

Strategies for Motivation of Teachers for Effectiveness Amid Universal Basic Education (UBE) Programme Implementation in Nigeria

Ige Akindele, M

Deputy Director, Ministry of Education, Akure, Ondo State, Nigeria

dele_divine@yahoo.co.uk

Abstract: In Nigeria, the low status of teachers, coupled with the ineffectiveness, low commitment, the display of negative attitudes by some teachers, the poor academic performance of pupils/students in schools, as well as the falling standard of education, calls for adequate motivation of teachers. Against this backdrop, this paper examines the strategies for motivating teachers for improved performance at this period of implementation of Universal Basic Education (UBE) programme, such as: allowing teachers to participate in decision making, attending to teachers' personal and on the job problems, recognizing, praising and rewarding teachers with outstanding performance, assigning responsibilities to teachers, providing incentives for teachers, improving school environment, providing instructional materials for teachers, regular promotion of teachers, sponsoring teachers to conferences, seminars, and workshops, prompt payment of teachers' salaries and allowances, payment of special salary for teachers, as well as the professionalization of teaching..

Keywords: Strategy, motivation, teacher, effectiveness, universal, education, basic education, Universal Basic Education, programme, implementation, Nigeria

1. Introduction

Empirical evidences (Ibukun, 1983, cited in [1] and reports in literature [2, 3, 4] have buttressed the invaluable role of teachers in the educational system of any nation. In Nigeria's case, there is a growing concern about the declining standard of education [5, 6, 7, 8, 9] which can be buttressed by many indices, such as the increasing trend of failure in internal and external examinations [10, 11], low quality of outputs of the educational system, high rate of examination malpractice, indiscipline of pupils/students, non-professional practices of teachers [7]. It is however not doubtful that out of the determinants of the quality of education, teacher is unique [12]; Brameld (1965), cited in [4]; [13]. The Reports of the Baguada Seminar on the Quantities and Qualities in Nigerian Education (NERC, 1980), cited in [14], lend credence to the invaluable role of teachers and the need to accord them attention. According to the report:

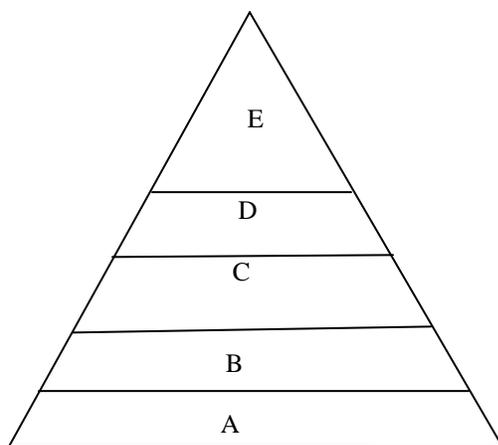
Teachers are the main determinants of quality in education and if they are apathetic, uncommitted, uninspired, lazy, unmotivated, immoral and anti-social, the whole nation is doomed. If they are also

ignorant in their disciplines and impact wrong information, they are not only useless but dangerous. Therefore, the kind of teachers trained and posted to schools may well determine what the next generation will be like.

2. Theoretical Framework

Maslow's theory of motivation, will serve as thrust for this paper. According to the theory, human needs are arranged in an ascending order i.e. from the lowest and basic to the highest and most basic level. As soon as the lower and basic needs are satisfied, it motivates, the next higher needs emerges and seek satisfaction. According to the theory, human needs can be classified into physiological, safety, belongingness, esteem, and self actualization. While the physiological needs are concerned with immediate existence such as hunger, thirst, sex, the safety/security needs are concerned with the physical and economic needs such as freedom from bodily harm or security in all ramifications.

