

## TEACHERS' MOTIVATION AND CLASSROOM MANAGEMENT IN SECONDARY SCHOOLS IN NIGERIA

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### Abstract

*This study examined teacher motivation and effective classroom management in secondary schools in Nigeria. It is a survey research design guided by two research questions and two hypotheses. The study focused on Isu L.G.A of Imo state. The population of this study consists of 700 teachers in fourteen (14) secondary schools in Isu Local Government Area of Imo state from where 120 respondents were randomly selected, comprising of 65 male and 55 female teachers. The instrument for data collection was questionnaire which was validated by one expert in educational management and two other experts in the field of statistics. The Cronbach Alpha method was used for the reliability of the instrument with a coefficient index of 0.86. The mean and t-test statistical tools were used to analyse the research questions and test the hypotheses and the results indicated that there is significant relationship between teachers' motivation and classroom management. Based on the findings the following recommendations were made: motivation of teachers and high social class of teachers for effective classroom management in secondary schools should be upheld. Also there is a need for constant training and re-training of teachers to improve their teaching capacity and qualified and experience teacher should be employed as it was revealed in the findings that there is a relationship between classroom control and academic performance.*

**Keywords:** Teachers, Classroom Motivation, secondary Schools, Education, Performance

### Introduction

Secondary school education prepares the students for tertiary institution irrespective of ethnicity, sex, social background, religious beliefs but to mention few. According to National Policy on Education (2013) sixth edition. The qualification to enroll into secondary school includes six years of compulsory primary education. After which the pupil entered junior secondary which will last for three years before entering Senior Secondary School i.e. three years Junior Class and three years secondary making it six years. According to American Heritage Dictionary of the English language forth edition (2016) "it is a school that is intermediate in level between elementary and college and that usually offers general, technical, vocational, or college-preparation curricula". While Collins English Dictionary twelfth edition (2014) opined that secondary school education is a school for young people, usually between the age of 11 and 18. At this level of education in indigenous language of Nigeria and cultural heritage are promoted. It also encourages students who want to embark on craftsmanship,

entrepreneurship and technical education for survival. This is done through various curriculum based on the student specification or area of study which includes, science and mathematics, technology, humanities, business studies, English Language, Civic Education, Trade/Entrepreneurship subjects, etc. The students are to select a minimum of eight subject and maximum of nine subject. After which there will be combination of entrepreneurship subject to get up to eight or nine as the case may be to reflect the stipulated curriculum. The reason for this is to train man power in their respective areas of study so that they can stand on their own in the area of technical and vocational skills which were wanting during the colonial educational system in Nigeria.

Secondary school education should be endeavour to provide quality students under this category. Since this type of education ends up in classroom environment which includes school management, qualified teachers, sufficient instructional material, inspection and supervisions and other infrastructural facilities that will facilitate learning (school plant). To make these available, all hands must be on desk i.e government at all level should be sensitive to the plight of school as well as other private body including the Non-Governmental Organization (NGOs) because it required enough money.

According to Obizue & Obizue (2025) motivation is an efficient tool to ensure good job performance to enable education serve as a parameter to measure the quality of a country. It therefore becomes important that qualitative education should be assured and encouraged for all citizens to engage in. Quality education helps to develop the cognitive, effective and psychomotor skills in individual. Secondary school students should have access of quality education which will enable them to be reasonable members of their respective families and the society at large so as to contribute meaningfully to the betterment of the country. Researchers like Mobegi, Ondigi & Oburu (2010), Digolo (2008) and Eshiwani (2009) suggested that a number of factors contribute to the establishment of quality education in secondary schools. They observed that the maintenance of factors such as curriculum, instructional materials, equipment, classroom/school management, supervision, teacher training and competencies of teachers are some of the indicators of quality education.

Apart from all endeavour to procure quality education, there are still predicaments hindering the quality education among secondary school students which is part of this research i.e poor classroom management. Without iota of doubt, our secondary school classrooms are below standard which affect the teachers' lesson planning, students and every classroom requirement. Thus, a situation where teachers undergo this ugly situation, instructional delivery will be hampered and the product (students) will suffer much. So, it will be very prudent to equip the classroom atmosphere with the necessary tools for positive teaching and learning experience to maximize the intellectual disposition of the students. Emejuru (2024) agreed that classroom management is a major function of the teacher and the success or failure of the class instructions depends on the teacher and According to Abram & Oyedele (2024), any Administrator without motivation skills may not be able to mobilise the right staff.

