

**MOTIVATIONAL THEORIES: AN EFFECTIVE TOOL FOR ENHANCING TEACHERS'
PRODUCTIVITY IN NIGERIAN SECONDARY SCHOOLS**

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Abstract

The importance of motivation towards enhancing teachers' productivity in schools cannot be undermined for the actualization educational goals. Thus, for schools to make teachers their major assets motivation should be of high priority to reduce depression and turnover. Thus, the study examines how motivational theories can be used to enhance teachers' productivity in Nigerian in secondary schools. The concept of motivation was examined taking into cognizance the motivational processes. Also, the importance of motivation was elucidated consecutively. The theoretical bases for motivation in Nigerian secondary schools as well as application of the theories for enhancing productivity of secondary school teachers in the country were also meticulously examined. Additionally, the factors influencing teachers' motivation in Nigerian secondary schools were elucidated consecutively. The study concluded that motivation does not need to be based on financial rewards, but non-financial mechanisms can also be employed to drive the best out of teachers. It was suggested among others that teachers should be encouraged and given platform to voice their concern on how they can be motivated, teachers' performance appraisal should be fairly and justifiably rated to boost teachers' morale and feedback mechanism. Teachers should be cognizance with the visions and missions of the school and work in synergy towards actualizing them and educational administrators should not stick to a particular theory but the circumstances should dictate and determine the theory to apply for effective service delivery.

Keywords: Motivation Theory, Teachers' productivity, Tools and Secondary Schools

Introduction

Education is an essential instrument for human capital and national development. Thus, the future of any nation depends largely on the quality of its educational system. The aphorism that no educational system can rise above the quality of its teaching staff affirms the prominence of teachers to national development. Teachers are instrumental to effective learning and quality education, guide individual learners towards acquisition of knowledge, skills, abilities, information, ideas and competences needed for purposeful living (Idiegbeyan, Opeke Owolabi & Eyiolorunshe, 2019; Reubar, 2017). Motivation plays a key role in any organization be it public or private and drive employees towards achieving organizational goals and national objectives. Teachers' motivational technique is fundamental for quality teaching and high standards of academic performance at all levels of education. Therefore, the success of educational system depends largely on the appropriateness of motivational theories put in place for enhancing efficiency, effectiveness and productivity of teachers. The poor performance of teachers' in Nigeria secondary schools could be an indication of low productivity of teachers occasioned by inappropriate application of motivational strategies. The researchers observed that some teachers in Nigeria secondary schools do no longer taking time to deliver lessons in an interesting manner, do their work with zeal, show little concern over the progress of the students in examination and attend school functions regularly (Alonge, Onnoh, & Nathaniel, 2020; Lawal, Mustapha, Abogunrin & Yusuf, 2019).

Teachers' productivity is an index used to describe teachers' job performance with regards to the relationship between teachers' qualities and students' academic performance. Teacher's job outstrip teaching but springs into moulding and guiding learners, monitoring students and instilling character training. Teaching as a complex task and multi-dimensional task require proper motivation of teachers for effective performance of their pedagogical tasks and dedication to their duties. Teachers' motivation is a key to quality teaching and high standards of academic performance at all levels of education. Motivation is a key factor that determines the rate of students' success, efficacy of teaching, acceleration of learning and sustainability of teaching and learning process. A motivated academic staff does not only feels fulfilled with his or her job but also empowered to strive for excellence and growth in instructional practice. When academic staff is motivated, they become satisfied and more committed

towards teaching profession which ultimately enhance the actualization of set educational goals and objectives. The more satisfied academic staff with their job, the higher their productivity. This becomes realistic and materialistic if the necessary motivational factors that enhance job performance and satisfaction are put in place (Adegboyega, 2018; Boru, 2018; Gaihre, Khanal & Ghimire, 2021). Teachers whose roles are germane in the training of future leaders, as well as fundamental agents of building the society, are being neglected, deprived of basic necessities of life and can only perform their duties reluctantly if not at all. In Nigeria teachers have not been placed at the centre stage of educational decision making which has the disastrous effects on all top down approaches to development. Financial resource has been wasted on conferences, workshops, seminars and reform programmes with the motive of enhancing teachers' productivity had been held, yet much success have not been actualized (Soetan & Cokerb, 2018; Haryaka & Sjamsir, 2021).

