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## **Teachers' Motivation and its Influence on Quality Assurance in the Nigerian Educational System** (Pp. 398-417)

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### **Abstract**

*This paper discussed extensively Teachers' Motivation and its influence on Quality Assurance in the Nigerian Educational System. The Nigerian educational system like wise the school is an arena which accommodates various resources (both human and material). These human resources including students, teaching and non-teaching staff are inputs that operate within the whims and caprice of this arena. Most essential of these inputs are the teachers that facilitate the teaching – learning process for the achievement of educational goals and outcomes. Given adequate teachers' motivation will enhance quality instructional delivery, quality output and quality assurance in the school system. Highlighted in the paper are definitions of some terms and the significance of teachers' motivation and quality assurance to the Nigerian educational system. Different motivational theories were also highlighted in the paper in order to show the nexus between teacher motivation and quality assurance. The paper also analyzed the educational implications of motivational theories and proffers*

*motivational strategies that guarantee quality assurance in the educational system. Motivational strategies like staff training and development, promotion, salary, remuneration, working conditions, status and participatory decision making, acted as a barrier towards achieving quality assurance in the educational system. Some challenges that negatively influenced teacher motivation and recommendations were also highlighted. Among such recommendations included: government recognition of teachers motivational needs such as promotion, good salaries and remuneration in order to achieve quality assurance; and staff training, retraining and development as one of teachers' motivational needs/strategies strengthened in order to promote teachers efficiency, productivity and performance for quality outcomes. The importance and purpose of this work is to address these issues as it influences quality assurance in the Nigerian educational system.*

## **Introduction**

The issue of teachers' motivation and quality assurance has become a matter of debate and concern in educational systems and standards. In most developing countries of the world including Nigeria, there has been a growing awareness about teacher motivation which is a key to quality assurance, quality outcomes/delivery and high standards in the educational system. It is acknowledged that any nation that is aspiring to maintain high and quality standards or achieve quality assurance in its educational system must take teachers and their motivational needs with utmost high level of seriousness. Therefore, the purpose of this paper is to critically discuss the importance of teachers' motivation and its influence on quality assurance in the Nigerian educational system. The paper showed the nexus between teachers' motivation and quality assurance in the Nigerian educational system.

Teachers are important instrument in education. They are also the pivot on which the educational process hang. Teachers play a major role in the whims and caprices of the educational system. They can influence the teaching – learning outcomes either positively or negatively because they determine the quality of instructional delivery and also influence quality education when it comes to implementation of the curriculum and educational policies. They are to be considered when addressing issues such as: quality assurance; quality delivery (teaching), quality context and quality learning outcomes (Onucha, 2002).

However, they are the custodians of the educational and school systems. Since teaching can be regarded as a systematic, rational and organized process of transmitting knowledge, skills, attitudes, values and what is worthwhile (education) in accordance with certain professional principles; there is need for the services of efficient teachers (whose knowledge is bonded with innovations) in order to achieve the educational objectives. Without teachers in the school system, there will definitely be no learning. Teaching makes learning take place and the teacher determines the quality of learning/instructions that will be given to learners. This is the more reason why they should be motivated properly for effectiveness and efficiency in the educational and school system.

A study on the teacher as a crucial factor in curriculum innovation found out that teachers' empowerment/motivation is related to such dimensions as their involvement in decision making; their professional growth; teacher status and impact; autonomy and self –efficacy. This empowerment is important for the realization and quality of both curriculum and educational innovations (Pilot, 2007). Teachers foster excellence in learning and teaching. As designers and developers of education, they guarantee quality assurance in it.

UNESCO (2005) re-emphasized that quality assurance is a powerful means that can improve the effectiveness of education. Its key principle is that the main actors at the forefront of education – such as teachers, head teachers, etc. are responsible for improving educational performance. Teachers are essential elements in the school organization whose cost effectiveness in maintaining them accounts for over 60 percent of the total cost of education.

Their motivation or empowerment should be at the forefront of government policies in order to enhance quality education and attain the goals and objectives of education (Edem, 1982).

