

**ASSESSMENT OF TEACHER MOTIVATIONAL MECHANISMS DETERMINING TEACHERS' JOB
COMMITMENT IN PRIMARY SCHOOLS IN DELTA STATE, NIGERIA**

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Abstract

The poor and lack of teachers' job commitment witnessed among many primary school teachers in Delta State coupled with its negative consequences of the pupils' academic performances and achievements was the main reason for conducting this present study. This study however, was designed to assess teacher motivational mechanisms determining teachers' job commitment in primary schools in Delta State, Nigeria. Three research questions guided the study. The study employed the descriptive survey research design. Population for the study constituted fifteen thousand, eight hundred and sixteen (15,816) teachers from one thousand and seventy-nine (1,079) public primary schools in Delta State. The sample size for the study comprised a total of 791 teachers from 108 public primary schools selected using the proportionate stratified random sampling technique. The sample was drawn at 5% and 10% out of the entire population of teachers and public primary schools in Delta State, respectively. A researchers' self-structured questionnaire, titled "Teacher Motivational Mechanisms Determining Teachers' Job Commitment Questionnaire (TMMDTJCQ)" which contained 32 items served as instrument for data collection. The instrument was validated by three experts from the Department of Educational Management and Foundations, Faculty of Education, Delta State University, Abraka. Reliability of the research instrument was established through a pilot-test sampling 25 teachers from 5 public primary schools in Anambra State. Data gathered from the pilot-test conducted were analyzed using Cronbach Alpha method. This yielded coefficient reliability values of 0.89, 0.80 and 0.77, for the three clusters which was added up to give an overall coefficient of internal consistency of 0.82. Data collected were analyzed using mean statistics rated at 2.50 and standard deviation for answering all the research questions. Findings of the study revealed teacher motivational mechanisms determining teachers' job commitment. It was also found out that such challenges as poor funding and lack of policy directives, were among the challenges hindering public primary school teachers' motivation. Also, several strategies were found out to be very effective for improvement of teacher motivation in primary schools in Delta State. From the findings of the study, recommendations were made, among them include that teachers' motivational mechanisms should be well-established in the public primary school through adequate funding and effective implementation of policy directives by the Delta State Government.

Key words: Teacher, Motivational, Mechanisms, Determining, Job, Commitment, Challenges, Strategies, Improvement

Introduction

Teachers are one of the important factors or human resources in every teaching and learning situation. They are responsible for the implementation of educational policies at the classroom level. Teachers stand at the forefront of students' learning. Given the importance of teachers in the Nigerian education system which cannot be overemphasized, their effectiveness and productiveness will continue to make significant impact on students' learning, academic performances and achievements. Again, teachers active or high job commitment will always make significant impact in the achievement educational goals. However, the goals and objectives of primary schools cannot be effectively actualized without the commitment and effectiveness of teachers. No wonder the statement from the Federal Republic of Nigeria (FRN, 2013) that 'no education system can rise above the quality of their teachers'. Teachers are therefore, important machineries in any education system and level like the primary schools. A primary school teacher as described within the context of this present study is an experienced professional or teaching expert who has acquire the pedagogical skills and competences of educating young children in the elementary school by training in any tertiary educational institution like the faculties of education in the universities, colleges of education, school of education in the polytechnics, or any other training institute like the National Teachers' Institute (NTI), among others. Primary schools on the other hand, are quite known to lay the foundation of children learning. According to the Federal Republic of Nigeria (FRN, 2013), the primary schools provide education for children between the ages of 6-12 years. The Locus Assignment Group online (2012) describes primary schools as the foremost and basic right of every child and the incubator for the next generation of leaders, thinkers, and innovators. To this group, primary school is to bring awareness among the children, opens avenues of opportunities along with self-development and reduces inter-generational poverty. It is the first step in the making of welfare and society. The goals and objectives of primary schools as enunciated by the Federal Republic of Nigeria (FRN, 2013) in the National Policy on Education (NPE) are to inculcate in the child permanent literacy, numeracy, and the ability communicate effectively in the environment. To lay a sound basis for scientific, critical and reflective thinking, and to promote patriotism, fairness, understanding and national unity. Primary schools are to instill social, moral norms and values in the child; likewise, develop in the child the ability to adapt to the changing environment, among others. The above goals and objectives of primary schools cannot be achieved without teachers' job commitment.

