

**EFFECT OF AGE AND TEACHING EXPERIENCE ON MOTIVATION OF
TEACHERS IN PUBLIC SENIOR SECONDARY SCHOOLS IN EDO
NORTH SENATORIAL DISTRICT NIGERIA**

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Abstract

This paper examined the effect of age and teaching experience on teachers' motivation in Senior Secondary Schools in Edo North Senatorial Districts of Edo State. A descriptive survey design was used for the study, three research questions were raised, two were hypothesized and tested. The population of the study consisted of 614 teachers in the six local government areas in Edo North Senatorial District. A sample of 307 teachers, representing 50% of the population, selected through stratified random sampling technique. The instrument used in the study was a questionnaire titled "Motivation of Teachers Questionnaire" (MOTQ). Two hundred and eighty-nine (289) copies of the instrument out of 308 copies were properly filled and returned giving a return rate of 93.8%. The data collected were analyzed using percentage, mean and standard deviation. Percentage was used to analyze the respondents' background characteristics. Research Question was descriptively answered using mean y and standard deviation (S.D) obtained by using Statistical Package for Social Sciences (SPSS); while the hypotheses were tested using t-test statistics of independent population at 0.05 level of significance. The study found that the level of motivation of teachers was on the average and that old teachers were more motivated than the young teachers and experienced teachers were more motivated than inexperienced teachers in public senior secondary schools in Edo North Senatorial District, Nigeria. Based on the findings, it was recommended among others that the government should increase the level of motivation of the teachers by making sure their personal needs and work performance needs are adequately taken care of and the profession should be made attractive.

Keywords: Teacher's Age, Teaching Experience, Motivation

Introduction

Teachers are the most important input of any educational system and they play a very crucial role in the attainment of set objectives in all aspects of secondary education. Teachers are the driving force of education at all levels of studies, and it should be noted that no matter how big a school system is and its curricula may be, the implementation of

the programme will be fruitless, unless they are handled by teachers, who are inherently willing to do the work Dallas and Pamela (2016).

In Nigeria, Nigeria Certificate in Education (NCE) provides an access to higher education for teachers without the academic achievement or financial means to enter Universities at the first instance. Once higher qualifications and new skills are acquired, next is to search for a way to leave secondary school teaching to other areas like lecturing in the universities, working in oil and power sectors where they have job satisfaction and are highly motivated. An individual's motivation level depends on the material and social gains from the institution they work in. However, observed that in the present scenario of education in Nigeria, one would find candidates with relatively superior qualifications and adequate professional degree getting entry into the teaching profession in secondary school, still the problem of deteriorating standard of education both qualitatively and quantitatively seems to be assuming frightening dimensions (Obiotika 2023). This could be the manifestation of poor or no job satisfaction and work motivation of the teachers.

In order to understand why many teachers choose to leave the profession to other professions like banking, engineering, military or lecturing in higher institution and so on, or not interested in the teaching profession, it is important to examine the reasons why they choose to enter the profession in the first place. In the educational system, motivation is a powerful tool for improving the quality of education. It could be described as direction and persistence of action. Motivation is a psychological construct that drives individuals to engage in certain behaviors or activities. According to Hanus and Fox (2015) cited by Kumara and Kumar (2023), motivation is a process that drives individuals to move toward accomplishing a goal. It is the key to success for every educational institution and empowers a teacher to work with an affection that contributes to accomplishing hierarchical objectives. Motivation of teachers in teaching and learning process can direct behaviour of students towards particular goals, lead to increased effort and energy to enhance cognitive processing, increase initiation and persistence in activities to improve performance. Afolabi (2013), asserted that it is obvious that man has several sources of motivation. What satisfies one individual and motivates him may not act as source of

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drive for another individual. He added that sources of motivation increases in value and complexity depending on the age and social status of the individual. She also noted that the behaviours typical of an unmotivated individual are frustration, withdrawal, clique formation, and defensiveness, avoidance of issues, laziness on duty, temperamental emotional regression, fear and ascribing failure on others.

Based on several studies, employees can be motivated in two ways, internal and external, derived from different distinctive forms of rewards. Internal motivation drives oneself for self-satisfaction, also known as self-determined motivation. According to Collie and Martin (2017), teacher motivation can be defined as the primary motive for teachers' engagement in teaching, which might vary in how self-determined they are. Therefore, it means that motivated teachers are determined to give their best to achieve maximum output (qualitative education). Menon and Reppa (2011), stated by Ibi, Fika and Sanusi (2016), found that teachers who were motivated to teach were very engaged in their work. When engagement has occurred, teacher has a tendency to exhibit three characteristics: (1) they are attracted to their work, (2) they persist in their work despite challenges and obstacles, and (3) they take visible delight in accomplishing their work. However, high achievement is consistent with teachers who have high teacher morale, efficacy and motivation.

