Work Motivation and Emotional Intelligence as Correlates of Secondary School Teachers’ Productivity in South Western Nigeria

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Abstract

The purpose of this study was to investigate work motivation and emotional intelligence as correlates of secondary school teachers’ productivity in South Western Nigeria. Descriptive research design was used in the study. Nine hundred (900) respondents were selected from three selected States in South Western Nigeria. The respondents were measured with relevant adapted standardized scale (instruments) which include work motivation scale, emotional intelligence scale and teachers’ productivity scale and the data obtained was analyzed using the Pearson Product Moment Correlation (PPMC) and Multiple regression statistical analysis of the Statistical Package for the Social Science (SPSS). Three research Questions were raised and answered in the study. The result showed that there was significant relationship among the two independent variables (emotional intelligence and work motivation) and the dependent variables (secondary school teachers’ productivity) ($r = .964; p<.05; & r = .930; p<.05$), there was combined effect of the two independent variables (emotional intelligence and work motivation) on the dependent variables (secondary school teachers’ productivity) ($R (adjusted) = .988; R2 (adjusted) = .976 & F-ratio = 2684.28$) and there was relative effect of each of the two independent variables (emotional intelligence and work motivation) on the dependent variables (secondary school teachers’ productivity) (Beta = .228; t = 7.267; $P<0.05$ & Beta = .099; $t = 2.147; P<0.05$). In view of these findings, the study stressed and advocated the need for the management and directors of the schools to provide conducive environment for the teachers and other staff in the school and that the teachers need to be enlightened on how to improve their level of work motivation and emotional intelligences, because these has a significant impact on the teachers productivity in the school.

Key words: emotional Intelligence, Work Motivation, Teachers’ Productivity
1. Introduction

Background to the study

There are hues and cries among stakeholders in education over the growing rate of failure and subsequent drop-out in the Nigerian secondary schools in recent times. The growing failure rate could be noticed in the yearly decline in students’ performance in the Senior School Certificate (SSCE). Stakeholders in education blamed students for general unpreparedness to study as one of the major causes of students’ failure. Teachers were also blamed for lack of dedication to their jobs, which has inadvertently affected the learning outcomes of students. Whoever to be blamed, the general view is that high quality teachers are education’s best resources and assets (Ayodele, 2004).

Adeogun (2001) opined that the quality of the educational system depends on the quality of its teaching staff and that a school without human resources may not to be able to achieve the goals and objectives of the educational system. Adesina (2000) also noted that teachers are the major indicators and determinants of quality education. Highly professional teachers, who are dedicated, are needed in schools. It has been established that there is high correlation between what teachers know and what they teach. Thus, the ability to teach effectively depends on the teachers knowledge and knowledge occurs in a variety of forms impeded, if the teacher is unfamiliar with the body of knowledge taught and the teachers’ effectiveness is subject specific (Muraina, Muraina, Amao & Oyelade, 2013). The implication of this for teachers is that they must thoroughly understand the content of what they teach. The teacher whose understanding of topic is thorough, uses clearer language and provides better explanation than those whose background is weaker. The quality of education depends on the teachers as reflected in the performance of their duties. Over the time, pupils’ academic performance in both internal and external examinations had been used to determine excellence in teachers and teaching (Ajao, 2001). Teachers have been shown to have an important influence on students’ academic achievement and they also play a crucial role in educational attainment, because the teacher is ultimately responsible for translating policy into action and principles based on practice during interaction with the students (Afe, 2001). Both teaching and learning depends on teachers, no wonder an effective teacher has been conceptualized as one who produces desired results in the course of his duty as a teacher (Uchefuna, 2001).

Considering the government’s huge investment in public education, its output in terms of quality of students has been observed to be unequal with government expenditure. Consequent upon the observed deterioration in the academic achievement, attitude and values of secondary school students in public secondary schools, one wonders if the high failure rates and the poor quality of the students is not a reflection of the instructional quality in the schools. In other words, the ineffectiveness of teachers in classroom interaction with the students could be responsible for the observed poor performance of students and the widely acclaimed fallen standard of education in Nigeria (Muraina, Muraina, Amao & Oyelade, 2013). Teachers determine what ultimately happens to educational policies, curriculum guidelines, the use to which teaching-learning materials etc and in fact, the fate of a nation’s huge investments in education. What teachers do, or do not do, are able or not able to do, are willing or not willing to do, what they do properly or do poorly determines, to a great extent, the effective curriculum
(what children actually learn). Teachers play a significant role in the determination of the quality of education (Owoyele, 2008). The National Policy on Education (FGN, 2004) succinctly states that no education system can rise above the quality of its teachers, thus implying the important role played by teachers in facilitating teaching and learning and in determining the quality of education service delivery.

