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**EVALUATION OF BUSINESS STUDIES TEACHERS' MOTIVATION IN IBADAN NORTH-EAST PUBLIC AND PRIVATE SECONDARY SCHOOLS, IBADAN, NIGERIA****OMOTAYO ADEWALE AWODIJI**

Department of Educational Management and Counseling,  
Al-Hikmah University, Ilorin, Kwara State, Nigeria.  
ORCID: 0000-0003-0766-4240

**JOSEPH OKANLAWON SINKALU**

Department of Educational Management,  
University of Ilorin, Nigeria.

**AFISS ADEBAYO FAWALE**

Department of Educational Management and Counseling,  
Al-Hikmah University, Ilorin, Kwara State, Nigeria.

**OLUSEGUN ADEPOJU ONIYIDE**

Registry Department, Federal Polytechnic,  
Offa, Kwara State, Nigeria.  
[tayojs@gmail.com](mailto:tayojs@gmail.com)

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**Abstract**

*Motivation is a crucial instrument for the long-term growth of every educational system around the world. Teachers' welfare is hardly considered by different stakeholders in the Nigerian educational system. Thus, we compared the motivational level of Business studies teachers of public and private schools in Ibadan North-East local government, Oyo State. We used a survey design of a comparative approach. The target population comprised all business studies teachers of both public and private schools with 212 teachers. Using the purposive sampling technique, a total of 212 respondents were sampled of both schools and only 206 were used. Instruments tagged Business Studies Level of Motivation Questionnaire (BSLMQ) was used. Content, construct and face validity was done while internal consistent was established with the use of ordinal alpha ( $r=0.89$ ). Data gathered were analysed using descriptive statistics while  $t$ -test was used to estimate for differences. We found out that the level of motivation of the business studies teachers is high based on the 89.3% (184) of respondents rating and only teachers' autonomy was found to be different based on school type at  $t= 0.556$ ,  $df = 204$ ,  $p>0.05$ . Based on the findings, we concluded that the motivation of the business studies teachers is high but not varies based on gender and school type. We recommended that public school business studies teachers should be provided with the freedom to make some decisions that affect their job with moderation by the supervisory bodies or individuals.*

**Keywords:** Business Studies, Motivation, Teachers.

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## Introduction

Education is said to be the bedrock of a nation, for this to be realistic, one of the major players in education, which plays a vital role in the industry, must be well motivated in order to achieve their desired goals. Business education studies began in form of informal apprentice training. Business education can be viewed as that aspect of the total educational programme that provides the skills, understanding and attitudes needed to perform in the business world. Also, it is that form of instruction that both, directly and indirectly, prepares the individual for his calling (Ademola, 2005).

Ihekwoaba (2005) refers to the goals of business education at the secondary school education level as a pre-vocational and academic. He went further that business education is part of vocational-technical education; all educational policies that affect technical education also affect business education. The subjects that makeup business studies are typewriting/keyboarding, shorthand, bookkeeping, commerce and office practice, in which emphasis is laid on practical.

Motivation simply implies the achievement of organisational main goals through the satisfaction of staff's needs or requests. It is a method of building the highest level of exhilaration to attain organisational goals, and this scenario is established when personnel needs are satisfied. Motivation is a set of internal and external factors determining work-related attitudes, their form, direction, intensity and lifespan. Specifically, it deals with work context, which also includes the influence on work behaviour of the environmental factors and those innate in the individual. In the work environment, work motivation stands as an invisible, individualistic and hypothetical concept that manifests itself in the form of observable and measurable behaviours (Mohammed, Mohammed & M.d, 2014).

Productivity enhancement is one of the major problems that engage the attention of the ministry of education as a supervisory agent and other related educational agencies, whether private and public schools by devising the right procedure for motivating Business studies teachers. The gravity of this problem can be explained through the management's view of the strong functional correlation between Business studies teachers' motivation and school productivity. Motivation plays a crucial role for the ministry of education and school ownership to identify and recognise the reason for Business studies teachers' different behaviour at schools: and how to influence the behaviours so that the teachers can maximize their efforts to achieve educational goals (Vlaicu, 2015). It is the goal of the government and proprietors at every level to have motivated Business teachers to make work progress at the desired rate, pace and time.