Teachers' job commitment as described by Onukwu, Tiebebedigha and Okojide (2020) is the full involvement and participation of staff in the affairs of an organization with the intention of facilitating the attainment of desired objectives. It is the consciousness of an employee to fully bring in his/her capacity, skills, knowledge and even resources in the pursuit of organizational set goals. In

the primary school system for instance, it is the willingness of the primary school teachers to work towards the academic accomplishment of the pupils. Therefore, teachers job commitment can be viewed from three different perspective of continuance commitment; normative commitment; and affective commitment. According to this model (Onukwu, Tiebebedigha & Okojide, 2020), affective commitment means an employee's emotional attachment to, identification with and involvement in the organization, while continuance commitment deals with one's awareness of the material and psychological costs associated with staying/leaving the present organization. The normative component is an employee's ideology or a sense or feeling of obligations towards the organization and the individual's moral belief that it is right and moral to continue within the organization (Onukwu, Tiebebedigha & Okojide, 2020). It is however necessary that several motivational mechanisms are provided in order to positively impact on teachers' job commitment. Teacher motivation is one of the important factors that ignites teachers' job commitment, performances, efficiency and productiveness. Teacher motivation as defined by Nwaham (2011) are drives, needs, desires, forces or conditions within the school environment which impels or propels teachers to act willingly for the progress of the school. It is also the complex forces, states or other mechanisms that start and maintain voluntary activity directed towards the achievement of both personal and educational goals. Ijale (2016) views teacher motivation as the process of arousing enthusiasm in teachers so that they can perform their duties with pleasure and high interest in pursuance of both school organizational and personal goals. Mark (2015) defined teacher motivation as those processes both instinctive and rationale, by which people seek to satisfy the basic drives, perceived needs and personal goals, which trigger human behaviour. It includes those forces that energize, direct, and sustain a persons' effort. A highly motivated primary school teacher will always work hard towards achieving performance goal. With adequate ability and understanding of the job, such a teacher will be highly effective, committed and productive. Various motivational mechanisms which can be effectively adopted in order to promote teachers' job commitment in the primary schools includes the following; good pay, good working environment, regular promotion, regular training/seminar, management participation and extracurricular activities, among many others (Ijale, 2016; Salah, 2016). Mark (2015) opined that teacher motivation is one of the most crucial factors at the primary school level, especially, where emphasis is placed on the importance of teachers' work, their commitment and competence in performing their work that are crucial for achievement of educational goals.

Teacher motivation is not just only a reflection of good pay or salary structure but incorporates the standards of the teaching and learning environment, provisions of educational resources, teacher autonomy and freedom, work conditions, constructive or supportive supervision,

the job itself, job security, recognition at work, responsibility and advancement, opportunities for in-service training and constant career development, employee achievements, teacher workloads, class-sizes, compensations, staff welfare, effective communication at work, active participation in decision making, rewards, among others (Akpakwu, 2012; Guajardo, 2011; Laurent, 2016; Mark, 2015; Nwaham, 2011). Ijale (2016) classified teacher motivation into intrinsic and extrinsic types of motivation which affect work satisfaction, commitment and performance. Ijale is of the view that employees including teachers who are both intrinsically and extrinsically satisfied, would be more motivated and thus become more committed and productive than dissatisfied employees would become. The implication is that when the primary school teachers are provided with pleasant working conditions, fair salary and rewarding outcomes such teachers are likely to put in their best through their job commitment. Where teachers feel dissatisfied, the first procedure to improve the satisfaction of such teachers should be to find out the reasons for the dissatisfaction and take necessary steps to improve the welfare of such teachers for greater job commitment, efficiency and productivity. Herzberg Two-factor of Motivational-Hygiene theory cited in Nwaham (2011) equally gave an assertion that teacher motivation is responsible for their quality, efficiency, job commitment and performances, satisfaction and so on. The above discussions show that without the determination of various teacher motivational mechanisms, it will be difficult to enhance teachers job commitment in the Nigerian primary schools, including those in Delta State. Although, deploying various teacher motivational mechanisms seems to have great significance on teacher job commitment and productivity, yet there are some challenges inhibiting the use of these teacher motivational mechanisms in the primary schools in Nigeria, and Delta State inclusive. Dörnyei and Ushioda (2011) suggested five categories of demotivating factors, including stress in teaching task, inhibition of teacher autonomy, insufficient self-efficacy, inadequate career structures, content repetitiveness and limited potential for intellectual development. According to Bess cited in Han and Yin (2016), the challenges which may frustrate teacher motivation fell into nine categories of conceptualization and operationalization of education aims in society, determination of the pedagogical outcomes, ambiguous and conflicting role demands, variety found in teaching routine, poor mastery of teaching technology, poor understanding of student learning styles, change measurement, new knowledge acquisition and self-awareness maintenance throughout life cycle. Sinclair (2008) classified all determinants as including altruism, intellectual stimulation, influence of others, perceived benefits or convenience of teaching, the nature of teaching work, a desire for a career change, the ease of entry into teacher education, and the status of teaching. Other challenges include a desire to work with children or adolescents, a desire to impart knowledge, the opportunity to continue one's own education and service to society, teachers' expectancies and values, teachers'