School administrators, parents, and students themselves widely support the notion that teacher productivity is vital to students’ achievement, despite the lack of evidence linking achievement to observable teachers’ characteristics (Adu, & Olatundun, 2007). Studies that estimate the relation between students’ achievement and teachers’ productivity have produced enough consistent evidence that students perform better when their teachers have more desirable characteristics (Anderson, Greene, & Loewen, 2001). This is all the more puzzling because of the potential upward bias in such estimates teachers with better productivity may be more likely to teach in affluent districts with high performing students. This has led many observers to conclude that, while teachers’ productivity may be important, variation in teachers’ productivity is driven by characteristics that are difficult or impossible to measure.

The construct of Emotional Intelligence (EI) is relatively new; it has enjoyed unprecedented attention from scholars and corporate experts. Though with time, the definition of emotional intelligence changed, and now there is a better understanding about emotional intelligence. It is referred to as a skill (Goleman, 2005), an aptitude (Mayer & Salovey, 2007) and a combination of both (Roberts, Zeidner & Mathews, 2001). Presently, emotional intelligence has been dominated by two schools of thoughts. Mayer, Salovey and their colleagues defined emotional intelligence as the ability to perceive emotions, to access and generate emotions so as to assist thoughts, to understand emotions and emotional knowledge, and to reflectively regulate emotions, so as to promote emotional and intellectual growth. Secondly, Bar-On and Goleman (2002) propound mixed model that combine emotional processing with personality aspects such as optimism and persistence. Salovey, Bar-On, Pert and Orioli (2002) further concluded that emotional intelligence is neither the opposite of intelligence nor the triumph of heart over head. Rather, it is the unique intersection of both. It has also been reported that two brains, two minds and two different kinds of intelligence simultaneously operate, (Damasio, 2004; Goleman, 2005; Parkin, 2002) and that both thinking brain and emotional brain are involved in reasoning (Muraina, Muraina, Amao & Oyelade, 2013). Parker, et al (2003) found that emotional intelligence is a significant predictors of academic success. In the same vein, Low and Nelson (2004) reported that emotional intelligence skills are key factors in the academic achievement and test performance of high school and college students respectively. In a recent studies conducted by Parker, Summerfeldt, Hogan and Majeski (2002), they discovered that various emotional and social competencies were strong predictors of academic success and teacher productivity. Likewise, Abisamra (2000) reported that there is a positive relationship between emotional intelligence and academic achievement. He therefore canvassed for inclusion of emotional intelligence in the schools’ curricula. Petrides, Frederickson and Furnham in Cotton and Wikelund (2005) argued that any investigation of the potential effects of emotional intelligence on academic performance of students must be pursued in a
specific context. By and large, there is need for the teachers to improve on their level of emotional intelligence for them to enhance their productivity in the school system.

Researchers have found that our emotional awareness and ability to handle feelings rather than our intelligence quotient (I.Q) will determine our success and happiness in all walks of life. Goleman (2005) theorized that emotional intelligence is equal to, if not, more important than IQ as an important indicator of success in one’s professional and personal life. Damasio (2004) found that emotions and feelings are interwoven with the networks of reason and interconnectivity between emotions and cognition. In view of this, the teachers’ emotional intelligence may have a great impact in the teachers’ productivity and wellbeing in the school.

An employee with high emotional intelligence is able to respond appropriately to workplace stress and to emotional behaviour of his co-workers. These abilities greatly enhance job satisfaction (Dong, 2006), lead to high job performance (Bar-On, Handley & Fund, 2006; Druskat, Sala & Mount, 2006), long term mental health (Ciarrochi & Godsell, 2006), better outcomes in work groups and leadership qualities (Lopes, Cote & Salovey, 2006), and organizational success (Mount, 2006), protect people from stress and lead to better adaptation (Ciarrochi, Chan & Caputi, 2000), moderates depression, hopelessness and suicidal ideation (Muraina, Muraina, Amao & Oyelade, 2013; Chapman & Hayslip: 2005). Nohria (2008) revealed in a recent study that work motivation is measured by multidisciplinary indicators like engagement, satisfaction, commitment, and intention to quit. According to Rainey (2001), work motivation refers to the level of excitement, direction, and persistence of effort in work settings that a person tries to work hard and well. Similarly, Dessler (2000) pointed out that motivation is both one of the simplest and most complex job of management. Bohlender et al (2001) stressed in collaboration with this statement that compensation is one of the important considerations in human resource management. They emphasized that it is a tangible reward to the employees for the services; therefore compensation must be in accordance to the need fulfillment of employees. Porter et al (2003) stressed that work motivation is important for several different reasons. It is important for teachers’ self satisfaction and accomplishments, and for the reason that motivated teachers are more probably work for educational reforms and progressive legislation particularly at higher education level and finally it is the motivated teacher who assures the completion of reforms that are originated at the educational policy making level. They further emphasized that job satisfaction and work motivation is associated with decreased number of institutional absenteeism and turnover.