In most public secondary schools in Edo North, teachers that possess teaching qualification from the onset are not happy with the teaching profession regardless of incentives they get from it. This result is poor performance which in turn has adverse effect on the educational achievement of the students. Teacher's age and teaching experience, enhance their motivation in the teaching and learning achievement of the secondary school students. The statutory age and length of service for retirement of teachers in secondary schools in Nigeria is sixty years and thirty five years respectively. So a secondary school teacher is retired based on whichever one he or she attains first. However, teachers' age prior to retirement may influence his or her motivation to teach in secondary school.

Some younger teachers may have the greater urge for a better well paid job than the older ones because of the societal influence and craze for quick wealth. This may hamper their motivation to teach in school. There could be some younger teachers who love to teach and intrinsically motivated. Some older teachers might by virtue of their age be motivated to teach in secondary school, perhaps their age might restrict them from opting for other jobs that are restricted to certain age limit or self-contentment or determination to teach in secondary school. There could be some older teachers who are not motivated by any means to teach in secondary school and always opting for another better job. However, the notable researchers who have asserted or expressed their opinions about the influence of age on motivation to teach in secondary schools are:

Tehseen and Hadi (2015) asserted that young and old teachers are most likely to quit their jobs than the middle age ones. Part of these views is shared by Afolabi (2013) who stated that there is disparity in young and old teachers' level of motivation with the younger teachers having higher desire for achievement as compared to older teachers. Younger teachers compare themselves to their colleagues in other profession like lecturing, nursing, whose condition of services are better than theirs and therefore wish they are also treated better. These young teachers take teaching job as stepping stone for other career. They deliberately enter teaching with a view to moving out of the profession as quickly as possible to other profession or sectors. So it is pertinent to find out in the study the extent the ages of teachers influence their motivation to teach in public senior secondary school.

On the teaching job, experience is what is acquired overtime and the longer one teaches in a secondary school in this context, the more experience he or she acquires. Kurgat and Gordon (2014) asserted that many years of teaching affords a teacher a deeper understanding of the subject matter through broad exposure and further reading and hence become more qualitative in the teaching. The influence of the teaching experience may have positive or negative impact on motivation to teach in secondary school. However, the following researchers expressed their views as follows:

Rashid and Dhindsa (2015) opined that in the company of other background characteristics, teachers with positive teaching experiences indicated greater motivation and commitment towards teaching, whereas those with negative teaching experiences indicated extrinsic maladaptive motives and remained in the profession for short period of time. In the same vein, Zulkarnain, Fitria, and Puspita (2021), carried out a study on the effect of teaching experience on teachers' performance. The results of the study found that: there was an effect of teaching experience on the performance of teachers; there was an effect of training on the performance of the teachers; there was an effect of teaching experience and training simultaneously on the performance of teachers. The teacher is one of the factors that influence education. That is, teacher performance affects learning processes and outcomes. Teacher performance is indirectly shaped by teacher's age, teaching experience, teacher's motivation. The more teaching experience, the better the implementation of learning. In addition, a motivated teacher will acquire more skills to improve his performance. Based on the descriptions above, the researcher was interested in conducting a research to find out the effect of age and teaching experience on motivation of teachers in public senior secondary schools in Edo North Senatorial District Nigeria.

Statement of the problem

In Edo North Senatorial District, the poor academic performance of students in public secondary school pave way for high patronage of private schools by the students even by the public or government school teacher's children or wards. Unfortunately, from personal observation most of these private schools lack trained teachers, good school climate etc, and encourage examination malpractices. In Nigeria, teacher's agitations and demands for improved compensation is given little attention due to the problem of inadequate resources to satisfactory meet the needs of the workers. As a result the government of Nigeria and Nigerian Union of Teachers (NUT) are in constant standoffs over the conditions of teachers However, since the national economy is dwindling, inflation rate on the rise, teachers also want a commensurate in their salaries and remunerations. This commensuration' among other factors will increase the motivation

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to teach. But it should be noted that individuals differ in the value they attach to inducement motivation. This means that what motivates a teacher to work hard may not even motivate another teacher at all. So understanding the effect of teacher's age and their teaching experience on their motivation to teach in Edo North Senatorial District is very crucial. Will motivation of teachers vary when compared along factors of age and teaching experience? There is little or no knowledge about answers to the aforementioned questions with regards to Edo North Senatorial District. This study therefore investigates the differences of the effect of age and teaching experience on teacher's motivation in public senior secondary schools in Edo North Senatorial District, Nigeria.