enthusiasm, interest, passion and personal responsibility (Han & Yin, 2016). With the above challenges, several strategies need to be employed for improvement on teacher motivation. The Education World (2013 & 2021) observed several strategies in order to keep teachers motivated and they include; organizing small fundraising activities to raise money for an all-staff holiday or end-of-year banquet; encouraging teachers to seek out professional development courses or workshops so as to nurture greatness in them; encouraging teachers to ask for the instructional supplies they require to facilitate teaching and learning; giving teachers tools or resources to work with in order to succeed; respecting teachers; sending cards to teachers to welcome them back after an illness; setting up a schedule to ensure that every educator makes at least two visits to other teachers' classrooms or other schools during the year; giving teachers autonomy and freedom to act; giving teachers challenging task; paying teachers what they deserve; and publicly commending/recognizing staff members who go above and beyond outside of the school day; among others.

Falout (2010) identified three strategies that can positively impact on teacher motivation and they include; joining communities through collaboration, managing teachers' emotions through identification of their professional or teaching task challenges and problems; and boosting teachers' self-efficacy including professional and classroom efficacy. Thoonen, Slegers, Oort, Peetsma and Geijsel (2011) maintained that improving on leadership practices using transformational leadership, school organizational conditions and teachers' professional learning were strategies that would promote teacher motivation. The desire for improving on teachers' job commitment for promotion of quality service delivery has become a driving force in the 21st century, hence this study. Primary school teachers need be highly motivated so as to focus on educational practices and best performances that provide all learners with knowledge and skills necessary to contribute to the global society. In the real sense, Ijale (2016) opined that most worry of course is the fact that many of the primary school teachers are still ill-equipped to cope with the difficulties and challenges they face in teaching. The primary school teachers especially, need to be continuously and highly motivated to enable them identify their own problems (administrative or pedagogical) and seek solutions to these problems themselves; most importantly, since the primary schools lays the foundation for other levels of education. Teachers through the motivational mechanisms is an important aspect that encourages and enhances teacher job commitment. In Nigeria schools, most of the teachers complained bitterly that the pay package is not encouraging; the working environment too is not conducive; no regular promotion and there are no adequate training programme/seminar in place to update the teachers' knowledge (Ijale, 2016). This is in line with Muhammed (2014) study cited in Ijale (2016) who observed that poor working conditions, hostile management policies, poor pay, non-challenging work, lack of opportunity for growth and lack of

opportunities for achievement and recognition are responsible for low teachers' motivation. Despite the obvious leading role teachers' play in the primary schools towards attaining educational objectives, teacher motivation had reached an intolerable low point. Condition of teachers had for too long become the most critical "Achilles heels" of educational development in our era as pointed out by Ijale (2016). The issues surrounding the use of effective and adequate teacher motivational mechanisms coupled with poor teachers' job commitment especially in the primary school system has created a lot of concerns and worries for many education stakeholders including the researchers. Lack of teacher job commitment seem to have connection with the high level of indiscipline and malpractices found within the primary schools today in Delta State. This ugly situation has continued to create educational gap which needs to be filled in this present study. Several empirical studies like those of Dörnyei and Ushioda (2011), Laurent (2016), Han and Yin (2016), Ijale (2016), Muhammed (2014), Sinclair (2008) and Thoonen, Slegers, Oort, Peetsma and Geijssel (2011) have come to terms that teacher motivation impacts positively on teachers' job performance neglecting aspect of their job commitment.