The motivation of Business studies teachers' in Ibadan North-East Public and Private Secondary School is one of the challenges that beset the Nigerian education system. It is not uncommon to see a school without a business education laboratory, computer for practical, qualified business educators to teach business studies, on the job training and poor remuneration among others. The teaching profession in Nigeria of which business educators are inclusive is unhappy with the profession as a result of the following; low salary, not paying the arrears in time, lack of promotion opportunities, uncooperative colleagues, unsatisfactory leadership behaviour, student discipline problems, various workload and unconducive working environment among others. Adelabu (2003) classifies factors affecting teachers' motivation and job satisfaction

levels in public school, namely job context, job content, and reward system. Due to the aforementioned factors, the factors have translated into teacher's low morale, which has in turn translated into student's poor academic performance in the Business studies examination. Hence, this study evaluated business studies teachers' motivation in Ibadan North-East public and private secondary schools, Ibadan

### **Research Questions**

What is the motivation level of business studies teachers based on their self-assessment?

How does the motivation level of business studies teachers vary between public and private junior secondary schools?

Does gender determine the motivation levels of business studies teachers?

Do measures of business studies teachers' motivation vary based on the school type?

### **Literature Review**

Maslow's hierarchy of needs is a motivational theory in psychology, which comprises of a five-level of human needs, often portrayed as hierarchical levels within a pyramid (McLeod, 2020). Ranked in order from the bottom up, the needs include physiological (food and clothing), safety (job security), love and sense of belongingness (friendship), esteem and lastly, self-actualization. The first or lowest level is Physiological needs. Examples of these needs are food, water, shelter, and clothing among others. When Business studies teachers do not feel hungry, thirsty or cold, their needs move to a second-lowest level, which is a security need. At this level, a Business studies teacher need to feel secure in his/her family and society. He/she must also feel protected against violence. The need for safety manifests in stable employment, savings, and insurances of health, mental health, old age and disability. Love and belonging needs are the third levels of Maslow's hierarchy. After security, teachers need to receive and give love; they need appreciation and good friends. The fourth level on the hierarchy is Esteem needs. It is the need to be unique, respected and to enjoy esteem from other individuals. Business studies teachers want to rate themselves highly. They also desire appreciation from other people based on their achievements. Inferiority, helplessness and tiredness set in when the teachers lack these needs. Self-actualization is the highest of Maslow's hierarchy of needs. The satisfaction of the needs at the other four lower levels is what determines the development of this need. Self-actualisation refers to self-fulfilment and the inclination to become actualised in the area of potential.

The joy of every school manager lies in the ability at the end of a particular academic session to display students with excellent academic performance that are motivated to pursue higher education goals that will enhance the positive development of the nation. In pursuance of this, most schools have recognised the key role that teachers exhibit in the overall performance of students, hence have invested heavily in mechanisms geared towards boosting their morale to enhance teacher service delivery. Akinfolarin and Ehinola (2014) state that motivation is a goal-directed behaviour that involves individual forces (internal and external) which are responsible for the direction, level and persistence of a worker's effort at work. Raes and Schellens (2015) opine that motivation is the force that directs people to attempt to satisfy their needs based on fundamental goals. Research on teachers' motivation

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conducted by Sutriyantono and Rubin (2013) show that unmotivated teachers who also lack adequate knowledge of the subject will have difficulty in motivating their students to learn. The concept of motivation in this study covers the following areas: reward and recognition, teachers' development, and leadership, work environment and teacher autonomy.