The belongingness or love needs, are concerned with the need for love, acceptance, and approval by others. Esteem needs are concerned with the need for recognition and status i.e. the desire for attention from others, reputation, prestige, adulation and appreciation. Self-actualization needs are concerned with self fulfillment i.e. the need to become all what one is capable of becoming in life. The theory also implies that employers should take into cognizance the levels and relative importance of human needs, employee satisfaction and job satisfaction to achieve the objectives of the organisation.



- A= Physiological Needs
- B= Safety
- C= Belonginess
- D= Esteem
- E= Self actualisation

Source: [15]

Fig. I: Abraham Maslow's Theory of Motivation

3. Universal Basic Education Program: Vision and Mission Statements

Universal Basic Education (UBE) is a reform programme, launched by Federal Government of Nigeria in 1999. It is meant to eradicate illiteracy, ignorance, and poverty among the citizens as well as stimulating and accelerating national development, political consciousness, and national integration [16]. It is also meant to provide free and compulsory basic education for all school-aged children, irrespective of their physical and gender status. It was launched as an evidence of Nigeria's commitment to increase the access of the citizens to basic education, in line with the global crusade of Education for All (EFA) and the Millennium Development Goals (MDG). It was launched to achieve a particular vision. It is expected that at the end of the 9-year training (including six in primary and three in secondary school), every child would have acquired the basic literacy, numeracy, communicative, and manipulative skills, which could make him/her survive in the society and contributing his/her quota to national development, without

depending on white collar job, which is peculiar to the old system. Such child should further be able to display good moral, ethical and civic values within the society in which he or she lives. As regards its mission, Universal Basic Education should serve as energizer of national movement for the actualization of the nation's Universal Basic Education vision, working in concert with all stakeholders thus mobilizing the nation's creative energies to ensure that education for all becomes the responsibility for all.

4. Scope and Objectives of Universal Basic Education (UBE) Programme

The scope and objectives of the programme are as indicated in Table 1.

5. Rationale for Universal Basic Education (UBE) Programme in Nigeria

Nothing could have come at the right time in Nigeria than the advent of Universal Basic Education (UBE) programme in 1999. Prior to the inauguration of this programme in 1999, many issues were at stake in the provision of basic education. Many children that supposed to be in school then could not gain admission. Out of the 21 million children of school-age as at 1996, only 14.1 million children were reported to be in schools, the completion rate was then 64% while the transition to secondary school rate was 43.5% [18]. Expenditure on education was also grossly low. Report [19] indicates that Nigeria spent 14% of its total public expenditure (in all three tiers of government) on education in 1998, which constituted 2.3% of GDP, compared with the averages of 20% and 4.7%, respectively, for the 19 Countries across the Sub-Saharan Africa.. When the programme was introduced in 1999, literacy rate was 52% in a country that boasts as the giant of Africa and claims to be according education high priority. It was further evident that there was disparity in the provision of basic education on gender and geographical location bases. Both infrastructures and facilities were also grossly inadequate while many of those available were in a state of decay [20, 21].

6. Concept of Teacher's Effectiveness

The concept 'teacher's effectiveness' has different interpretations in literature. [22] defines it as a teacher's effects on the realization of some values which takes the form of some educational objectives, defined in terms of pupil's behavioural abilities, habits or characteristics. According to [23], it is ability of a teacher to combine skillfully at a given situation, the right behaviour towards the achievement of school objectives. In the opinion of [24], an effective teacher is the one who keeps himself abreast in his/her field and is able to communicate his/her knowledge effectively to others at a level that is commensurate with their knowledge. Added to these definitions is the fact that an effective teacher is he/she who performs both the curricular

and extra-curricular activities conscientiously. Efebo (2002), cited in [24] has however listed the characteristics