Teachers' motivation is a key to guaranteed quality education, as such influences quality assurance in the educational system. Without efficient and effective teachers in the education industry, qualitative learning outcomes cannot be achieved. That is why they should be motivated properly in order to enhance quality in the educational system. As such any credible analysis of achieving quality education in the Nigerian education system should critically examine the roles played by teachers in enhancing quality assurance in education. Therefore, this paper has further been divided into four broad sections. Section one dealt with clarification of some terms used in the paper,

while section two, highlighted the significance of teachers' motivation and quality assurance in the Nigerian educational system. Section three, throws light on the motivational theories, motivational strategies and their educational implications. The last section stated teachers' motivational challenges and provided recommendations.

### **Clarification of Terms**

#### **Teacher**

Majasan (1995) defines a teacher as one who teaches (especially with young ones), builds up, instructs, trains and guides them for healthy growth and stable adult life. The 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 into molding young lives, guiding youth, motivating students and general character – training.

A teacher can be viewed as one whose profession includes teaching, instructing, impacting knowledge and innovations, and guiding learners to pass through the learning process.

#### **Teachers' Motivation**

According to Obi in Ndu, Ocho and Okeke (1997) defined motivation as a complex socially learned pattern of behaviour involving situations, needs, desires, mechanisms and results. It embraces all factors in an employee's development to accomplish personal as well as organizational goals.

According to Peretomode (1991) motivation is the process of influencing or stimulating a person to take action that will accomplish desired goals. However, teachers' motivation is a way of empowering teachers in the occupation and involves the perceptions, variables, methods, strategies and activities used by the management for the purpose of providing a climate that is conducive to the satisfaction of the various needs of the employees, so that they may become satisfied, dedicated and effective in performing their task. In education, teachers should be motivated in order to boost their productivity, effectiveness, efficiency and dedication in performing their task, which will enhance quality assurance, quality education and quality instructional delivery in the educational system. This will also enhance the achievement of educational objectives (Obi, 1997).

Peretomode (1991) opined that teachers' motivation relates to a purposive and goal-directed behaviour, performance and attitudes towards work. It includes considering such factors as the physiological, psychological and

environmental differences of individual employees. It also leads to job satisfaction which is defined as the feelings (either good or bad) one has about his/her work and the work environment (Peretomode, 1991).

### **Quality Assurance**

Onocha (2002) defined quality as the degree of excellence and that which is relative with attribute and characteristics.

Ayodele (2007) asserted that quality assurance entails the quality of teaching personnel; quality of available instructional teaching materials, equipment and facility, school environment and pupils; and quality education delivery. It embraces all functions and activities that will ensure that quality of the academic (teaching, curriculum, etc.) and structures (buildings, infrastructures, etc.) will allow an objective review of the quality of the programme/instructional delivery.

According to Morgatrod and Morgan in Fredricksson (2004) quality assurance also refers to the determination of standards, appropriate methods and quality requirements by an expert body, accompanied by a process of inspection or evaluation that examines the extent to which practice meets these standards. Some European countries like the United States, Britain, Canada and others have attained high level of quality assurance in their educational system as a result of some strategies and adequate attention given to teacher education, empowerment, motivation and all other aspects of education.

### **Teachers' Motivation and Quality Assurance: the Significance to the Nigerian Educational System**

The National Policy on Education (2004) expressed that no nation can rise above the quality of its teachers. If the quality of existing stock of teachers in Nigeria is inadequate, inefficient and ineffective and teaching in low esteem; raising the level of societal enlightenment and the educational standard may be in jeopardy.

Fagbamiye (1987) observed that teachers' lack of dedication to duty has led to a fall in the standard of education. This belief goes to reinforce the idea that teachers do not deserve better treatment than what they are getting at present. However, if the quality of personnel is the capital of the organization, this should be true in the educational system. Teachers are key actors in curriculum innovations and if they do not have the right competencies and motivation to fulfill their roles, creates pitfall in education.

Competencies According to Obi in Ndu, Ocho and Okeke (1997) defined motivation as a complex socially learned pattern of behaviour involving situations, needs, desires, mechanisms and results. It embraces all factors in an employee's development to accomplish personal as well as organizational goals.

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and motivation of teachers in the educational system are of crucial importance and significance to the quality of educational innovation and delivery outcomes (Pilot, 2007).

