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EDITORIAL

I consider it a great achievement producing the fifth edition of this journal titled "International Journal of Adult Learning and Continuing Education of the Department of Adult Education and Community Development. I congratulate the contributors that were drawn from various fields of Adult learning and also within educational fora. I also congratulate the editorial board as well as the publication committee on making this edition feasible on time.

The Journal is coming out at the right time, when most scholars are confused about the theme and direction of Adult Education.

This fifth edition will serve as an addendum to another green area of scholastic contributions and philosophical thinking for education.

It is hoped that the opinions expressed and conclusions drawn in this journal will be of great importance to policy makers, Students, researching the academia and the general public.

Through these articles, we pledge to keep the flames of progress and advancement of lifelong education burning in all fields in Nigeria and the world at large.

We appreciate all contributors and hope that this Journal will contribute to knowledge theory and practice in Adult Education.

Professor Mathew Borode

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BUSINESS STUDIES TEACHERS' MOTIVATION AND SELF-EFFICACY IN IBADAN NORTH-EAST LOCAL GOVERNMENT AREA, IBADAN, OYO STATE

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Abstract

A nation cannot grow beyond the quality of her teachers and the quality of teachers is a function of their motivation and self-efficacy. Teaching, in this clime, appears to be the professional body with the lowest form of remuneration. The study examined business studies teachers' motivation and self-efficacy in Ibadan North-East Local Government Area, Ibadan, Oyo State. Two research questions were raised to guide the study and four hypotheses were tested at 0.05 level of significance. Descriptive survey research design was adopted. A total of 206 business studies teachers were used in Ibadan North-East Local Government Area. There was no sampling. The instrument for data collection was a 24-item structured questionnaire validated by experts. Frequencies percentages and Pearson Product Moment Correlation (PPMC) were used for data analysis. The findings of the study revealed that majority of the business studies teachers have high level of motivation and self-efficacy. Also, there is a high level of correlation between motivation and teachers' self-efficacy. It was thereby recommended that business studies teachers should discover what produces motivation for them as they work, the management of schools should try to motivate the teachers in all possible ways and give incentives as and when due. Government should deem it fit to increase the salary of teachers and give them other relevant benefits.

Keywords: Teachers, self-efficacy, motivation, business studies, teachers' reward/recognition

Introduction

In educational sector, teachers have been recognised as a vehicle of success that transferred knowledge, build, nurture, and raise the learners to become great citizen in the society. They face complex responsibilities in spite of the achievement of educational goals and objectives. Teachers are regarded as persons who help learners to acquire knowledge and competencies. Teaching profession is a highly complex activity that requires total dedication and enthusiasm. Therefore, for teachers to perform effectively in carrying out their duties, they need to be motivated. The huge task and obligation of achieving the educational goals relate to motivation of teachers. Rao in Saidu, Dahiru, Suleiman, Umar, Muhammad and Abdullahi (2017) averred that a motivated teacher is expected to portray a mastery of the subject matter,

teaching skills, active engagement in classroom activities and transfer of knowledge to students, as well as involvement in modern research, application of findings to solve societal problems and active participation in institutional building. This implies that when teachers are highly motivated, there is evidence of putting all their efforts in achieving the educational goals.

Contextually, when teachers are hardly motivated, learners may be abandoned in the classes, while teachers engage in informal businesses as a means of surviving (Ombuya, 2015). This indicates that teachers' performance directly influences learning outcome. Hence, they need to be motivated in order to discharge their duties and dedicate more time with learners for effective outcome to be achieved. In the school, teachers want to have the feeling

that their job is secured and accommodation also secured. When such is lacking, it threatens their performance and work commitment. Koko and Kamalu (2019) observed that adequate provision of necessary conditions, such as payment of leave bonuses, implementation of teachers' new salary structure and increment, payment of bonuses, getting administrative support, provision of quality equipment for teaching and adequate classroom furniture will motivate teachers to perform optimally. This implies that when all these needs and safety measures are satisfied, then the social needs emerge.

Social needs include the need for love, affection, companionship, acceptance and friendship, as well as 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 are encouraged; membership of groups is encouraged and there is proper delegation of duty. Once the above are lacking or not fully satisfied, it affects teachers' psychology/mental health resulting to absenteeism, poor performance, low job satisfaction and emotional breakdown.