Table 1: Scope and Objectives of Universal Basic Education Programme

<i>SCOPE</i>	<i>OBJECTIVES</i>
-Programmes/initiatives for early childhood care and social mobilization.	-Developing in the entire citizenry, a strong Consciousness for education and a strong commitment to its vigorous promotion.
-Education programmes for the acquisition of functional literacy, numeracy, and life-skills especially for adults (persons aged 15 and above).	-The provision of free, compulsory and Universal Basic Education for every Nigerian child of school-going age.
-Out-of-school, non-formal programmes for updating the knowledge and skills of persons who left school before acquiring the basics needed for lifelong learning.	-Reducing drastically the incidence of drop-out from the formal school system (through improved relevance, quality and efficiency).
-Special programmes for nomadic populations.	-Catering for the learning needs of young persons who, for one reason or another, have interrupted their schooling through appropriate forms of complementary approaches to the provision and promotion of basic education.
-Non-formal skills and apprenticeship training for adolescents and youths who have not had the benefit of formal education.	-Ensuring the acquisition of the appropriate levels of literacy, numeracy, manipulative, communicative, and life skills as well as the ethical, moral and civic values needed for laying a solid foundation for lifelong learning.
-The formal school system, from the beginning of primary education to the end of junior secondary school.	

Source: [17]

of an effective teacher to include the following:

- devotion to his/her profession;
- very competent in his/her subjects;
- willing to add his/her knowledge;
- flexible and open minded;
- facilitate learning in students;
- controls students in constructive activities;

- take initiative and has generally well organized plan and well presented;
- active in the community, initiate parent contacts and cooperates with parents;
- faces reality in an objective way;
- inspires confidence.

7.0. What Motivation and Motivators Connote

The concept 'motivation' takes its root from the Latin word 'movere', which means 'to move'. There is no universal definition for it, having been defined in different ways in literature. According to [1], motivation is the inner drive that pushes individual towards an action, for the purpose of achieving the target objectives. [25] defines it as the determination of the nature and locus of the forces inducing the degree of readiness. [26] also defines it as the energizing force that induces and maintains behaviour. From these definitions and others still in literature, motivation can be described as man's driving force towards an action or the condition that makes individual to carry out an action.

Motivators are things, situations, and conditions that encourage individual to perform better in an organization, which can be tangible or intangible. Tangible motivators are the physical objects/materials such as gifts and money. Intangible motivators are non-visible objects, things or conditions, such as promotion, commendation (written or verbal), achievement, regular payment of salaries, participation in decision making. The issue of motivator is relative, depending on individual's priority in an organization. The concept of individual differences does come into focus while discussing motivator. It is worthy of note that what can motivate A to perform better in an organization might vary from that of B. Some individuals can be motivated by money and gifts. Money is thus believed not to be an end in itself but a means to an end. To some individuals, no amount of money can push them towards an improved performance.

8. Strategies for Motivation of Teachers, in Nigeria's Context

Every organization has objectives to achieve. The level of achievement of such objectives will dictate how the organization is fairing. It is not a gainsaying that teachers occupy unique position in educational institution. This is what [12] appreciated when he asserted that they are the fulcrum on which the lever of educational system rests. Teachers need to be motivated so that the schools and educational system as a whole can enjoy their fullest contribution. Even though what can motivate a teacher for effectiveness in a school varies from one teacher to another. The following strategies are very common and can help in achieving effectiveness of teachers in schools:

8.1. Involvement of Teachers in Decision Making: Decision is crucial to the realisation of organization objectives. Decisions can however be better facilitated when all members of an organization, irrespective of age, qualification, and experience, participate in their making. There is a saying that 'two heads are better than one', which is an indication that problems are better solved when two or more individuals brainstorm on them. Teachers feel highly motivated when they are consulted about decisions that concern their work. [27] noticed that a high proportion of school managers (principals and head teachers) are highhanded and autocratic in their dealings with teachers. Schools' administrators should thus involve teachers, including the youngest and the least experienced in decision making. One

of the ways of achieving this feat is to set up committees. [26] advised that the selection of committee members should be based on merit i.e. qualification, knowledge of the subject matter, responsibility, availability, and emotional maturity, for its goals to be achieved. Committees should also be given authority to convene meetings while its terms of references should be defined. Members of Committee should be given opportunity to contribute ideas on any issue while decision(s) taken by Committee should be ratified prior to implementation. During staff meeting and briefing, head of institution should welcome ideas from all teachers and operate 'open door policy'. Suggestions from teachers should be articulated and if found desirable, adopted.

