



The Challenge of Teachers Motivation and Way Forward in Nigeria

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Abstract

The motivation of teachers has great significance in the educational system. When a teacher is motivated, it adds value and quality to the educational system, in particular, the teaching-learning outcomes and outputs. In this paper, the challenge of teachers' motivation in Nigeria is examined. While trying to achieve this, the meaning and importance of the motivation concept were stated. Also, the literature on factors influencing the motivation of employees was reviewed to serve as a thrust for the paper. The status of teachers motivation in Nigeria presently and strategies, such as the enforcement of the payment of Enhanced Teachers Salaries across the states of the federation, as well as allowances for those who work in difficult terrains, regular promotion of teachers, and full professionalization of teaching, among others, are further stated.

Keywords: Challenge; Teacher; Motivation; Education; System; Educational system.

1. Introduction

Majasan (1995), defines a teacher as someone who teaches (especially with young ones), builds up, instructs, trains, and guides them for healthy growth and stable adult life. According to Offorma (2009), a teacher is a person who has acquired special skills required for effective imparting of knowledge and skills to a group of learners. Education Act of 1964, cited in Nwodo and Ifeanyieze (2009) describes a teacher further as someone occupying a teaching position in the general educational system, which requires the holder to instruct students or in the position of principal or head teacher or deputy principal (deputy head teacher) in a state of registered private school or educational institute. Teacher is also someone who instructs others or provides activities, materials, and guidance that facilitate learning in either formal or informal situations. His job goes beyond teaching but involves moulding young lives, guiding youth, motivating students, as well as general character training. A teacher can further be viewed as one whose duties include teaching, instructing, impacting knowledge and innovations, and guiding learners to pass through the learning process.

The invaluable role of teachers in the development of individual and a nation has made it imperative for attention to be paid to them. Nwanekezi *et al.* (2011), stressed that although education unlocks the door to modernization but teacher holds the key to the door. Teachers are noted for training the manpower which a nation requires for her development. When teachers influence the educational system positively, they intend to perform their task effectively and efficiently, and all educational goals will be achieved with positive outcomes and the outputs from school system will be competent, vibrant, educated personnel, who will contribute immensely towards societal development and nation building. Ogunsanya (2012), added that it is the teacher that transforms a child from the empty clean slate to a mature educated man, heavily loaded with knowledge, skills, and attitudes that make him fit into human society.

2. Teachers in Nigeria's Context

In Nigeria, teachers are categorized as: primary school teachers (i.e. those who teach in primary school), secondary school teachers (i.e. those in secondary school), private school teachers (i.e. those who teach in school owned by individuals, religious organizations, and Non Governmental Organisations), lecturers, (i.e. those who teach in tertiary institutions, such as the College of Education, Universities, Polytechnics, Monotechnics and other institutions of higher status than the secondary. In the context of this paper, those who teach in tertiary institutions are excluded.

In Nigeria, a person who wishes to become a teacher must obtain specified professional qualification(s) or certificate, from a University or College. The professional qualification(s) may include the study of pedagogy and science of teaching. Teachers, like other professionals, may continue their education after they qualify, a process known as continuing professional development. An individual is regarded as a teacher if he/she has been appropriately trained in any of the following institutions of learning and obtained the necessary qualification:

- Faculty of Education of a University
- College of Education

- National Teachers Institute (NTI)
- Institute of Education of University
- School of Education of Polytechnic (Federal Republic of Nigeria, 2004).

The qualifications to be obtained from the institutions include: Bachelor of Education (B.ED), Bachelor of Science-Education (B.Sc Ed), Bachelor of Arts Education (B.A ED), Nigeria Certificate in Education (NCE). To teach in primary school in Nigeria, a person needs a Nigerian Certificate in Education (NCE) as the minimum qualification. At the junior secondary level, NCE is also required to teach while to teach in a senior secondary school, a person must have either a bachelor degree in education or in a subject combined with a Post-Graduate Diploma in Education. It is also noteworthy that a teacher has to register with Teachers Registration Council of Nigeria (TRCN) to be recognized.

