

Effect of Age, Marital Status, Gender and Professional Experience on Teachers' Work Motivation in Edo State Public Secondary Schools

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Abstract: This study examined the effects of teachers' age, gender, marital status and teaching experiences on work motivation in public secondary schools across Edo State of Nigeria. The study employed a descriptive correlation research design for the purpose of investigation. A multi-stage sampling technique comprising stratified, random and purposive sampling was used to select the sample of 520 teachers from 31 public senior secondary schools in the three Senatorial Districts of Edo State. Teachers' Job Motivation Questionnaires (TJMQ) on a five-point rating scale, was used to elicit information on teachers' demographic variables and indices of motivations. Frequency count, mean and percentage were used to answer questions one and two, and normative mean was used to determine the level of teachers' motivation. Pearson and Fisher's z statistical tests were used to analyse hypotheses one and two. Teachers' work motivation was low below a 3.0 normative mean value. The study revealed that teachers' in Edo state public secondary schools are poorly motivated. These were the results of deficiencies in work place needs such as such as promotion, social needs, carrier development, recognition, conditions of service and availability of physical facilities. Of the four demographic variables examined, only teachers' age yielded significantly influenced work motivation.

Keywords: Teachers' work motivation, public secondary schools, Edo state, Nigeria

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I. Introduction

The Nigerian educational system depends largely on the quality of personnel (teachers) that work within the system for it to realize and actualize its set goals and objectives, and for the personnel to perform optimally, they need to be appropriately motivated. Motivating people involves getting them to move in the direction one wants them to go in order to achieve results. Management is a process which has to do with achieving results through people, consequently one of the most important functions of an effective manager must be motivation¹. A principal factor of an organization's effectiveness comes from the motivation of its employees but the prosperity and survival of the organisation is determined through how management treat their human resources^{2,4}. Work motivation is aided by factors such as fringe benefits such as salaries, promotion, conditions of service, recognition, carrier development, supervision, availability of facilities and social needs^{3,9}.

Teachers' motivation has been noted as essential to the success of the school system in achieving its goals and objectives. A guaranteed quality assurance in the Nigerian educational system is strongly linked to teachers' work motivation. Therefore, teachers can influence the educational system positively, by effectively and efficiently performing their tasks on all educational goals to achieve quality positive outcomes¹⁰. The quality and effectiveness of teachers' job performance based on students' examination outcomes in Edo state schools have been noticed from their commitment to work which is based job satisfaction¹¹. The salaries of teachers appear to be very low when compared with other professions¹². Katz and Docherty¹³ maintained that monetary compensation is a vital aspect of teachers' motivation. No one works for free. Employees want to earn reasonable salaries/wages and they desire their employers' to recognise this fact. Money is the fundamental inducement and has the tendency to magnetise, retain and motivate individuals towards higher performance. Also the complain of poor conditions of service such welfare package, loans and functional career development programme through training, study leave, workshops and seminars often translate into teachers' low morale^{12,14}.

The conditions workplace which include physical facilities and social needs of teachers in Edo state secondary schools appear to be very poor and inadequate. Where most schools work facilities and work environment were unsafe such as classrooms in buildings with collapsed rooftops. This unsafe and unhealthy conditions of workplace diminish teachers' job satisfaction with negative consequences on students' academic achievement^{11,12}. Afolabi¹⁵, opined that teachers must be provided with incentives, resources and facilities that will

enable them perform effectively and maximally. Dehaloo¹⁶, supported this view by maintaining that work environment has a significant impact upon employees' performance and productivity. Work environment means those processes, systems, structures, facilities and conditions in the work place that influence favourable individual performance. To this end, teachers' performance in contributing towards learning could strongly be influenced by teachers' motivation^{12,14}.