8.2. Prompt Attention to Personal and On the Job Problems of Teachers:

In Nigeria, teachers are facing many personal and on the job problems, which are undermining their effectiveness in schools. There are those that are financially impoverished, to the extent of not been able to afford the basic needs such as food, clothes, shelter, and money. Some are having pressing needs to fulfill, such as the urge to purchase car and construct personal building. Some teachers might be having unsettled homes due to conflict thus making them to be emotionally distracted from work. Some can be suffering from ailment(s), which might be undermining their effectiveness and regularity in schools and classes. A teacher can be having an axe to grind with one or more teachers in school while some can be feeling inferior to their colleagues due to low qualifications. In case of those teachers having marital conflicts, Head of schools can mediate in such conflicts. Those having low qualification among the teachers can be assisted in getting approval for in-service education from the appropriate quarters. The workload of such teachers can also be reduced while they can be less involved in extra-curricular activities during the period of training. Head of school can give loan to such teachers from the school pulse if the money required is not heavy. Donation from other teachers in the school can as well help such teachers out of their financial predicament.

8.3. Recognising, Praising, and Rewarding Teachers with Outstanding Performance:

There is no doubt that some teachers perform more duties in schools than others. Head of school needs to recognize and encourage those teachers that perform extra duties. [1] suggested that praise and recognition helps to build confidence, which is required for repetition of previous action. Forums for recognition and praise of exceptional teachers can be during the staff meeting or briefing, end of term or session, and the annual prize giving day. Apart from praising teacher during official gathering, letter of commendation can be given to such teachers for documentation. Giving cash rewards, prizes and other gifts to teachers can also motivate them towards improving on their performances.

8.4. Assigning Additional Responsibilities for Teachers:

Nothing discourages a teacher in a school than idleness. If an employee is not given opportunity to demonstrate his/her skills, the employer may never enjoy his/her total performance. Situation where a teacher is not adequately utilized, can lead him/her to display lackadaisical attitudes in school. [1] observed

that many Vice-Principals and Assistant Head of Schools in Nigeria are disenchanted with their posts because their superiors failed to involve them in the administration of the schools. Head of schools thus need to delegate some duties to their teachers with appropriate authority.

8.5. Providing Incentives for Teachers: In a school, some teachers perform special duties, apart from their statutory duties. In a boarding school, some teachers are house masters/mistresses, senior boarding house masters/mistresses, which demand extra time and energy from them. Such teachers can be given special gifts, cash at the end of each month, term or session to encourage them to do more.

8.6. Improvement of School's Environment: Teachers often feel proud when working in a decent and comfortable environment. In Nigeria, teachers' working environment has been described as the most impoverished of all sectors of the labour force. Facilities in most schools in Nigeria are dilapidated and inadequate [28]. Even though there has been improvement in the state of infrastructural facilities in schools, due to the effort of Education Trust Fund (ETF) and Universal Basic Education Board, the level of improvement has not been adequate. [29] recommended that greater attention should be paid to improvement of work-related conditions of teachers, to improve the quality of education. In particular, there should be improvements in the supply of teaching and learning materials and the general classroom environment, to improve student learning. Head of schools also need to make school environment more attractive and friendly through the renovation of dilapidated buildings, planting of flowers and trees at strategic locations within the premises, painting the buildings, constructing recreational facilities at strategic locations within the school. The likely problem with the adoption of this strategy is its cost implication. Head of schools can however look inward i.e. generate money internally and contact the wealthy parents and guardians as well as the old students for assistance in this regard.