Fredriksson (2004) re-emphasized the importance of motivating teachers on their jobs using a study conducted by the Voluntary Service Overseas (VSO) in 2002, whose research report findings pointed out that teachers' motivation was fragile and declining mostly in the developing countries including Nigeria. The study also observed that poor absolute value of the teachers' salaries was a significant factor influencing their motivation. Low salaries and bad working conditions always breed corruption. The research report findings also noted that "there is a strong link between teachers' motivation and quality performance and quality education, all involved in guaranteeing quality assurance in the Nigerian educational system. Therefore, teachers'

performance in contributing towards learning is strongly influenced by teacher motivation and motivation which includes good working conditions, promotion, staff training and development, good salary and remuneration, participatory decision making, job security, recognition of performances and the teaching profession, financial rewards, scholarships and awards and provision of other facilities are strong tools for improving the status of teachers”.

Teachers' motivation has great significance or value to the Nigerian educational system in guaranteeing and aiding quality assurance. When teachers are highly motivated and adequate attention given to them, it adds value and quality to the educational system by raising its standards to rise to the expected level thereby ensuring quality teaching-learning outcomes and output. Teachers' motivation influences such other variables like quality output, quality performance, enhancing quality educational outcomes and instructional delivery (teaching); teachers' job satisfaction and productivity; all which is of great significance to guaranteeing quality assurance in the educational system. However, 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 the school system will be competent-vibrant, educated personnel's that will contribute immensely towards societal development and nation building, as such quality assurance is guaranteed. Giving an instance with a radio news briefing on Rhythm 94.7FM station (2009) on teachers' motivation as a means of achieving quality assurance; the Niger State government in order to promote teachers efficiency and effectiveness for quality assurance in their educational system, in 2009 asserted that the State was to spend 750 million naira on the empowerment of teachers as part of motivation. Similar attempt has been made by the State government in 2006 when the increment in teachers' salaries and the promotion of teachers was considered in that same year (2006) as a means of teachers' motivation in order to guarantee quality assurance. Through these means quality was guaranteed in the education sector of Niger State (Rhythm 94.7FM radio station, news briefing, 2009). However, to achieve quality assurance in the Nigerian educational system through teachers' motivation, certain motivational theories and strategies as highlighted below in the paper needs to be considered.

## **Motivational Theories, Strategies and Implications for the Educational System**

The teacher as a human being is an “economic-man”, essentially motivated by economic or material reward. Given good rewards and appropriate motivation will enhance their productivity and performance in the school system for quality assurance to be guaranteed (Ejiogu, 1985).

Various theories of motivation have also asserted the nexus between teachers’ motivation and quality assurance, job satisfaction, quality delivery, performance and positive learning outcomes. Among such motivational theories as highlighted by Obi (1997) and Okonkwo (1997) in Ndu, Ocho and Okeke (Eds.); Ejiogu (1985) and Peretomode (1991) include: Maslow hierarchy of needs theory; Herzberg motivational – hygiene theory and Equity theory. Each of these theories have laid emphasis on the importance to identify workers needs both their physiological, social, safety and psychological needs which must be highly considered, for job satisfaction and efficiency in the educational and school system.

### **Motivational Theories:**

#### **Maslow Hierarchy of Needs Theory**

Maslow’s hierarchy of human needs is one of the motivational theories associated with Abraham Maslow in 1943, a psychologist by profession (Peretomode, 1991). The theory is also a content theory of motivation which focuses on the factors within persons that starts, energizes, direct, maintain and stop behaviour. It can motivate or discourage human behaviour in the sense that its positive influence causes satisfaction while its’ negative influence cause dissatisfaction and causes one to react either positively or negatively. Peretomode (1 According to Obi in Ndu, Ocho and Okeke (1997) defined motivation as a complex socially learned pattern of behaviour involving situations, needs, desires, mechanisms and results. It embraces all factors in an employee’s development to accomplish personal as well as organizational goals.

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In education, teachers should be motivated in order to boost their productivity, effectiveness, efficiency and dedication in performing their task, which will enhance quality assurance, quality education and quality instructional delivery in the educational system. This will also enhance the achievement of educational objectives (Obi, 1997).

Peretomode (1991) opined that teachers' motivation relates to a purposive and goal-directed behaviour, performance and attitudes towards work. It includes considering such factors as the physiological, psychological and environmental differences of individual employees. It also leads to job satisfaction which is defined as the feelings (either good or bad) one has about his/her work and the work environment (Peretomode, 1991).