The importance of teachers' contributions to human development towards nation building especially in a developing country like Nigeria cannot be over emphasised. The essentials of an adequate educational system is that the government being the primary employers of teachers provide adequate human and resource facilities to schools especially those in the rural areas as motivating agents for effective service delivery. The absence of adequate human and material resources lead to instability in the system with high attrition rates of younger employees seeking for more stable and improved conditions of work¹¹⁻¹⁴. The age of employees had been acclaimed a correlating factor with work motivation¹⁵⁻¹⁷. Studies have shown that there is a great difference between young and old teachers in their level of motivation¹⁸⁻²⁰. Older teachers appear to be motivated than younger teachers and that motivation improve with increasing age in a u-shaped curve according to Herzberg's theory^{19,20}. High attrition rate also affects the balance of gender. Gender is asserted to be a factor which determines employees' roles, responsibilities as status in the families and communities. Teachers' gender and behaviour impacts their perception on priority and judgments of students' academic skills^{21,22}. Similar high attrition affects balance in marital status among employee in the system. This is because unmarried are readily swayed toward relocating. Studies on the impact of marital status on teachers' work outcomes, revealed that marital status had a significant bearing on teachers' motivation²³⁻²⁵. However, in Adeoye *et al*¹⁷, married employees are more satisfied with work motivation than unmarried employees. Experiences is the knowledge gained or mastery of an event through involvement in or exposure to it. Work experience is a factor that affect job performance through motivation, which means that more experience workers creates motivation to show maturity and satisfaction in their work and thus achieve the best of performance. Similar characteristic was observed among experienced and less experienced teachers. Therefore a series of formal and informal training acquired by teachers' over time would enhanced knowledge consequently increase their experience. Thus trained teachers are happier and motivated to work than untrained teachers^{15,17,26}.

Thus necessary and sufficient incentives for employees are key to generate positive consequences on their job satisfaction¹. The work environment has a significant impact upon employees' performance and productivity. Work environment means those processes, systems, structures, facilities and conditions in the work place that influence favourable individual performance^{12,17}. When teachers working conditions such as welfare packages, loans, in-service training through study leave, workshops and seminars, are poor compared with other professions, it often translate into low teachers' morale, which poses diminishing contributions on job performance and increase employee attrition rate¹⁴⁻¹⁷. The United Nations Educational Scientific and cultural organisation maintained that quality assurance is a powerful means that can improve the effectiveness of education. Its' key principle is that teachers and principals, who are in the forefront of the secondary education system, are responsible for improving education work performance. Hence, it is importance that teachers are appropriately motivated in order to attain effectiveness and efficiency in educational service delivery²⁷. This paper intends to determine the level of teachers' work motivation in Edo state public secondary schools and the influence of teachers' age, gender, marital status and teaching experience on work motivation.

Purpose of Study

1. The purpose of this study is to determine the level of teachers' work motivation in Edo state public secondary schools.
2. To determine whether there is a relationship between age, gender, marital status and work experience on teachers' work motivation.

Research Questions

1. What is the level of teachers' motivation in Edo state public secondary schools?
2. Does age, gender, marital status and work experience affect teachers' work motivation?

Research Hypotheses

1. There is no significant relationship between work motivation and young and old teachers.
2. There is no significant relationship between work motivation and male and female teachers.
3. There is no significant relationship between work motivation and married and unmarried teachers.
4. There is no significant relationship between work motivation and experienced and less experienced teachers.

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 for the study was a questionnaire titled Teachers' Job Motivation Questionnaire (TJMQ) and designed to elicit information on motivation. Thirty-three minor items were combined into eight major motivational items in TJMQ and used to test the levels of teachers' work motivation in secondary schools. TJMQ was a five-point scale rating. The respondents (teachers) rated the extent to which the motivational indices indicated in the instruments motivate them. Researcher experts in the Department of Educational Management, University of Benin validated the instrument. The Cronbach's alpha statistics test was used to test the reliability of the instrument and the reliability coefficient stood at 0.692. Descriptive statistics of percentages, means and normative mean were used to analyse the data collected. The hypotheses formulated were tested at 0.05 level of significant.