2.1. Motivation Concept and Importance

The word 'motivation' takes its root from a latin word 'movere', which means 'to move'. Unfortunately, there is no universal definition for the concept. [Armstrong \(2008\)](#), defines it as those factors that influence people to take specific actions. According to [Ran \(2009\)](#), it is the process that accounts for an individual's intensity, direction, and persistence of effort toward attaining a goal. [Elliot and Zahn \(2008\)](#), see it as the strength and course of behavior. Motivation can be further described as man's driving force towards an action or the condition that makes individual to carry out an action. Often, a person has the desire and ambition to achieve certain goal but lacks the push, initiative, and willingness to take action, due to lack of motivation and inner drive. Motivation thus strengthens ambition, increases and gives direction, courage, energy, and persistence to follow organisational goals

According to [Kalimullah et al. \(2010\)](#), a motivated employee has his/her goals aligned with those of organization and directs his/her efforts towards that course. [Kusereka \(2003\)](#), stressed that motivation may enhance school employees' efficiency and effectiveness, leading to improved performance. [Frederick \(2001\)](#), also opined that employees' low motivation may lead to apathy, reduced performance, request for transfers to other schools, increased value on material rewards, hostility to school officials, and working for promotion to other positions with better prospects. A motivated person takes action and does whatever it needs to achieve organisational goals.

[Smithers \(2000\)](#), also opined that motivation contributes to the improvement of employees' productivity. According to [Malik \(2010b\)](#), motivation improves the performance of employees and in return, employee motivation develops the organization. Effective motivation also causes increase in output and reduction in costs, as a result of which profit is enhanced Productivity of a worker can be enhanced from 25% to 85-90% when they are motivated ([Hersey and Blanchard, 1988](#)). According to [Kreitner \(1995\)](#), motivation inspires employees to put all their efforts to achieve organizational goals.

2.2. Factors Influencing Motivation of Employee in an Organisation (Teachers Inclusive)

According to [Clements-Croome \(2000\)](#), the environment in which people work affects both job performance and satisfaction. [Luthans \(1998\)](#), argues that if people work in a clean and friendly environment, they will find it easier to come to work. If the opposite happens, they will find it difficult to accomplish tasks. According to [Kazeem \(1999\)](#), excellent working condition motivates teachers. Odunusi (2000), cited in [Igbinovbo \(2015\)](#) contended that teacher can optimize his efficiency in an enabling and conducive school environment. Specifically, such environment should provide adequate and appropriate equipment, infrastructural facilities, and laboratories that could promote inquiry learning, experimentation, and functional education.

In a study of the determinants of motivation in teachers, by [Nosheen and Hina \(2015\)](#), using private secondary schools chain network in Bahawalpur, it was revealed that employees were motivated by presence of staff rooms, friendly environment, availability of learning resources and small class sizes. [Malik \(2010a\)](#), carried out a study in University of Balochistan. After data analysis, living in a safe area, conducive working conditions, sympathetic help with personal problems, appreciations of work done, among others were found to be motivating factors. [George \(2010\)](#), also posited that employees feel motivated to continue working for an organization where there is collegiality, supportive supervision, administrative support and encouragement.

[Abdulrahman \(2018\)](#), [Hassan \(2013\)](#), studied the factors influencing teacher attrition in public secondary schools in Kabul, Afghanistan and found low salary as one of the major factors that influenced teacher attrition in Afghanistan. The study also found other factors that influence teacher attrition, such as: ineffective recruitment and deployment process (school distance); heavy workload; unequal work distribution and administration corruption; low salaries and other benefits; lack of professional development programs; and social factors.

A study, by [Mwangi \(2002\)](#), on factors related to the morale of Agriculture Teachers in Machakos District, found that the factors affecting teacher morale included: dissatisfaction with school authorities, low turnover and constant shortage, inadequate pay, poor career structure, lack of promotion opportunities, poor school facilities, inadequate school disciplinary policies, attitudes and behaviour of the school head and other teachers, and pupils poor work attitudes and lack of interest in school. Another study of factors influencing employee motivation and impact on employee performance, by [Gichure \(2014a\)](#), also found extrinsic factors, such as work condition, pay, fringe benefits and work environment, as well as several intrinsic factors, such as employee achievements, recognition, work itself, responsibility and advancement, salary structure, level to which the employees feel appreciated, and employee perception of their jobs, to have influenced employee motivation.

The study of [Ölçer \(2005\)](#), on factors that affect working staff motivations, found: job security, good relations with superiors, wage and appreciation based on fair performance, trustful and cooperative relations with workmates, appropriate working environment, ensuring opportunities for social development, doing group work, giving

important and appropriate works in accordance with employee's skills and work rotation. Another study on fast food industry, conducted by [Hossain and Hossain \(2012\)](#) found several motivation factors according to the order of importance: good wages, overall job security, training and development, benefits, evaluating performance fairly, accepts mistakes positively, availability of logistics supports, opportunities for career growth and development, flexible working hour, recognition, challenging work, reasonableness in work. [Mbijiwe \(2011\)](#), also studied the factors influencing teacher effectiveness in secondary schools in Meru Central District, of Kenya and found that working conditions, classroom conditions and motivation greatly influenced teacher effectiveness.

