

MOTIVATING BUSINESS EDUCATION TEACHERS FOR EFFECTIVE CLASSROOM PERFORMANCE

BY

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Abstract

Motivation is an important tool for long-term growth of every educational system. Teachers' welfare is hardly considered by different stakeholders in Nigerian educational system. This paper therefore discussed motivating business education teachers for effective performance. The paper described the relationship between motivation and business education teachers' performance. This paper also gave insight on theories of motivation and its importance in workplace. Motivation is a condition which influences the arousal, direction and maintenance of behavior. Human need must be satisfied, and this can cause the arousal of motivational forces. The paper concluded that motivation is very much needed for business education teachers to be productive, and management or leadership has an important role to play. It is not always based on financial rewards, but non-financial rewards methods can also be used to derive the best out of business education teacher. It was therefore recommended that, Business education teachers should be motivated in order to optimise their performance.

Keywords: Motivation, Business Education, Teachers, Effective Performance

Introduction

Motivating business education teachers is necessary for teacher's productivity and performance in schools. Business education studies began in form of informal apprentice training. Teaching of business education can be viewed as that aspect of the total educational programme that provides the skills, understanding and attitudes needed to perform in the business world. Also, it is that form of instruction that both, directly and indirectly, prepares the individual for his calling (Ademola, 2015). The relevance of motivation on business education teacher's performance is very crucial to the long-term growth of business education programme around the world. Motivation remained a critical and significant topic associated with humans' performance, just like with the employees in the enterprises and the teachers in schools (Han, Yin, &Boylan, 2016; Ramlan, 2020).

Many researchers through their studies revealed that teachers' lack of motivation contributes to their low performance, not to mention the concerns regarding its detrimental effect on the work quality, clients/students' satisfaction, productivity and team work (Bean, 2018; Perrin, 2016); and just like the employees in the firms, many researchers pointed out at the importance of motivating teachers in schools for a better performance inside the classroom and outside it (Vella, Newby, & McEwan, 2017). Foluso (2014) asserted that effective performance of business education teachers is important because good quality education is an important avenue towards nurturing the students; the experienced accountant, business administrators, office assistants, business analyst, business journalists required for better private business and better governance. Effective performance of business education teachers in schools appears to be a product of their qualifications and their driving force (motivation). Motivation could be intrinsic or extrinsic. In the view of Mullins (2012) extrinsic motivation is concerned with "tangible rewards such as salary/incentives, promotion and the work environment while intrinsic motivation bothers on 'psychological' rewards such as opportunity open to the employee to use his/her ability and a sense of challenge and achievement in the workplace. Put in another way, extrinsic motivation is external, while intrinsic motivation is internal (or self motivation).

The motivation of business education teachers' is one of the challenges that beset the Nigerian education system. It is not uncommon to see a school without a business education laboratory, computer for practical, qualified business education teachers to teach business studies, on the job training and poor remuneration among others. The teaching profession in Nigeria of which business education teachers are inclusive is unhappy with the profession as a result of the following; low salary, not paying the arrears in time, lack of promotion opportunities, uncooperative colleagues,

unsatisfactory leadership behaviour, student discipline problems, various workload and uncondusive working environment.

The business education teachers play one of the most imperative roles in the actualization of business education programme aims and objectives (Atah, 2018). The extent to which business education teachers achieve this important role depends on the effectiveness of job performance. Business education teachers' performance is the extent to which researchers and community developers to meet the goals of programme. The objective of motivating business education teachers is to make them act in a way that benefits the educational system. Motivation is what encourages teachers to set goals and then to take action to work toward achieving those goals.

