
Assessment of Gender as the Determinant of Motivation of Music Teachers and Junior
Secondary School Students' Achievement in Music in South-South Nigeria

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ABSTRACT

This study was to assess the level of motivation and influence of gender on music teachers in secondary schools in south-south Nigeria. The study adopted a descriptive design method. This study was undertaken in the South-South geopolitical zone. The population of the study consisted of all the music teachers in public post primary schools in the four states in South-South Nigeria. The sampling technique was used in selecting 150 music teachers from Urban and Rural settings in the four states in South-South Nigeria. The main instrument for the study was a questionnaire titled "The Level of Motivation and Influence of Gender on Music Teachers in Secondary Schools Questionnaire (LMIGMTSSQ)". Reliability of the instrument deals with the extent to which the result accruing from an instrument is stable and consistent. The researcher conducted the administration of the questionnaire to all the 150 music teachers selected for the study. Data gathered in the study through the use of questionnaire (LMIGMTSSQ), was analyzed with inferential statistics. The study concluded that music teachers in Junior Secondary Schools in South-South Nigeria have not been motivated enough for high performance to be achieved; motivation of music teachers has immense contributions to the level of their students' performance in music in South-South Nigeria; gender of music teachers has significant influence on the level of their motivation and Junior Secondary School students' performance in music in South-South Nigeria. While the study recommend that music teachers should be motivated regularly in different forms like study leave, career development, regular promotion, regular payment of salary, excess work load allowance and access to loans and accountability. With these motivational factors music teachers will perform immensely well such that the performance of students in music and other wise will be affected positively.

KEYWORD: Motivation, Gender, Music, Teachers South-South and Nigeria

Introduction

The provision of schools and teaching resources alone may not be able to effectively educate the child to achieve the desired result with the teacher partnering with it. If the teacher and the school partner with each other, attendance rate may improve, drop-out rate may reduce or decrease, indiscipline could be checked, infrastructure may improve, the students' learning may be motivated, teachers' morale lifted or boosted and academic performance of students enhanced. Researches such as "teachers' use of instructional resources and students' achievement in music" by Udoh (2008a); "strategies for creating and sustaining students' interest in music" by Faseun (2008), have shown that music students whose teachers partner with school,

whose efforts are supported and encouraged, appear to have better long-term academic success than students whose teachers lack support and encouragement. In other words, Ellickson and Longsdon (2001), remarks to the fact that the school's effort in the area of teachers' motivation and satisfaction on the job are those aimed at sustaining the interest of teachers on the job and thereby improving the academic performance of the students.

Frankel in Essien (2008) sees motivation as being important, not only for humanitarian reasons, but also because they have been held that the music teacher who likes his job will work with efficiency and enthusiasm. He further states that the satisfaction an employee derives from employment is largely dependent on the extent to which the job and everything associated with the job meets his needs, expectations and values which constitute a few of the factors of job satisfaction. There is need to develop or map-out initiatives to attract, retain and improve the number and quality of music teachers required to execute the business of music education programme in the secondary schools in South-South Nigeria.

Statement of the problem

In spite of the exodus of some music teachers to other areas of better options, it is observed by the researcher that some have remained on the job under the same conditions. One then wonders what motivational initiatives actually influence gender among music teachers. Though some researches have been conducted in the field of level of motivation and influence of gender on other subject areas in certain places including the South-South zone, no study known to the researcher has been conducted on music teachers in the zone. Therefore, the fundamental problem for this study centered on the level of motivation and influence of gender on music teachers and junior secondary school students' performance in music in South-South Nigeria. It is therefore envisaged that at the end of the study, the interaction between motivation, gender and students' performance will be made manifest.

Objective of the study

- ✓ To ascertain the level of motivation of music teachers in secondary schools in South-South Nigeria.
- ✓ To determine the level of influence of gender on music teachers in secondary schools in South-South Nigeria.

Research question

- ✓ What is the level of motivation of music teachers and their students' performance in music in South-South Nigeria?
- ✓ What is the level of influence of gender on music teachers' motivation and their students' performance in music in South-South Nigeria?

Hypotheses

- ✓ There is no significant influence on the level of motivation of music teachers' and Junior Secondary School students' performance in music in South-South Nigeria.
- ✓ There is no significant influence of gender on the level of motivation of music teachers and Junior Secondary School students' achievement in music in South-South Nigeria.