Teachers will be motivated to work if they perceive that any differences in terms of short comings between their desired conditions and the actual conditions are met and when their intrinsic motivation is much more than the extrinsic motivation. Teachers are satisfied if the rewards received are balanced compared with the effort they put in and their personal costs incurred. It is mostly discovered that motivated teachers produce an excellent level of output which enhanced their self-efficacy. It plays an important role in teachers' capability to execute behaviour necessary in assigning activities and perseverance when addressing certain challenges in their emotional response to turbulent situations. Self-efficacy ultimately accounts for a cognitive construct that mediates between knowledge and action:

Studies have shown that teachers with high self-efficacy levels are more open to new ideas, show greater willingness to try new teaching methods, design and organise their classes better, and are more enthusiastic and satisfied with their teaching (Bamburg, 2004; Tschannen-Moran & Woolfolk Hoy, Muijs and Reynolds (2001) affirmed that teachers with high self-efficacy can guide their students better to accomplish their tasks. This implies that self-efficacy affects teaching, learning and the attitude towards the educational process. Therefore, efficacy is not only related to students' outcomes in terms of performance, but also related to motivation.

Consequently, teacher competency is based on self-efficacy (beliefs in one's own abilities) and lack of self-efficacy causes many psychological problems such as low confidence level and low self-esteem. Self-efficacy is the belief in one's capabilities to organise and execute the courses of action required to manage certain situation. Self-efficacy in the context of teaching refers to the ability to determine the outcomes of the students' work. This relates with the potentials and actions of the doer which can influence an individual's action and the way of accomplishing tasks and achieving the desired results. In recent nest, it was believed that teacher's main responsibility was to teach but today reverse is the case in that special skills need to be taught to the students like decision making, critical analysis, and a balanced mindset, which will help students in both professional and personal life (Gul, 2014).

However, efficacious teachers are more composed in controlling and solving problems or given tasks (Shahzad, & Naureen, 2017). Also, teachers' behavioural motivation can contribute significantly to students' academic performance. It explains the fact that motivation and self-efficacy go hand in hand and as such, seem to be inseparable. High level of motivation in teachers always brings about willingness in service and a sort of readiness to proffer solutions to difficult challenges that might emerge in the process of work.

Conceptual Framework

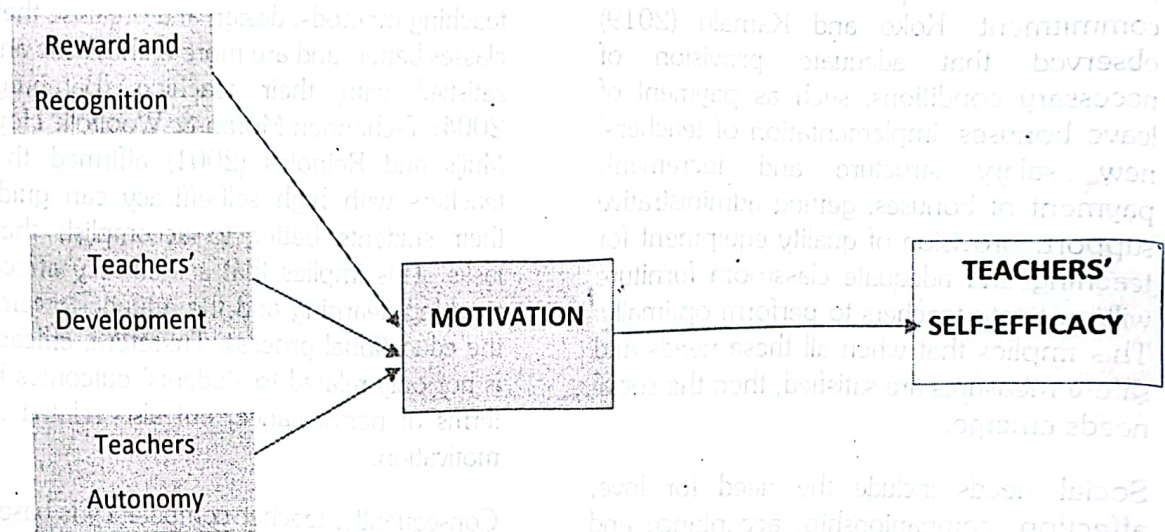


Figure 1: Motivation and Teachers' Self Efficacy

Figure 1 is the conceptual model that shows the relationship that exists between business studies teachers' motivation (reward and recognition, teachers' development in form of training, promotion, and autonomy) and self-efficacy by the Maslow theory. The model explains teachers' efficacy (dependent variable) which could be related to their performance as an independent variable based on teachers' motivation. Thus, the model described the relationship that exists between business studies teachers' motivation and self-efficacy in Figure 1. This shows that when business studies teachers physiological needs are met, it will serve as channels for effective performance of their duties and positively influence their commitment to task which will bring about favourable result.