8.7. Provision of Instructional Materials for Teachers: The use of instructional materials, form an integral part of successful teaching and learning. [30] affirmed that when instructional materials are selectively chosen and appropriately utilized, they can enable a good teacher to teach better and convey knowledge, which would have been impossible to achieve through spoken or printed form. Report [30] shows that most schools in Nigeria lack instructional materials, which is having implication on the quality of teaching and the achievement of lesson objectives. Head of school thus needs to provide these for their teachers. Where it is impossible to procure instructional materials due to cost, efforts should be made to encourage the teachers to improvise.

8.8. Provision of Befitting Office and Accommodation for Teachers: It is not a gainsaying a teacher needs good office to prepare for the teaching of pupils and students and even rest after a successful teaching. A teacher also needs a befitting accommodation to rest after each day's activities and to attend to issues that arose from interactions with pupils and students in

class such as assignment, lesson note and even to prepare for the next day's activities. When teachers live within the school's compound, they would be available to attend to pupils/students problems, particularly in the night. A befitting accommodation is thus needed by a teacher. Observations of the author reveals that in many schools in Nigeria, Staff Common room are poorly equipped even without adequate chairs and tables. For those that are lucky to have these, they are substandard and discouraging. Schools' administrators should thus liaise with government on the need for more staff quarters in their schools while those available should be renovated regularly.

8.9. Regular Promotion of Teachers: One of the factors that influence low morale of teachers is the promotional policy in vogue. According to Teachers Regulation Council of Nigeria (TRCN) Regulation, in Nigeria, a teacher supposes to be promoted after three years on a particular Grade Level. Additional year's experience qualifies a teacher for a step increment but with little financial benefit, except those facing disciplinary actions whose promotions has to be delayed. At present, there is no clear cut and reliable policy in place across the states in Nigeria as far as the issue of promotion of teachers is concerned. Observation of the author indicates that many teachers in some states have to spend more years than the stipulated years on a particular grade level without promotion. Such teachers often feel discouraged and frustrated with teaching. A situation like this will affect the performance of such teachers. Government should thus ensure that a reliable and valid promotion policy for teachers be worked out and implemented to encourage them towards effectiveness.

9. Sponsoring Teachers to Conferences, Seminars, and Workshops: Conferences, seminars, and workshops help to update the knowledge of teachers and make them interact with colleagues in the same field or profession. It has been reported that many teachers in Nigeria are not exposed to these even before their retirement [2]. Government should thus organize seminars, conferences and workshops for teachers regularly. Those chosen to train teachers should provide them with adequate knowledge while the selection of teachers and trainers should be based on merit. As much as all teachers cannot be selected for seminar, conference, or workshop at a time, knowledge gained by selected teachers should be replicated to others at the end.

9.1. Prompt Payment of Salary and Allowances/Payment of Special Salary for Teachers: According to [31], irregular payment of salaries is a major problem facing teaching in Nigeria. Report [32] however indicates that in the past, many teachers could not pay their rents on time while landlords were unwilling to rent their houses to teachers in Nigeria. Even though since 1999, governments in Nigeria had increased workers' salaries and allowances, many teachers are living below standard in Nigeria. The desire to garner additional income, so as to make ends meet, had led many teachers into indulgence in unwholesome practices such as driving, trading during school hours, examination malpractices, among others [2, 33, 34, 35, 36]. It is thus imperative for government to increase teachers' salaries and pay the salaries promptly. It is

worthy to note that of recent, Federal Government approved 27.5% salary increase for teachers across the country, which is aiming at encouraging them to perform better on the job. Unfortunately, many States in the country are yet to implement this salary package due to complaints of inadequate fund to cope with the financial implication. Federal Government thus owes it a duty to compel State governments to implement the package without delay. Teachers in the difficult terrains, such as the reverine and rural areas, should also be compensated by extra allowance. The author observed that teachers are not favourably disposed to accepting posting to such areas thus making pupils/students in the areas to be at the receiving end of total neglect, in terms of not being taught the vital subjects in school curriculum.