Laurent (2016) empirical study reported that there is correlation between motivation, mostly intrinsic motivation and the performance of teachers in public and private secondary schools was also existed in secondary schools in Tabora municipality. Muhammed (2014) study cited in Ijale (2016) who confirmed that poor working conditions, hostile management policies, poor pay, non-challenging work, lack of opportunity for growth and lack of opportunities for achievement and recognition were responsible for low teachers' motivation. The empirical study of Dörnyei and Ushioda (2011) reported some demotivating factors included stress in teaching task, inhibition of teacher autonomy, insufficient self-efficacy, inadequate career structures, content repetitiveness and limited potential for intellectual development. Previous empirical studies of Han and Yin (2016), and Sinclair (2008) discovered some challenges which inhibited teacher motivation. The previous study of Thoonen, Slegers, Oort, Peetsma and Geijssel (2011) indicated several strategies that could be effective for improving teachers' motivation. Thoonen, Slegers, Oort, Peetsma and Geijssel (2011) research study on transformational leadership in educational settings discovered three core dimensions of transformational leadership in schools: vision building through initiating and identifying a vision for the school's future, providing individual support, and providing intellectual stimulation that generated excitement, built emotional attachment, reinforced the personal and social identification of followers within the organization, and thus increased collective cohesion. It is based on the shortcomings of other studies coupled with the gap which the present study intends to fill that the study was designed to determine motivational mechanisms determining teachers' job

commitment in primary schools in Delta State, Nigeria, challenges and strategies for improvement; which is equally the problem of this study.

The purpose of this study was to assess teacher motivational mechanisms determining teachers' job commitment in primary schools in Delta State, Nigeria. Specifically, the study aimed at determining the following;

1. The various teacher motivational mechanisms determining teachers' job commitment in primary schools in Delta State, Nigeria.
2. The challenges inhibiting the use of the above teacher motivational mechanisms for determining teachers' job commitment in primary schools in Delta State, Nigeria.
3. The possible strategies for improvement towards the use of various teacher motivational mechanisms for determining teachers' job commitment in primary schools in Delta State, Nigeria.

The following research questions were posed to guide the study:

1. What are the various teacher motivational mechanisms determining teachers' job commitment in primary schools in Delta State, Nigeria?
2. What are the challenges inhibiting the use of the above various teacher motivational mechanisms for determining teachers' job commitment in primary schools in Delta State, Nigeria?
3. What are the possible strategies for improvement towards the use of various teacher motivational mechanisms for determining teachers' job commitment in primary schools in Delta State, Nigeria?

Method

The study employed the descriptive survey research design. Population for the study constituted fifteen thousand, eight hundred and sixteen (15,816) teachers from one thousand and seventy-nine (1,079) public primary schools in Delta State. This research design entailed using a research instrument, that is; a questionnaire, to collect data from a sample of primary school teachers within a large population of teachers in the public primary schools located in different LGAs in Delta State. Information retrieved from the sample of public primary school teachers was thereafter analyzed using a statistical tool in order to generate data and draw generalization based on the findings. The sample size for the study comprised a total of 791 teachers from 108 public primary schools selected using the proportionate stratified random sampling technique. The sample was drawn at 5% and 10% out of the entire population of teachers from public primary schools in Delta State, respectively. The stratified random sampling technique was employed in order to enable

the researchers stratify and randomly draw the samples of the primary school teachers according to their geographical locations and LGAs. To draw this sample, 5% of public primary school teachers and 10% of the primary schools were randomly selected from their LGAs respectively. This was to ensure that a sizeable number of both the teachers and public primary schools were represented in the study using this sampling technique. Nworgu (2015) opined that any study sample which ranged from 5% to 80% is representable and enough in situations where there is a large population in a study. As regards the sample used in the present study is sizeable enough to conduct the study. A researchers' self-structured questionnaire, titled "Teacher Motivational Mechanisms Determining Teachers' Job Commitment Questionnaire (TMMDTJCQ)" which contained 32 items served as instrument for data collection. This research instrument - that is, the questionnaire was constructed based on the purpose of the study and research questions. The response items on the questionnaire was structured on a 4-point scale of Strongly Agree (SA) – 4 points, Agree (A) – 3 points, Disagree (D) – 2 points and Strongly Disagree (SD) – 1 point. The instrument was validated by three experts from the Department of Educational Management and Foundations, Faculty of Education, Delta State University, Abraka. These experts validated the questionnaire in order to determine its face and content validity. Few corrections were made on the questionnaire by the experts based on double-barrel items, content coverage and sentence/language construction. The instrument was corrected before its final administration to the respondents. Reliability of the research instrument was established through a pilot-test sampling 25 teachers from 5 public primary schools in Anambra State. Data were retrieved from the respondents through direct and personal contact, with the help of seven research assistants who were students of one college of education familiar with the terrains of Delta State and likewise location of the public primary schools sampled. An on the spot method was employed as well, which enabled the researchers and the seven research assistants to meet the respondents, that is, primary school teachers, in their respective schools to talk to them about the purpose of the study and then, retrieved the necessary information from them using the questionnaire. The research assistants were instructed and communicated on how to collect the necessary information from the teachers using the questionnaire. At first, the research assistants took permission from the head teachers of the public primary schools sampled whom they also communicated the purpose and intention of the research before administering the questionnaire to the teachers in their various schools. Distribution of the questionnaire to the respondents took a period of three weeks before all the copies of the questionnaire were collated and sent for proper data analysis. A total of 791 copies of the questionnaire were distributed to 791 public primary school teachers and all of them were retrieved at a 100% rate of return. Data gathered from the pilot-test conducted were analyzed using Cronbach Alpha method. This yielded coefficient reliability