Teachers' Motivation and Self-Efficacy

Motivation can be regarded as a means of influencing or stimulating a person to take action that will accomplish desired goals. Teachers' motivation is a way of empowering teachers in the occupation and this includes: ways, methods, strategies and management efforts in provision of enabling environment for satisfying the employees. In educational system, teachers should be motivated in order to boost their performance, productivity, effectiveness,

efficiency and dedication to the assigned tasks. Also, teachers' motivation is extremely influential as well as contagious since it has the potential to infect the students and to generate in them an attractive vision of language learning (Dörnyei, 2018). In other words, Ushioda (2011) affirmed that, teachers' attitudes, energy and motivation are some of the most significant factors which may affect learners' motivation to engage in learning. The author further identified four characteristic features of teaching motivation: (a) its main constituent is a prominent internal desire to educate academically and socially speaking (intrinsic/vocational component); (b) it depends on contextual factors normally related to institutional demands and constraints of the workplace and the profession; (c) this type of motivation does not only imply being motivated to teach but being motivated to involve in the process of becoming a teacher as a lifelong career; and (d) teachers' motivation is highly fragile since teachers are constantly exposed to both positive and negative powerful influences. Therefore, motivation can reinforce teachers' self-efficacy.

Self-efficacy plays an important role in teachers' activities because it assists in shaping their efforts and perseverance when addressing certain challenges. Self-efficacy is

self-belief of teachers in the capabilities and trust they have on their methodologies to accomplish the tasks. Teachers with a greater sense of self-efficacy beliefs are more willing to experiment new methods of teaching to meet the requirements of their students. Teachers' self-efficacy is crucial for the engagement, effort, and perseverance in learning and, as a result, those with lower efficacious beliefs are vulnerable to follow a negative spiral in which low expectations lead to less effort, lower success, and lower self-efficacy beliefs. (Zamfir, & Mocanu, 2020). The authors further stressed that teachers' self-efficacy shapes educational and career choices, motivation, effort of the students, and their response in face of adversity. This implies that self-efficacy influences the effort and perseverance of teachers in their performance.

Teachers reward/ recognition and Self-Efficacy

Teachers' reward is an important element in discharging their duties in educational system. Teachers need adequate reward and recognition to boost their morale for effective performance. According to Kituyi, Musau, and Thinguri, (2014), reward refers to any contingent that may deliver a consequence such as an activity, event, or any object that may be associated with an increase in the future likelihood of a defined behaviour in a similar situation. Teachers must not be impassioned before discharging their duties. Once adequate reward is given, they will be motivated to do the needful at the appropriate time. Kouzer and Posner (2007) affirmed that the way to get things done is by injecting enthusiasm, energy and school based rewards, in any form, go a long way in injecting enthusiasm and energy among teachers towards excellent performance. This shows that reward and recognition have significance influence on teachers' self-efficacy for remarkable result to be achieved. Yamoah (2013) reiterated that employees will be driven by effective performance if their expectations of fair and just reward systems are met. However, self-efficacy has effect on overall teachers' performance and can also serve as a major

factor in achieving educational objectives. Reward has great influence on teachers' motivation to perform and also as a remote factor.

Teachers' Development and Self-Efficacy

Staff 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 level of development influences the educational outcome and quality delivery. This development and training could be acquired through teachers' education in pre-service training, in-service training, on-the-job training, workshop training, seminars and so on. Fredriksson (2004) emphasised that teachers' professional development is a key factor that guarantees quality education. This implies that a well trained teacher will perform better than others. Teachers must strive to develop themselves with appropriate skills, competencies and collaborate with others for effective mastering of the subject matters. To Makovec (2018) teachers' development is related to three components: (a) cognitive, which encompasses knowledge and understanding; (b) an action that envelops professional skills and emotional motivation which would determine the teacher's attitudes and (c) values, which must keep the individual competencies in balance. Teachers are the most important resource in education programme.