1991) pointed out that Maslow postulated five basic human needs which is arranged according to levels of importance or hierarchy including: starting with the lowest (most basic need) – physiological, safety and social needs and the higher needs- ego or esteem need and self-actualization. Physiological needs consists of the need for basic biological needs which includes the need for food, water, air, sexual gratification and other primary needs such as shelter, clothing, etc. When the physiological needs are not satisfied, no other need will serve as a basis for motivation. Once they are satisfied, then newer needs emerge. In the school system, the salary one earns enables him to satisfy these needs but if unfulfilled then results to dissatisfaction which affects productivity and quality performance in the work place.

Safety needs emerge once the physiological needs have been achieved. This includes the need for security, safety, protection against danger and accidents (threats, deprivation, psychological harm, economic disaster) and stability in the physical and internal events of day to day life. In the school, teachers want to have the feeling that their job is secured and accommodation also secured. When such is lacking, threatens their performance and work commitment. Peretomode (1991) observed that these needs are often met in the educational institutions by granting teachers such programmes like fringe benefits, promotion, retirement or pension schemes, insurance benefits, welfare benefits, free medical and health services, job security and safe-working conditions. If the physiological and safety needs are satisfied then the social needs need emerge. Social needs include the need for love, affection, companionship, acceptance and friendship, sense of belongingness in one's relationship with others. In the school, social needs of teachers are

usually satisfied if informal group and teachers participation in decision making is encouraged, membership in groups also encouraged and proper delegation of duty. Once found lacking or not satisfied, affects their psychology/mental health resulting to absenteeism, poor performance, low job satisfaction and emotional breakdown. Ejiogu (1990) emphasized on the need to maintain a democratic atmosphere in the school since teachers are by and large sensitive human beings and professionals who in most cases, can do their jobs satisfactorily without too much bossing. What teachers actually want is to provide a working climate that will help them do their jobs better and an opportunity for professional advancement and the satisfaction of their needs within the school organization. When the lower needs have been satisfied then the higher need emerge as Maslow postulated. The higher needs include: the ego or esteem needs involving the need for respect, prestige, recognition, self esteem, status, personal sense of competence, and the self actualization needs involving the need for growth, achievement, advancement and to fulfill one's self (Peretomode, 1991). For teachers esteem needs to be satisfied in the school will involve delegating duties to the lower rank with freedom to exercise power to an extent by high officers; recognition of teachers capabilities and competence; job title and responsibilities; performance recognition through financial benefits or merit pay, praise and commendations. The inability for teachers to fulfill the social needs amounts to the feeling of discouragement and dissatisfaction towards their job. While the fulfillment of these social needs leads to the feeling of worth, adequacy and self-confidence resulting to commitment, proper dedication to duty and increase in performance. However, to fulfill teachers self-actualization needs will entail allowing them become more and more what one is capable of becoming or creative becoming as highlighted by Ejiogu (1990). This will involve organizing staff training, retraining and development programmes through long-term and short-term courses in their respective academic areas, seminars, workshops and conferences; and scholarship awards to teachers especially those with high performances. When all the motivational needs of teachers are fulfilled, it influences their quality performance and output coupled with guaranteeing quality assurance in the educational system.

### **Herzberg Motivational-Hygiene Theory**

According to Ejiogu (1990) Herzberg motivational-hygiene theory emerged as a result of an investigation into the causes of job satisfaction and dissatisfaction of engineers and accountants in Pittsburgh in the United States

of America by Herzberg and his associates- Mousner and Snyderman in 1959. It is also one of the content theories whose basic tenet is that there is qualitative difference between those factors which relate to a person's job satisfaction and those associated with job dissatisfaction. However, Peretomode (1991) asserted that some factors which he called dissatisfiers negatively influenced workers efficiency, productivity and performance in an organization including the school; whereby the satisfiers influenced motivation and job satisfaction and such include: workers achievement, promotion (advancement) responsibility, the work itself, possibility of personal growth while factors such as workers salary, status, job security, working condition, company policy and administration, supervision, interpersonal relationships with superiors, subordinates and peers; if negatively applied caused dissatisfaction in the teachers and affected their productivity and performance. In the school, factors which can lead to job satisfaction are known as motivators or satisfiers e.g. recognition in work place, job enrichment, advancement and achievement while such factors which can lead to job dissatisfaction are known as hygiene factors e.g. company policy and administration, strict supervision, interpersonal relations and bad working conditions. Teachers should be given such motivational factors (satisfiers) that will positively influence their performance, competence and productivity which will enhance quality assurance in the educational system. When the motivational factors are present and applied in a positive direction in a job situation, employees will experience the feeling of satisfaction but if absent workers will experience dissatisfaction.