According to [Lai \(2011\)](#), employee participation may enhance motivation and job satisfaction through power sharing, and increased responsibility. Employee participation can provide individuals an opportunity to make key managerial decisions that have an impact on other employees, thus increasing job satisfaction and performance. Herzberg's two-factor theory suggests that intrinsic work factors such as responsibility held by employee and skills development may increase job satisfaction. Increased work responsibility may be related to many factors suggested in the two-factor model as recognition and interpersonal relationships have implications for individuals' identity. Employee empowerment and participation consists of contribution of employees in management and decision making associated to policies, objectives and strategies of the organization. Empowerment results in motivating employees that leads to constant expansion and organizational growth. Empowerment directs faster decision of customer troubles for the reason that employees did not fritter away time referring customer objections to managers. Increased self-sufficiency enhances work productivity, amplifies employees' wisdom of self-efficacy and their motivation to get upon and complete certain tasks. Managers should regard employees in decision-making procedures. Amin (2010), cited in [Gichure \(2014b\)](#) believed that empowerment creates motivation and energy in workforce to do their work efficiently and effectively. Together the job characteristics of career revamp and employee empowerment are imperative characteristics in giving greater employee dedication and trustworthiness toward the organization and increased level of motivation. Participative decision making is a set of planned procedures for systematizing individual sovereignty and autonomy in the perspective of faction accountability and associated to system-wide control.

Also, employee participation and empowerment not only direct to efficiency, effectiveness and innovation but they also boost employee fulfillment, work motivation and trust in the organization. In a study by Sylvia and Hutchinson (1985) in USA, cited in [Nyakundi \(2012\)](#), it was found that teacher motivation was due to freedom to try new ideas, assignment of appropriate responsibility levels, and intrinsic work elements. Another study of factors influencing staff motivation among employees, being a case study of Equator Bottlers (Coca Cola Company) by [Oduka \(2016\)](#) revealed that employee motivation at the company was influenced by employees' performance recognition, working conditions, training and development.

A study of factors influencing employee motivation and impact on employee performance, by [Gichure \(2014b\)](#), found extrinsic factors, such as work condition, pay, fringe benefits and work environment and several intrinsic factors, such as employee achievements, recognition, work itself, responsibility and advancement, salary structure, the level to which the employees feel appreciated, and the employee perception of their jobs to have influenced employee motivation. Research has suggested that reward causes motivation of the employee which directly influences performance of the employee ([Kalimullah et al., 2010](#)). Rewards are the management tools that hopefully contribute to firm's effectiveness by influencing individual or group behavior. A study, conducted in Pakistan to examine the job satisfaction among bank employees in Punjab, using a structured questionnaire survey to collect data from four bank's employees, revealed that job satisfaction is directly associated with internal work motivation of employees [Salman and Irshad \(2010\)](#).

According to [Armstrong \(2008\)](#), recognition is one of the most successful ways that managers can use to motivate their employees because it means that management will listen to their contributions and employees will receive feedback from them when they have been successful in achieving goals set for them. Other aspects of non-financial rewards involve giving employees more responsibility, enabling them to be exemplary in their work, which they will undertake with minimal supervision and providing opportunities for the employees to advance their education and professional qualifications.

In addition, a study of factors affecting teacher motivation in public secondary schools in Thika West District, Kiambu County, Kenya, by [Nyakundi \(2012\)](#), found job satisfaction, reward systems, professional training and development and work situational-factors as factors that affected teacher motivation.

2.3. Status of Teachers Motivation in Nigeria

Motivation of Teachers is a way of empowering teachers and involves the perceptions, variables, methods, strategies, and activities used by management for the purpose of providing a climate that is conducive to the satisfaction of their needs, so that they may become satisfied, dedicated and effective in performing their tasks. Teachers are motivated to be productive by a range of factors. [Peretomode \(1991\)](#), opined that motivation strategies includes considering such factors as physiological, psychological and environmental differences of individual employees. There is however individual differences in the way a teacher behaves in response to motivation, depending on the relative age of a teacher, tendency to succeed and avoid failure, as well as the value attached to each of the needs by the individual in relation to other needs. In the context of this paper and based observation by the author, the following indicators can be considered in an attempt to discuss the issue of motivation of teachers in Nigeria:

Inadequate Remuneration: It is a common saying that a labourer deserves his/her wage. Money is a fundamental inducement. No other incentive or motivational technique comes close to it with respect to its influential value because it has the power to magnetize, retain, and motivate individuals towards higher performance.