### **Reward and Recognition**

It is obvious that teachers play important roles in educational systems and teachers' buildup of a nation, therefore; the role of teachers is complex. However, to motivate the teachers and to make their performance effective, reward and recognition are very crucial. Teachers need not be persuaded to attend to their duties. Kituyi *et al.* (2014) believed that reward would work as a principal force to get teachers to class because they understand the inherent value at stake. It is a way to get things done. Rewards are important both for the encouragement of appropriate behaviour and preventing the encouragement of inappropriate behaviour (Horner & Spauling, 2009). If an effective reward system is in place, it will work as a major driver to get teachers to class because they understand the inherent value at stake. The reward has been identified as one of the main policies of an organization, which is capable of increasing both the staff performance and organizational outputs. Shakir *et al.* (2013) asserted that reward is to attract, retain and motivate the employees with all the tools that are available to the employers. Rewards could be intrinsic or extrinsic. Intrinsic rewards are those, which the teacher gets for his satisfaction to make him feel better in the school. According to Ibbotson (2007), intrinsic rewards include empowerment trust, recognition, information and feedback. Extrinsic rewards are those, which an employee receives from his or her organization after her good performance or after accomplishing a specific task. According to Khan *et al.*; 2010, Extrinsic rewards include gifts such as promotions, salary raises and bonuses. Paying is a vital factor that enhances employees' motivations. Recognition, an intrinsic reward, is a very rewarding experience for a classroom teacher and his or her students. Andrews (2006) believes that the most powerful motivation is recognition. Bowen and Oshroff (2004) state that there should be recognition value to motivate the teachers in the institutions. However, the majority of the managers are struggling with the recognition system. For example, Managers should commit to recognizing the employees. At least recognize one employee per month. It is important to find out who deserves recognition reward and offer hope for meaningful recognition to the other teachers working to enhance student-learning outcomes. According to Andrews (2011) teacher educators, school administrators and the governing boards can change the climate by expanding meaningful recognition programmes for their exceptional teachers. Recognition for teachers is reflected in, and finds support from two motivational theorists namely; Herzberg's theory of worker motivation and Maslow's theory of motivation.

Herzberg's theory of worker motivation (1966) develops two levels of motivators for workers. The two levels are "hygiene and motivation". The "Hygiene" factors such as pay, working conditions, relationships with co-workers, the competence of supervisors and company policies (Andrews, 2011). According to Herzberg, these factors may not mean that a teacher will be motivated to any high degree. However, the motivational factors come to play and must be satisfied, such factors include achievement, responsibility or autonomy, recognition and opportunities for

advancement. The Maslow theory of motivation (1954) emphasised human needs in a hierarchy. The basic needs must be satisfied by business studies teachers either in public or private, male or female before the higher-level needs can be realised. Such basic needs identified include adequate pay, having job security, the establishment of a congenial workgroup and a feeling of being needed. The theory believed that only after these basic needs become satisfied could the higher-level needs of esteem, recognition and self-actualisation be pursued and met. Andrews (2011) asserted that each of these motivational theorists found recognition, encouragement and respect as motivational factors in improving teachers' job output regardless of their gender and school type. The motivational theory could be applied to business studies teachers' recognition. The two schools based their programmes on Herzberg's theory of motivational factors that drive business teachers to produce excellence in their teaching. The factors used were achievement, recognition for achievement, interest in the work and growth advancement. The finding was that teachers trust their administrators as being competent and objective in evaluating their work. Andrews (2011) opined that teacher educators can also provide recognition documents to those competent teachers. This will assist to spread the diction that excellent teaching can and needs to be recognised. Hence, for the business studies teachers to be motivated and performed as expected, recognition is a factor that will enhance their motivation level.

### **Teachers' Development**

Teachers' development is a method of enhancing systematic educational reform and school improvement by enhancing learning outcomes for all students in public and private secondary schools in Nigeria. Bredeson (2006) perceives teachers development as learning opportunities that engage teachers creative and reflective capacities to strengthen the practice in public and private secondary schools, in Nigeria, teachers' development is perceived as a strategy to enhance teachers' motivation to expand their creativity and professional capacities. Teachers, therefore, participate in a wide range of professional activities in and beyond their work. Learning is what all public and private secondary schools are all about and the owners of these schools must understand how teachers' learning and growth is connected to student learning and development. To motivate teachers in the public and private secondary schools in Nigeria, the owners of these secondary schools have to encourage nurture and support teachers' development and not be the gatekeepers or governors of teachers' development (Bacal, 2012)