Nevertheless, to ensure quality education, the policies implemented by the authority must take into account critical variables that influence teachers' career such as pre-service training, in-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.

Teachers' Autonomy and Self-Efficacy

In school setting, teachers' autonomy could enhance self-efficacy. This is the freedom teachers have in school to make autonomous decisions about what to teach the learners and how to teach it. Sokmen, and Kilic (2019) succinctly said that autonomous motivation has been positively associated with psychological well-being, job satisfaction and occupational commitment. Teachers' autonomy improves their level of performance in discharging their duties.

Statement of the Problem

The teachers' motivation and quality assurance have become matters 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 teachers' motivation which is factor in 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 level of seriousness because it is the level of motivation that will determine the self-efficacy of the teachers.

As a result of this, teachers are found performing below expectations because their needs have not been met as expected which has resulted to some unethical behaviour in discharging their duties. It has been observed that business studies faced many challenges such as poor motivation, low remuneration in terms of salaries, leave bonus, medical allowances, unconducive working environment and many others to mention but few. Such challenges have compromised the quality of the standards of the teaching profession and have hampered business studies teachers' self-efficacy and lower the performance of learners in schools. Therefore, when teachers are not motivated, it depicts low commitment to teaching. Based on this, motivation and business studies teachers' self-efficacy needs to be investigated.

Purpose of the Study

The study investigated the following:

- 1) Examine the relationship between business studies teachers' motivation and self-efficacy in Ibadan North-East Local Government.
- 2) Examine the relationship between reward and recognition and business studies teachers' self-efficacy in Ibadan North-East Local Government.
- 3) Examine the relationship between teachers' development and business studies teachers' self-efficacy in Ibadan North-East Local Government.
- 4) Examine the relationship between teachers' autonomy and business studies teachers' self-efficacy in Ibadan North-East Local Government.

Research Questions

The following research questions guided the study.

- 1) What is the level of motivation among business studies teachers in Ibadan North-East Local Government?
- 2) What is the level of self-efficacy among business studies teachers in Ibadan North-East Local Government?

Hypotheses

The following hypotheses were formulated for the study.

- 1) There is no significant relationship between business studies teachers' motivation and self-efficacy in Ibadan North-East Local Government.
- 2) There is no significant relationship between reward and recognition and business studies teachers' self-efficacy in Ibadan North-East Local Government.
- 3) There is no significant relationship between teachers' development and business studies teachers' self-efficacy in Ibadan North-East Local Government.
- 4) There is no significant relationship between teachers' autonomy and business studies teachers' self-efficacy in Ibadan North-East Local Government.

Methodology

The study was carried out in junior secondary schools in Ibadan North-East Local Government Area. The study adopted a descriptive survey design. The population of the study comprised 206 business studies teachers in public and private junior secondary schools in Ibadan North-East Local Government Area. There was no sampling. The instrument for data collection was a researcher designed questionnaire. The questionnaire was structured based on the purpose guiding the study. The instrument was conducted based on four point scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The questionnaire developed for this study was subjected to face validation by three experts in business education. Ordinal alpha was used to ascertain the internal consistency of the instrument. This yielded coefficient index of 0.77 which was deemed reliable for the study. The researcher

administered 206 copies of the instrument with the help of two research assistants and all the copies were retrieved. Data collected in the study were analysed using descriptive statistics, namely, frequency counts percentages and inferential statistics of Pearson Product Moment Correlation (PPMC).

Results

Research Question One: What is the level of motivation among business studies teachers' in secondary schools, in Ibadan North-East Local Government Area of Oyo State?

Research question one was answered based on the rating scale as responded to by the teachers of the sampled secondary schools in Ibadan North-East as shown in Table 1. Percentage scores of the responses were summed up and the decision was taken considering the rule.

