



Analysis of Selected Physical Educators' Opinion on Identified Job Related Motivating Factors

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ABSTRACT

The paper is a survey study of the opinion of physical educators on identified job related motivating factors. It involved thirty-seven (37) randomly selected physical educators. The respondents are spread over 60% of the twenty-five (25) Local Government Areas of Niger State of Nigeria. Data was coded and treated with simple percentages and chi square test of goodness of fit. The result showed that all but one of the identified job-related motivating factors are potent job motivators as five of the six null hypotheses stated were rejected consequent upon X^2 test of goodness of fit values obtained that were significant at 0.05 alpha level on five identified factors. However, X^2 value obtained with respect to professional licencing of practitioners was not significant at the same alpha level. Appropriate recommendations were therefore made within the delimitation and limitations of this study.

Introduction

Physical Education has undergone a lot of metamorphosis in terms of acceptance by the larger society and in terms of curriculum content. It would be recalled that Physical Education used to be known and called physical training. Today it is not only now seen as mere training but also a subject worthy of inclusion as one of the subjects which pupils must experience from primary school to at least the Junior Secondary School level. Even though it is examinable at the senior secondary school level, it is optional at that level. According to Butcher (1979), Physical Education is much broader and much more meaningful for day to day living.

Physical Education activities in Nigeria could be traced to the introduction of the discipline by the Christian missionaries between 1842 and 1882. Even though activities like hunting, local wrestling, swimming and dancing necessary for natural living existed, it was the missionaries with the involvement of the British government that introduced Physical Education with the final school system (NTI DLS 1992). Since the inclusion of Physical Education into the school system, it no doubt faced the problem of definition of terms. While Nixon and Jewett (1980) see Physical Education as the art and science of voluntary purposeful human movement, Updike and Johnson (1970) believe that Physical Education is seen differently by many professionals and therefore could be said to mean whatever physical educators do. Butcher and Thaxton (1981) referred to Physical Education as the training of the physical as well as equally educating the body and its needs.

Butcher (1979) identified objectives of Physical Education namely development of organic vigour, social competency, emotional stability neuro muscular skills including spiritual and moral strength. Other objectives include cultural appreciation, promotion of leisure time activities, self-realization and mental alertness development. In the junior secondary school Physical Education syllabus, the Federal Ministry of Education outlined objectives include development of physical skills, social responsibility. physiological development towards the attainment of a sound mind in a sound body. The objectives of Physical Education mentioned earlier are no doubt lofty and worthy of implementation. hence, the pride of place presently accorded the subject in the secondary schools is laudable. Consequently, machinery should be put in place to ensure a realization of the objectives for the benefit of the pupils and the society at large. One of the major factors in the realization of the Physical Education objectives in schools is the availability of well trained and motivated Teachers of Physical Education,

The Concept of Motivation

Motivation is a psychological variable which most students of management are familiar with. However, in advancing towards the thrust of this study briefs on the concept of motivation is necessary. Motivation could be defined as incentives that provoke interest and inspire optimal performance from the beneficiary of the incentives. Alderman (1974) defined motivation as the tendency for the direction and selectivities to be controlled by its connections to situations and the tendency of this behaviour to persist until a goal is achieved. Motivation is the inner state that energizes, activates, moves, directs and channels behaviour towards goals (Ven Kateswarlu, 1981). Motivation functions as motives energizer, behaviour regulator and sustainer (Chauhan, 1978). Many other authors namely Knapp (1977), Cratty (1983), Adeyanju (1987), Oyewusi (1989) and Ikulayo (1990) have also

contributed their quota to the definition of motivation. Their definitions could be summarised as seeing motivation as selection, direction and intensity of behaviour.

There are two types of motivation namely intrinsic and extrinsic motivation. Intrinsic motivation is that which impels the individual into action as a result of activities of innate stimulus purely for satisfaction without necessarily expecting any external reward. Extrinsic motivation on the other hand is the behaviour provoked due to external stimulus in which reward is expected after successful participation or achievement of modest success in a given task. Intrinsic rewards include satisfaction, self-esteem, recognition, belongingness among others (Singer 1984, Anshel, 1990). Extrinsic rewards to an extrinsically motivated performer include, prizes, cash awards, scholarships, coach leader behaviour, insurance policy, and so on (Sohi 1989). It must be understood that these two types of motivation interact in impelling a desired behaviour as degree of intrinsic motivation is a precursor of the degree of extrinsic motivation.

Statement of the Problem

The problem of this research was the investigation and analysis of selected physical educators' opinion on identified job related motivating factors namely provision of adequate facilities in schools, giving the subject compulsory status at the S.S.S. level, provision of personal equipment allowance, opportunity to attend periodic workshops and seminars, provision of improved medical facilities and professional licencing of practitioners of the Physical Education profession.

Specific Hypotheses

Six hypotheses were generated and tested. They include the following:

- i. Provision of facilities in schools will not significantly motivate Physical Education teachers on their job.
- ii. Giving Physical Education compulsory subject status will not significantly motivate Physical Education teachers on their job.
- iii. Provision of personal equipment allowance will not significantly motivate Physical Education teachers on their job.
- iv. Provision of improved medical facilities in schools will not significantly motivate Physical Education teachers on their job.
- v. Professional licencing of practitioners will not significantly motivate Physical Education teachers on their job,

Methods and Procedure

Design of the Study

The survey design method was adopted for the study as it involves opinion of various physical educators. Hassan (1997) concluded that survey involves the following data gathering techniques, interview, observation and administration of questionnaire. This study was conducted using the questionnaire mainly.