The goal of teacher development among males and females teachers in public and private secondary schools in Nigeria is to improve practice and professional learning opportunities. This was supported by Barden (2014) who believed that teacher development must be tailored to the individual needs of the teacher rather than the typical drives by the professional developments offered as an after school workshop or any one conference. This suggests that teachers need continuous intensive professional development to be brought through the stages of change. Barden (2014) also stated that a one-shot or one-time offering of a workshop will not create behavioural change rather he affirmed that this type of teacher development might be focused on specific content and curriculum which is connected to what teachers do on daily basis in the classroom to improve students in the secondary schools. According to Darling-Hammond (2013), there are opportunities for teachers in secondary schools

to learn from each other through coaching, discussion, models of lessons and time for collaboration. The author believes that this kind of professional development is relatively rare. However, data show that although most teachers involve in some kind of professional development each year very few have the chance to study an aspect of teaching more than a day or two. More importantly, the author believed that while teachers' development could be part of an action plan for behavioural change, it would not be effective if it is not tailored to the individual teacher's needs. This will enhance teachers' motivation in the secondary schools and benefit the students and owners of the schools.

The importance of teachers' development, which would enhance the motivation of business studies teachers in public and private secondary schools, cannot be ignored. According to Kabir (2011), the development includes chances for teachers' growth and enhancement of their knowledge and skills for effective development. The development of business studies teachers is building up the skills and knowledge of their so that they will be prepared to take on new responsibilities and challenges. This means the business studies teacher is provided with specific knowledge and skills for use in their present and future responsibilities through development. Bredeson (2006) believed that teachers' development is used interchangeably with such terms as Staff development, in-service, skills training and continuing education. Business studies teachers in public and private junior secondary schools who are given adequate development are likely to be motivated to perform their job better than those with inadequate development (Elnaga & Imran, 2013). Teachers' development assists to improve the knowledge, skills or attitudes required for teachers in the public and private secondary schools to perform their job. It may be tailored towards increasing teachers' level of self-awareness, competency and motivation to carry out his or her duties efficiently.

### **Leadership, work environment and Teachers Autonomy**

Leadership: it is required for the effective implementation of educational policies and reforms. Leadership plays an important role in any organisation to achieve its goals. Leadership involves guiding, directing, mentoring and cooperative participation of teachers in shaping learners' behaviour towards good academic performance. According to Blanchard (2010) leaders provide a vision for the organization, vision builds trust, collaboration, interdependence, motivation and mutual responsibility for organizational success. Blanchard (2010) also argues that the behaviour of the leader is acceptable to the subordinates (teachers) only if they can continue to see the leader as a source of personal opportunities to improve performance and satisfaction. However, some leaders seem to find it difficult to effectively administer their schools. Therefore leaders in public and private secondary schools must understand the importance of the leadership styles that enhance positive performance in the schools. According to Orodho (2012) leadership style occupies an important position in the administration of the secondary school as the principal controls school resources and enhances the interest of the teachers which result in the positive achievement of educational goals.

Work environment: it is the same with working conditions. Chirchir (2015) perceived the work environment as the environment within which an individual works in an organization. Graham (2013) believed that employee -working environment is the

most significant determinant of employees' decision to remain in the organization. Where teachers work, including all the physical conditions and psychological contracts in the place. The work environment of teachers in public and private secondary schools enhances teachers' motivation to remain in their schools and increase their job productivity. Naikote and Bakkabulindi (2011) perceived that if teachers were provided with a conducive working environment, the teachers' motivation would likely be high and this would enhance their job performance. The workplace environment helps in reducing the rate of absenteeism, lateness, abscondment and as a result can increase the teachers' morale, to remain in the school. The work environment will include a clean compound, clean classrooms, good office accommodation, provision of instructional facilities, access to a good library, good laboratory facilities and good working relationship. The work environment of teachers are unique in the private secondary schools compared at times with the public secondary schools however, it boosts and enhances the teachers' motivation.

