



AFRICAN JOURNAL OF STUDIES IN EDUCATION

VOLUME 13, NUMBER 2,
NOVEMBER 2018

ISSN: 0189-241X

EDITORIAL TEAM

Editor-in-Chief

Professor E. O. S. Iyamu

Editor

Dr (Mrs) Musa Rose Jummai

Associate Editor

Dr. H. O. Alonge

Editorial Board

Emeritus Professor N. A. Nwagwu	-	University of Benin
Professor O. G. Oshodin	-	University of Benin
Emeritus Professor M. A. Omolewa	-	University of Ibadan
Professor A. Urevbu	-	University of Benin
Professor E. Ojeme	-	University of Benin
Professor I. Owie	-	University of Benin
Professor E. Arubayi	-	Delta State University, Abraka
Professor A. B. Oduaran	-	North-West University, South Africa

Consulting Editors

Professor (Ven) M. Nwadiani	-	University of Benin
Professor J. K. Adeyemi	-	University of Benin
Professor E. Uko-Awomo	-	University of Benin
Prof. C. N. Omoifo	-	University of Benin
Professor C. N. Musa	-	University of Benin
Professor E. O. Egbuchuku	-	University of Benin
Professor S. E. D. Aduwa - Ogiegbaen	-	University of Benin
Professor A. U. Osunde	-	University of Benin
Professor (Mrs) L. Eralchiemeh	-	University of Benin
Dr. S. Adodo	-	University of Benin

AFRICAN JOURNAL OF STUDIES IN EDUCATION



**Volume 13
Number 2, November 2018**

ISSN: 0189 – 241 X

**AJOSIE is the Official Journal of
Faculty of Education
University of Benin
Benin City, Nigeria**

African Journal of Studies in Education – Vol 13, No.2, November 2018

AFRICAN JOURNAL OF STUDIES IN EDUCATION

FACULTY OF EDUCATION,
UNIVERSITY OF BENIN, BENIN CITY, NIGERIA.

ISSN: 0189 – 241 X

All rights reserved. No part of this Journal may be reproduced, stored in a retrieval system, or transmitted in any form or any means, electronic, mechanical, photocopying, recording or otherwise, without the written permission of the Editor-in-chief

Printed in Nigeria by:



AMBIK PRESS LTD.

#4, Otiye-Odibi Avenue, Isiohor,
Via Ugbowo Old Lagos Road,
P.O. Box 5027,
Benin City, Edo State.

AFRICAN JOURNAL OF STUDIES IN EDUCATION

Contents

Teaching Practice as A Panacea for Quality Teacher Production in Nigeria: The Expectations from Supervisees and What Co-Operating Teachers Can Do <i>Fibainmine G. Paulley, Ph.D¹ & Professor Augustus A. Adeyinka²</i>	1
Evaluation of School Feeding Programme in Nigeria <i>Okeke Emeka Paul</i>	18
Commercialization of Education in Nigeria: Prospects and Challenges <i>Douglas .O. Nwaokugha</i>	29
Effects of Extended Discussion Strategy on Lower Primary Pupils' Reading Comprehension and Basic Grammar in Osun State <i>Okewole, Johnson Oludele Ph.D. Awopetu, E.O. & Salami, J.O.</i>	44
School-Based Management and Effectiveness of Secondary Schools in Ondo State <i>Vivian Morenike, Olaseni</i>	56
Cyber Bullying: The Adolescent's Role as A Stakeholder in The Educational System <i>Dr Fomsi, Esther F.</i>	64
Values and Value Education in the Context of Social Studies <i>Odia, Agnes Anuoluwapo (Mrs.)</i>	79
Electronic-Learning Facilities as Correlates of NOUN Students' Academic Performance in Ilorin Centre <i>Oludipe Janet Titilayo, (Mrs)</i>	93
Influence of Motivation on Teachers Performance in Secondary Schools in Anambra State <i>Manafa, Ifeyinwa F. (Ph.D) ; Osegbue Gloria Chineze & Ohamobi, Ifunanya Nkechi (Ph.D)</i>	107