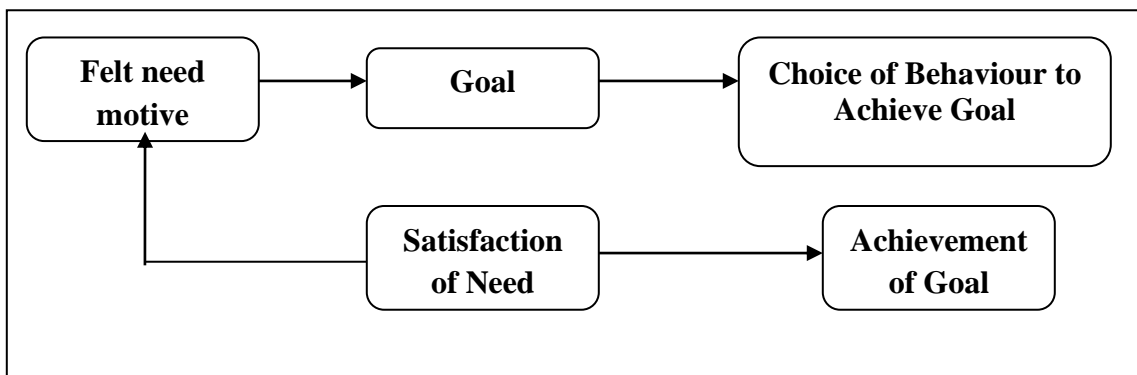
Concept of Motivation

Motivation seems to be of major importance in the administration of organization and could therefore be regarded as tool of management. Enthusiasm of individual depends on the strengths of their motives, needs, drives and impulse. The basic assumption is that behaviour may change if an existing needs increase in strength to the extent that it transforms to the resilient drive. The term motivation is derived from the word 'motive' which means needs, desires, moving into action or the will within an individual driving or propelling the person to act. Therefore, motivation is a driving force which induce people to act in a way, so as to ensure the fulfillment of a particular human need at a time. Behind every human action there is a motive. Durosaro (2012) affirmed that motivation is the drive or intrinsic force within the humanity that make them become enthusiastic towards achieving the organizational goal. Oyedeji (2016) viewed motivation as the drive force that actuates, energizes, stimulates and arouses enthusiasm in individuals towards pleasurable performance of their duties in pursuance of the set goal.

Motivation is a planned managerial process which stimulates people to work to the best of their capabilities, by providing them with motives based on their unfulfilled needs and explains why people initiate, continue or terminate certain behaviour at a particular period of time. This is often linked to forces acting from within the agent that result in goal-directed behavior (Ruiz-Campillo, Castán, and Westman, 2021). Motivation is the drive or urge which creates tension in an individual and force them to take action with the motive of reducing the tension and bring equilibrium. It is driving force that propel individual to take action which culminate towards enhancing productivity (Hoy & Missky, 2017). A well-motivated teacher will feel belonged, dedicated and enthusiastic towards contributing to organizational effectiveness and increase productivity. These could be among other factors that make teachers to perform to preset standard and stimulate to go extra miles intentionally in service delivery with little or no supervision and still bring better outputs than when they are supervised. Effective motivational of staff demands exhaustive engineering of incentives and other reward systems to get high enthusiasm required for the actualization of organization goal as well as the satisfaction of individual's needs (Welsih, & Garud, 2020).

Process of Motivation

The diagram below shows that employees have needs or urge for promotion to a higher position with higher status and responsibilities. If this need is strong, the employee will fix his goal and find alternatives to reach the goal. Employees might choose the second alternative and succeed in getting promotion (goal achievement) thus, his need for promotion would be satisfied and he would start again for the satisfaction of a new need (Starks, Doyle, Stewart & Ingersoll, 2021).