Concept of Motivation

According to Bernard (1978), the word *motivation* comes from the Latin word *moveers* which means *to move*. Thus, motivation is literally the process of arousing movement in an organism. Bernard refers to motivation as all the phenomena which are involved in the stimulation of action towards particular objectives where previously there was little or no action towards achieving those goals. Jones (1955), states that motivation is concerned with how behaviour gets started, energised, sustained, directed and stopped. In their own perspectives, Hoy and Miskel (1987), see motivation as the complex forces, drives, needs, tensions, states or other mechanisms that start and maintain voluntary actions actively directed towards the achievement of personal goals. It is imperative for human resource managers to be aware of factors within an organization that might impact employee's job satisfaction and enhance their performance as they will, in the long run, impact both on the organisation and the employees. An organisation is effective to the degree to which it achieves its goals. In order to make teachers of music, satisfied and committed to their teaching jobs in any school, there is need for adequate motivation at the various levels.

Motivation is also defined as the process of influencing or stimulating a person to take action to accomplish a desired goal (Mondy, Holmes and Filippo, 1980). A need created by deficiency arouses an individual to behave in a manner that satisfies the goal. In a similar vein, Middlemist and Hitt (1981) explain motivation as the willful desire to direct individual's behaviour toward a goal. According to Staw (1983), motivation is a pre-potent state that energizes and guides behaviour. It is measured directly but inferred from changes in behaviour or even attitudes. A need could be a psychological or physiological deficiency that arouses an individual towards its satisfaction. Psychological needs would include growth, affiliation, achievement and power. A need thus, pushes individuals towards doing something to satisfy it, that is, it represents an energising force. It is obvious from the above submissions by Uba that motivation is all activities which are designed to arouse, sustain and direct behaviour. Just as an organisation has a purpose to stay alive, so do members have goals for joining the organisation. There are some common needs, for instance, doing satisfactory work for most people, it could be money, while for others, it could be for status, identity etc.

Uba (1980), categorizes needs into: primary and secondary needs. Primary needs, according to him, are food, appetite, water, air, rest, excretion, escape from pains, release of anxiety and emotion; while secondary needs are affection, autonomy, aggression, dominance and security. A careful examination of the foregoing definition of motivation leads to a number of ideas about the concept as posited by Uba (1980:157);

- i. It involves purposive, designated or goal directed behaviour.
- ii. It deals with what motivates and energises human behaviour, how it is directed and sustained.
- iii. It is related not only to behaviour but also to performance.
- iv. It involves certain forces on or within a person (to initiate and direct behaviours).
- v. It is not measured directly but inferred from behaviour and even attitudes.
- vi. Physiological, psychological and environmental differences of individual employees are important factors to consider.

Uba (1980) further acknowledges that motivation is an important input to achieving the desired performance, productivity or output in an organisation. Any organisation that takes the well-being and development of its employees seriously achieves its desired organisational goals. Ouchi in Donnely (1987) explains that the secret of Japanese industrial success is the great concern that Japanese managers showed for the well-being and development of their employees. According to him, Japan recognizes that motivated people do make a difference. Ouchi also believes that motivational climate that encourages workers to unite and be interdependent leads to why do people behave the way they do? What influences are at work in them? Donnely (1987), sees motivation is an internal decision process and it is at the core of human actions. It is an interior force or energy directed toward the attainment of higher levels of satisfaction. This force may be spontaneous or rational motivation, as there are two types of motivation.

According to Donnely, spontaneous motivation is the impulse toward greater satisfaction which is based on past experience. Through experience we store in memory action-satisfaction linkages which produces automatically (reflectively) to act one way or another. Spontaneous motivation is based on precedent. It is an impulse we feel towards attaining a higher level of satisfaction which has been experienced in the past, and it therefore generated automatically –we feel attracted by certain satisfactory actions which will produce in us certain satisfaction. Donnely, further defines rational motivation as that strength that enable us to choose an action sometimes after considerable intellectual effort, considering the value of the consequences of that action even if this value may not initially be useful. It is an impulse that is freely generated toward some satisfaction. It requires strength of will as it sometimes goes against the spontaneous impulse.