Concept of Business Education

Business education has remained an invaluable academic programme in tertiary institutions in Nigeria and beyond. It is a programme designed to empower students with educational and business competencies needed to effectively cope with the challenges in the world of work. According to Okoye and Umezuluike (2014), business education is part of vocational education programme which inculcates in individuals business competencies, skills, attitudes, knowledge and understanding necessary to perform and progress effectively in the business world. As a designed programme of instruction, it prepares people for jobs requiring specialized training. From a wider and more encompassing perspective, business education is seen as an aspect of the total educational programme that provides knowledge, skills, understanding, and attitudes needed to transfer business knowledge as well as perform in the business world as producer or consumer of goods and services that business offers. Business education is therefore, education for and about business (Aluwong, 2011). The term is an integration of business and education. It is an aspect of vocational and technical education – a comprehensive term referring to those aspects of educational process involving the study of technologies, related sciences and acquisition of practical skills, attitudes and knowledge relating to occupation in various sectors of economic and social life. Nwachukwu (2011) also defined business education as that broad area of knowledge that deals with a nation's enterprise system, such that it identifies and explains the role of business as a nation's economic institution and provides content and experiences that prepare workers and consumers in society.

Objectives of Business Education

The objectives of business education programme in universities according to Soneye (2015) can be summarized thus:

1. To produce well qualified and competent graduates in business subjects who will be able to teach business subjects in secondary schools and other related educational institutions
2. To produce business teachers who will be able to inculcate the vocational aspects of business education in society.
3. To produce business teachers who will be involved in the much desired revolution of vocational development right from the primary and secondary schools
4. To equip graduates with the skills that will enable them to engage in a life of work in the office as well as self-employment.

Overview of Motivation

Motivation is viewed as a driving force that compels an individual to take an action(s) in order to achieve certain goals. According to Adelabu (2015) teacher's motivational level in Nigeria is very poor and teachers are dissatisfied with their working environment and salary conditions. Inyang (2018) concluded that motivation has a direct positive effect on staff productivity. In another dimension, Ekpenyong (2015) highlighted that motivated teachers are highly productive and therefore have a significant effect on job productivity. According to Griffin (2018) the productivity of an individual is determined by three factors which include motivation, work environment and ability to do the work. Isangedighi (2013) examined that the workplace environment impacts on teachers' morale and productivity both positively and negatively. If the workplace environment is not liked by the teachers, they easily get demotivated and their productivity declines. Lack of appreciation and lack of personal decision making among the people working in such environment may cause stress and impacts on teachers' job productivity; (Mpho, 2015). It is also important to note that motivated behaviour for example "searching" is most times triggered off by external stimulus.

According to Ugwuegede (2016) explained why teachers frequently use verbal or visual cues to motivate their students. In that sense, motivation simply refers to a state of organism in which energies are mobilized selectively towards the accomplishment of a given goal. The author further opined that the two types of motivation that are

based on the stimulus response and cognitive theories of motivation are intrinsic. Motivation refers to any activity a person does simply because he/she feels happy or satisfied when doing it. The interest of the person will be engaged in the activity. This is why a teacher becomes satisfied when the activity engages his/her interest especially when it has to do with his continued stay on the job. Extrinsic motivation is externally imposed and emanate for the purpose of receiving a reward or an incentive. Thus, to satisfy a person, incentives must be present in his environment that will serve as a satisfier. Incentives could be positive for example prize, praise etc and negative for example threats, punishment etc. Abah (2001) opines that “Man finds work distasteful and that, he is naturally lazy, only motivated to work by fear or greed”.

A fourth area of motivation and goal setting theory focuses on the use of goals for motivation. Locke (2016) argues that employee motivation is likely to be enhanced if work goals are specific, challenging, formed through employee participation and reinforced by feedback. This argument raises important issues for educational system of Tanzania, in which teachers are often left to guess at what their professional goals should be, or have goals imposed on them without consideration of their views. Even where goals have been specified, feedback to teachers may be limited by infrequent contact with supervisors. Work motivation has a collective, as well as an individual dimension, which is explored by “equity theories” (Wilson & Rosenfeld, 2010). Teachers compare their own efforts and rewards with those of peers. The peers in question may be in other occupations as well as within the teaching profession. Such comparisons are likely to influence teachers’ perceptions of their own status and are just as relevant to motivation in Nigeria as in industrialized countries.