Table 1: Level of Business Studies Teachers' Motivation in Secondary Schools in Ibadan North-East Local Government Area

Level	Scores Range	Frequency	Percentage
Low	24 – 47	0	0
Moderate	48 – 71	22	10.7
High	72 – 96	184	89.3
Total		206	100.0

Table 1 shows that the level of business studies teachers' motivation in secondary schools in Ibadan North-East Local Government Area is high (89.3%) based on the teachers' self-rating. Thus, it implies that business studies teachers are highly motivated in carrying out their assigned duties. The range was established by aggregating the 24 items (applications) and multiplied by 4 (response scale) which equaled to 40. The maximum minus minimum (96-24) equaled to 72 divided by

3(levels). Thus, the data was recoded to 24-47 = 1, 48-71 = 2, and 72-96 = 3. Therefore, the frequency and percentage were used to determine the level.

Research Question Two: What is the level of business studies teachers' self-efficacy in Ibadan North-East secondary schools?

Research question two was answered based on the rating scale as responded to by the business studies teachers in Ibadan North-East secondary schools as shown in Table 2.

Table 2: Level of Business Studies Teachers' Self-Efficacy in Ibadan North-East Secondary Schools

Level	Scores range	Frequency	Percentage
Low	10 – 19	0	0
Moderate	20 – 29	22	10.7G
High	30 – 40	184	89.3
Total		206	100.0

Table 2 reveals that the level of business studies teachers' self-efficacy as rated by teachers is high (89.3%). Hence, it means that business studies teachers' belief in their ability to effectively handle the tasks, duties, and challenges related to their professional activity, plays a key role in enhancing students' learning outcomes. The range was established by aggregating the 10 items (applications) and multiplied by 4 (response scale) which equaled to 40. The maximum minus minimum (40-10) equaled to 30 divided by 3 (levels). Thus, the data was recoded to 10-19 = 1, 20-29 = 2, and 30-40 = 3. Therefore, the frequency and percentage were used to determine the level.

Hypotheses Testing

Before performing the correlation analysis, preliminary analysis was conducted to check for outliers, that is, data points that are out on their own, either very high or very low, or away from the main cluster of points. Hence, with the knowledge of serious influence which outliers can have on outcome of analyses, no extreme outliers were found from the data set in which 206 received were used.

Hypothesis One: There is no significant relationship between business studies teachers' motivation and self-efficacy in Ibadan North-East secondary schools, Oyo State.

Table 3: Business Studies Teachers' Motivation and Self-Efficacy in Ibadan North-East Secondary Schools

Variables	N	R	p Value	Decision
Teachers' Motivation	206	.561**	.000	Rejected
Self-Efficacy	206			

*Significant $p < 0.05$

The Pearson correlation analysis value result from Table 3 shows a positive correlation between the two variables, $r = 0.561$, $n = 206$, $p = 0.000 < 0.05$. Hence, the hypothesis is rejected. This implies that a positive significant relationship exists between the business studies teachers'

motivation and self-efficacy in Ibadan North-East secondary schools, Oyo State.

Hypothesis Two: There is no significant relationship between reward and recognition and self-efficacy in Ibadan North -East Secondary School, Oyo State.

Table 4: Teachers' Reward and Recognition and Self-Efficacy in Ibadan North-East Secondary Schools

Variables	N	R	p Value	Decision
Reward and Recognition	206	.252**	.000	Rejected
Self-Efficacy	206			

*Significant $p < 0.05$

The Pearson correlation analysis value result from Table 4 shows a positive correlation between the two variables, $r = 0.252$, $n = 206$, $p = 0.000 < 0.05$. Hence, the hypothesis is rejected. This implies that a positive significant relationship exists between the business studies teachers' rewards and recognition and self-efficacy in

Ibadan North-East secondary schools, Oyo State

Hypothesis Three: There is no significant relationship between teachers' development and self-efficacy in Ibadan North-East secondary schools, Ibadan, Oyo State.

Table 5: Teachers' Development and Self-Efficacy in Ibadan North-East Secondary Schools

Variables	N	R	p Value	Decision
Teachers' Development	206	.405**	.000	Rejected
Self-Efficacy	206			

*Non-Significant $p > 0.05$

From Table 5, the Pearson correlation analysis value indicates a positive correlation between the two variables, $r = .405$, $n = 205$, $p = .000 < 0.05$. Thus, the hypothesis is rejected. This implies that a positive significant relationship exists between the teachers' development and their self-efficacy

in Ibadan North-East secondary schools, Oyo State.