III. Results and Discussions

Demographic Data Analyses

A summary of the demographic characteristics of the sampled teachers in the study is provided in Table 1.

Table 1. Demographic Data Distribution on Sampled Teachers

Variables	Distribution	Percent (%)
Age	Below 50 years	196 37.7
	50 years and above	324 62.3
Gender	Male	271 52.1
	Female	249 47.9
Marital Status	Married	424 81.5
	Unmarried	96 18.5
Experience	Below 5 years	115 22.1
	5 years and above	405 77.9

(N = 520)

Table 1 presents the data distribution of the four demographic variables considered in this study to describe the characteristics of the public secondary schools teachers' in Edo state. Teachers' age distribution at the time of study indicated that about 38 percent of the teachers were below 50 years of age while about 62 percent were 50 years and above. This is an indication that bulk of the teaching staff are old and approaching retirement age. In the case of gender, approximately 52 percent of the total number of teachers were males while about 48 percent were females. This implies that there is a near equality in gender. From the study, there is a near equality in gender of teachers in public secondary schools in Edo state. Whereas, the on marital status showed a huge difference in the distribution with about 82 percent married teachers and only about 18 percent unmarried teachers who are either spinsters, widowed or divorced. This implies that most unmarried are unstable especially in the teaching profession while the few present may be using the job only as a launch pad for other jobs. In a similar form to marital status, about 78 percent of the teachers had teaching experiences of 5 years and above while only about 22 percent were less than 5 years in the teaching profession. This is closely related to marital status because most married teachers' tend to settle to raise a family and home, hence naturally accept the terms and conditions with anticipation of advancement while simultaneously acquiring experiences on the job.

Analyses of Motivational Indices Data

Research question one was analysed using mean and standard deviation. The result of the analysis is presented in Table 2. Data on Table 2, showed the extent of teachers' motivation on their job. In this regard, teachers' salary and supervision of instructions rated high with mean values of 3.42 and 3.10 respectively. However, a majority of the motivational indices were rated low in areas such as teachers' job promotion with a mean value of 2.97, teachers' condition of service with a mean value of 2.65, teachers' recognition with a mean value of 2.72, teachers' career development with a mean value of 2.73, physical facility availability with a mean value of 2.34 and teachers' social need with a mean value of 2.81 respectively. These values were all less than the normative mean value of 3.00. Based on the overall average of 2.84, teachers' level of work motivation is low in Edo state public secondary schools.

Table 2. Descriptive Statistics on the Indices of Teachers' Motivation in Edo State Public Secondary Schools

S/N	Item	Sum	Mean	Normative Mean	SD	Level
1	Salary	1781	3.42	3.00	1.05	High
2	Promotion	1545	2.97	3.00	1.18	Low
3	Condition of Service	1378	2.65	3.00	1.21	Low
4	Recognition	1413	2.72	3.00	1.12	Low
5	Career Development	1418	2.73	3.00	1.09	Low
6	Supervision	1609	3.10	3.00	1.01	High
7	Physical Facilities Availability	1218	2.34	3.00	1.18	Low
8	Social Needs	1462	2.81	3.00	0.98	Low
Teachers' Work Motivation		11824	2.84	3.00	1.10	Low

$\alpha = 0.05, N = 520$

Findings of the study showed that teachers' motivation to work was poor^{11,12}. However, salary and supervision were rated high. This proved that salary and supervision were consistent, which could be due to the efforts of then State government on personal supervision of instructional activities in schools as well as regular payments of teachers' salaries as well as contributions made by the Parents Teachers Associations (PTA), faith based and philanthropic organizations, old students' association (alumni) in order to enhance secondary school teaching effectiveness. This assertion is in line with Adams²⁸, claim that people are motivated to seek social equity in the rewards they perceived for high performance. Also that the outcome from a job include salary which help to boost the worker's morale. Teachers' welfare, recognition of job done and career advancement had not been a matter of priority for the government. This as such had generated a series of controversies between the government and the labour union which had led to various strike actions.