Importance of Motivation

It is obvious that organizations would want to motivate their employees to be more productive actually, though there are five reasons why a manger (or government in the case of teachers) will find knowledge of motivation important. Katz and Kahr in Onah, (2008) submits in order of importance that a worker could be motivated to:

- i. Join your organization: there is need to instill in talented prospective workers the desire to come to work for you.
- ii. Stay with your organization: whether you are in good economic times or bad, you always want to be able to retain good people.
- iii. Show up for work at your organization: some employees in many organizations create tremendous problems of absenteeism and lack of punctuality.
- iv. Perform better for your organization: some employees do just enough to avoid being sacked; but what is really needed are employees who will give you high productivity.

Do extra for your organization: you need “organizational good citizen”, who perform extra tasks above and beyond the call of duty.

Influence of Gender on Music

Extensive research has recently surfaced in the area of gender differences in education (Collins, 2009; Green, 1997; O’Neill, 2005; Sax, 2005; Wilson, 2006). This research currently lacks focus in the area of gender differences in musical learning and in motivation towards the learning

process. Research into these differences bridges the gap between gender education and music education. Koza (1993) focused on musical achievement between the genders at the secondary educational level and described males as “missing,” either in actual music groups or in their overall attitude in the music classroom. This issue could be a result of female elementary music teachers being unequipped to teach young males effectively. If boys do not feel attached to the subject of music, there may be little motivation to continue their education in music at the secondary level. It is only through the consideration of learning differences between genders that boys and girls will feel an equal amount of motivation to succeed in music.

For strictly practical purposes, when the word “gender” is used in this paper, it reflects the concept of gender found in the literature reviewed which follows the traditional Western binary concept of two rigidly fixed options: male or female, grounded in a person’s anatomy. Even though the use of gender in this project reflects this binary model based exclusively on biological sex, I wish to honor and acknowledge the wide range of gender variation that exists in children, adolescents and adults. Beyond anatomy, there are multiple domains defining gender. Therefore, I believe strongly that gender identity in all its complexities deserves to be mentioned and honored in this section. I am ever hopeful that as humankind evolves, progresses, and continues to embrace diversity in the human experience, the much-needed conversation on gender and education will evolve to include a more nuanced and authentic model of human gender as well.

Method

The study adopted a descriptive design method. This study was undertaken in the South-South geopolitical zone. The population of the study consisted of all the music teachers in public post primary schools in the four states in South-South Nigeria. The sampling technique was used in selecting 150 music teachers from Urban and Rural settings in the four states in South-South Nigeria. The main instrument for the study was a questionnaire titled “The Level of Motivation and Influence of Gender on Music Teachers in Secondary Schools Questionnaire (LMIGMTSSQ)”. Reliability of the instrument deals with the extent to which the result accruing from an instrument is stable and consistent. The researcher conducted the administration of the questionnaire to all the 150 music teachers selected for the study. Data gathered in the study through the use of questionnaire (LMIGMTSSQ), was analysed with inferential statistics

Results

Research Questions One: What is the level of motivation of teachers and their students’ performance in music in secondary schools in south-south Nigeria?

The research questions seek to find out the level of motivation of music teachers and their students’ performance in music in South-South Nigeria. To answer the research question, descriptive analysis is performed on the data (see table 1 and figure1)

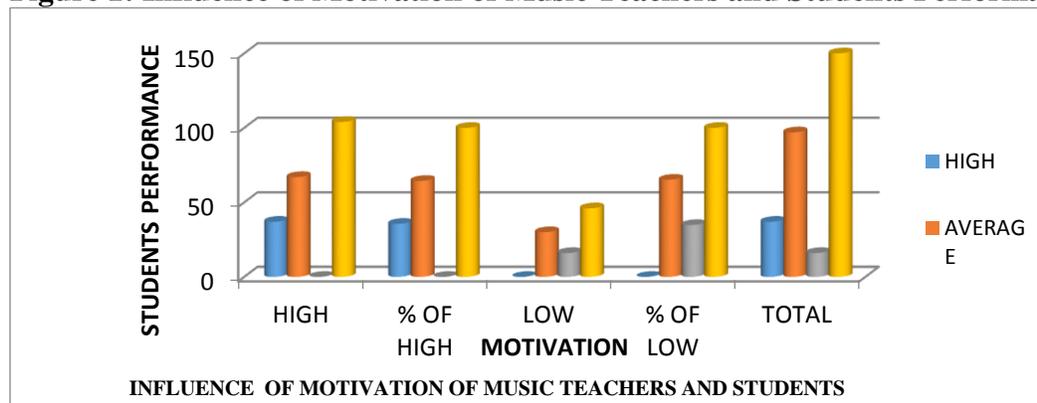
Table 1: Descriptive analysis of the level of motivation on music teachers and students performance in music in South-South Nigeria