values of 0.89, 0.80 and 0.77, for the three clusters which was added up to give an overall coefficient of internal consistency of 0.82. Data collected were analyzed using mean statistics rated at 2.50 and standard deviation for answering all the research questions. The decision rule for taking decisions on the items on the questionnaire was rated at 2.50. Any mean score which rated at 2.50 and above was regarded to be in support of the statement and therefore termed as Agree, likewise accepted. Any mean score that rated below 2.50 was regarded as not in support of the statement, therefore termed disagree and not accepted.

Results

Research Question 1: What are the various teacher motivational mechanisms determining teachers' job commitment in primary schools in Delta State, Nigeria?

Table 1: Mean Score Ratings and SD of Primary School Teachers on the various Teacher Motivational Mechanisms Determining Teachers' Job Commitment in Primary Schools in Delta State, Nigeria
N = 791 Teachers

S/N	Please determine whether the underlisted motivational mechanisms improved your job commitment in your school. My commitment to the job can be boosted effectively when the following motivational mechanisms are present:	SA	A	D	SD	Mean	SD	Decision	
1.	Good working environment with adequate educational/teaching resources	311	360	51	69	3.15	0.88	Agree	
2.	Good pay reflected with salary structure	277	381	77	56	3.11	0.85	Agree	
3.	Regular promotion at work which comes as at when due	350	279	95	67	3.15	0.94	Agree	
4.	Increasing active participation in decision making	344	331	68	48	3.23	0.84	Agree	
5.	Granting freedom and autonomy at workplace	349	366	45	31	3.31	0.75	Agree	
6.	Promoting good working condition through efficient leadership, constructive supervision and supportive administrative policies	288	370	80	53	3.13	0.85	Agree	
7.	Recognition of excellent services coupled with extra efforts put on the job	344	289	91	67	3.15	0.93	Agree	
8.	Creating opportunities for continuous professional development at workplace	294	390	61	46	3.18	0.81	Agree	
9.	Providing job security including security of life and properties	365	290	87	49	3.23	0.88	Agree	
10.	Reduction and control of the large class sizes	333	373	53	32	3.27	0.76	Agree	
11.	Adequate remunerations through compensations, welfare packages, rewards, incentives, praises, fringe benefits, etc	301	365	55	70	3.13	0.89	Agree	
Grand Mean Score & SD						=	3.19	0.86	Agree

Analysis of data from the above Table 1 indicated that all the items were rated above 2.50 of the acceptable mean score by the primary school teachers, to show that they agreed with all the statements. The grand mean and SD are 3.19 and 0.86 respectively, indicating closeness in the respondents' responses. The result indicated that all the motivational variables investigated determined teachers job commitment in primary schools in Delta State.

Research Question 2: What are the challenges inhibiting the use of the above various teacher motivational mechanisms for determining teachers' job commitment in primary schools in Delta State, Nigeria?

Table 2: Mean Score Ratings and SD of Primary School Teachers on the Challenges inhibiting the Use various Teacher Motivational Mechanisms for Determining Teachers' Job Commitment in Primary Schools in Delta State, Nigeria **N = 791 Teachers**

S/N	Please determine whether the underlisted challenges inhibited the use of motivational mechanisms for improving your job commitment in your school:	SA	A	D	SD	Mean	SD	Decision
12.	Government less focus on issues relating to teacher motivation	249	349	88	105	2.94	0.98	Agree
13.	Bad leadership in school	313	317	77	84	3.09	0.95	Agree
14.	Inadequate funding of primary school coupled with low budgetary allocation to schools	299	321	104	67	3.08	0.92	Agree
15.	Inappropriate implementation of policy directives on teacher motivation	337	314	69	71	3.16	0.92	Agree
16.	Lack of interest, passion and enthusiasm towards teaching profession	286	353	72	80	3.07	0.92	Agree
17.	Stress in delivery of teaching task	277	331	96	87	3.01	0.95	Agree
18.	Inhabitation of teacher autonomy	252	362	107	70	3.01	0.90	Agree
19.	Insufficient self-efficacy	344	288	76	83	3.13	0.97	Agree
20.	Limited potential for intellectual development	263	362	97	69	3.04	0.90	Agree
21.	Unconducive teaching environment	288	337	101	65	3.07	0.90	Agree
22.	Poor desire to work with young children caused by lack of understanding and mastery of children learning style or pedagogy	257	346	89	99	2.96	0.97	Agree
Grand Mean Score & SD =						3.05	0.94	Agree