**Teacher Autonomy:** teacher autonomy has multiple meanings. Feldmann (2011) perceived teacher autonomy as the freedom and power of teachers in their classrooms to make independent decisions. Slegerr *et al.* (2014) defined teacher autonomy as having a choice to grow in the education community or achieve responsibilities that expand outside of the school system. Flint (2014) defined teacher autonomy as to when teachers can fulfil their objectives. According to Ravikumar *et al.* (2015) teachers who have autonomy also have high proficiency in their field. In the same vein, teachers have the right to alter lessons supporting their students' needs to function freely inside their classrooms. Gurganious (2017) believed that sense of teacher autonomy is developed in a classroom setting. Teachers in the public and private secondary schools have an array of preferences in the workplace that are associated with autonomy and these preferences in the workplace vary across schools. Teacher autonomy is in line with the idea that every teacher needs to have control over their job and stay committed to the teaching profession (Guganious, 2017)

## **Methodology**

The study adopted a descriptive survey research design. This was used as it helped to explore a representative opinion of the business studies teachers on their level of motivation so that adequate generalisation will be made from the responses. Also, the design was used to understand how different groups (School Types and Gender) respond to a specific phenomenon (Motivation). Furthermore, it helps to establish the level of motivation among business studies teachers in Ibadan North-East Local Government Area with the highest number of secondary schools in Ibadan Metropolis and to discover how motivation varies based on gender and school types (Ethridge, 2004; Fox & Bayat, 2007; Dudovskiy, 2018). The target population comprised all business studies teachers of the junior secondary school (private and public) in Ibadan North-East Local Government Area, Oyo State. The purposive sampling technique was used to select all business studies teachers of all public and private junior secondary schools of the study area since the sample is small and a handful for the researchers to handle and the result can be generalised (Reynolds, Simintiras & Diamantopoulos, 2003).

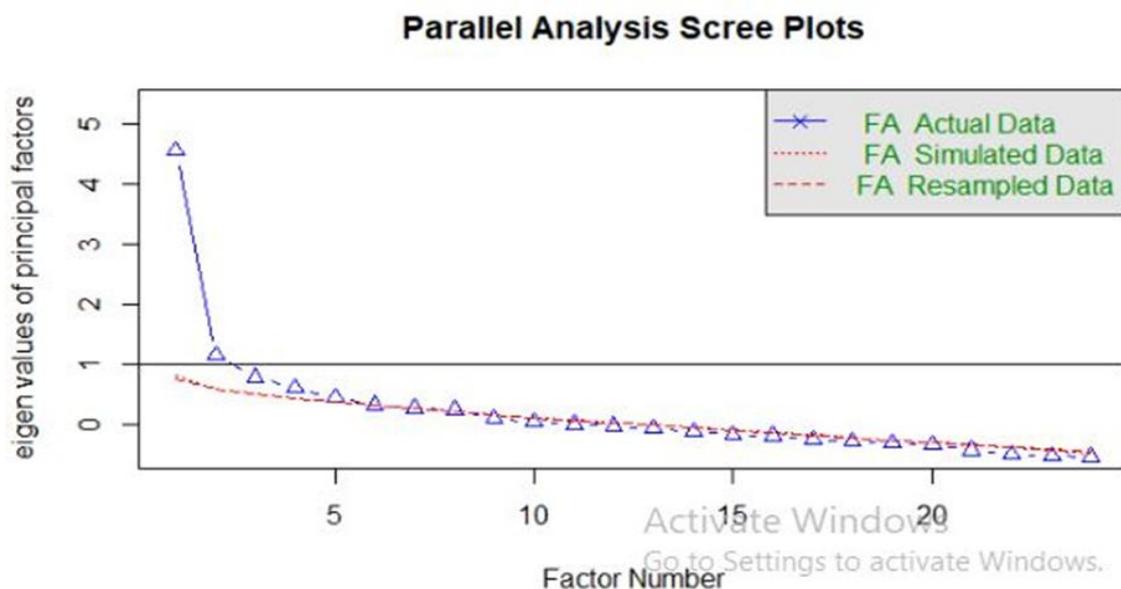
For this study, Business Studies Teachers' Motivation Questionnaire (BSTMQ) was developed by the researcher. The items of the instrument were generated from the