According to Ozochi (2008), classroom constitutes a vital element in every school setting. In fact it could be likened to a "factory" in a firm where inputs are processed into outputs of greater value. In trying to explain more about classroom, there is a need to see the concept in

two forms “class and room”. The former simply means a category of learners with uniqueness based on the same age range, intelligence, reasoning, size, exposure and so on. At this level they share the same (idiosyncrasies and features). The latter (room) means a place or a part of a building that has its own walls, floor, ceiling, demarcation etc where a particular action takes place. So, a classroom is a place or space where learning and instruction take place. In this room, students and teachers see face to face and share ideas. In other words in the classroom, instructions are delivered by the teacher while the learners pay attention and participate through their questions and suggestions to on-going lecture or instruction. It is imperative to equip the classroom with modern facilities and equipment like ICT, instructional materials, constant power supply, chairs and desk, tables, smart board, acoustic etc. Arogundade and Bolarinwa (2011) in their study revealed that poor teacher-student relationship, poor motivation, inadequate physical facilities, and teacher’s work environment in terms of conducive environment are major constraints to effective classroom management. This will enable the teacher to deliver his lecture proficiently and effectively but a situation where all these that are mentioned above are not available, the teacher, as a classroom manager can improvise and ensure that he managed the classroom with little he has and maximize output diligently. At this juncture he should be prudent to manage any available resources and materials to carry the students along.

Classroom management entails putting all the mechanism in order and advance instruction and learning process in school system to improve the learners. (Wisetrinthong, Sirisuthi & Weangsamoot, 2012) Classroom management could also be seen as an integrant part of effective teaching which deters behavior problems through good planning, organizing and managing of classroom activities, good presentation of instructional materials and good teacher-student interaction aiming at increasing students’ involvement and co-operation in learning to ensure quality secondary education. Obizue & Obizue (2025) averred that motivation is the whole force that propels the innate abilities of a teacher towards bringing out his best in service. The teacher plans, organizes, coordinates, and supervise the attitude of the students in the classroom. Also the teacher should develop strategy for feedback from the students through questioning and assignment. Egule (2009) posted that in classroom management the teacher should uphold: organizing the students, coordinating their activities, monitoring their behaviours, ensuring effective learning process, providing instruction through interactive communication, getting feedbacks from learners, preparing and utilizing instructional materials in facilitating learning, maintaining discipline among learners, evaluating learning outcome, ensuring that the problems of above average learners are being solved, relating on one to one basis with learners, being mindful of their basic needs, providing basic information to learners, assisting learners in developing coping skills, providing an exemplary behaviour for learners to imitate, and generating interest among learners as well as reinforcing their performance through motivational techniques.

Jones and Jones (2012) suggested five main skills for effective classroom management. Developing a solid understanding of the students personal, psychological, and learning aspirations, establishing positive student-teacher and peer relationships that aid students psychological needs, using instructional methods that facilitate optimal learning by responding to students learning needs, using organizational and group management methods that maximize students on task behaviors, and using counseling and behavioral methods that involved students

in examining and correcting their inappropriate behaviors. Consequently, teachers should choose from a variety of strategies to meet the individual needs of their students for effective learning, discipline and control that enhance quality secondary education.

The major purpose of the study is to identify teacher factors that affect classroom management in secondary schools in Nigeria. Specifically, the study will;

1. examine the effect of teachers' motivation on effective classroom management in secondary schools in Nigeria.
2. assess extent to which teachers' social class affect effective classroom management in secondary schools in Nigeria.

In line with the specific objectives, the following research questions were formulated to guide the study.

- i. What is the effect of teachers' motivation on effective classroom management in Nigeria?
- ii. To what extent does teachers' social class affect effective classroom management in secondary schools in Nigeria?

The following null hypotheses guided the study and were tested at 0.05 level of significant.

H01: There is no significant relationship between teachers' motivation and effective classroom management in secondary schools in Nigeria

H02: Teachers' social class does not significantly affect effective classroom management in secondary schools in Nigeria

## Methodology

This study examined the effect of teachers' motivation on classroom management in Nigeria and it employed a survey research design because it allows for systematic data collection from a relatively large population and facilitates the statistical analysis of relationships among associated variables. The target population comprised of all the teachers in Isu LGA of Imo state, Nigeria out of which 65 male and 55 female teachers were randomly selected for this study. Data for the study were collected using a structured questionnaire developed by the researcher and it is titled Teacher Motivation and Classroom Management Questionnaire (TMCMQ). The questionnaire consisted of two major sections. The first section collected demographic information about the respondents, including management experience, school type and professional role. The second section contained items measuring indicators teachers' motivation and effective classroom management.