Analysis of data from the above Table 2 indicated that all the items were rated above 2.50 of the acceptable mean score by the primary school teachers, to show that they agreed with all the statements. The grand mean and SD are 3.05 and 0.94 respectively, indicating closeness in the respondents' responses. The result indicated the challenges inhibiting the use of various teacher motivational mechanisms for determining teachers' job commitment in primary schools in Delta State, Nigeria.

Research Question 3: What are the possible strategies for improvement towards the use of various teacher motivational mechanisms for determining teachers' job commitment in primary schools in Delta State, Nigeria?

Table 3: Mean Score Ratings and SD of Primary School Teachers on the Possible Strategies for Improvement towards the Use of Various Teacher Motivational Mechanisms for Determining Teachers' Job Commitment in Primary Schools in Delta State, Nigeria

N = 791 Teachers

S/N	Please determine whether the underlisted strategies can be utilize for improvement on motivational mechanisms determining your job commitment in your school:	SA	A	D	SD	Mean	SD	Decision
23.	Adequate funding of primary schools by government for improvement on teacher motivation	335	283	84	89	3.08	0.94	
24.	Inclusion of the private sector, NGOs and individuals in school administration for improvement on teacher motivational strategies	314	302	103	72	3.04	0.89	
25.	Effective implementation of policy directives on improvement of teacher motivational strategies	265	355	105	66	3.13	0.83	
26.	Encouraging teachers to seek professional development course by providing opportunities for educational scholarship through TetFund interventions for primary school teachers	288	365	93	45	3.08	0.96	
27.	Improving school organizational conditions	322	290	101	78	3.04	0.96	
28.	Promoting a comfortable and conducive atmosphere through effective and sound educational leadership	296	317	94	84	3.11	0.81	
29.	Giving teachers autonomy to act in school on certain matters relating to their teaching	264	399	81	47	3.09	0.91	
30.	Giving teachers tools to work with in school	301	322	103	65	3.03	0.94	
31.	Respecting teachers through adequate recognition, boosting their self-efficacy and managing their emotions	270	361	70	90	3.09	0.93	
32.	Strengthening staff collaborations through effective team building	300	344	68	79	3.08	0.94	
Grand Mean Score & SD						3.08	0.92	

Analysis of data from the above Table 3 indicated that all the items were rated above 2.50 of the acceptable mean score by the primary school teachers, to show that they agreed with all the statements. The grand mean and SD are 3.08 and 0.92 respectively, indicating closeness in the respondents' responses. The result indicated the possible strategies for improvement towards the use of various teacher motivational mechanisms for determining teachers' job commitment in primary schools in Delta State, Nigeria.

Discussion of Findings

It was discovered through the findings of the study that all the motivational variables investigated determined teachers job commitment in primary schools in Delta State. The finding indicated that motivational variables such as; provisions made for good working environment with adequate educational/teaching resources, good pay reflected with salary structure, regular promotion at work which comes as at when due, increasing active participation in decision making, granting freedom and autonomy for the primary school teachers at workplace, promoting good working condition through efficient leadership, constructive supervision and supportive administrative policies, recognition of excellent services coupled with extra efforts put on the job, creating opportunities for continuous teachers professional development at workplace, providing job security including security of life and properties for teachers in the school, reduction and control of the large class sizes, and making provisions for adequate remunerations through compensations, welfare packages, rewards, incentives, praises, fringe benefits, etc; all determined teachers job commitment in primary schools in Delta State. This finding agrees and concurs with Ijale (2016) study which found out that there is a great positive significance between teacher motivation and their job performances. This finding is in line with Muhammed (2014) study cited in Ijale (2016) who confirmed that poor working conditions, hostile management policies, poor pay, non-challenging work, lack of opportunity for growth and lack of opportunities for achievement and recognition were responsible for low teachers' motivation and their job commitment. The finding of the present study agrees and corroborates with the Laurent (2016) study which found out that the correlation between motivation, mostly intrinsic motivation and the performance of teachers in public and private secondary schools was also existed in secondary schools in Tabora municipality. The teacher is the one who translates educational philosophy and objectively into knowledge and skills and transfers them to students in the classroom. All the time, teachers facilitate academic knowledge and skills to pupils, so teachers who are intrinsically motivated well, worked hard hence to influence student's better academic performance. Salah (2016) study found out that there is a statistically significant relationship between intrinsic motivation and employees' performance. Motivated