Hypothesis Four: There is no significant relationship between teachers' autonomy and self-efficacy in Ibadan North-East secondary schools, Ibadan, Oyo State.

Table 6: Teachers' Autonomy and Self-Efficacy in Ibadan North-East Secondary School

Variables	N	R	p Value	Decision
Teachers' Autonomy	206	.540**	.000	Rejected
Self-Efficacy	206			

*Significant $p < 0.05$

From Table 6, the Pearson correlation analysis value result shows a moderate positive correlation between the two variables, $r = .540$, $n = 206$, $p = 0.00 < 0.05$. Therefore, the hypothesis is rejected. This implies that a positive significant relationship exists between teachers' autonomy and self-efficacy in Ibadan secondary schools, Oyo State.

Discussion of Findings

Results showed that business studies teachers have high motivation and also have high level of self-efficacy in their workplace. The motivation might be due to some benefits they receive in their various schools, aside the regular monthly salaries. Autonomy to organise extra classes outside the school hours is one thing that has been

helping them and in turn enhancing their level of motivation. The little money they receive from this used to augment the monthly salaries. High level of self-efficacy will help the teachers to handle any issues they come across. These findings are consistent with the finding of Muijs and Rejnolds (2001) that teachers with high self-efficacy can guide their students better to accomplish their tasks. It was also found in the results that the efficacious teachers are more composed in controlling and solving problems or the given tasks (Shahzad, & Naureen, 2017). It shows that self-efficacy is a mediator that influences achievement motivation on work performance of teachers.

The finding from the study also showed that there is a positive significant relationship that

exists between the business studies teachers' motivation and self-efficacy in their workplace. These findings align with the findings of Saidu et al. (2017) who averred that the level of business studies teachers' motivation in public junior secondary schools during economic recession is low and this has great influence on students' academic activities. That shows that teachers cannot work on an empty appetite. They need boosters to perform to the uttermost. Teachers' motivation predicted students' self-directed motivation toward learning and supportive teaching activities. It is the presence of motivation that spurs up and equally wakes up the giant in them. Absence of motivation translates to proportionate absence of self-efficacy. It was discovered that reward and recognition, teachers' development and autonomy is well related to self-efficacy. Teachers with high self-efficacy levels are more open to new ideas, show greater willingness to try new teaching methods, design and organise their classes better, and are more enthusiastic and satisfied with their teaching (Bamburg, 2004; Tschannen-Moran & Woolfolk Hoy, 2001).

It is equally found that a positive significant relationship exists between the business studies teachers' development and self-efficacy in their workplace. The finding equally agreed with Makovec (2018) who said that teachers' expectations are influenced by the experience and knowledge they acquire during their education for the teaching profession, in that during this period, teachers begin to build their professional image of themselves as a teacher.

Lastly, results from the study indicated a positive significant relationship that exists between business studies teachers' autonomy and self-efficacy. The study is in consonance with the study of Sokmen, and Kilic, (2019) that teachers who have high level of self-efficacy in their job can easily take initiatives when they need to be autonomous as they will feel competent in what they do.

Conclusion

From the findings of the study, it is concluded that business studies teachers have high level of motivation as well as a high level of self-efficacy towards their duty. However, we still have a few teachers that are not satisfied with the level of treatment and it has effects on their level of motivation and self-efficacy. For a teacher to demonstrate great level of self-efficacy that the teaching profession requires, there is a need for such teacher to be well and properly motivated in the duty. This is related to the stimulus and response theory. There should be something that serves as an impetus in order to bring about a great output from the teachers.

Recommendations

Based on the findings the study recommended that:

1. Business studies teachers should endeavour to develop an intra-personal scheme and ability that enhances self-motivation which leads to self-efficacy, even if there is no external factor motivating them. They should see themselves as role models, nation builders and people who mould destinies.
2. School heads like principals, vice principals and heads of departments should do everything within their scope to motivate the teachers under them. It can range from recognition and rewards, applause, incentives to other available things. This will really go a long way in motivating the teachers for better productivity.
3. The government at various level should revisit salary structure of the teachers and act accordingly. Minimum wages should be reasonable to the point that graduates would want to consider having a career in teaching. Other forms of allowances as approved in other parastatals should also be available in the teaching profession. Outstanding business studies teachers could equally be given government appointments related to business and finance sector of the country.

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