Felt need motive: it was found that many young adults who are planning to move in the near future identified the need for a change of environment as the central motive for the move. In fact, the environment was the most frequently cited motive, notwithstanding that motives of employment, education, and housing were considered almost as important. It was suggested that environmentally related migration motives, and the need to change living environment appear increasingly more important than do employment-related motives in interregional migration, even among the total working-age population. This recalls the ongoing debate as to whether jobs or amenities are the prime drivers of mobility in current society, and whether younger generations rank preferences differently from older more job-oriented ones. A major problem concerns the use of closed response alternatives when investigating motives and they instead recommend using open-ended questions to be coded afterwards (Wilson, 2021).

Goal: this approach distinction has undergone significant modifications, especially with the rise of the alternative view of motives-as-goals that entice individuals toward action. Obviously, this drive/goal distinction is somewhat arbitrary and often being interpreted as either satisfying a need or the result of pursuing a goal. In this sense, neither view discounts the validity of the other; rather they are complementary and each is additive to our understanding. For instance, goal theory leaves largely unaddressed the question of why individuals choose one goal over another, an issue that remains a central focus of need achievement theory. This offers a practical surrogate for a concept of motivation whose nature is not yet fully understood and for which many differing perspectives have been put forward over the years. By rewarding some goals and not others, teachers can change the reasons students learn, which is to say change their motives (Boot, Nevicka & Baas, 2020).

Choice of Behaviour to Achieve Goal: Too many choices of behaviour moments or too many choice options can lead to detrimental effects between two and five choice options should be chosen. Choice is also more efficient when teachers were not rewarded after a teaching situation in contrast to any external rewards. In addition, children were more amenable to choice effects than adults. Even the sex of people might interact with the effectiveness of choice, while females are more affected by choice than male learners. Low achieving teachers of a sample benefited less from choice options than high-achieving teachers. Choice of behaviour can be relevant for a personal teaching goal when the content of the teaching material is changed (e.g., a choice between two topics (Ruby, Walker & Watkins, 2020). Welsh, Baer and Garud (2020) opined that choice of behaviour can also be irrelevant for a personal teaching goal when learners recognize that a choice between these options is not important to reach a learning goal.

Achievement of Goal: An academic goal is the most recent embodiment of the motives-as-goals tradition is achievement goal theory. The basic contention of achievement goal theory is that depending on their subjective purposes, achievement goals differentially influence school achievement via variations in the quality of cognitive self-regulation processes. Cognitive self-regulation refers to students being actively engaged in their own learning, including analyzing the demands of school assignments, planning for and mobilizing their resources to meet these demands, and monitoring their progress toward completion of assignments (Taylor, Huang, & Robinson, 2021). Two categories of goals that closely follow the original approach designation of need theory have been made a particular focus of study: learning goals and performance goals, respectively. Although, researchers had favored different designations for learning goals, such as task-goals or mastery goals.

Satisfaction of Need: Satisfaction of need have examined the utility of psychological need satisfaction for predicting motivation and adjustment in the workplace. The theory posits three universal psychological needs the needs for competence, autonomy, and relatedness and suggests that work climates that allow satisfaction of these needs facilitate both work engagement and psychological well-being. Thus, contextual variables that support need satisfaction, as well as self-reports of need satisfaction on the job, should both predict people's work involvement and mental health. Competence requires succeeding at optimally challenging tasks and attaining desired outcomes. Autonomy requires experiencing choice and feeling like the initiator of one's own actions and relatedness requires a sense of mutual respect, caring, and reliance with others (Tunji-Olayeni & Ogunde, 2018). Self-determination theory defines these needs as nutriment that are essential for people's survival, growth, and integrity. This view, which assumes that needs are innate rather than learned, suggests that a desire or goal (e.g., wanting more money or wanting a primary relationship) represents a true need only if its level of satisfaction relates directly to people's level of well-being. Several studies have provided evidence that is consistent with the postulate that competence, autonomy, and relatedness are in fact true needs. In a study by Adepoju, Opafunso and Ajayi (2018), factory workers who experienced greater satisfaction of the needs for competence, autonomy, and relatedness in the workplace reported more positive job attitudes, higher self-esteem, and fewer symptoms of ill-being than their colleagues who experienced less need satisfaction.