Frederick Taylor, in his Scientific Management Theory, described money as the most fundamental factor in motivating industrial workers to attain greater productivity. According to Maslow (1943), the first and foremost need of every employee is physical need which can be fulfilled by money. In Nigeria, the salary of teachers is low, relative to their needs and in comparison with other civil servants (Sherry, 2008). Presently, the salary structure varies on state basis, and depends on which among the levels oversees a school but a teacher earns more in the federal civil service. A newly recruited teacher in a Public Primary School in Ondo State (being the state of origin of the author), on Salary Grade Level 7 Step 1, earns N37, 367.74 per month (equivalent of \$124.6 US) (based on exchange rate of N300 to 1 US, although higher in the black market), whereas a teacher with degree certificate in Public Secondary School earns a salary that is equivalent of Grade Level 8, Step 1 (N47, 536.63) per month (Nigeria's currency), equivalent of \$158.5US, which are grossly low compared to the situation in most foreign countries.

Table-1. Teachers' Salaries in Selected Countries in the World

S/N	Country	Average Salary per Annum (\$US)
1	Luxembourg	97,808
2	Switzerland	68,849
3	Germany	64,289
4	Netherlands	59,894
5	Canada	56,422
6	Ireland	54,954
7	Denmark	53,000
8	Belgium	49,185
9	Australia	48,937
10	South Korea	48,181
11	Scotland	47,984
12	USA	47,165

Source: <https://www.insidermonkey.com/blog/12-countries-with-higest-teacher-salaries-in-the-world64048/12/>

Although Nigeria is not among the countries where teacher receives the worst wage, it is a fact that the wage of teachers is low to live a decent and comfortable life. The low salary is compounded by high accommodation and transport costs to reach school in some cases (Sherry, 2008). Over the years, there have been increased agitations on the need for government to increase the emolument of teachers, to make them happy and improve their commitment. In recent years, Federal Government yielded to the agitations, having approved the payment of 27.5% Enhanced Salary Package for teachers, which was supposed to be paid in all the states in the federation. Unfortunately, it has only been implemented in some states while many are yet to implement it for teachers (Sherry, 2008). In some states, even though there is an approved extra stipend for teachers who work in difficult terrains and rural areas, as well as those who teach the sciences, unfortunately, such allowances are not paid to them. The salary increase, due after teachers upgrade their qualifications, is also often not paid (Adekola, 2007). Other entitlements and allowances, such as medical allowance, annual leave allowance are not enjoyed by teachers in Nigeria. There is often delay in the payment of teachers' salaries (Sherry, 2008). Teachers are usually paid after almost other public servants have received their salaries. Report indicates that in some cases, teachers' salaries are misappropriated, embezzled or used to award contract to politicians (Abudul, 1997). Due to the low wage, most teachers depend on loans in Nigeria. It is a pity that after the deduction of such loans from their salaries at the end of each month, such teachers are often left with nothing or meager amount to survive. It is thus not surprising that many teachers are dying untimely due to inability to afford medical bill, arising from different and unexpected ailments. Worried by the high mortality rate among teachers in the state, a particular Governor in recent past banned the approval of loans for teachers in the state. A teacher has to thus struggle to pay the children's fee, feeding of members in the household, among other expenses out of this meager amount being received. It is also unfortunate that the desire to garner additional income, to augment the salaries from government and cushion the effect of irregularity and delayed payment, has led many teachers in Nigeria to indulge in different unwholesome practices, such as extortion of money from pupils and students, examinations malpractices (Awe, 2004; Azuka et al., 2006), commercial activities within and outside schools (Famade, 2001) during school period, which are encouraging poor academic performance of pupils and students (Adeyemi, 2008; Ashikhia, 2010; Federal Republic of Nigeria/National Bureau of Statistics, 2012).