The items were structured using a five point Likert scale ranging from strongly disagree to strongly agree in order to capture respondents' levels of agreement with each statement. To ensure the validity of the instrument, the questionnaire was reviewed by experts in the fields of educational management and statistics respectively. Their feedback was used to refine the wording and clarity of the survey items to ensure that the instrument accurately measured the intended constructs. Reliability of the instrument was determined using Cronbach's alpha

yielding the coefficient of 0.86, which indicated an acceptable level of internal consistency suitable for empirical analysis. Data collection was conducted through direct distribution of questionnaires to the selected respondents within their respective institutions. Participants were informed about the purpose of the study and assured that their responses would remain confidential and used strictly for academic research purposes. Completed questionnaires were retrieved after completion and carefully screened to ensure completeness and accuracy before data analysis. The research questions were addressed using mean rating, while a t-test was used to test the hypotheses at a 0.05 significance level. The results of the analysis were presented using tables and explanatory interpretations to provide a clear understanding of the empirical findings. The methodological approach adopted in this study provides a systematic framework for examining the practical implications of teachers' motivation for effective classroom management within the Nigerian educational system. By combining structured data collection with statistical analysis, the study generates empirical evidence that contributes to ongoing discussions on how the motivation of teachers can support their performance in managing classroom effectively in the secondary schools in Isu LGA in Imo state, in Nigeria. The decision rule states: above 2.5 is acceptable mean while below 2.5 is not acceptable

## Results

### Research Question 1

What is the effect of teachers' motivation on effective classroom management in Nigeria?

**Table 1: Mean Rating on the effect of teachers' motivation on effective classroom management in Nigeria**

| S/N | Question item                                                                                              | X    | Decision |
|-----|------------------------------------------------------------------------------------------------------------|------|----------|
| 1   | Well motivated teachers are effective in classroom management in Nigeria                                   | 2.60 | Agreed   |
| 2   | Low motivation weakens the teachers' control in classrooms                                                 | 3.29 | Agreed   |
| 3   | Low motivation of teachers give room for the teacher to allow the students behave at will in the classroom | 2.80 | Agreed   |
| 4   | Well motivated teachers discard and give no room for indiscipline in the classroom                         | 3.35 | Agreed   |
|     | Grand mean(x)                                                                                              | 3.01 | Agreed   |

*Source: Researcher's survey 2021*

Table 1 above presents the responses by the respondents to question item 1 to 4 in relation to research question one on the effect of teachers' motivation on effective classroom management in Nigeria. Given the mean scores of 2.6, 3.29, 2.8 and 3.35 for question items 1 to 4 respectively which were above the criteria mean of 2.5, it implies that all the respondents agreed with the opinions.

## Research Question 2

To what extent does teachers' social class affect effective classroom management in secondary schools in Nigeria?

**Table 2: Mean Rating on the extent that teachers' social class affect effective classroom management in secondary schools in Nigeria**

| S/N | Question items                                                                                                    | X    | Decision  |
|-----|-------------------------------------------------------------------------------------------------------------------|------|-----------|
| 5   | High social class of teachers enables the teacher support and effectively manage the class financially            | 3.93 | Agreed    |
| 6   | Teachers from high social class uses incentives and financial support to motivate their student                   | 3.16 | Agreed    |
| 7   | Low social class of the teacher depreciate the level of management a classroom receives                           | 1.90 | Disagreed |
| 8   | Teachers from low social class use moral support and punishments to effectively control and manage the classroom. | 3.32 | Agreed    |
|     | Grand mean(x)                                                                                                     | 3.08 | Agreed    |

**Source: Researcher's survey 2021**

In table 2 above, the researcher presents the responses of the respondents to question items 5 to 8 which related to research question two. The question items 5, 6, 8 yielded mean scores above the criteria mean of 2.5. The overall grand mean of 3.08 further validates that those items are the extent to which teachers' social class affects the effective classroom management in Nigerian secondary schools.