Theoretical Basis of Motivation in Secondary Schools

Several studies have been conducted on motivational theories by researchers over the years with specific reference to what motivates human behaviour, why and how. There are many theories of motivation which mostly give a

relation or influence the outcome of employees' job performance. However, there are three main categories of motivational theories namely content theories, process theories and contemporary theories (Saif, Nawaz & Kwan, 2016). This study expunged five theories of motivation that if properly applied in Nigerian secondary schools teachers' productivity would be maximally enhanced. These are: Herzberg's two-factor theory, Needs' Theory, Hawthorn Effect, Expectancy Theory, and Three-Dimensional Theory

(i) Equity Theory: this theory was introduced by Stacy Adam in 1963 and focused on the assumption that fairness and equity are key components of a motivated individual. The theory emphasized that individuals are motivated by equity and if injustice is discovered regarding their input or output ratios in comparison to the referent group, they try to get rid of the distress and resuscitate a perceived sense of justice to the scenario. The key terms central to this theory are perceived inequality and perceived equality (Koontz, 2015). If employees found that they are not treated fairly in comparison to their contemporaries, they may reduce the quality or quantity of output or even leave the organization. If the perceived reward system is fair, they are likely to continue at the similar level of production. If the rewards are higher than their expectations, they may become industrious. Employees feel frustrated and distressed if discovered that they as being underpaid or not being rewarded accordingly and target their hostility toward the organization with the hope of restoring justice and perceived sense of fairness to the scenario. The theory is premised on teachers' subjective judgment between the input they bring into the secondary school system (education, time, experience, commitment and effort) and the outcome they receive from it (promotion, recognition and increase pay) against the perceived inputs and outcome of other employees. Failure to find equity result to different actions one of which may be to quit the institution. Therefore, it guides to understand what may influence productivity, efficiency and effectiveness of academic staff of secondary schools in that they keep on comparing what academics in other institutions earn in order to ensure fairness between their inputs and outputs. In turn, this contributes to teachers' productivity in secondary schools system. There is a tendency in human nature to distort their inputs concerning the effort and subjective comparison (Beardwel, 2017). Therefore, teachers' of secondary schools may overestimate or underestimate their contributions towards the actualization of goal of secondary education, rewards or inputs of others. However, if the perceived inequality is allowed to prolong unabated, it may result to bottled-up feeling of injustice and resignation to an apparently minor occurrence. Hence, the perception of reward system in the determinant of motivational outcomes should be given priority by the institutional management. Additionally, secondary school administrators should not undermine the role of pay as a source of equity controversies such as gender equality and comparable worth in the workplace.

(ii) Herzberg two-factor theory: this theory was propounded by Fredrick Herzberg in 1959 and rooted on the premise that there are two set of factors that either enhancing or hindering employee satisfaction in an organization. Herzberg analyzed the responses of over 200 engineers and accountants who were asked concerning their negative and positive feelings about their job. At the end of the analysis, Herzberg established 2 factors that influence worker satisfaction and motivation (i.e. hygiene factors and motivator factors). The first preposition maintained that motivation to work is internally generated and propelled by variables that are intrinsic to the workplace often labeled as satisfiers or motivators among which are: achievement, advancement, recognition, nature of work, responsibility and personal growth. The second prepositions posited that dissatisfaction of work is a role of job related conditions or variables called hygiene or dissatisfiers which include: salary, job security, working conditions, organization policies, co-workers relationship, personal life, supervision and fringe benefits. According to Herzberg, when operating to a sufficient extent, these factors prevent dissatisfaction, but cannot serve as motivators. The theory emphasized on job content and context as they affect satisfaction and dissatisfaction in workplace respectively. The suitability of applying two-factor theory in this study is rooted on the fact that academic staff of secondary schools have two sets of needs (Job satisfaction and dissatisfaction) that operate in them and both must be managed. This connotes that each teacher works in an environment that is made up of variety of factors which can either be categorized as internal, task and external factors. The theory provides guidelines to secondary school administrators on providing conducive environment for staff and promotes growth in the manpower taking in to cognizance teachers' expectation from their works. It equally provides strategies for enhancing teachers' productivity in secondary school by drawing attention of secondary school administrators to the impending roles of the inborn qualities of work rather than focusing interest on modification of personnel in developing strategies for enhancing teachers' productivity and actualization of secondary education goal. Herzberg theory has influence on management practices in secondary schools by drawing attention of the administrators to the potential significance of the innate qualities of work rather than focusing attention on the modification of the intrinsic characteristics of staff in developing strategies for improving service quality, effectiveness and productivity.