existing literature to gather data from the respondents. The instrument consists of two sections. Section A covers the demographic background of the respondents. While section B has items that measure teachers' motivation with four indices of measurement (Strongly Agree to Strongly Disagree). The first draft of the instrument was given to the experts in the field of business education, educational management and measurement and evaluation for face and content validation. The instrument was equally administered on a similar sample to establish the construct validity vis-à-vis exploratory validity and a relevant reliability coefficient was estimated using ordinal alpha to establish the internal consistency of the instrument. Hence, it is deduced that the reliability coefficient of the instrument using ordinal alpha is 0.89 which is it could be said that the scales have a good internal consistency (DeVellis, 2003 and Pallant, 2011).

**Table 1: Factor Analysis Validity**

Loadings:	Factor 1	Factor 4	Factor 2	Factor 3	Factor 5
RR1					
RR2				0.742	
RR3			0.486		
RR4			0.528		
RR5			0.618		
RR6			0.581		
TD1	0.335				
TD2		0.443			
TD3	0.342				
TD4	0.391	0.302			
TD5	0.31				
LD1		0.398			
LD2		0.676			
LD3		0.662			
LD4		0.302			
LD5	0.347				
WE1	0.726				
WE2	0.644				
WE3	0.502				
WE4					
TA1			0.686		
TA2			0.582		
TA3			0.711		
TA4			0.344		

Parallel analysis suggests that there are five (5) factors in the data. Item TD1, TD3, TD4, TD5, LD5, WE1, WE2 and WE3 all load under a construct. Item TD2, LD1, LD2, LD3 and LD4 also load under another construct. Item TA1, TA2, TA3 and TA4 equally load under another construct. Item RR3, RR4, RR5 and RR6 load under a construct. Item RR2 is the lone item loading alone. All other items are not valid. All the invalid items were removed and not included in the analysis. The scree plot is shown above.



**Figure1: Parallel Analysis Scree Plots**

We collected the data from the respondents with the assistance of a research assistant. The respondents' consent was sought for and no participant was forced to give an opinion or partake in the survey. No treat or inducement was used during the course of data collection and there was no case of conflict of interest and coercion. All business education teachers within the population scope were given equal chances to partake.

The data collected was analysed using descriptive statistics of frequency counts and percentages. While inferential statistic Independent Sample t test was used to answer research questions two to four.

## Result

**Table 2: Respondents' Demographic Data**

Demographic Data	Frequencies	Percentage (%)
Gender		
Male	92	44.7
Female	114	55.3
Teaching Experience		
1-5 years	22	10.7
6-10 Years	54	26.2
11-15 Years	33	16.0
16-20 Years	35	17.0
21-25 Years	39	18.9
School Type		
Public	144	69.9

Private	62	30.1
<b>Total</b>	<b>206</b>	<b>100.0</b>

Table 2 reveals the demographic data of business studies teachers that participated in the study. It indicated that male business studies teachers with 92 (44.7%) are less than their female counterparts with 114 (55.3%). Also, the range of years of teaching experience of the participants is concentrated at 6-10years 54 (26.2%) which are the highest in the category, and followed by 21 and 25 years of experience is 39 (18.9%). Most participants are from public schools 144 (69.9.4%) out of 206 business studies teachers sampled.

What is the motivation level of business studies teachers based on their self-assessment?

The score range was established by aggregating the 22 survived items after data validation and multiplied by 4 (response scale) equalled 88. The maximum minus minimum (88-22) equalled 66 divided by 3(levels). Hence, the data was recorded as follows: 22-43 = 1, 44-65 = 2 and 66-88 = 3.