personnel are not only essential in overall performance of an organization but also can help to make the school organization implore best practices and excellent performances, which is more competitive, more value added and cost effective. Therefore, when teachers are intrinsically motivated, this can go a long way in enhancing their quality assurance leading to goal achievements. The finding of Salah (2016) study indicated that there is a statistically significant relationship between extrinsic rewards types and employees' performance. Extrinsic monetary rewards lead to improvement in job performance. Therefore, such issues concerning teacher motivation should not be overlooked.

The present study also indicated the challenges inhibiting the use of various teacher motivational mechanisms for determining teachers' job commitment in primary schools in Delta State, Nigeria. The finding discovered that challenges such as; Government less focus on issues relating to teacher motivation, bad leadership in school, inadequate funding of primary school coupled with low budgetary allocation to schools, inappropriate implementation of policy directives on teacher motivation, lack of interest, passion and enthusiasm towards teaching profession, stress in delivery of teaching task, inhabitation of teacher autonomy, insufficient teacher self-efficacy, limited potential for intellectual development, unconducive teaching environment, and poor desire to work with young children caused by lack of understanding and mastery of children learning style or pedagogy; inhibited the use of the various teacher motivational mechanisms for determining teachers' job commitment in primary schools in Delta State, Nigeria. This finding corroborates and does not deviate from the study of Dörnyei and Ushioda (2011) which found out that demotivating factors included stress in teaching task, inhibition of teacher autonomy, insufficient self-efficacy, inadequate career structures, content repetitiveness and limited potential for intellectual development. The studies of Han and Yin (2016), and Sinclair (2008) conforming with the findings of the present study and that of Dörnyei and Ushioda (2011) discovered some challenges which inhibited teacher motivation, therefore, had negative impact on teachers' job commitment in schools.

It was further discovered through the finding of this study; several possible strategies for improvement towards the use of various teacher motivational mechanisms for determining teachers' job commitment in primary schools in Delta State, Nigeria. This finding revealed that possible strategies such as; adequate funding of primary schools by government for improvement on teacher motivation, inclusion of the private sector, NGOs and individuals in school administration for improvement on teacher motivational strategies, effective implementation of policy directives, encouraging teachers to seek professional development course by providing opportunities for

educational scholarship through TetFund interventions for primary school teachers, improving the school organizational conditions, promoting a comfortable and conducive atmosphere through effective and sound educational leadership, giving teachers autonomy to act in school on certain matters relating to their teaching, giving teachers tools to work with in school, respecting teachers through adequate recognition, boosting their self-efficacy and managing their emotions, and strengthening staff collaborations through effective team building in the school; can be deployed for improvement towards the use of various teacher motivational mechanisms for determining teachers' job commitment in primary schools in Delta State, Nigeria. The finding agrees and is equally in line with the previous study of Thoonen, Slegers, Oort, Peetsma and Geijssel (2011) which indicated several strategies that could be effective for improving teachers' motivation. Thoonen, Slegers, Oort, Peetsma and Geijssel confirmed further that self-efficacy of teachers which is a future-oriented belief about the level of competence that a person expects he or she will display in a given situation, assisted to reduce teachers' burnout and improve teachers' work efficiency and effectiveness in school. When teachers have a high sense of self-efficacy, they tend to exhibit greater levels of planning and organization, are more open to new ideas and more willing to experiment with new methods, work longer with students who are struggling, intensify their efforts when their performance falls short of their goals, and persist longer.