(iii) Maslow's Hierarchy of Needs: The theory was conceived by Abraham Maslow in his 1943 and the main crux of the theory is that individuals' needs must be met before they become motivated to accomplish higher level necessities or in hierarchical succession. The Maslow's hierarchy of needs theory is made up of five major levels

(physiological needs; safety needs; love/belonging needs; esteem needs, and self-actualization needs). Physiological needs are the needs required for human survival. The needs include water, shelter and food. Safety needs are the needs that human being required for security which emerge after the gratification of the physiological needs. The needs include: financial and personal security, wellbeing and health, retirement benefits, safe working condition and job safety. Love/belonging needs are the needs for belonging, friendship, association and acceptance in relationship with others. The needs include relationships, family, co-workers, age grade and friendships. Esteem needs are needs for self-respect, respect for others, gain recognition for achievement and confident. Self-actualization are needs to maximize the use of one's potentials, abilities and skills for self-development and being creative in the broadest sense. This is the highest order need in hierarchy where peoples become what they want to become (Guzman & Kim, 2017; Fallatah & Syed, 2018; Fergeus, Humphreys, Harvey & Herrman, 2019). Most of administrators struggle with the abstract concept of self-actualization and so much focus on lower levels of the pyramid instead as one of the way of assisting with higher levels then was to help his workers know the meaning of their parts during a staff retreat.

(iv) Hawthorne Effect: The Hawthorne Effect Theory was first conceived by Henry in 1950 who observed a propensity for some people to work harder and achieve better when they were being observed by scholars. The Hawthorne Effect is christened in view of a series of social trials on the impact of physical conditions on productivity at the prestigious Western Electric's Factory at Hawthorne, Chicago, USA between 1920s and 30s. The rationale for the experiment was to determine the effect of illumination of employees' productivity. The scientists changed a number of physical conditions over the development of the experiments including breaks and working hours. At the end of the experiments, it was found that worker productivity improved when a transformation or change was made. The researchers therefore resolved that workers became highly motivated to work harder as a reaction to the attention being paid to them, rather than the real physical changes themselves (Bartz, 2016). Also, rest period was removed and employees were required to work for 48 hours, yet there was an increase in productivity. It was consequently concluded that social and psychological factors were responsible for the behaviour of employees. Since the Hawthorne Effect studies research indicates that workers have the propensity to work harder if they know they are being monitored or observed. The stakeholders should provide constant feedback, by letting teachers know that are being regularly observed and monitored. Specifically, showing teachers that they are cared for may also motivate them to work harder. They need to be encouraged to give feedback and suggestions about their work place.