Appraisal of the Challenges of Access to Higher Education for Sustainable Development in Nigeria <i>Gideon, Victor Olorunfemi Ph.D</i>	119
Perceived Effects of Teaching Methods on Students' Academic Achievement in Agricultural Science in Secondary Schools in Oshimili South LGA, Delta State, Nigeria. <i>Poly-Mbah, C. P. (PhD)¹ & Shibigem H. O²</i>	131
Pre-Service Science Teachers' Conception and Misconception of Science Concepts <i>¹O.E Ogunseemi, ²D.O Oyawole,</i>	141
Availability and Use of Instructional Materials for Teaching and Learning of Biology with Respect To Students' Interest in Secondary Schools. <i>Mary E. Sulai, Ph.D & Thomas Andrew</i>	153
Assessing the Management of Motivational Needs and Career Aspirations of in-Service Teacher Trainees of Lagos State Junior Secondary Schools <i>Mayowa Ogunjimi¹; Tola Olujirwon² & ³Udofia I.G. Richard</i>	165
Managing Training Programmes and Facilities for Teachers' Productivity in Public Secondary Schools in Rivers State <i>Umeh, Mary Hilary Carol ; Okeowhor, Donatus Odinakachi & Efeotor, Ineye Esther</i>	179

ASSESSING THE MANAGEMENT OF MOTIVATIONAL NEEDS AND CAREER ASPIRATIONS OF IN-SERVICE TEACHER TRAINEES OF LAGOS STATE JUNIOR SECONDARY SCHOOLS

Mayowa Ogunjimi¹; Tola Olujuwon² & ³Udofia I.G. Richard

¹Dept. of Adult and Primary Education, Faculty of Education,
University of Ilorin, Ilorin, Nigeria

ogunjimimayowa@gmail.com; ogunjimi.mo@unilorin.edu.ng

²Dept. of Educational Foundations and Administration,
Adeniran Ogunsanya COE, Lagos, Nigeria
cenduserve@yahoo.com

³Dept. of Educational Psychology, Guidance and Counselling,
Adeniran Ogunsanya COE, Lagos, Nigeria
Udofiaimoh2000@gmail.com

Abstract

Motivation is understood as a concept of management practice used to enhance productivity at work place. Therefore, this study examines the motivational needs and career aspirations of in-service teachers of Lagos State junior secondary schools. The study is a descriptive survey research design. The population of the study consists of all in-service teachers of Lagos State junior secondary schools that are undertaking sandwich degree programmes while a sample of 240 in-service teachers was selected purposively across each of the six educational districts in the State. A self-constructed questionnaire titled "In-Service Teachers' Motivational Needs and Career Aspirations Questionnaire" (ITMNCAQ) was used for data collection. The Cronbach Alpha reliability value of the instrument is 0.73. The data collected were analyzed using mean and standard deviation to answer the research questions while the Pearson Product Moment Correlation Coefficient was used to test the stated hypothesis. The findings of the study revealed that counseling by people around and family members is the most significant motivational needs of in-service teachers while the highly rated career aspiration is finding stable economic security in teaching. A significant relationship was established between motivational needs and career aspirations of in-service teachers. It was recommended that in-service teachers' motivational needs in the teaching profession should influence the way schools prepare and plan their curricula. The school management should increase the number of developmental programmes and develop career counseling strategies to enhance in-service teachers' self-efficacy in several aspects of the teaching profession.

Key words: Motivation; Career Aspiration; In-service Teacher Trainees; Sandwich Education Programme.

Introduction

In the context of educational management, the term 'motivation' is understood as a concept of management practice used to enhance productivity at work place and also as a concept of human behaviour that makes an individual to behave in a certain way (Mullins, 2007). Thus an individual could be intrinsically and extrinsically motivated due to promotion, fringe benefits, a sense of challenge and achievement, better conditions of service, positive recognition and appreciation respectively. As a result of the above, Idogho (2002) inform that motivation is "concerned both with identifying the triggers for behaviour and understanding how and why human beings behave in certain ways in given circumstances". Dubrin (2010) identify four drives that enable an individual to behave in certain way and "how well they are satisfied influences his/her emotions and behaviour". The first drive, is acquiring scarce goods to bolster sense of well-being as well as the drive to bond with people and organisations. In addition, is the drive to comprehend our environment and finally, the drive by the individual to defend himself/herself against external threat. Thus, "employees are motivated by positions that enable them to learn and grow" (Dubrin, 2010).