### **Equity Theory**

Ejiogu (1985) identified the equity theory as an important motivational theory which focused on fairness and justness. Equity theory asserts that the main way in which a person evaluates his job is by comparing his own work experiences with those of other people. Such affects his feelings and performance in the job. For instance, teaching is counted as a low profession in Nigeria when compared with their counterparts in engineering, banking and medicine. This has affected teachers' promotion, remuneration, salary and other benefits especially in the private sector influencing negatively their work commitment, productivity and performance as a result of comparison made with other professions. Therefore, according to the equity theorists, a person's feeling of job satisfaction or dissatisfaction is a product of his computation of the ratio of the person's job inputs (such as educational qualifications, experiences, skills, age and effort) to the outcome he gets from

the job e.g his salary, status and fringe benefits including the person's comparison whether just or unjust with others in the same cadre in other places. A worker can be happy and satisfied with his pay and other benefits only if he perceives that what he is getting is fair or just in comparison with what someone else with similar backgrounds and in similar position is receiving. The equity theory further highlighted that "even if a man's job satisfies his needs, he will not express satisfaction with it if he perceives some comparable job as satisfying his needs better or with less effort required". The equity theory is normally associated with pay satisfaction as the case may be. In the school system, it is usually associated with teachers' salary, remuneration, working conditions and other benefits. Generally, equity theory draws attention to one role of social comparisons in influencing satisfaction.

### **Motivational Strategies**

However, such strategies that will enhance teachers motivation in the educational system as identified by Adesina (1982); Edem (1982); Ejiogu (1980, 1985 & 1990); Fagbmiye (1987); Peretomode (1991); Majasan (1995); Obi (1997) and Okonkwo (1997) in Ndu, Ocho and Okeke (Eds.); Ojedele and Fadipe (1999); Akale (2002) and Fredriksson (2004); include the following:

- Staff development and training
- Participatory decision making
- Good working conditions; remunerations and salaries
- Promotion as at when due
- Job security
- Recognition of teachers' profession (Teachers Professionalism)
- Conducive working environment
- Provision of adequate instructional materials/teaching aids
- Financial rewards, awards, teacher's scholarship
- Sponsorship of both local and international seminars, conferences and workshop participations as it is done in other fields.

Staff training and development is one of the important motivational strategies that could be used to enhance quality assurance in the school system. Teachers in the school influence in no small way the quality of educational output and are important indicators of efficiency. Their training and level of

development influences the educational outcome and quality delivery. This development and training could be acquired through teacher education in pre-service training, in-service training, on-the-job training, workshop training, etc.

Ojedele and Fadipe (1999) giving analysis of teacher training and utilization for quality education in Nigeria observed that teacher education is synonymous with education which provides basic training for teachers to either update their knowledge, increase their skills and equip them with teaching techniques/methodologies; indeed the need for well-trained and quality-oriented teachers given the present state of the educational system and the need to ensure quality educational programmes and training for teachers in Nigeria calls for precipitation. Teachers training and development stands to increase teachers intellectual and professional background; produce knowledgeable, competent and effective teachers capable of inspiring children to learn; produce academically and professionally sound and highly motivated conscientious and dynamic breed of teachers; and enhance teachers commitment to the teaching profession.

Edem (1982) opined that insufficient provision for training of reasonable teachers to acceptable standards constitutes one of the major sources of poor quality education and falling standard of education. Pre-service and in-service training contribute to the professional improvement on job. Lack of properly trained teachers can impose serious constraints both on educational quality, development and expansion especially in developing countries. Effective teaching requires well – trained and motivated teachers. Teachers are generally expected to contribute to the improvement of the society and to participate in its activities.

Ejiogu (1990) defines staff development as all the programmes designed for the continuing education of the school personnel which enhances both the efficiency and effectiveness of all those involved in the teaching – learning process and influences their performance by enabling them contribute their very best within the school programme.