(v) Expectancy Theory: The expectancy Theory postulates that workers will choose how to behave depending on the aftermaths they expect as a result of their behaviour. The theory was advanced by Victor Vroom to explain how people try to make a choice between working hard and otherwise through factors like expectancy, instrumentality and valence. Thus, the main thrust of the theory focused on the perception of relationship between efforts, performances and rewards. Vroom posits that workers will perform high if they see high probability that their efforts will lead to high performance. They will equally be committed if discover that high probability in their performance will bring about balance and positive related outcomes. At work, human being will work longer hours because of the expected pay rise. Conversely, it advocates that the process by which human being will decide their behaviours is largely influenced by how likely they perceive those prizes rewards to be. In this case, employees may be more likely to work harder if they had been assured of a pay rise than if they had only presumed they might get one. Expectancy Theory is based on three major premises. They are expectancy, instrumentality, and valence. First, expectancy is based on the belief that efforts will normally result in one's desired goal. This is based on one's past experience and self-confidence. Secondly, instrumentality is based on the premise that one will receive a good reward if performance expectations are met. Thirdly, valence is on the notion that reward is based on value. In view of the foregoing, expectancy theory sums it up that human being will be highly motivated if they have strong believe that they will receive an anticipated reward if they hit a realizable target. In the same vein, people are least motivated if they are not interested in the reward or they don't believe that their efforts will be rewarded (Barakat, 2020). Stakeholders in Nigerian education must set achievable goals for teachers and provide high rewards that will commensurate with the goals given to teachers. Rewards for teachers should be based on pay rises, promotion, bonuses, praise, and opportunities for career progression. The managerial implication of the theory is that school administrators should maximize expectancy by selecting staff with high skills, train them to use their skills and adjust rewards to match individual needs. The theory is consistent with management by objective (Mouse, 2017).

Application of Motivation Theories for Enhancing Teachers' Productivity in Nigerian Secondary Schools

The need for application of motivation theories for enhancing teachers' productivity in Nigerian secondary schools determines the quality of teachers' performance as well as the will to continue learning. Organizations exist because there are human beings who direct their existence. It is important to remember, however, that individuals are only

assets when they choose to invest knowledge and skills that benefit their organizations. This implies that, in a nation or an organizational setup, the most important of all the resources is motivation (Okeke, Obionu, Ezenwaka, Kanu & Idoko, 2020). Thus, management must provide motives to people to make them work for the organization.

Effective human resource management has an impact on the quality of teachers' services, so it is important to focus more on motivation of professionally qualified and stable workforce. Motivation is closely related to trust. Research shows that trust allows better implementation of organizational innovations and knowledge transfer within the organization. Unfortunately, motivation theories for enhancing teachers' productivity in Nigerian secondary schools is also characterized by institutions wanting to maximize their performance and minimize spends, which represents wage costs and a proper human resource management system. Teachers' motivation need for application of theories for enhancing teachers' productivity in Nigerian secondary schools on students fulfills different functions. First and foremost, they serve to evaluate and grade student achievement (Atiri & Bello, 2020).

Teachers' motivation informs parents and educational counselors about productivity of students' performance and potential towards achieving high educational goals. Teachers' motivation can also influence their own behavior in class, as teachers base their instructional decisions about course orientation, grouping students, and selecting teaching materials on personal valuations. Furthermore, previous studies have shown that classroom learning is more successful when teachers possess high motivation accuracy. Unfortunately, teachers' motivations are not always correct, because they primarily rely on informal assessment instead of standardized examination. When teachers are given the task of motivation on student performance on a standardized achievement test, they tend to overestimate teachers' abilities. As a result, there is almost always a larger group of overestimated teachers and a smaller group of underestimated teachers (Volision, 2020).

Factors Affecting Teachers' Motivation in Nigerian Secondary Schools

Babalola, Oyenubi, Speizer, Cobb, Akiode and Odeku (2017) affirm that motivational factors are those aspects of the job that propel, stimulate, channel, direct, energize, arouse, sustain and influence teachers' behavior towards striving for excellence. These include:

Teacher: Teachers play fundamental roles in providing support for students, boosting their confidence, guiding them towards right direction and of course teaching them. They are the facilitator of learning in the learning and teaching process. The best teacher is one who is able to apply the best teaching method to teach students and guide them towards a quality learning process. The quality of a teacher derives from the various factors such as:

Educational Qualification: Educational qualification of a teacher decides their knowledge. By getting a higher degree in the teaching, a teacher will be able to impart knowledge to the students in depth and of quality. On comparing the teachers who have M.ED or PhD degrees with others who do not have, you will be able to differentiate the different ways of their thinking and the ways of imparting knowledge to students.

