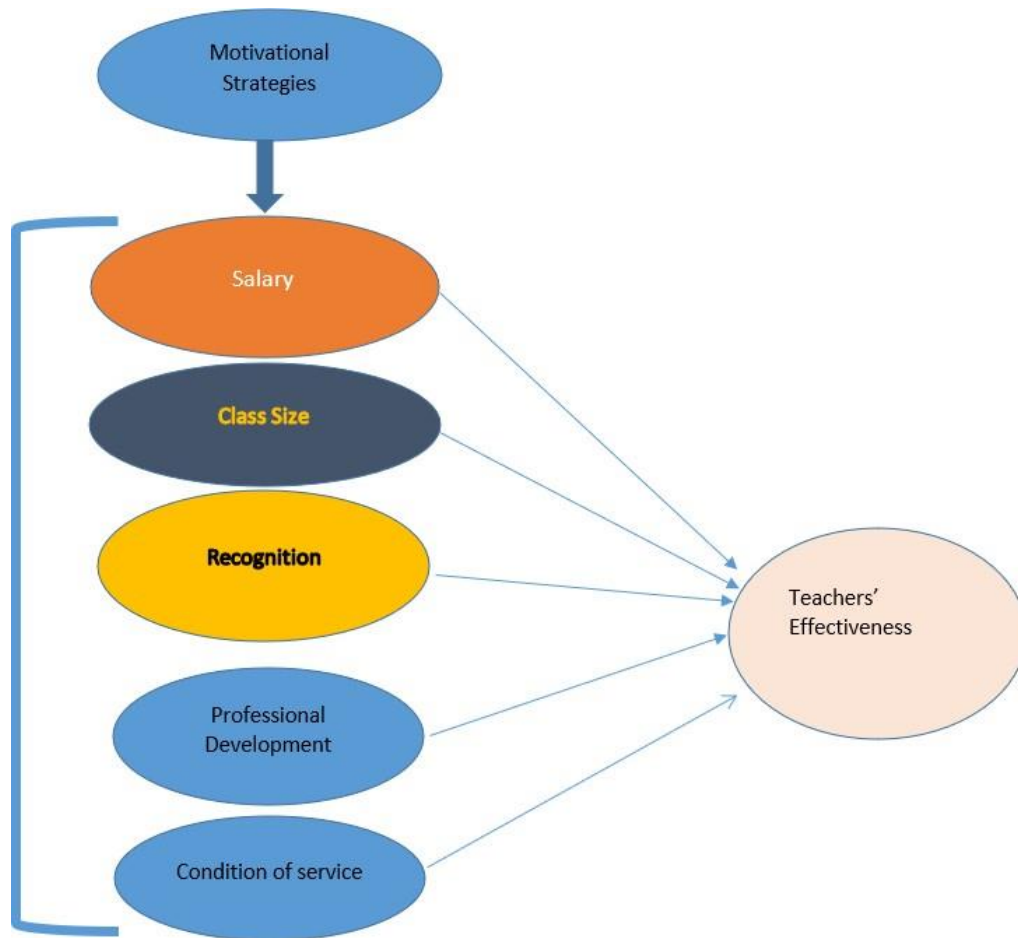


Figure 1 shows the relationship between the motivational strategies (salary, recognition, class size, professional development and condition of service) and teachers' effectiveness. The motivating tactics (independent variable and extrinsic factors), according to the model, may be related to the effectiveness of teachers. Teachers' satisfaction must therefore be addressed for Nigerian secondary institutions to attain their educational goals.

The following hypotheses emerge from the above literature and theoretical model:

1. The effectiveness of Nigerian secondary school instructors is not strongly correlated with motivation.
2. None of the motivational strategies can reliably predict how effective Nigerian secondary school teachers will be.

METHODOLOGY

The study adopted the descriptive survey research design to investigate the problem of this study. All Nigerian teachers who taught in secondary institutions made up the study population. In Osun, Ogun, and Ekiti States, 2,400 teachers were chosen using random, proportional, and stratified selection approaches. "Motivation and Teachers' Effectiveness Questionnaire" (MTEQ), a self-made survey with 24 questions, was used to poll the respondents. The instrument underwent the customary validation procedure. The instrument's reliability was assessed using the test-retest method. This was accomplished by giving the test twice in a span of two weeks to 150 randomly chosen teachers from five different schools.

A reliability coefficient of 0.86 was calculated after the two sets of replies were correlated using Pearson’s Product Moment Correlation. Data collected for the research question was analyzed with frequency counts, percentages, mean scores, and standard deviation. Inferential statistics like Pearson’s Product Moment Correlation and Regression analysis were used to test the hypotheses. At a significance threshold of 0.05, decisions were made.

RESULTS AND DISCUSSION

Research Question 1: What level of motivation are teachers in Nigerian secondary institutions experiencing?

The mean score, standard deviation, frequency counts, and percentage were used to rate the motivation of teachers in middle-level institutions in Nigeria. The low level was determined by subtracting the standard deviation score from the mean score ($20.91 - 3.414 = 17.50$). The intermediate level was established by the mean score (20.91), and the high level was established by multiplying the mean score by the standard deviation score ($20.91 + 3.414 = 24.32$).

Table 1: Level of motivation experienced by teachers in Nigerian secondary institutions

Level of motivation among teachers in Nigerian secondary institutions	Frequency	Percentage (%)
Low (10-17.50)	844	35.2
Moderate (17.51-24.31)	996	41.5
High (24.32-25)	560	23.3
Total	2400	100

Table 1 presents the level of motivation experienced by teachers in Nigerian secondary institutions. The result shows that 35.2% of the respondents agree to a low level of motivation, while 41.5% were moderately motivated. The table equally shows that 23.3% of the respondent were highly motivated. The level of motivation experienced by teachers in Nigerian secondary institutions was therefore considered moderate.