**Table 3: Level of Business Studies Teachers' Motivation in Ibadan North-East Local Government**

Levels	Score Range	Frequency	Per cent
Low	22-43	0	0.0
Moderate	44-65	22	10.7
High	66-88	184	89.3
Total		206	100.0

Table 3 indicates that the business studies teachers' motivation level in the sampled junior secondary schools of Ibadan North-East, Ibadan Oyo State. Therefore, the frequency and percentage were used to establish the level of motivation based on their assessment. It implies that business studies teachers' are highly motivated in terms of rewards and recognition received, teacher development programme available, leadership styles of their heads, environment where they work and autonomy they received since 89.3% of their rating is within the range of 66-88 on the aggregate.

Does the motivation level of business studies teachers varies between public and private junior secondary schools?

**Table 4: School Type Means Scores and the t-test on Motivation Level of Business Studies Teachers**

	School Type	N	Mean	Mean Diff	Std. Deviation	t	Df	Sig. (2-tailed)
Motivation Level	Public	144	2.88		.324	0.795	204	0.428
	Private	62	2.92	0.037	.275			

Table 4 indicates that the mean score of motivation level of business studies teachers of public junior secondary schools does not significantly vary from those in private schools. The independent t-test showed that the difference is not statistically significant,  $t = 0.79$ ,  $df = 204$ ,  $p > 0.05$ . By implication, the motivation level of business studies teachers is not different between the two categories of schools. This

might have been caused by their level of satisfaction received from either of their employers.

Does gender determine the motivation levels of business studies teachers?

**Table 5: Gender Means Scores and the t-test on Motivation Level of Business Studies Teachers**

	Gender	N	Mean	Mean Diff	Std. Deviation	T	Df	Sig. (2-tailed)
Motivation Level	Male	92	2.90		.299	0.373	204	0.710
	Female	114	2.89	0.016	.319			

Table 5 shows that the mean score of motivation level of business studies male teachers is no significantly different from those of their female counterparts. The independent t-test revealed that the difference is not statistically significant,  $t = 0.373$ ,  $df = 204$ ,  $p > 0.05$ . This means the motivation level of business studies teachers is not different based on their gender. That is, male business studies teachers are assumed to have equal motivation levels with their female teachers. Although the number of female teachers is greater than males, teaching is regarded as a female ministry which could have given credence to the reason for female motivation. But in this study, the result has shown that gender does not play any role in the level of business studies teachers' motivation.

Do measures of business studies teachers' motivation varies based on the school types?

**Table 6: School Type Means score and the t-test in terms of Measures of Motivation level**

Variables	School Type	N	Mean	Mean diff	Std. Deviation	T	Df	Sig. (2-tailed)
Rewards and Recognition	Public	144	16.87		2.172	0.107	204	0.915
	Private	62	16.90	-0.035	2.178			
Teachers' Development	Public	144	17.26		1.965	0.596	204	0.552
	Private	62	17.08	0.183	2.160			
Leadership	Public	144	17.59		1.856	0.141	204	0.888
	Private	62	17.55	0.042	2.178			
Work Environment	Public	144	10.51	0.120	1.369	0.556		0.579
	Private	62	10.39		1.530			
Teachers' Autonomy	Public	144	12.22	-1.004	2.436	3.501	204	0.001
	Private	62	13.23		1.593			

Table 6 reveals that the mean score of measures of motivation level of business studies teachers based on the type of their schools (Public and Private). The mean difference is 0.035, the t-test indicated that the difference in rewards and recognition is not statistically significant,  $t = 0.107$ ,  $df = 204$ ,  $p > 0.05$ . This implies that rewards and recognition received as a measure of motivation level of business studies teachers is not different between the schools. The mean score of teachers' development as a measure of motivation level of public business studies teachers is higher than that of private teachers. The mean difference is 0.183, the t-test showed that the difference is not statistically significant,  $t = 0.596$ ,  $df = 204$ ,  $p > 0.05$ . Furthermore, the mean score

of leadership as a measure of motivation of public schools teachers is higher than that of private schools teachers. The mean difference is 0.042, the t-test also revealed that the difference is not statistically significant,  $t = 0.141$ ,  $df = 204$ ,  $p > 0.05$ . Moreover, the mean score of the work environment as a measure of motivation of public schools teachers is higher than that of private schools teachers. The mean difference is 0.120, the t-test also revealed that the difference is not statistically significant,  $t = 0.556$ ,  $df = 204$ ,  $p > 0.05$ . Lastly, the mean score of teachers' autonomy as a measure of motivation of public schools teachers is less than that of private schools teachers. The mean difference is 1.004, the t-test also revealed that the difference is statistically significant,  $t = 3.501$ ,  $df = 204$ ,  $p > 0.05$ . This implies that private schools business studies teachers' have higher autonomy than their colleagues from public schools.