Irregular Promotion: The desire for promotion is strong among employees as it is associated with change in job content, pay, responsibility, independence and status among others. An employee takes promotion as the ultimate achievement in his/her career and when it is realized, he/she feels extremely satisfied (Turkylmaz A. Akman G. Ozkan G. and Pastuszak Z, 2011). In most states in Nigeria, the promotion of teachers is irregular. Promotion is based on qualifications and years of service rather than competence (Adekola, 2007; Adelabu, 2005), a situation that is exacerbated by lack of agreed teaching standards or benchmarks against which to make objective assessments (Adekola, 2007; Federal Ministry of Education, 2005; Thomas, 2011). Due to the large population of teachers and the associated cost implication, most Governors are skeptical of approving promotion for teachers as and when due. Where such approval is granted, it takes longer period between the time the interview is conducted and the release of letters. In most cases, greater percentage of the financial benefit is often forfeited. The labour unions often draw battle line with government over inability to promote teachers in the teaching service.

Poor Work Environment: Employees are concerned with a comfortable physical work environment that will ultimately provide extra optimistic level of motivation. The determination and the creation of a good working

environment will determine success in achieving organizational goals (Muchtar, 2016). Lack of favorable working conditions, among other things, can affect badly an employee's mental and physical well-being. In Nigeria, average teacher work in a difficult and uncomfortable environment. The state of school infrastructure has been shown to have major impact on teacher motivation (Dunne *et al.*, 2013; Takahashi, 2010; Universal Basic Education Commission, 2012). Studies have also reported the ugly state of many Public Primary Schools in Nigeria (Hardman M. L. Drew C. J. Egan M. W, 2008; Urwick and Aliyu, 2003), in particular, poor and unsafe physical teaching conditions: dilapidated schools that lack water, toilet facilities and electricity, unfenced environment, as well as overcrowded classrooms (Adelabu, 2005; Sherry, 2008; Urwick and Aliyu, 2003). Many teachers feel unmotivated in such environment which goes a long way to affect their productivities at work.

Lack of Reward and Recognition: According to Kalimullah *et al.* (2010), rewards and recognition are essential factors in enhancing employee job satisfaction and work motivation, which is directly associated to organizational achievement. Kalimullah Khan examined the relationship between rewards and employee motivation in commercial banks of Pakistan, focusing on four types of rewards of which one was recognition. He found that recognition correlates significantly (0.65) with employee work motivation (Kalimullah *et al.*, 2010). In Nigeria, teachers depend on monthly salaries and leave allowance. While members of other professions are treated with dignity, the case of teaching is pitiable. There is no system of incentives and promotion (Sherry, 2008; Thomas, 2011) Fringe benefits, such as loans for accommodation and transport, vary according to state and are often not received (Adelabu, 2005).

Inadequate Training and Development: Training provides chances for employees' growth and enhances their knowledge and skills for effective development (Kabir, 2011, cited in Gichure (2014a). Trained workers are even more motivated with their job as compared to untrained employees (Abdulla and Djebavni, 2011). The training programs also positively raise employees' advancement that is good for competencies (Hunjra *et al.*, 2010). By getting trained, employees are able to get self assured, evolution of career, and have positive thought for their organizations/companies (Kabir, 2011, cited in (Gichure, 2014b). Report (EDOREN) indicates that access to in-service training is uneven among teachers in Nigeria, with some teachers having attended several workshops over several years, and others especially in rural areas—receiving no in-service training. Only in few cases do government considers training for teachers. The situation in private schools is disturbing. Due to the desire to maximize profits, the private schools proprietors are less willing to sponsor their teaching to seminars, conferences and workshops because of the additional cost for them. The inability to train teachers regularly has thus been having negative effect on the production of quality education for pupils/students in schools.

Inadequate Instructional Materials: Abdu-Raheem (2016) stressed that instructional materials are essential and significant for teaching and learning of subjects, promote teachers efficiency, as well as improve students' performance. They also make learning interesting, practical, realistic and appealing, as well as enable teachers and students to participate actively and effectively in lesson sessions. According to Okere *et al.* (2016), no one can adequately talk about qualitative education without reference to the use of quality textbooks and other materials. There are reports of lack of and inadequacy of instructional materials in primary schools in Nigeria (Abdu-Raheem, 2016; Enaigbe, 2009; Ihuarulam, 2008; Oriade, 2008).

Non Professionalisation of Teaching: According to Levine (2001), professionalization is important as well to the development of expertise, patterns of activity, and values that are discipline-specific. The solution to unethical behaviour among teachers, poor academic performance of students, academic dishonesty, among teachers at all levels, ineffectiveness, among others, lies in the professionalization of teaching. This is supported by Firestone and Beth (1991), having stressed that professionalisation gives teacher more influence over curriculum and teaching learning process and thus set the stage for improvement. Non professionalization is a critical issue in teaching in Nigeria. Although frantic effort is being made by Federal Government on the issue, particularly through the creation of TRCN, to coordinate, supervise and regulate teachers' activities in Nigeria, it is not yet 'eureka' as teaching is yet to attain full professional status in Nigeria. As at today, many who are in teaching are not trained to be teachers but rather found themselves in it as a last resort, after attempts at getting lucrative jobs failed. This has continues to discourage the trained teachers.