Frediksson (2004) emphasized that teacher professional development is a key guarantee of quality education. Reviewing some factors affecting the academic achievement of school children, concluded that in developing countries, the influence of school variable like the education of teachers, is of greater importance and studying the quality of primary schools in four

developing countries showed that the quality of teacher was one of those factors which made a difference between high and low – performance schools. Poor public image of teachers where their status is not given recognition also affected their level of motivation and dedication to work.

Fagbamiye (1987) asserted that the status of the Nigerian teacher seems to have plummeted further as the economic problems in the country have worsened. He further pointed out that in a number of states, from 1982, teachers were singled out as the only group of public servants whose salaries could not be paid, sometimes for as long as one year. Such incidence occurred in some states in Nigeria e.g. Anambra State, Lagos State, Imo State and Delta State. This have led to several strike occurrences, lack of dedication to duty and non-chalant attitude to work whose resultant effect has also contributed to corruption, brain-drain in the educational system (Fagbamiye, 1987). Teachers have turned out to seek resolution of other greener-pasture within and outside the country. Teachers, he also pointed out is said to be motivated if they demonstrate genuine emotional investment in their jobs and express high productivity.

According to Akale in National Teachers' Institute (NTI) (2002) stated that teachers are the most important resource in education programme. To ensure the best possible quality in the teaching workforce, the policies implemented by the government must take into account the interplay of certain critical variables that influence teachers' career such as pre-service training, recruitment policies, remuneration and continuing education programme. Teachers should be given both local and international scholarship to upgrade and update their knowledge and skills in order to influence changes in education. They should be encouraged to further the spirit of enquiry and creativity and assisted to fit into the social life of the community and society at large. By way of motivation, they will enhance their commitment to the teaching profession.

Peretomode (1991) stating the importance of teachers' participation in decision making process in the educational system, revealed that it creates room for teachers' contributions to solving educational problems.

### **Educational Implications:**

The motivational theories and strategies have great implications in the educational system which includes the following:

- Satisfaction of the motivational factors leads to quality performance and high productivity which enhances quality assurance in the educational system.
- The motivational theories are essential for schools' administration when it comes to coordinating and controlling activities within the school environment. With this notion, Ejiogu (1990) opined that "teachers' motivation provides the essential means for control and coordination of activities within a given organization". For instance, staff training and development is one of the most important elements in efficient administration which is assumed to make workers realize better what they have to do to acquire skills required for proficient performance in order to enhance quality assurance.
- The motivational factors also influence teachers' job satisfaction either positively or negatively. When applied negatively in the school system causes dissatisfaction which result into withdrawal, neglect of duty and negative outcomes but when applied positively causes satisfaction resulting to increase in commitment, productivity and quality performance. However, there is a strong nexus between teachers' motivation, job satisfaction and job performance which has educational implications.
- There is also a close relationship between stability in the teaching profession and their efficiency of the educational system. If experience on the part of the teacher contributes in general to increased efficiency in the classroom, a large turnover is certain to produce competent educational products than when the experience is relatively stable, would certainly produce poorer educational products which have serious implications to education. Teachers' motivation counts when it comes to their stability and turnover in the teaching profession.
- Another important thing is that motivational factors involving the motivators and hygiene factors as well influence teachers' job retention, their level of participation in decision making and quality contributions in the school and commitment to duty. When they feel dissatisfied with their job rewards, they will become frustrated, regularly absent from duty and may eventually quit (Okonkwo, 1997).

### **Teachers Motivation and its Challenges**

Such motivational strategies that negatively influence teachers' motivation, quality assurance and job satisfaction if not properly handled as identified by Okonkwo (1997) in Ndu, Ocho and Okeke (Eds.) include the following:

- Poor condition of service especially with respect to salaries and remunerations.
- Confining teachers through the use of school policies, syllabus and administration to repetitive activities, methods and programmes.
- Making interpersonal relationships in schools very low particularly among the staff.
- Denying teachers opportunities for further education, development and training.
- Poor security measures and poor conditions of work.
- Denying teachers of their promotions and appropriate authority, responsibility for their day-to-day functions.
- Poor administrative structure and organizational climates in the school system.
- Non-professionalization of teaching in Nigeria, lack of teachers' recognition and low status. This and many other factors to a large extent are responsible for the level of operation of teachers in the Nigerian educational system.