Research Questions

1. What is the level of motivation of teachers in public senior secondary schools in Edo North Senatorial District, Nigeria?
2. Will there be a difference in motivation of young and old teachers in public senior secondary schools in Edo North Senatorial District, Nigeria?
3. Will there be a difference in motivation of inexperienced and experienced teachers in public senior secondary schools in Edo North Senatorial District, Nigeria?

Hypotheses

1. There is no significant difference in the motivation of young and old teachers in public senior secondary schools in Edo North Senatorial District, Nigeria.
2. There is no significant difference in the motivation of inexperienced and experienced teachers in public senior secondary schools in Edo North Senatorial District, Nigeria

Methods

This study adopted the descriptive survey research design. The design was considered appropriate because the researcher was interested in finding out the effects of age and teaching experience on teachers' motivation. The population of the study consisted of all teachers (614 teachers) in 103 public senior secondary schools in Edo North Senatorial District. A sample of 307 teachers representing 50% of the population was used for this study. The stratified sampling technique was employed in the selection of the sample

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from each stratum. The strata were the six local government areas in Edo North Senatorial District. The simple random sampling was then used to draw 50% from each stratum. The instrument for data collection in this study was a structured questionnaire titled “Motivation of Teachers Questionnaire” (MOTQ). It was designed with a well-structured three (3) point scale of. High level of Motivation (HM) (3) Medium level of Motivation (AM) (2), Low level of Motivation (LM) (1). The instrument was subjected to content validity by experts in the Department of Educational Foundations and Management in Ambrose Alli University Ekpoma. Reliability was established using Cronbach alpha. 30 copies of the instrument were administered once on 30 small teachers who are in the population but not part of the sample and the reliability. Descriptive statistics, such as percentage was used to analyze the respondents’ characteristics. Research Question I was descriptively analyzed using mean and standard deviation. The decision or remark on the level of motivation was adopted from Mohammed (201 which was based on the mean with respect to limit of numbers on the four point scale stated as follows: 3.50- 4.00- High level of motivation, 2.50- 3.49- Medium level of motivation, 1.50- 2.49 - Low level of motivation. The t-test statistics was used to test the hypotheses at 0.05 level of significance.

Results

Research Question 1: What is the level of motivation of teachers in public senior secondary schools in Edo North Senatorial District, Nigeria?

Table 1: mean Responses and standard Deviation of Teachers in Public Senior Secondary Schools in Edo North Senatorial District of Edo State on their Level of motivation

Item No	Motivational factors or Items	Number of Respondents	Mean of responses score (X)	Standard deviation (S.D)	Decision or remarks on level of motivation
1	Enjoyment received from teaching	289	2.69	1.117	Medium
2.	Accomplishment in teaching	289	2.69	1.112	Medium
3.	Commendation for work well done.	289	2.47	1.167	Low
4.	Encouragement from academic performance of you	289	2.42	1.094	Low
5.	Freedom to use your initiative and judgment	289	2.39	1.137	Low
6.	Seminars and workshops organized for teachers	289	2.23	1.149	Low
7.	Opportunity to advance through promotion	289	2.65	1.096	Medium

8.	Privilege for further studies	289	2.85	1.075	Medium
9.	Privilege to make input in decision making process	289	2.25	1.103	Low
10.	Favourable educational policies and administration	289	2.79	1.041	Low
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11	Interpersonal relationship with the principal	289	2.66	1.141	Medium
12.	Principal is effective and competent	289	2.73	1.137	Medium
13.	Interpersonal relationship with co-teachers	289	2.72	1.183	Medium
14.	Interpersonal relation with students	289	2.64	1.143	Medium
15.	Conducive school environment	289	2.81	1.041	Medium
16.	Salaries and allowance are paid regularly	289	2.55	1.201	Medium
17.	Salary meeting up with your basic needs	289	2.51	1.191	Medium
18.	Stability and security of you job	289	2.46	1.164	Low
19.	Availability of teaching facilities	289	2.63	1.082	Medium
20.	Appreciated by the community where you teach	289	2.26	1.069	Low
21.	Respect and recognition earned from your students	289	2.41	1.092	Low
22.	Respect from family and society for being in teaching profession	289	2.44	1.129	Low