## Hypothesis

**H01:** There is no significant relationship between teachers' motivation and effective classroom management in secondary schools in Nigeria

**Table 3: t-test analysis of male and female teachers on the relationship between teachers' motivation and effective classroom management in secondary schools in Nigeria**

| Teachers | N  | X    | SD   | Df  | t-Cal | t-Cri | Sig. | Decision    |
|----------|----|------|------|-----|-------|-------|------|-------------|
| Male     | 65 | 3.12 | 0.83 | 198 | 2.02  | 1.96  | 0.05 | Ho rejected |
| Female   | 55 | 2.93 | 0.81 |     |       |       |      |             |

The result of the analysis in table 3 using t- test shows that the calculated t-test of 2.02 was higher than the critical value of 1.96 at 0.05 level of significance and degree of freedom 198. This led to the rejection of the null hypothesis hence the conclusion that there is significant

relationship between teachers' motivation and effective classroom management in secondary schools in Nigeria

**H02:** Teachers' social class does not significantly affect effective classroom management in secondary schools in Nigeria

Table 6: Mean(x), standard deviation (SD) and t-test analysis of male and female teachers on the extent class affect the effective management of the classroom in secondary schools

| Teachers | N  | X    | SD   | Df  | t-Cal | t-Cri | Sig. | Decision    |
|----------|----|------|------|-----|-------|-------|------|-------------|
| Male     | 65 | 3.05 | 0.77 | 198 | 0.79  | 1.96  | 0.05 | Ho accepted |
| Female   | 55 | 3.12 | 0.80 |     |       |       |      |             |

In table 4, t- test revealed that there is no significant difference between male and female teachers on the relationship between teachers' social and effective classroom management in secondary schools in Nigeria. The null hypothesis is also accepted on the basis that the calculated t-test of 0.79 was less than the critical value of 1.96 at 0.05 level of significance and degree of freedom 198.

## Discussion of Findings

The finding of the study according to the research question one revealed that a well motivated teachers sustain effective classroom management, low motivations weakens the teacher to control and manage the classroom, low motivation of teachers gives room for the teacher to allow the students behave at will in the classroom and a well-motivated teachers discard and give no room for indiscipline in the classroom. This shows how the level of motivation influenced effective classroom management in secondary schools in Nigeria. This study findings agree with the Coleman Report that measured seven teacher characteristics: years of experience, educational attainment, scores on a vocabulary test, ethnicity, parents' educational attainment, whether the teacher grew up in the area in which he or she was teaching, and the teacher's attitude toward teaching middle-class students. For most students, this study found these characteristics to explain less than 1% of the variation in student test scores. The findings of the meta-analyses of production function studies were just as mixed for teacher inputs as for other school resources. They found that less than one-third of the studies could document a link between student outcomes and teacher experience, less than one-quarter could do so for teacher salaries, and just 1 in 10 could do so for educational attainment; from such mixed results, the meta-analyses came with divergent conclusions, some suggesting a positive relationship and some suggesting no relationship. The result of the t-test result on hypothesis one further validated the fact that teachers' motivation significantly impacts on classroom management of secondary schools in Nigeria and this is consistent with the conclusion of Obizue & Obizue (2025) in their study on educational management efficiency and sustainable economic development that motivation is an efficient management tool for improving teachers' performance and achieving the overall goal of education.

Further, responses to the second research question in this study unveiled that teachers' high social class enables the teacher support and effectively manage the class financially, teachers from high social class uses incentives and financial support to motivate their student and teachers from low social class use moral support and punishments to effectively control and manage the classroom. The respondents also disagreed to the item that low social class of the teacher depreciate the level of management a classroom receives. Keke (2024) investigated on the nexus between regular staff motivation and job performance in public universities in Nigeria and found a positive and significant relationship between staff motivation and job output which also laid credence to the findings of current study.

## Conclusion

The study showed that high motivated teachers sustain the management of classroom effectively and vice versa. When a teacher is well paid his or her salaries and allowances, he will be loco parentis as well as performing his obligatory role proficiently and efficiently to the students under his care. Also teachers from well to do families financially assist the learners through incentives unlike their counterparts from poor homes and background who use morals and corporal punishment on students to minimize their excesses in the classroom.

## Recommendations

Based on the findings of this study, the following recommendations were made:

1. Professional and quality teachers should be employed in the schools and should be well paid.
2. High social class of teachers should be encouraged in the schools for proper classroom management.
3. Training and re-training of teachers should be encouraged to improve effective classroom management.

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