Motivation		Students’ Performance			
		High	Average	Low	Total
High	Freq	37	67	0	104
	%	35.6	64.4	0.0	100

Low	Freq	0	30	16	46
	%	0.0	65.2	34.8	100
TOTAL		37	97	16	150

Source: Field Survey (2015)

Figure 1: Influence of Motivation of Music Teachers and Students Performance



Source: Field Survey (2015)

The results of the table 1 and figure 1 present the descriptive analysis of the level of motivation of music teachers and students performance in music in South-South Nigeria. From the table it is observed that with respect to highly motivated teachers, 35.6% of the students are identified with high level of performance, 64.4% are identified with average level of performance. It is also observed that students in that group had low level of performance. Also, with respect to lowly motivated teachers, 65.2% are identified with average level of performance, while 34.8% of their counterparts are identified with low level of performance. However, no student in that group is identified to record high level of performance in music.

Research Question Two: What is the level of influence of gender on motivation of music teachers and their students' performance in music in secondary schools in South-South Nigeria?

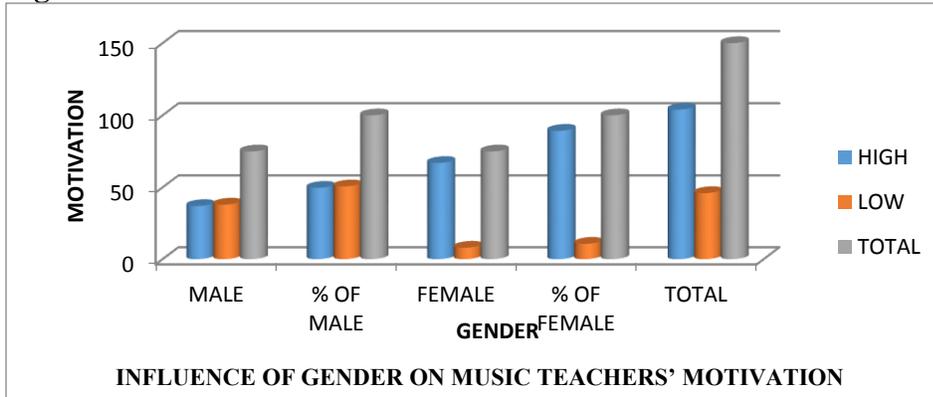
The research question seeks to find out the influence of gender on music teachers' motivation and their students' performance on music in South-South Nigeria. To answer the research question, descriptive analysis is performed on the data (see table 2 and 3 and figures 2 and 3).

Table 2: Descriptive analysis of the influence of gender on music teachers' motivation in South-South Nigeria

Gender		Level of motivation		
		High	Low	Total
Male	Freq	37	38	75
	%	49.3	50.7	100
Female	Freq	67	8	75
	%	89.3	10.7	100
TOTAL		104	46	150

Source: Field Survey (2015)

Figure 2: Influence of Gender on Music Teachers' Motivation



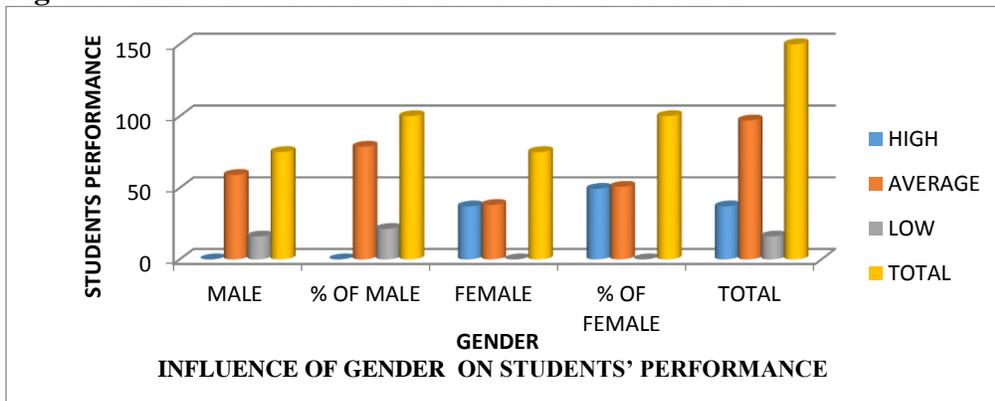
Source: Field Survey (2015)