Hypotheses Testing

In this study, seven hypotheses were tested using Pearson r and Fisher's z statistic. These included relationship between teachers' work motivation influence of age, gender, marital status, teachers' experience. A summary of the hypotheses tested are presented in Tables 3 to 6. The relationship between teachers' work motivation will not significantly vary between young and old teachers in Edo state public secondary schools.

Table 3. Fisher's z Outcome on the Influence of Teachers' Age on Work Motivation

Age of Teachers	N	Pearson's r	z Transformation	z	Z _{critical}	Decision on Hypothesis
Below 50 years	196	0.012	0.012	-2.416	±1.96	Rejected
Above 50 years	324	0.223	0.232			

$\alpha = 0.05, N = 520$

Table 3 shows a Fisher's z value of -2.416, testing at an alpha level of 0.05, with a z table value of 1.96. Since there were two groups, the Pearson's r correlation of the two categories was transformed into z scores for testing hypothesis. The calculated z value falls within the rejection region, so, the null hypothesis which states that "teachers' work motivation will not significantly vary between young and old teachers in Edo State secondary schools" is rejected. Consequently, Teachers' work motivation significantly varies between young and old teachers in Edo State secondary schools. Since the Pearson's r value of 50 years and above is above that of below 50 years, it shows that the relationship between teachers' motivation to work is stronger for old teachers in Edo State secondary schools. The influence of age on teachers' work motivation showed that the relationship between teachers' motivation to work is stronger for older teachers' of 50 years and above than teachers' of below 50 years. That is, there was a significant difference in teachers' work motivation between young and old teachers in Edo State secondary schools. This is in agreement with Afolabi¹⁵, that older teachers were motivated than younger teachers. The old teachers seemed to have a more sense of belonging and probably more remuneration privileges. This finding also agreed with Virk¹⁸ who investigated the effect of age and work motivation to reveal that age yielded significant effects in the work motivation. However, Khan¹⁹, contrasted this view in his study of the relationship between work motivation among teachers of different age groups. No significant difference was reported in the work motivation of teachers of three different age groups of up to 40 years, 41 – 50 years and 51 years and above. However, in order to bring change to the educational system and to increase teachers' motivation irrespective of age, it is essential to improve those factors that enhance teachers' productivity. The relationship between teachers' work motivation will not significantly vary between male and female teachers in Edo State secondary schools.

Table 4. Fisher's z Tests on Influence of Teachers' Gender on Work Motivation

Gender	N	Pearson's r	z Transformation	z	Z _{critical}	Decision on Hypothesis
Male	271	0.185	0.187	0.708	±1.96	Accepted
Female	249	0.124	0.125			

$\alpha = 0.05, N = 520$

Table 4 shows a Fisher's z value of 0.708, testing at an alpha level of 0.05, with a z table value of 1.96. The calculated z value falls within the acceptance region, so, the null hypothesis which states that "teachers' work motivation will not significantly vary between male and female teachers in Edo State secondary schools" is retained. This means that teachers' sex does not influence their motivation to work in Edo State secondary school. The relationship between teachers' work motivation will not significantly vary between married and unmarried teachers in Edo State secondary schools. Findings on the influence of variable gender on work motivation showed that gender did not significantly influence teachers' work motivation in Edo State secondary schools. This could be due to the fact that teachers of both sexes are treated alike and subjected to same rules and regulations on the job. This is in line with Martin and Harsh²² who observed that every academic work motivation and engagement was the same for male and female teachers. They averred further that work motivation does not significantly vary as a function of teachers' gender. That is, male teachers do not fare better than female teachers. Afolabi¹¹ found that there is no significant difference between male and female teachers on work motivation.