Also, Ololube (2004) explored the same point of view that increased motivation of teachers leads to an increase in productivity that gives boost to the educational systems; hence the function of educational motivational methods cannot be underemphasized. As Filak & Sheldon (2003) put their opinions that the motivation is crucial to the long term success and performance of any educational system. This means that teachers with higher level of motivation put more energy and efforts in teaching than other teachers with lower level of motivation. As such, the teachers are to be motivated significantly for them to perform productively and effectively in teaching and learning task. Although money is an influential factor for workers but at the same time, it is not necessary that money alone can increase motivation of every worker, there are some tangible factors (for instance; empowerment, recognition and feedback) that are primary motivators for the workers’ inspiration to perform
effectively (Fuhrmann, 2006). Identical to every organization, teacher’s motivation in higher education institutions is one of the imperative and inevitable objectives of institutional management. Teachers at higher education level play an important role in institution’s success and its good-will among students and academia. Again motivation is significant contributor in teachers’ productivity in delivering knowledge and grooming their students as the global citizens and master of their specialized fields.

As such, in order to fill the gaps in the above studies reviewed, the paper intends to find out work motivation and emotional intelligence as correlates of secondary school teachers’ productivity in South West, Nigeria.

2. Statement of the problem

The issue of poor academic performance of students in Nigeria has been of much concern to all and sundry. The West Africa Examination Council has revealed in her annual Report, the more failure of senior school students in the Senior School Certificate Examination (SSCE). Bukoye (2007) expressed the opinion that, the examination failure has deviled the standard of educational system in Nigeria. The high rate of students’ failure in external examination has become a pathetic issue to be considered. Teachers have not given the students the knowledge, skills, aptitudes, attitudes and value needed to excel in their examinations (Muraina, 2013). However, some factors are possibly responsible for this poor teachers’ productivity such as emotional intelligence and work motivation among others. This paper thus focused on work motivation and emotional intelligence as correlates of secondary school teachers’ productivity in South West, Nigeria

Research Questions

1. What is the relationship among the two independent variables (work motivation and emotional intelligence) and dependent variable (secondary school teachers’ productivity)

2. What is the composite influence of the two independent variables (work motivation and emotional intelligence) on dependent variable (secondary school teachers’ productivity)

3. What is the relative contribution of each of the two independent variables (work motivation and emotional intelligence) on dependent variable (secondary school teachers’ productivity)

3. Methodology

3.1 Research Design
The research design used in this study was Correlational study. It ascertained the effects of the independent variables (work motivation and emotional intelligence) on the dependent variable (teachers’ productivity) without manipulations. However, it is carefully observed and recorded information as it naturally occurred at the time the study was conducted.

### 3.2 Sample and Sampling Techniques

In total, 900 participants were used in this study, randomly selected from secondary school teachers in three selected States in South-Western Nigeria. Fifteen (15) secondary school teachers were selected from twenty (20) selected schools in the States through stratified random sampling techniques. On the whole, nine hundred secondary school teachers were selected for this study.

### 3.3 Research Instruments

For the purpose of this study, the researchers used the following scales:

**Emotional intelligence scale**

The emotional intelligence scales constructed by emotional health group (2008) was adopted to be used as a measure of emotional intelligence questionnaire. It was a fifteen item scale with responses anchored base on the four points rating scale. The scale had high internal consistency of .79 with Cronbach’s alpha of .84.

**Work motivation scale**

In the attempt to measure teachers’ work motivation, the motivation survey instrument developed by Paul Bennell and Kwame Akyeampong (2004) was adopted to measure work motivation. This instrument consisted of fifteen (15) short questions with responses anchored base on the four points rating scale and had a reliability coefficient of 0.80.

**Teachers’ productivity scale**

The teachers’ productivity scale constructed by Hong (2008) was used to measure the teachers’ productivity. The instrument consists of 15 teachers’ productivity items with responses anchored base on the four likert points and a Cronbach’s Alpha of .85 was obtained.

### 3.4 Procedure

The instruments were administered to the participants on the day approved by the school authorities for the exercise. The researchers were assisted by the teachers in administration and collection of the instruments. The participants were briefed on how to fill the questionnaire and were
also guaranteed of high level of confidentiality of the information provided. On the whole, data collection lasted for two weeks. Out of the Questionnaires distributed, only those that were properly filled in were considered useful for research purpose.