Table 3: Descriptive analysis of the influence of gender on Students' Performance in South-South Nigeria

Gender	Students' Performance				
		High	Average	Low	Total
Male	Freq	0	59	16	75
	%	0.0	78.7	21.3	100
Female	Freq	37	38	0	75
	%	49.3	50.7	0.0	100
TOTAL		37	97	16	150

Source: Field Survey (2015)

Figure 3: Influence of Gender on Students' Performance



Source: Field Survey (2015)

The result of the above table 4.6 and figure 4.2 present the descriptive analysis of the influence of gender on music teachers' motivation and their students' performance on music in South-South Nigeria. From the table it is observed that with respect to the male teachers, 49.3% of the male teachers are highly motivated, while 50.7% of them are identified with low level of

motivation. Also, with respect to female teachers, 89.3% of them are observed to be highly motivated, while 10.7% are lowly motivated.

It is also noted that in table 4.7 figure 3 with regards to male teachers, 78.7% of their students are identified with average level of performance, while 21.3% of them are identified with low level of performance. However, no student in that group has high performance. Also, with respect to the female teachers, 49.3% of their students are identified with high level of performance, 50.7% are identified with average level of performance, while none of them had low level of performance.

Hypotheses Testing

Hypothesis One: The null hypothesis states that there is no significant influence of the level of motivation on music teachers and their students' performance in music in South-South Nigeria. To test the hypothesis, two groups of variables are identified such as:

1. Motivation of music teachers as the independent variable
2. Students' performance in music as the dependent variable

Chi-square analysis is then performed on the obtained data in order to ascertain the influence of the level of motivation on music teachers and their students' performance in music in South-South Nigeria (see table 4).

Table 4: Chi-square analysis of the influence in the level of motivation on music teachers and their students' performance in music in South-South Nigeria

Motivation	Students' Performance			Total	X ²
	High	Average	Low		
High	O	37	67	104	52.54*
	E	25.7	67.3		
Low	O	0	30	46	
	E	11.3	29.7		
TOTAL		37	97	150	

*Significant at 0.05 level; df = 1; Critical = 3.48

O = Observed frequency

E = Expected frequency

Table 4 shows the calculated X²-value as (52.54). This value is tested for significance by comparing it with the critical X²-value (3.48) at 0.05 level with 1 degree of freedom. The calculated X²-value (52.54) is greater than the critical X²-value (3.48). Hence, the result is significant. The result therefore means that there is significant influence of the level of motivation on music teachers and their students' performance in music in South-South Nigeria. The result of the data analysis also shows that more teachers (104) are highly motivated, while less number of teachers (46) are lowly motivated. This explains why there is significant influence of the level of motivation of music teachers on their students' performance in music in South-South Nigeria.

Hypothesis Two: The null hypothesis states that there is no significant influence of gender on the level of motivation of music teachers and their students' performance in music in South-South Nigeria. To test the hypothesis, two groups of variables are identified such as:

1. Gender as the independent variable
2. Motivation of music teachers' and their students' performance in music as the dependent variable.

Chi-square statistics is used in testing and analyzing the hypothesis in line with the obtained data in order to ascertain the influence of gender on the level of motivation of music teachers and their students' performance in music in South-South Nigeria. The summary of the output is presented in tables 5 and 6 respectively.