Table 5. Fisher's z Tests on Influence of Marital Status on Teachers' Work Motivation

Marital Status	N	Pearson's r	z Transformation	z	z _{critical}	Decision on Hypothesis
Married	424	0.143	0.144	0.557	±1.96	Accepted
Unmarried	96	0.080	0.080			

α = 0.05, N = 520

Table 5 shows a Fisher's z value of 0.557, testing at an alpha level of 0.05, with a z table value of 1.96. The calculated z value falls within the acceptance region, so, the null hypothesis which stated that "teachers' work motivation will not significantly vary between married and unmarried teachers in Edo State secondary schools" was retained. This means that teachers' work motivation did not vary between married and unmarried teachers' in Edo State secondary school. On effects of marital status, Table 5 revealed that marital status did not influence teachers' motivation to work. This is in agreement with Odangaet *al*²⁵ and Lee²⁹ that there is no significant difference in work motivation among teachers of various marital statuses. However, in contrast with Adeoyeet *al*¹⁷ and Vyas³⁰, married employees were more satisfied with work consequently more motivated than unmarried employees. The relationship between teachers' work motivation will not significantly differ between experienced and less experienced teachers' in Edo State secondary schools.

Table 6. Fisher's z Tests on Influence of Teaching Experience on Teachers' Work Motivation

Teachers' Experience	N	Pearson's r	z Transformation	z	z _{critical}	Decision on Hypothesis
5 years and above	405	0.169	0.171	1.251	±1.96	Accepted
Below 5 years	115	0.037	0.037			

α = 0.05, N = 520

Table 6 shows a Fisher's z value of 1.251, testing at an alpha level of 0.05, with a z table value of 1.96, the calculated z value falls within the acceptance region. Consequently, the null hypothesis which stated that "teachers' work motivation will not significantly vary between experienced and less-experienced teachers' in Edo State secondary schools" was retained. It implied that teachers' motivation to work was not significantly influenced by the recorded ratio of experienced to less-experienced teachers' in Edo state. On teachers' years of experience, the study showed that there was no significant difference between teachers' work motivation based on years of experience. This is in line with Inayatullah and Jehangir²⁶, who examined work motivation on teaching experience and qualification. Their findings revealed that work experience and teachers' qualification do not significantly differ with regard to work motivation. This is contrary to the study conducted by Afolabi¹⁵ whose study revealed that trained and experienced teachers are more motivated than untrained and less experienced teachers. The implication is that trained teachers could be happier than untrained or experienced teachers. Okolo³¹ also showed that there was a significant difference in performance of teachers with duration experience ranging from 4 to 11 years and those with 20 years of experience and above.

IV. Conclusion

The study has shown that teachers' in Edo state public secondary schools are poorly motivated. This was based on the overall mean value lower than the average normative mean. The agents that largely contributed to the poor state of work motivation in an increasing order of influence are promotion, social needs, career development, recognition, conditions of service and availability of physical facilities as the most influential variable. Salaries and supervision were only marginally improved the teachers' work motivation. It is therefore of utmost importance, that availability of sufficient teaching and learning facilities such as white boards, projectors, computer and internet facilities, conditions of service which include regular entitlements such as promotions, social needs and recognition where applicable and career development such as on the

training, workshops and seminars be provided by government. This will enhance teachers' morale for subsequently their performance. Salaries and supervision nonetheless, also require constant monitoring in order to avoid any unanticipated decline in their average mean values.

Finally, the indices of teachers' gender, marital status and years of teaching experience did not influence teachers' work motivation whereas teachers' age significantly influenced teachers' work motivation of teachers in Edo state secondary schools. This implies that teachers' age especially for old teachers was adequate and sufficient to significantly influence a level at which meaningful job satisfaction was attained compared to those of other variables. The teachers' work motivation was influenced by higher Pearson's and number fraction of old to younger teachers in the system. However, a deviation from these parameters may likely alter the present situation, hence recommended for further investigation.

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