Patterns of motivation may be expected to depend on teachers’ personal characteristics and perceptions of their role, as well as the circumstances of their work. Williams (2018) mentions research evidence that teacher attrition (i.e. individual decisions to leave the profession permanently) is negatively related to age and positively related to intellectual capacity and educational attainment. One cannot assume that teachers’ motivation, even if it is related to attrition, necessarily has the same set of relationships. Murnane (2017), with reference to the USA, suggests that some degree-holders are attracted to teaching as a medium-term occupation rather than a permanent career. However, teachers’ age and qualifications are treated as potentially important factors in this study. Teachers’ perceptions of their role are discussed by Jessop and Penny (2018), in a qualitative study of primary school teachers in rural South Africa and Gambia. They identify two distinct “frames of understanding” about teaching, described as “instrumental” and “relational,” which affect the way teachers discuss job satisfaction and motivation. The individual teachers studied are classified according to whether they lean towards one frame or the other. The authors find that instrumental teachers, who see education mainly as a technical process, are more likely to show concern about the inadequacy of physical resources for learning, support from inspectors and extrinsic incentives. The authors argue that neither group perceives “ownership” of the curriculum as a goal. From the perspective of Maslow, however, this is not surprising if the teachers are poorly paid and little respected by their supervisors. The categories developed by Jessop and Penny can be compared with those of researchers in other settings, such as the “student-oriented,” “subject-oriented” and “benefits-oriented” categories used by Griffiths (Gottman & McFarland, 2015).

Relevance of Motivation to Business Education Teachers

Motivation can emanate from within an employee with a passion and desire to work and produce results. This kind of motivation is self-driven by an employee in order to elevate his feelings to accomplish. However, in extrinsic motivation, an external factor such as a reward is used to boost the employee’s moral and desire to work. As is a normal case, employees work in exchange for compensation for their hard labour but how far they go depends on how motivated they are. According to Perry and Hondeghem (2019), the individuals desire to perform, and provide services to customers, with the mandate to do good is enough factor to motivate. Performance at work is related to the employees pay of which the employee may not have control of that reward as it is external. Apart from rewards, there are other factors that are external such as promotion at work, security of the job, salary increment that may give meaning to employees’ motivation. Therefore, for organizations to continue existing and retaining its workforce, they must keep on working on strategies that can help in motivating its employees. Motivated employees have a sense of belonging and loyalty to the organization and always work hard to be associated with the results of their labour. Motivation have effect on employees as individuals to achieve and as well as ability to be innovative because they believe in themselves which will benefit the organization to succeed (Yang Jie, 2010). A motivated worker is easy to be retained hence saving the organization finances of replacing workers, also it encourages workers to always achieve more on daily productions as they are having a sense of security of their work.

Management will have time to attend to other important issues because their motivated workforce can build teams that can help with the supervision and production of work.

Conclusion

Motivation is a tool that gear business education teachers to perform effectively at work. Motivation is not always based on financial rewards, but non-financial rewards methods can also be used to derive the best out of teachers. Although individuals have their expectations, it is the leadership responsibility to develop and align with theories that are suitable to bring job satisfaction to their employees. In terms of empowering workforce, business education teachers should be encouraged and given a platform to voice out their concerns on how they can be motivated. Rewards and promotions following performance appraisals maybe used to boost teacher's moral as well as feedback. In some institutions, business education teachers perform their duties in an assembly whereby if a certain teachers is affected it will affect the whole plant.

Suggestions

It was suggested that:

1. Business education teachers should be provided with the freedom to make some decisions that affect their job with moderation by the supervisory bodies or individuals to possess the level of autonomy like their counterparts from private schools.
2. Business Educators also should motivate themselves and they should not feel depressed. If a person is self-motivated, he will even perform better than those who are motivated by others but not self-motivated because he combines his self-motivation with the motivation and encouragement of others.
3. Government should always try as much as possible to pay educators' salaries promptly and regularly.
4. There should be regular training of teachers through workshops and refresher courses to motivate them for higher productivity.

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