Hypothesis 1: The effectiveness of Nigerian secondary school instructors is not strongly correlated with motivation.

Table 2: Pearson’s Correlation of Motivation and Teachers’ effectiveness

Table 2: Pearson’s Correlation of Motivation and Teachers’ Effectiveness

Variable	N	Mean	SD	r_{cal}	Sig
Motivation	1200	20.91	3.414	0.071*	0.018
Teachers’ effectiveness	1200	60.57	11.345		

P<0.05 (Significant)

According to Table 2, $r_{cal} = 0.071$; $P < 0.05$ is significant. Therefore, the null hypothesis is disproved. This suggests that teachers’ effectiveness and motivation are strongly correlated. That is, the relationship between motivation and teachers’ effectiveness is positive.

Hypothesis 2: None of the motivational strategies can reliably predict how effective Nigerian secondary school teachers will be.

Table 3: Predictors of Teachers’ Effectiveness among Strategies of Motivation

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	18.809	1.410		13.336	.000
Salary	.206	.040	.199*	5.124	.000
Class size	.504	.028	.491*	17.935	.000
Professional Development	.179	.027	.140*	6.564	.000
Recognition	.261	.025	.289*	10.661	.000
Working Condition	.096	.035	.096*	2.729	.006

Dependent Variable: Teachers’ Effectiveness

R = 0.727; R² = 0.528; Adjusted R² = 0.525; F = 180.734; P = .000 < 0.05

The finding in Table 3 demonstrates that the predictor variables and teachers’ motivation have a number of positive correlations (R = .727). This suggests that all the predictor variables are elements that can forecast teachers’ effectiveness. According to the coefficient of the determinant (R² = .528), all predictor variables together account for 52.8% of the overall variation in teachers’ effectiveness, and the remaining 47.2% of the unexplained variation may be mostly attributable to additional factors not considered in this study. The class size variable has the greatest impact on teachers’ performance, according to the regression results in the table (= 0.491), followed by recognition (= 0.289), salary (=0.199), and professional development (= 0.140). Working conditions has the least predictive power (= 0.096).

The study revealed a moderate level of motivation among teachers in Nigerian middle-level institutions. This implies that the rate at which teachers are encouraged to perform their official assignments is on the average. This may be due, in part, to the notion that those involved in school administration are more knowledgeable about the import of motivation on teachers’ effectiveness. This study supports Danish & Usman’s (2010) contention that highly motivated employees give any company a competitive advantage because their level of performance helps the company achieve its objectives.

The study verified a strong correlation between teachers’ effectiveness and motivation. This implies that encouraging teachers in all possible ways goes a long way in enhancing their effectiveness at work. The reason for this might be connected with the assumption of the positive connection between motivation and teachers’ effectiveness. Therefore, this study confirms the submission of Levoy (2012), Shua & Abdullahi (2012), and Akinwumi (2020), who reported a correlation between motivation and teachers’ effectiveness. This study, however, negates the findings of Sadeeq (2005), Uwe (2006), Uyanne, Badamas & Balogun (2020), who all found no linkage between motivation and teachers’ effectiveness.

The strongest predictor of teachers’ effectiveness among the motivational strategies, according to the hypothesis, is class size, which has a beta weight of 0.491. Working condition, on the other hand, is a minor predictor with a beta weight of 0.096. The assumption is that if teachers are given acceptable class sizes, there is a chance of attaining school goals. This may be due to the notion that it is simpler to control pupils’ behaviour in a class with fewer individuals present.

CONCLUSION AND RECOMMENDATIONS

The study's findings make it abundantly evident that teachers' motivation is a precondition for their effectiveness in Nigerian secondary institutions. The study affirmed that well-motivated teachers have a manageable class size, encouraged to grow on the job, rewarded and recognized as and when due: hence, they are more effective in discharging their duties. In light of the study's results and conclusion, the following suggestions were made:

1. To increase their effectiveness at work, teachers should be pushed from a moderate to a high level of motivation.
2. The necessity to maintain the strategies (manageable class size, professional development, salary and recognition) that contribute to teachers' performance should be routinely communicated to principals.
3. The parameters taken into account in this model should be viewed as tools by stakeholders in the education sector for achieving teachers' effectiveness.

This review, like all others, has its limitations. Due to the author's restrictions, only studies in English Language were evaluated. Very few dissertations and theses were included in the review in order to avoid publication bias in the results. Also, the scope is limited majorly to research undertaken in developing nations. The final drawback is that there is no one measure that can be used to compare trials.

This study is vital because the findings are intended to help principals and other school leaders improve their understanding of the relationship between motivation and teacher effectiveness. By extension, if the study's findings and recommendations are implemented, school leaders will get a better knowledge of the import of motivation on teachers' effectiveness. It is also predicted that the study's findings will help school administrators identify and implement tactics that drive their instructors to perform at their best.

The findings of this study would be a further wake-up call for the government in areas where correct or improved treatment of motivation and teacher effectiveness issues is required. The study's findings can also be extended by the government to other ministries or establishments. Policymakers can equally develop policies to assist organizations in adequately addressing human resource concerns by developing short and long-term solutions to motivation, strategies for teachers' motivation to improve their effectiveness, and, ultimately, achievement of school objectives. Prospective researchers who intend to conduct studies in adjacent areas or broaden the covering area may benefit from the study as well.

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