9.2. Professionalising Teaching: Over the years, the issue of whether teaching should be professionalized or not in Nigeria has been a subject of debate. There has been argument that there are lot of disparities in teaching vis-à-vis the professions such as engineering, medicine, law, banking, accounting [2], [33] thus making it not to qualify as a profession. The low salary and poor conditions of service of teaching, makes its status to be low in the society. What can be noticed in Nigeria is the fact that teaching is for every Tom, Dick, and Harry. Almost every graduate, who cannot get a job in his/her field, joins teaching, so as to keep him/her busy, as well the body and soul together. Reports [37] indicate that many teachers are still in possession of Grade II and other lower qualifications in primary schools in Nigeria in spite of the fact that the national policy on education has stipulated that the Nigeria certificate in education is the basic qualification for a teacher and teacher to be in Nigeria.

Table 2: Analysis of Qualified Teachers in English Language and Mathematics, in Secondary Schools in Nigeria as at 2006.

S/N	SUBJECT	JSS		SSS	
		Q%	NQ%	Q%	NQ%
1	English Language	51.2	49.8	36.8	63.2
2	Mathematics	52.0	48.0	27.4	72.6

Q- Qualified

NQ- Not Qualified

Source: Ndefo, Alani & Fagbamiye (2006), in [38]

As indicated in Table 2, there were 51.2% qualified as against 49.8% unqualified English Language teachers in secondary schools in Nigeria as at year 2006. The table further shows that there were 52.0 % qualified as against 48.0% unqualified Mathematics teachers in the schools.

Table 3: Analysis of Qualified Teachers in Physics and Chemistry, in Secondary Schools in Nigeria as at 2006.

S/N	SUBJECT	No.	Qualified%	
			Qualified%	Not Qualified %
1	Physics	386	32.4	67.6
2	Chemistry	632	40.4	59.6

Source: Ndefo, Alani & Fagbamiye (2006), in [38]

As indicated in Table 3, out of 386 Physics teachers, only 32.4% were qualified while 67.6 were unqualified. Also, out of 632 Chemistry teachers, only 40.4% were qualified while 59.6% were unqualified. The preponderance of unqualified teachers in secondary schools is a reflection of the poor quality education which students will acquire at the end if other factors that will influence the training are held constant. To improve the status of teaching, Government should professionalise teaching in Nigeria. Although frantic efforts are being made to achieve this feat at present, there is need for the effort to be redoubled so as to separate the wheat from the chaff.

9.3. Regular Communication with Teachers on Situation in School: Principal of a school should always hold meeting with the teachers on the school. In the process, the situation report on daily activities in the school should be disseminated to all the teachers so that they can be kept abreast. Where a principal is not carrying his/her teachers along, such can lead to rumour and display of negative attitudes by the teachers.

10.0. Summary and Conclusion

It is not a gainsaying that teacher is central in the teaching-learning process, being the facilitator, giver of knowledge, information, values, and skills for a child. The strategic position of teachers thus makes it imperative for them to be accorded priority and attention. In Nigeria, low status of teachers, has been prevalent, which is having serious implications on their performance, quality of their teaching, their attitudes to work/behavior in schools, the academic performance of the pupils/students, and ultimately, the standard of education. This paper has thus considered the need for motivation of teachers to be imperative in Nigeria. In the paper, various strategies for teachers’ such as such as the provision of incentives, regular promotion, prompt payment of salaries, involvement in decision making among others, were highlighted and discussed, for the attention of the stakeholders in education, the government, school administrator. It is however hopeful that the adoption and implementation of these strategies will ensure effective teaching in our schools, and a turnaround in the standard of education.

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Author's Profile

Ige Akindele Matthew

Deputy Director,

Ministry of Education,

Akure, Ondo State, Nigeria

(dele_divine@yahoo.co.uk)

(08066305105)