3.5 Method of Data Analysis

The Pearson Product Moment Correlation (PPMC) and Multiple Regression statistical analysis were used to analyze the data. The multiple regression analysis yielded correlation matrix, analysis of variance among others which was used to interpret the data.

4. Results

Research Question One: What is the relationship among the two independent variables (emotional intelligence and work motivation) and the dependent variable (secondary school teachers' productivity).

Table 1. Descriptive statistics and Inter-correlations among the variables

<table>
<thead>
<tr>
<th>Variables</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>Teachers’ Productivity</th>
<th>Emotional Intelligence</th>
<th>Work Motivation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers’ Productivity</td>
<td>900</td>
<td>39.36</td>
<td>16.404</td>
<td>1.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emotional Intelligence</td>
<td>900</td>
<td>52.90</td>
<td>19.462</td>
<td>.964</td>
<td>1.00</td>
<td></td>
</tr>
<tr>
<td>Work Motivation</td>
<td>900</td>
<td>40.78</td>
<td>14.596</td>
<td>.930</td>
<td>.929</td>
<td>1.00</td>
</tr>
</tbody>
</table>

Correlation is significant at 0.05 level (2-tailed)

Table 1 contained descriptive statistics and inter-correlations among the study variables. As shown in the table 1, teachers’ productivity is significantly correlated with: (1) Emotional Intelligence (r = .964; p<.05) and (2) Work Motivation (r= .930; p<.05). There were also significant correlations among the two independent variables.
**Research Question Two:** What is the influence of the two independent variables (emotional intelligence and work motivation) on the dependent variable (secondary school teachers’ productivity)?

<table>
<thead>
<tr>
<th>Table 2. Multiple regression analysis on secondary school teachers’ productivity data</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Multiple R(adj usted)=.988</strong></td>
</tr>
<tr>
<td><strong>Multiple R^2(adj usted)=.976</strong></td>
</tr>
<tr>
<td><strong>Standard error of estimate=2.5479</strong></td>
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<tr>
<td><strong>Analysis of variance</strong></td>
</tr>
<tr>
<td><strong>Sum of square</strong> (SS)</td>
</tr>
<tr>
<td><strong>DF</strong></td>
</tr>
<tr>
<td><strong>Mean square</strong></td>
</tr>
<tr>
<td><strong>F</strong></td>
</tr>
<tr>
<td><strong>Regression</strong></td>
</tr>
<tr>
<td>52277.68</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>17425.89</td>
</tr>
<tr>
<td>2684.28</td>
</tr>
<tr>
<td><strong>Residual</strong></td>
</tr>
<tr>
<td>1272.40</td>
</tr>
<tr>
<td>897</td>
</tr>
<tr>
<td>6.492</td>
</tr>
<tr>
<td>2684.28</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
<tr>
<td>53550.08</td>
</tr>
<tr>
<td>899</td>
</tr>
</tbody>
</table>

Table 2 showed that the independent variables (emotional intelligence and work motivation) when pulled together have significant influence on the teachers’ productivity. The value of R (adjusted) = .988 and R^2 (adjusted) = .976. The analysis of variance performed on the multiple regressions yielded an F-ratio value of 2684.28 and was found to be significant at 0.05 level.

**Research Question Three:** What is the relative contribution of each of the two independent variables (emotional intelligence and work motivation) on the dependent variable (secondary school teachers’ productivity)?

<table>
<thead>
<tr>
<th>Table 3. Relative contribution of independent variables to the prediction</th>
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</thead>
<tbody>
<tr>
<td><strong>Unstandardized coefficients</strong></td>
</tr>
<tr>
<td>Model</td>
</tr>
<tr>
<td>Constant</td>
</tr>
<tr>
<td>Emotional Intelligence</td>
</tr>
<tr>
<td>Work Motivation</td>
</tr>
</tbody>
</table>
The table showed that each of the independent variables made a significant contribution to the prediction of teachers’ productivity. In term of magnitude of contribution, work motivation made the most significant contribution (Beta= .228; t= 7.267; P<0.05) to the prediction, followed by emotional intelligence (Beta= .099; t= 2.147; P<0.05).