Once teachers lack majority of these motivational needs, it will result to work dissatisfaction which negatively influence quality assurance in the educational system. There are however many factors that hinder teachers motivation in the Nigerian educational system which affects quality assurance. Among such factors are the two most important factors which include: bad governance and non-chalant attitude towards teachers' motivation and inadequate funds. Bad governance coupled with their non-chalant attitude in the country has affected a lot of things in Nigeria especially in the area of education. They do not pay attention to teachers' needs due to misappropriation of funds, corruption, mismanagement and diversion of funds to other things neglecting education or things that are of less importance.



Inadequate provision of funds or budgetary allocation to education also has affected teachers' motivation. As a result of low allocation given to education, such matters that deals with staff welfare, training, remunerations/salary, wages and good condition of service are been kept aside or neglected. This has been responsible for the constant strikes in the education sector both at the primary, secondary and tertiary institutions at all levels of government (federal, state and local). UNESCO has suggested 26% to be allocated to education by countries but Nigeria is yet to implement this. With 26% been practically allocated to Nigerian education will boost the education sector and cover teachers' motivational needs which will as well lead to quality assurance. There is need for the various governments to boost efficiency in the Nigeria educational system by giving priority concern and adequate attention to teachers' needs and motivation. Through this means quality delivery, outputs and outcomes will be guaranteed in the Nigerian educational system; because teachers are important instruments in the educational system and the pivot on which the quality education hangs. Given adequate motivation will lead to quality assurance and no educational system can rise above the quality of its teachers. Priority must be given towards their motivation and needs.

**Recommendations:**

Based on this benchmark, the following possible recommendations have been highlighted.

- The importance of staff training, retraining and development must be noted and strengthened. Its programmes must be of high quality; relevant to the teaching – learning instructions and built around teachers' needs and educational needs.
- Government must ensure that teaching is professionalized in Nigeria, given high recognition and status appropriate to their level of qualifications and responsibilities.
- Teachers should be given room for participatory decision making in the educational system for quality delivery and quality outcomes in the Nigerian educational system.
- Government should not pay deaf ears to teachers' motivational needs especially in such areas like good salaries or remuneration and promotion.

- Government provide conducive learning environment and good working conditions as well as provide adequate resources necessary to offer quality education that will guarantee quality assurance in the system. Teachers' welfare should be taken into consideration.
- Government (federal, state and local) should provide adequate funds through their annual budgets to strengthen teachers' motivational needs.
- The local communities, NGOs, private sectors and international organizations should as well support teachers' motivation by funding the programme.
- The federal government should however re-consider UNESCO's 26% or more to be allocated to education in order to cover unforeseen contingencies and expenses.

### **Conclusion**

This paper has so far discussed extensively teachers' motivation and its influence on quality assurance in the Nigerian educational system. However, the declining standard of the Nigerian educational system has aroused the need for quality assurance in the system. This includes maintaining quality standards in all aspects of the educational system coupled with special attention given to all human resources, especially teachers that are seen as important inputs that affect changes, create innovations and implement educational policies. Adequate and priority attention must be given to their welfare, for sustainability and development of the Nigerian educational system. For productivity, efficiency, effectiveness, quality delivery and quality outcomes in the educational system which will guarantee quality assurance; their motivational needs counts. To discuss issues relating to teachers' motivation and quality assurance in the Nigerian educational system, the paper was divided into sections and clarification of terms given. Further highlighted in the paper includes: the significance of teachers' motivation and quality assurance to the Nigerian educational system; and motivational theories, strategies and their implication for the educational system. Teachers' motivational challenges were also highlighted in the paper.

Without proper teachers' motivation, the educational system will be jeopardized and its implications will lead to poor quality education and outcome. As part of the recommendations outlined in the paper, government and other private sectors should contribute towards teachers' motivation

which serves as a means of empowerment and positively related to the individual teachers' satisfaction with the profession of teaching. There is need to improve teachers' motivation whose advantages guarantees quality assurance in the educational system for positive and possible outcomes. Once teachers are highly motivated they turn out to render quality services, increase their productivity/performances and commitments to their jobs enhancing quality assurance in the educational system.

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