Source: Field Work

Table 1 shows the means response scores for teachers who were influenced the motivational factors such as enjoyment received from teaching, accomplishment in teaching, opportunity to advance through promotion, privilege for further studies, interpersonal relationship with the principal, co teachers and students, effectiveness and competency of principal. More so, conducive school environment, availability of teaching facilities, favourable educational policies and administration, and regular payment of salaries and allowances, salary meeting up with your basic needs, was in the range between 2.51- 2.85 which denoted medium level of motivation, because the range of the scores was within the limit of 2.50 — 3.49 on the 3 point scale that was termed medium level of motivation adopted from Mohammed (201 7). Table 1 also reveals means of response scores for teachers that were motivated by commendation for work well done, encouragement from academic performance of your students, freedom to use your initiative and judgment, seminars and workshops organized for teachers and privilege to make input in decision-making process. Moreso, stability and security of your job,

appreciation by the community where you teach, respect and recognition earned from your students, respect from family and society for being in teaching profession was in the range between 2.23- 2.47 which reflected low level of motivation because the range of the scores was within the limit of 1.50—2.49 on the 3-point scale that was termed low level of motivation, adopted from Mohammed (2017)

Hypothesis One: There is no significant difference in the motivation of young and old teachers in public senior secondary schools in Edo North Senatorial District, Nigeria.

The t - test analysis of the mean scores of motivation of young and old teachers is shown in Table 2.

Table 2: Summary of t-test analysis of the mean scores of motivation of young and old teachers

Group	N	\bar{X}	SD	Df	t-cal.	T-table	p-value Sig. (2-tailed)	Significant level	Decision
Young Teachers	109	40.90	21.16	287	9.301	1.969	0.00029	0.05	Rejected
Old Teachers	180	58.99	11.90						

It can be seen from Table 2 that, t - calculated value at a degree of freedom of 287 was equal to 9.301. That is $t(287) = 9.301$. Since the calculated t-value (9.301) is greater than tabled t-value (1.969) and p-value, Sig.(2-tailed) (0.00029) is less than 0.05, as also seen in Table 2, the null hypothesis was rejected. Table 2 reveals that the mean score for motivation of young teachers was 40.90 with a standard deviation of 21.16, while that of old teachers was 58.99 with a standard deviation of 11.90. This result suggests that age of teachers had effect on their motivation and old teachers were more motivated than young teachers to teach in public senior secondary schools in Edo North Senatorial District, Nigeria.

Hypothesis Two: There is no significant difference in the motivation of inexperienced and experienced teachers in public senior secondary schools in Edo North Senatorial District, Nigeria.

The t-test analysis of the mean scores of motivation of inexperienced and experienced teachers is shown in Table 3.

Table 3: Summary of t-test analysis of the mean scores of motivation of inexperienced and experienced teachers

Group	N	\bar{X}	SD	Df	t-cal.	T-table	p-value Sig. (2-tailed)	Significant level	Decision
Inexperienced Teachers	133	44.44	20.97	287	7.409	1.969	0.00043	0.05	Rejected
Experienced Teachers	156	59.17	12.29						

As evident in table 3, the calculated t-value 287 degree of freedom was equal to 7.409. That is $t(287) = 7.409$. Since the calculated t-value (7.409) is greater limit tabled t-value (1.969) and p-value, Sig,(2-tailed) (0.00043) is less than 0.05 as evident in Table 3. So the null hypothesis was rejected. Table 3 shows that the mean score for motivation of inexperienced teachers was 44.44 with a standard deviation of 20.97, while that of experienced teachers was 59.17 with a standard deviation of 12.29. This result suggests that teaching experience of teachers had effect on their motivation and experienced teachers were more motivated than inexperienced teachers to teach in public senior secondary schools in Edo North Senatorial District, Nigeria.

Discussion

The result of this study showed that the teachers were average/v motivated v enjoyment received from teaching, accomplishment in teaching, opportunity to advance through promotion, privilege for further studies, interpersonal relationship with the principal, co teachers and students, effectiveness and competency of principal. More so, by conducive school environment, favourable educational policies and administration, availability of teaching facilities, .regular payment of salaries and allowances and salary meeting up with their basic needs.

However, the findings collaborated with the findings of the researches of Dorji (2016) and Bosompem *et al.* (2012) where teachers were averagely or moderately

motivated. The findings also revealed that teachers were lowly motivated by commendation for work well done, encouragement from academic performance of your students, freedom to use their initiative and judgment, seminars and workshops organized for teachers and to make input in decision-making process. More so, by stability and security of their job, availability of teaching facilities, appreciation by the community where they teach, respect and recognition earned from their students and respect from family and society for being in teaching profession.