Table 5: Chi-square analysis of the influence of gender on the level of motivation of music teachers' in South-South Nigeria

Gender		Level of motivation		Total	X ²
		High	Low		
Male	O	67	8	75	28.22*
	E	52.0	23.0		
Female	O	37	38	75	
	E	52.0	23.0		
TOTAL		104	46	150	

*Significant at 0.05 level; df = 2; Critical = 6.99

O = Observed frequency

E = Expected frequency

Table 6: Chi-square analysis of the influence of gender on the level of students' performance in music in South-South Nigeria

Gender		Level of Performance			Total	X ²
		High	Average	Low		
Male	O	37	38	0	75	57.55*
	E	18.5	48.5	8.0		
Female	O	0	59	16	75	
	E	18.5	48.5	8.0		
TOTAL		37	97	16	150	

*Significant at 0.05 level; df = 2; Critical = 6.99

O = Observed frequency

E = Expected frequency

Tables 5 and 6 show the calculated X²-values as (28.22) and (57.55) for music teachers' motivation and students' performance in music respectively. These values are tested for significance by comparing it with the critical X²-value (6.99) at 0.05 levels with 2 degree of freedom. The calculated X²-values (28.22) and (57.55) for music is greater than the critical X²-

value (6.99). Hence, the result is significant. The result therefore means that there is significant influence of gender on the level of motivation of music teachers' and their students' performance in music in South-South Nigeria. The results of the data analysis also show equal number of male and female with respect to motivation and students' performance. This explains why there is significant influence of the gender on motivation of music teachers on their students' performance in music in South-South Nigeria.

Discussion of the Findings

Motivation of music teachers and students' performance in music

The result of the data analysis in Table 4.23 is significant due to the fact that the calculated X^2 -value (52.54) is greater than the critical X^2 -value (3.48) at 0.05 level of significance with 1 degree of freedom. The result implies that there is significant influence of the level of motivation of music teachers on their students' performance in music in South-South Nigeria. The findings may be as a result of the fact that the highly motivated music teachers are bound to produce more students with high or average academic performance, while the music teachers who are lowly motivated are bound to produce more of students with low academic performance in music in secondary schools in South-South Nigeria. From the result of the data there is an agreement with Herzberg's two-factor theory which says that managers should first eliminate dissatisfaction, making sure that working conditions, pay level, work policies, etc, are reasonable, while they should then concentrate on spurring superior work performance by providing opportunities for achievement, recognition, responsibility and personal growth. Again, Hoy and Miskel (1992) and Peretomode (1995) suggest that motivation such as participation in decision making increases teacher's morale and productivity and reduces the brain drain rate as well as increases the performance of students. To them, these are desirable objectives of any school system. For the purpose of this study, motivating strategy such as becoming involved in solving problems and overcoming challenges gives teachers continued motivation and morale booster to work hard. Engaging in these activities enhance the teachers' prospects of career development. It is indeed a fact that, the requirement for schools to strengthen their present performance or prepare themselves to meet the future demands cannot be ignored.

Gender and motivation of music teachers and students' performance in music

The result of the data analysis in Table 4.24 and 4.25 is significant due to the fact that the calculated X^2 -values (28.22) and (57.55) for music teachers' motivation and students' performance in music respectively are greater than the critical X^2 -value (6.99) at 0.05 level of significance with 2 degree of freedom. The result implies that there is significant influence of gender on the level of motivation of music teachers' and their students' performance in music in South-South Nigeria. This result is of the fact that male music teachers happen to be more motivated and also produce more students with high academic performance in music than their female counterparts in the study area, i.e. South-South Nigeria. The result therefore is in agreement with the findings of experts on related issues. The significance of the result caused the null hypothesis to be rejected while the alternative is accepted.

Conclusion

From the research findings, the following conclusions were deemed necessary: Music teachers in Junior Secondary Schools in South-South Nigeria have not been motivated enough for high performance to be achieved; motivation of music teachers has immense contributions to the level of their students' performance in music in South-South Nigeria; gender of music teachers has significant influence on the level of their motivation and Junior Secondary School students' performance in music in South-South Nigeria.

Findings made from the study also proved that educational qualification of music teachers has remarkable influence on their level of motivation and Junior Secondary School students' performance in music in South-South Nigeria. It is also observed that school location of music teachers has significant effect on their motivation and their students' performance in the subject matter. There is significant influence of gender on the level of job satisfaction of music teachers' and Junior Secondary School students' performance in music in South-South Nigeria.

Recommendation

1. Music teachers should be motivated regularly in different forms like study leave, career development, regular promotion, regular payment of salary, excess work load allowance and access to loans and accountability. With these motivational factors music teachers will perform immensely well such that the performance of students in music and other wise will be affected positively.
2. Gender discrimination should be abolished in schools, every teacher should be given equal opportunities to be involved in decision making in staff meetings so as to promote opportunity for high productivity by both music male and female teachers.

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