5. Discussion of Findings

The result of the first research question revealed that there was significant relationship among the two independent variables (emotional intelligence and work motivation) and the dependent variable (secondary school teachers’ productivity). This finding is consistent with evidence of Parker, et al. (2003) who found emotional intelligence to be significant predictors of academic success. In the same vein, Low and Nelson (2004) reported that emotional intelligence skills are key factors in the academic achievement and test performance of high school and college students respectively. In a recent studies conducted by Parker, Summerfeldt, Hogan and Majeski (2002), they discovered that various emotional and social competencies were strong predictors of academic success and teachers’ productivity. Likewise, Abisamra (2000) reported that there is a positive relationship between emotional intelligence and academic achievement. He therefore canvassed for inclusion of emotional intelligence in the schools’ curricula. Petrides, Frederickson and Furnham in Cotton and Wikelund (2005) argued that any investigation of the potential effects of emotional intelligence on academic performance must be pursued in a specific context. Certainly and in consonant with the present finding, it can be ascertained that work motivation determines to great extent teachers’ productivity. Bohlender et al (2001) stressed in collaboration with this statement that compensation is one of the important considerations in human resource management. They emphasized that it is a tangible reward to the employees for the services; therefore compensation must be in accordance to the need fulfillment of employees. Porter et al (2003) stressed that teacher’s motivation is important for several different reasons. It is important for teachers’ self satisfaction, accomplishments and for the reason that motivated teachers are more probably work for educational reforms and progressive legislation particularly at higher education level and finally it is the motivated teacher who assures the completion of reforms that are originated at the educational policy making level. They further emphasized that teacher’s job satisfaction and motivation is associated with decreased number of Institutional absenteeism and turnover. Also, Ololube (2004) explored the same point of view that increased motivation of teachers’ leads to an increase in productivity that gives boost to the educational systems; hence the function of educations motivational methods cannot be underemphasized. This means that teachers with higher level of motivation put more energy and efforts in teaching than other teachers with lower level of motivation. As such, the teachers are to be motivated significantly for them to perform productively and effectively in teaching and learning task.

The result of the second research question revealed that the two independent variables (emotional intelligence and work motivation) have composite influence on the dependent variable (secondary school teachers’ productivity). The magnitude of the prediction of the three independent
variables was reflected in the value of $R = 0.988$ and $R^2$ (adjusted) = 0.976. The result thus demonstrated that 97.6% of the variance in the teachers’ productivity is accounted for by the linear combination of the three independent variables. The result was further strengthened by the value of F-ratio ($F=2684.28$, $p<0.05$). What the results are saying is that the capacity of the two independent variables to predict teachers’ productivity could not have happened by chance. This finding is in consonance with the work of many researchers. Emotional intelligence has also been found to be related to students’ academic achievement, behaviours and attitudes (Salami, 2004; Salami & Ogundokun, 2009; Tagliavia, Tipton, Giannetti & Mattei, 2006; Wong, Wong & Chau, 2001).

The result of the third research question revealed that each of the two independent variables (emotional intelligence and work motivation) has a relative contribution to the dependent variable (secondary school teachers’ productivity). That is, emotional intelligence and work motivation predict the teachers’ productivity. In term of magnitude of contribution, work motivation made the most significant contribution ($\beta = 0.228; t = 7.267; P<0.05$) to the prediction, followed by emotional intelligence ($\beta = 0.099; t = 2.147; P<0.05$). This finding means that emotional intelligence and work motivation relative determines the teachers’ productivity. Although, in term of magnitude of determination, work motivation made the most significant contribution and emotional intelligence made the least contribution to the teachers’ productivity. This finding is in consonance with the work of previous researchers (Bandura, 1993; Goddard, Hoy, & Woolfolk Hoy, 2000; Schunk, 1990; Henson, 2001; Rimm-Kaufman, & Sawyer, 2004).

6. Conclusion and recommendations

Based on the findings of this study, persistent poor performance of Nigerian secondary school students due to the bad teachers’ productivity should not continue indefinitely. There is hope that with the improvement of teachers’ emotional intelligence and work motivation, the situation can be changed for better. The study discovered that teachers’ emotional intelligence and work motivation influence significantly the teachers’ productivity in the school. By and large, emotional intelligence and work motivation have a great influence on the teachers’ productivity. As such, it is very crucial to improve these factors so as to eradicate the persistent occurrence of poor report of teachers’ productivity in Nigeria. By implication, teachers’ productivity can be improved through high emotional intelligence and work motivation in the school system. Therefore, these components are to be improved in teachers for them to have efficient job performance and reasonable academic achievement of students, not only in South Western but also in other geo-political Zones of Nigeria and other Country at large. Teachers’ salaries and allowances must be improved and paid promptly. There is a need to provide conducive learning atmosphere for teachers and also, teachers should be sent on conferences, seminars and workshops periodically to improve and update their emotional intelligence and intelligent quotients as well as the required skills needed for pedagogical instruction.

References


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