Thoonen, Slegers, Oort, Peetsma and Geijssel (2011) also discovered that teacher efficacy positively influenced teachers' engagement in professional learning activities and subsequently enhances the quality of the instruction. Their finding also showed that active learning (through observations, discussions, planning, feedback, reflection) and enhancing knowledge (through engagement in study groups, conferences, seminars, etc.) positively affected teaching practice. The focus of teacher learning is on teachers' engagement in a variety of professional learning activities within schools and on becoming a participant in a community of learners. By being engaged in professional learning activities within the school context, teachers stimulate both their own professional development and the development of the school and thus make a significant contribution to improving teaching practices (Thoonen, Slegers, Oort, Peetsma & Geijssel, 2011). Also, Thoonen, Slegers, Oort, Peetsma and Geijssel study finding have equally discovered that organizational factors such as teacher interactions and cooperation, participative decision making, and a climate of trust can foster teachers' professional learning in schools impacted positively on teachers' practices. Collaborative experiences and the exchange of knowledge and ideas are at the core of professional learning communities. Cooperative, friendly, and collegial relationships, open communication, and free exchange of ideas may provide emotional and psychological support for teachers' work. Collaboration also provides opportunities for teachers to work together to solve

problems, to provide feedback and information, and to assist and support. Several studies like that of Munthe (2003) and others as cited in Thoonen, Slegers, Oort, Peetsma and Geijsel (2011) have confirmed that teacher collaboration can have strong positive effects on teachers' professional learning and can, if it is focused on student learning, help to improve teaching practices. Participation in decision making refers to joint decision making or shared influence in decision-making processes by a superior and the employees. Participative decision making may increase teachers' ownership of organizational goals and can reinforce the extent to which teachers have internalized school goals and values as their personal goals. Leadership on the other hand is widely regarded as playing a significant role in school improvement and educational change, especially as it is inspired by the concept of transformational leadership. Thoonen, Slegers, Oort, Peetsma and Geijsel (2011) research study on transformational leadership in educational settings has discovered three core dimensions of transformational leadership in schools: vision building through initiating and identifying a vision for the school's future, providing individual support, and providing intellectual stimulation. Through initiating and identifying a vision, school leaders contribute to vision building in the school that generates excitement, builds emotional attachment, reinforces the personal and social identification of followers with the organization, and thus increases collective cohesion (Thoonen, Slegers, Oort, Peetsma & Geijsel, 2011). Given the crucial role of teachers in the primary schools, it is imperative that stakeholders in primary education deploy effective strategies that will support the use of various motivational mechanisms for the determination of teachers' job commitment in primary schools in Delta State, Nigeria.

Conclusion

Teachers especially those in the primary schools need to be effectively managed by providing adequate motivational mechanisms that will positively impact on their job commitment. When primary school teachers are committed to their jobs, this will promote quality education and efficient service delivery that will lead to the achievement of goals and objectives of primary education. The present study however submits that several motivational mechanisms such as: provisions made for good working environment with adequate educational/teaching resources, good pay reflected with salary structure, regular promotion, among others, determined teachers' job commitment in primary schools in Delta State, Nigeria. Such challenges as: Government less focus on issues relating to teacher motivation, bad leadership in school, inadequate funding of primary school coupled with low budgetary allocation to schools, inappropriate implementation of policy directives on teacher motivation, lack of interest, among others, inhibited the use of use of various teacher motivational mechanisms for determining teachers' job commitment in primary

schools in Delta State, Nigeria. Also, possible strategies for improvement like; adequate funding of primary schools by government for improvement on teacher motivation, inclusion of the private sector, NGOs and individuals in school administration, effective implementation of policy directives, encouraging teachers to seek professional development course by providing opportunities for educational scholarship through TetFund interventions for primary school teachers, improving the school organizational conditions, among others, were useful towards enhancing the use of various motivational mechanisms for determining teachers' job commitment in primary schools in Delta State, Nigeria. Given the findings of this present study, the study concludes that teacher motivational mechanisms investigated determined teachers job commitment in primary schools in Delta State, Nigeria. Upon this benchmark, calls for recommendations which have been proffered below.

Recommendations

Based on the findings of this study, the following recommendations have been made;

1. Teachers' motivational mechanisms should be well-established in the public primary school through adequate funding and effective implementation of policy directives by the Delta State Government. Also, the non-governmental organizations, foreign agencies, financial institutions and the private sector should support primary school administration through their financial assistance in order to support the use of various motivational mechanisms for determining teachers job commitment in primary schools in Delta State.
2. The Delta State Government and all the stakeholders responsible for the control and coordination of primary education such as State Universal Basic Education Board, curriculum developers, school owners and head teachers should ensure that they work towards curbing the challenges inhibiting the use of various motivational mechanisms for the determination of teachers' job commitment in primary schools in Delta State, Nigeria.
3. The Delta State Government in collaborations with the State Universal Basic Education Board, head teachers and NGOs should employ the possible strategies through adequate funding, effective supervision, inclusion of the private sector, NGOs and individuals in school administration, effective implementation of policy directives, among others, towards improving on the motivational mechanisms which determined teachers job commitment in primary schools in Delta State, Nigeria.

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