We can therefore say that teachers are motivated based on the intrinsic and extrinsic value of teaching and self actualisation. Teachers' motivation in the teaching profession is crucial to actualisation of goals and objectives as well as in students' performance. Since good teachers are considered as the backbone of good education and learning. Learning is continuous and there is the need to develop and improve teachers' teaching skills and knowledge in their areas of professional practice based on the knowledge economy of the 21st century. However, literature have shown that if teachers are not motivated it could lead to low productivity and morale which could make them to engage in examination mal-practice, sexual harassment and moonlighting (Obodoegbulam, 2006). Similarly, Achuonye (2007) noted that progress will not be made in the educational sector in "the absence of adequately trained and motivated teachers".

In Nigeria, experts in education have observed that teachers have not been sufficiently motivated, their meagre salary is not paid as at when due and their conditions of service remained poor and pitiable (Adelabu, 2005; Isiyaku, 2003 & Olujuwon, 2016). Similarly, Jikah (2012) informs that "the level of motivation of teachers in schools across Nigeria is poor and this is due to societal perception of the teaching profession which made them not to accord it the same status as other professions like law, medicine and accountancy amongst others. Thus, Mamman (2006) noted that inadequate effective motivation for teachers has its attendant consequences such ineffectiveness, reduced productivity and commitment on the part of teachers.

Oluwakemi's (2011) study reveals the need for teachers to be motivated "so that they could show more commitment to their job". In a related study in Kenya, Kahenu (2012) found that the provision of opportunities for further training, promotion policies, and teachers' professional competence contribute positively to teacher productivity. Thus, the need for achievement, promotion and self-actualisation are the main motivating factors for individuals in an organisation. Motivated workers are considerate, dependable and committed to their work and some of the professional development programmes for teachers include in-service training, workshops and seminars to enable teachers to be self actualised and enable them to be abreast of modern techniques in education. The continuous exposure of teachers to new ideas, methods and skills will keep them relevant and productive. Recently, improving teachers' quality and teaching effectiveness have been a major concern among parents and government in order to improve learners' academic achievement and school leadership in Nigerian Public Secondary Schools (NPSS) (Olujuwon, 2016).

Motivation can be broadly defined as the forces acting on or within a person that cause the arousal, direction, and persistence of goal-directed, voluntary effort (Barnett, 2006). Similarly, Kondalkar (2007) describes motivation as the "inner burning passion caused by needs, wants and desires that propel an individual to exert physical and mental energy to achieve desired objective". The above definitions show that motivation has a lot to do with an internal zeal or the energising force that induces or compels and maintains' an individual's behaviour towards achieving a desired goal. Luthans (2011) explains the importance of goal achievement as a factor that influences the success levels of an individual and that of the formal organisation. Luthans further stress that "a goal is a performance target that an individual or group seeks to accomplish at work" Therefore goal setting is regarded as the process of motivating employees by establishing effective and meaningful performance targets (Luthans, 2011). In the same vein, Gibson, Ivancevich, Donnelly & Konopaske (2012) describe a goal as a force that attracts an individual in the motivational process to fulfill a need and the accomplishment of a goal can result in a significant reduction in need deficiencies which may be psychological, physiological or sociological or self-actualisation.

Therefore, the approaches to the theories of motivation, content and process focus their attention on the apparent needs, drives and wants of individuals while the process theories help to identify and explain how individual behaviour is initiated, energised, directed and sustained (Mullins, 2007). That is why the National Policy on Education of 2013 in section 97 (b) recognises in-service training as an integral part of continuing teacher education which is mandatory for all school proprietors to provide the opportunities for in-service education for teachers (FGN, 2013). This shows that in-service training is a

continuing professional development aimed at improving and updating teachers' subject knowledge as well as their classroom practices.

Similarly, Osamwonyi (2016:83) describes in-service education as the relevant courses and activities in which a serving teacher may participate to upgrade his professional knowledge, skills, and competence in the teaching profession. It thus, encompasses all forms of education and training given to a teacher who is already on the job of teaching and learning. This is in line with the objectives of in-service which is to expose serving teachers to the content and modern methodologies of teaching all school subjects and prepare them for new leadership roles. Also to enable serving workers to improve academically and professionally at a less cost to them and at little or no cost at all to the government and to make staff members work together through in-service programmes in workshops, conferences, and study groups in areas of common interest for professional growth and competences from the initial employment stage to retirement (Osamwonyi, 2016:83). As a result, teachers' response to in-service teaching courses is growing fast with increasing awareness of inherent benefits like job security, bursaries, psychological relief, self realisation and actualisation enjoyed by participants. Similarly, it enables the practising teachers to update their content knowledge and teaching skills as this would enable them to meet the requirements of new curricula and thus consider new research findings on teaching and learning which will make them to adapt to changes in their school environment (Zuzovsky,n.d, 42).