Negative perception of teaching and low status of Teachers in the Society: The fact that teaching enjoys low status in Nigeria is obvious. Among the notable professions in the society, teaching enjoys the least respect. Parents and guardians show disdain for teaching when it is time to choose career by their children. Even students are not showing interest in becoming teacher after graduation because of the associated low wage. In the society, idea(s) of a teacher counts to be worthless where medical doctors, bankers, engineers, among other professionals abound. In Nigeria of today, many among the teachers see their enlistment in teaching as a curse and are desperate to do everything possible to leave for better job.

2.4. Enhancing Teachers Motivation for Effective Service Delivery: Way Forward in Nigeria

Going by the indicators highlighted and discussed earlier, it can be concluded that teachers are still not appropriately motivated in Nigeria, in spite of the agitations for this by the labour unions and other stakeholders in education. Although, if this is viewed objectively, there is improvement in the situation when compared to the situation in the past. There has been remarkable increase in wages over the years which has been giving room for many to build houses, buy car of different brand, properties, as well as wear expensive clothes. In spite of these, as it stands today, the argument that teacher's reward is in heaven still persist. It is not a gainsaying that teachers

motivation can improve from the present state in Nigeria if the following recommendations are imbibed and implemented:

Enforcement of the payment of Enhanced Teachers Salary Scale across the States and payment of Allowance to teachers working in difficult terrains: Although teachers' salaries are negotiated by the Nigeria Labour Congress (NLC), and forms part of the minimum wage of civil servants, it implies that separate wage cannot be negotiated for teachers only because of the opposition it will generate among other professionals in government service. Government can encourage teachers through the payment of Teachers Salary Scale to all teachers in the country as already approved by Government. In addition, government should approve the payment of allowance for teachers that work in the difficult terrains and rural areas, to checkmate the drift from these areas as well as encourage those to be effective in the discharge of their duties. There should also be prompt payment of teachers' salaries and allowances by state and federal government, as well as those in the private sector

Provision of Instructional Materials for Teachers Government should regularly provide instructional materials for schools which teachers can use to aid their teaching. Government and schools administrators should also encourage teachers to improvise instructional materials using available local materials, where it has proved difficult to get real instructional materials for teaching.

Regular Promotion of Teachers: Federal and State Governments should ensure that teachers in public schools are promoted as and when due and enforce the proprietors of private schools to emulate this.

Reward of Teachers by Schools' Administrators: Schools' administrators should encourage teachers in their domain by providing adequate reward for any special assignment carried out and achievement recorded. This can be in form of price or cash gift at the end of a session. Letter of commendation can also be given to such teachers while they can also be recommended for State and National Award and recognition. Private individuals including parents can complement Government effort by providing gift and cash reward to outstanding teachers in schools.

Recruitment of additional Teachers: Government at both the state and federal levels should recruit additional teachers, to combat acute shortage in schools which is giving room for high teacher workload for teachers and high teacher-pupil/student ratio in schools. This will give room for effectiveness in teaching and improve attention to pupils or students in classes.

Sponsoring of Teachers to Seminars, Workshops, and Conferences: Government should institute a policy where a teacher should be mandated to attend at least one seminar, workshop or conference within a year, to improve his/her effectiveness in teaching. Both State and Federal Governments should however organise regular seminars, workshop and conferences for teachers as well as sponsor teachers to international area.

Full Professionalisation of Teaching by Government: The idea of teaching professionalization has been age long one. Unfortunately, professionalizing teaching will have serious implication in the educational system and society at large, such as the heavy loss of teachers amid the acute teacher shortage in the system, it has become imperative for government to face the reality and take the bull by the horn. In this case, teaching should be fully professionalised while government should take appropriate steps to achieve effective implementation, and fill the vacuum that will be created when this is achieved.

3. Conclusion

This paper discussed extensively, the issue of teachers motivation in Nigeria. Without mincing words, teachers are important inputs in the educational system. Adequate and priority attention must therefore be given to their welfare, for sustainability and development of the educational system. Without proper teachers motivation, the educational system will be jeopardized which will lead to poor quality education and outcome. Once teachers are highly motivated, they will render quality services, increase their productivity/performance and commitments to their jobs which will guarantee quality assurance in the educational system.

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