### Discussion of Findings

From the result, we found out that the level of motivation of the business studies teachers is high based on their self-assessment. It implies that business studies teachers' are highly motivated in terms of rewards and recognition received, teacher development programme available, leadership styles of their heads, environment where they work and autonomy they received. This implies that the possibility of attaining business studies goals as an educational programme in these schools is high. This support the submission of Akinfolarin and Ehinola (2014) and Raes and Schellens (2015) on the importance of motivation as a goal-directed behaviour force that is responsible for the direction, level and persistence of teachers' effort and commitment to work and satisfy their needs based on fundamental goals.

Also, confirming if there is variation in the level of motivation of business studies teachers, we found out that though the level is high among the teachers, no statistically significant variation based on the school type. By implication, business studies teachers' motivation level is not different between the two types of school. This might have been caused by their level of satisfaction received from either of their employers. Imasuen, (2020) findings showed that level of teachers' motivation in both private and public secondary schools in Edo State did not differ. Meaning that school type does not affect or determine teachers' motivation level. However, on the contrary, Akinwumi, (2000) study on the teachers' motivation revealed that the level of motivation is higher in private secondary schools than in public secondary schools in the Oyo State of Nigeria. The differences in the findings might be because the current study focused on Business studies teachers alone why Akinwumi used entire teachers. Also, the coverage of the current study is limited to a local government area of Oyo State whereas; Akinwumi study covered the entire state. Last, there might have been an improvement in the motivational strategies for teachers after Akinwumi's study consider the time factor.

In the same vein, the motivation level of business studies teachers is not different based on gender. That is, male business studies teachers are assumed to have equal motivation levels with their female teachers. Although the number of female teachers is higher than male teachers, teaching is regarded as a female ministry, which could have given credence to the reason for female motivation. But in this study, the result has shown that gender does not play any role in the level of business studies teachers' motivation. Wanakacha, *et. al*, (2018) corroborate that gender influence teachers'

intrinsic and extrinsic motivation. Whereas, Triyanto, (2016) contradicts this that male teachers are more motivated than female teachers.

However, considering all predictors of business studies teachers' motivation level, only teachers' autonomy was found to be differed based on school type. It shows that private school business studies teachers' has better autonomy to their work than their peers from the public. This could be as a result of the centralised administrative bureaucracy of public schools such as the State Universal Basic Education Board (SUBEB), Ministry of Education, Teachers' Education Service Commission (TESCOM) among others determines the choice of a textbook by the publisher which is at the discretion of private school teachers. Also, private school teachers' seem to have the freedom on what to do to make sure students pass their external examination which also determines enrolment rate and teachers' pay. Autonomy plays an important role in staff motivation levels (Gagne & Deci, 2005). Nawaz and Yasin (2015) found out that autonomy has a positive prediction of the motivational level of secondary school teachers.

## **Conclusion**

Motivation plays a vital role in the teachers' job satisfaction and commitment regardless of school type or gender. However, we found a variation in the business studies teachers' level of motivation as determined by their autonomy. Also, a high level of motivation was discovered among the participants regardless of their gender or school type. We, therefore, conclude that the motivation of the teachers is paramount in the attainment of business studies goals in secondary and must be sustained to maximum level.

## **Recommendations and Future directions**

We, therefore, recommended based on the findings that:

Business studies teachers' motivation level, which was found high, could be sustained and improved upon by regular application of these motivation inducers.

Furthermore, public school business studies teachers should be provided with the freedom to make some decisions that affect their job with moderation by the supervisory bodies or individuals to possess the level of autonomy like their counterparts from private schools.

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