Subjects and Procedure for Data Collection

The subjects of the study were thirty-seven Physical Education teachers randomly selected from secondary schools in Niger State. The minimum qualification of the subject is the National Certificate of Education (NCE) and job experience as at the period of data gathering was three years minimum.

This random selection covered 60% of the number of local governments in the old local government structure of Niger State whereby sampling four professionals on the average in the selected local government areas. These questionnaires were administered to the subjects through a research assistant who paid three visits to the field during data gathering for another study involving the respondents of this study.

Data Analysis

The data collected were coded and subjected to simple percentages and computation of the chi-squared test of goodness of fit to test the six hypotheses postulated for the study. The results were arranged in six tables.

Results of Computations

Table 1 showing results of respondents' opinions on facilities in schools as a job motivator factor.

Always	25	67.57	X ² Value 19.53
Sometimes	06	16.21	
Rarely	06	16.22	
Total	37	100%	

at df 2 = 5.99
critical value

*Significant at 0.05 Alpha level

Table 2 showing results of respondents' opinion on compulsory status for Physical Education in schools at SSS level as a job motivator.

Always	26	70.27	X ² Value 22.66*
Sometimes	05	13.51	
Rarely	06	16.22	
Total	37	100%	

at df 2 = 5.99

Table 3 showing results of analysis of respondents' opinion on provision of personal equipment allowance as a job motivator.

Always	23	62.16	X ² Value 14.01*
Sometimes	08	21.62	
Rarely	06	16.22	
Total	37	100%	

at df 2 = 5.99

*Significant at 0.05 alpha level

Table 4 showing results of analysis of opinion on periodic workshops and seminars as a job motivator.

Always	15	54.05	X ² Value 6.71*
Sometimes	05	13.51	
Rarely	17	45.95	
Total	37	100%	

at df 2 = 5.99

Critical value = 5.99

Table 5 showing results of analysis of opinion on improved medical facilities in schools as a job motivator.

Always	20	54.05	X ² Value 9.15*
Sometimes	12	32.43	
Rarely	05	13.51	
Total	37	100%	

at df 2 = 5.99

*Significant at 0.05 Alpha level

Table 6 showing results of analysis of opinion on professional licencing for practitioner as job motivator.

Always	10	27.03	X ² Value 3.96*
Sometimes	09	24.32	
Rarely	18	48.15	
Total	37	100%	

at df 2 = 5.99

Crit. value

**Not significant at 0.05 Alpha level

Discussion and Conclusion

The results showed that in the opinion of the respondents, five out of the six job motivating factors have the potency of motivating them on the job always. On table I, X² value of 19.53 was significant and the null hypothesis stated on facilities was rejected indicating that provision of facilities in secondary schools shall always motivate the Physical Education teachers. This position was supported by 67.57% of the respondents which has also supported by the significant X² value obtained.

The results in table II showed that 70% of the respondents opined that giving Physical Education a compulsory subject status at the senior secondary school level, shall always motivate them on the job. The X value of 22.66 computed was equally supportive of this view as the null hypothesis was also rejected. With 62.16% of the respondents indicating that provision of personal equipment allowance shall constitute a potent job motivator and significant X value of 14.01 the null hypothesis three of this study, was rejected.

The results of analysis on respondents' opinion on periodic workshops and seminars as job motivation showed that only 40.54% felt that it shall always motivate them on the job while 13.51% and 45.95% felt that it will sometimes or rarely motivate them. The X' value of 6.71 obtained was significant at 0.05 level and consequently led to the rejection of the forth null hypothesis. The organization of workshops and seminars shall rarely be a job motivator. However, the results obtained in table V showed the improved medical facilities shall constitute a job motivator in the opinion of the respondents. The table showed that 54.0% % felt that improved medical facilities in school shall always motivate them and a X² value of 9.15 was significant as it was above the critical value of 5.99 and consequently the null hypothesis slated for the study was rejected. Table VI showed that professional licencing of practitioners shall rarely motivate the teachers on the job. The table indicated that it shall rarely motivate while 27.03% and

24.32% felt that it shall always and sometimes motivate them respectively. However, a X^2 value of 3.96 was not significant with critical value of 5.99 and thus allowed the acceptance of the null hypothesis. This showed that professional licencing of practitioners does not constitute a potent significant job motivator. This conclusion was reached rather painfully as professional licencing of practitioners of Physical Education activities is supposed to have an established control measures of practitioners, lay sound foundation for professionalism and eliminate touts from the profession.

Recommendations

Discussion and conclusions on the null hypotheses have been carried out within the delimitations and limitation of the study area and design. In view of these, the following recommendations are made in order to motivate Physical Education teachers in secondary schools and also increase consistency or otherwise of these findings:

- i. Sporting facilities should be provided in the secondary schools. The subject Physical Education should be accorded the compulsory status even at the senior secondary school level.
- ii. The pay structure of the Physical Education teacher should be reviewed to include payment of personal equipment allowance. Secondary schools should be provided with improved medical facilities which is easily assessable.
- iii. Education should be stepped up by the NAPHER nationwide to highlight the importance of refresher and re-training activities of workshops and seminars. This is also very paramount with regards to professional licencing of practitioners.
- iv. This study is recommended for replication in other states of the federation so as to authenticate the veracity or otherwise of the findings of this research.

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