Skills: Skills matter a lot. Sometimes a teacher with a lower degree of teaching has better skills of teaching than a teacher with a higher degree of teaching. It is not sure that teachers with higher degrees have the right instincts and can teach in a better way than teachers with lower degrees. Teaching skills are decided on how teachers connect to students, what teaching methods apply on students, how they explain the concepts to students, and what their attitude towards students' achievement? Their communication skills should be effective and engaging. Selection of suitable teaching method, applying the right teaching aids, their approach towards teaching students and how they guide and monitor students.

Experience: Experience holds an important position while transmitting knowledge, skills and values to students. Some people possessed higher qualifications which make them qualified for teaching but lacking the nitty-gritty for effective service delivery hamper their progress. With high qualifications, teachers get a better understanding of the different issues or complex procedures but experience helps teachers to deal with the students and prepare them for efficacy in teaching.

Working Conditions: work environment and all circumstance in existence that can affect teachers' motivation in schools. This include, hours spent on job, physical aspects, rights that are legal, assigning of responsibility, human development and so on. In another vein, working conditions come into play by the relationship of teachers with their schools' culture, and this includes physical as well as psychological working conditions. Therefore, working conditions can be adopted as the working environment as aspect of teachers' employment terms and conditions of employment. A peaceful environment devoid of rancor and where there is unity and cooperation provides avenue for motivation. The other extreme where there is intrigue, rumor mongering and discord do not support motivation. An atmosphere of uncertainty is inversely related to motivation. It is the duty of management to prevent these negative environment tendencies from disrupting the tone and subsequent staff motivation in their organization.

Subject Matter: There comes a time when teachers who do not have knowledge of a particular subject are assigned to teach that subject. In such a situation, passion and motivation to research about the topic and teach students help them. Subject matter does really matter. However, the chances of assigning subjects which are not the forte of a teacher are very rare. The syllabus of the subject is formed by educationists and psychologists keeping the mental and physical capabilities of students in mind. The important subject matter related factors which influence teaching are the difficulty of the task, length of the task, meaningfulness of the task, similarity of the task, organized material, and life learning.

Learner: Physiological and psychological factors of learners are the factors affecting teaching. Every individual studying in a class possesses different qualities and requires different teaching methods. It is necessary to take note of the intelligence of students, ethnic groups of students, race, belief and socioeconomic status of the learners when teaching in the classroom. The interest of each student in the class is also different which depends on aptitude, attitude, motivation, mental health and aspiration towards the goals of their life. The maturity, age, motivation, previous learning, intelligence, mental health, physical need, diet and nutrition, attention and interest, goal-setting and level of aspiration are the factors affecting teaching related to learners.

Learning environment: Learning environment is where a student learns and a teacher teaches. The classroom environment is the learning environment for students which play an important role in the learning process. Both students and teachers get affected by the classroom environment. The environment for the learning is well maintained by active participation in education, concentration of students, teachers' focus on behavior of students etc. The environment of learning must be positive.

Socio-economic factor: The socio-economic background of students and teachers affect the learning process in an indirect way. It shows differences in the thinking level of students and teachers towards others. The economic factor of students sometimes gets dominated by teachers and its impact on the teaching quality of the teachers.

Conclusion

Motivation is very much required for teachers in the school system to be productive and management or leadership styles have an important role to play. Motivation does not need to be based on financial rewards, but non-financial mechanisms can also be employed to drive the best out of teachers. Although, teachers have their expectation, it is the leadership responsibility to develop and align with theories that are suitable to enhance teachers' productivity. However, there is no single reliable theory to be used, a mixture of them can be utilized to enhance teachers' efficacy in secondary school system.

Suggestions

1. Teachers should be encouraged and given platform to voice their concern on how they can be motivated
2. Rewards and promotions following performance appraisal should be maximally employed to boost teachers' morale and feedback mechanism
3. All teachers should be cognizant with the visions and missions of the school and work in synergy towards actualizing them
4. Educational administrators should not stick to a particular theory but the circumstances should dictate and determine the theory to apply for effective delivery.

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