The findings are in line with the findings of Mwanza (2010), Guajardo (2011). Salma and Sajid (2012), Afolabi (2013) and Bahahudeen (2014) which revealed low motivation of teachers in their respective research. The findings of average motivation and low motivation of teachers in relation to different factors of motivation in this work were found to be contrary to the findings of Al-Tayyer (2014), Recepoglu (2014). Ibi *et al* (2016) and Handayani (2016) found that teachers were highly motivated in their respective research works in Saudi Arabia, Turkey, Taraba state and Indonesia.

The result of this study revealed that there was a significant difference in motivation of young and old teachers in public senior secondary schools in Edo North Senatorial District, Nigeria and that old teachers were more motivated than young teachers to teach in public senior secondary schools in Edo North Senatorial District, Nigeria. [The higher motivation of older teachers may be as a result of being closer to retirement and having higher professional satisfaction. The lower motivation of the younger teachers may stem from their higher expectations which perhaps, they are not getting from teaching in secondary schools.

The findings are in line with the findings of Kumara and Kumar (2023), Sekhar, Reddy and Naganjuna (2014) that there is a significant difference between age groups of teachers in teachers' motivation in secondary schools. Recepoglu (2013) and Bennell and Mukyanuzi (2005), who found in their studies that old teachers are more motivated to teach than the young teachers. In consistent with results obtained by Afolabi (2013) which indicated a significant difference between young and old teachers motivation and old teachers are more motivated than young teachers and asserted that this might not be

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unconnected with the fact that older teachers are given higher responsibilities and duty posts, such as Registrars, house masters/mistress, form masters/coordinators while younger teachers are not with the results of the study of Ngimbubzi (2009) which indicated that teachers differ significantly in job satisfaction by virtue of their motivation and asserted that job satisfaction increases with age, the higher the teachers' age, the higher the level of job satisfaction by virtue of motivation. Also in consistent ,with the findings of Bennell and Akyeampong(2007) as stated by Ngimbubzi (2009), who conducted a survey on teachers' motivation found that young Tanzanian teachers were less satisfied with their job perhaps by virtue of motivation than their older counterparts, who felt being teachers by profession was a privilege.

But contrary to the findings of Woyono (2016), Emad (2014) and Agegnehu (2014) who found no difference in work motivation of teachers by age, and Ibi *et al*(2016) who found in their work that old teachers are least motivated compare to young teachers. They opined that under normal circumstances, older teachers are supposed to be more motivated because of the fact they have more experience perhaps by virtue of their age in the teaching profession. However, their frustration may be due to neglect of teacher welfare by the government and stakeholders in the educational sector and since they have been in the system for long, it is natural for them to be less motivated. Moreso, contrary to view of Can (2015), who claimed in his work that younger teachers are more affected by motivational factors than the older teachers and the less sensitive the older teachers become towards their job and the more reluctant they become and recommended that efforts should be made to find ways of finding older teachers more motivated.

The result of this study also revealed that there was a significant difference in motivation of inexperienced and experienced teachers in public senior secondary schools in Edo North Senatorial District, Nigeria and that experienced teachers were more motivated than inexperienced teachers to teach in public senior secondary schools in Edo North Senatorial District, Nigeria. This reason could be hinged on the remark made by Rice (2010) that employees' years of experience is recognized as relevant factor in human resource policies including compensation systems, benefit packages and promotion

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decisions. The reason could also be hinged on the remarks made by Hohnbaum (2012) on Kocabas (2009) study that experienced teachers are more motivated because they have more experience and know all their lessons plan already. They have a love of their students and know what to expect whereas teachers with little experience may or may not know what is going to happen in his or her first couple of years and that can be a scary thought.

Conclusion

Based on the findings of this research, it is concluded that teachers were averagely motivated and what motivated one teacher in some cases did not motivate the others. However, teachers age, and teaching experience have effects on their motivation to teach in public senior secondary schools in Edo North Senatorial District, Nigeria.

Recommendations

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

- I. Government should increase the level of motivation of teachers by making sure that their personal needs and work performance needs are adequately taken care of and that the profession should be made attractive or enviable, so that all categories of teachers will appreciate the teaching profession and be more committed to it.
- II. In view of the fact that teachers' age and teaching experience have effects on their motivation, school administrators should note and device a medium to bridge the disparity.
- III. Government and the administrators of public schools should periodically carry out evaluation of the motivation given to teachers and the level of motivation of the teachers. This is to ensure that what motivates teachers are being attended to and give responsibilities to those that are highly motivated from time to time.
- IV. Government should increase financial benefits of teachers to reflect the state of economy.

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