Thus in Nigeria, the in-service training programmes are organised by Universities or Institutes of Education for teachers who are NCE, NTI and ND graduates and those who are professionally qualified or trained as teachers to upgrade their qualifications through sandwich programmes in order to retain their job as getting study leave with pay from their schools could be difficult (Uzoka, 2012). In addition, the study of Adeosun (2008) revealed that the desire to perform more effectively on the job and to earn higher income are more pronounced in determining enrolment into the sandwich degree programme. However, the National Teacher Education Policy of 2009 noted that In-service Teacher Education (ISTE) curriculum and programmes are not addressing the needs of teachers and a few programmes exist for the professional development of post teachers (NTEP, 2009). The policy document clarifies that ISTE for basic education teachers consists primarily of programmes to provide upgrading or certification through distance and "sandwich" courses (NTEP, 2009). The Sandwich education programme is a way of increasing the teacher training opportunities in Nigerian schools and also a way of enhancing the efficiency of teaching as a practice (NPE, 2013). Similarly, it is a solution for training and re-training of teachers in Nigeria at a lower cost as well as opportunities for self-development of teachers (Obemeata, 1992).

To actualise the objectives of teacher education as spelt out in the National Policy on Education, some of the in-service programmes run in Nigeria tertiary institutions include sandwich, distant learning, workshop, conferences, seminars and orientation. The institutions (Universities, Colleges of Education and the National Teachers' Institutes) run a diverse number of courses which ranges from general education with specialization in subject areas and skills so as to prepare teachers for the needs of the school system.

Sandwich programme in this context are programmes conducted during the long vacation and continue in some instances on weekends by universities leading to the award of first degrees. Literature have shown that sandwich programmes enhance teacher's teaching and learning experiences by enabling them to upgrade their qualifications and enable them to develop academically and professionally (Adeosun, 2008 & Olaleye, 2013). The study of Olaleye (2013) revealed that sandwich programmes assist teachers in improving their skills, knowledge and competencies in their teaching subjects which subsequently enhance students' learning. Similarly, the knowledge acquired will enable them to meet with the present and future challenges. The National Policy on Education visualises teachers as qualified classroom teachers who are motivated, conscientious, competent and committed to the teaching profession (FGN, 2013). Thus, there is the need for continuous professional development for teachers to enable them cope effectively with the challenges in education and thus improve teaching and learning in schools.

Bolman and Deal (2008) remarked that "professional development will enhance teachers' new skills required to compete and understand leadership demands in schools". Also, it will make staff retention to remain consistent thereby allowing for future growth of the school and the staff. Teachers' participation in professional activities is about acquiring new knowledge and innovations to stimulate both their own professional development and that of the school, which contributes significantly to improving teaching and learning (Geijsel, Slegers, Stoel & Kruger, 2009). Therefore, professional development provides a sense of learning for teachers in collaboration with others to improve the practice of teaching and learning. This will enable teachers to update their subject knowledge and skills as professionals thereby raising the standard for achieving good learning outcomes. Similarly, teachers' training and professional development programmes are essential in teachers' career improvement and development.

However, the study of Uzoka (2012) revealed that "graduate teacher trainees are motivated by promotion to higher levels, salary increment, and encouragement and support from their families and friends as well as pressures from the Ministry of Education". The study further shows most teachers in

Nigeria bear the cost of funding of their own training and development. In a related study, Adeosun (2008) asserted that lack of adequate finance constitutes the major problem faced by sandwich degree students. Hence, there is the need to investigate the management of motivational needs and career aspirations among the in-service teachers. Therefore, the objective of this study is to assess the management of motivational needs and carrier aspirations of in-service teacher trainees of Lagos State secondary schools. Specifically, the study is aimed at:

1. Assessing needs of in-service teachers in embarking on sandwich programme?
2. Examining the career aspirations of the in-service teachers during sandwich programme?
3. Determining whether there is a relationship between the motivational needs and career aspirations of the in-service teachers of secondary schools.

Research Questions

1. What are the motivational needs of in-service secondary school teachers who are enrolled in sandwich programme in Lagos State?
2. What are the career aspirations of the in-service teachers during sandwich programme?

Research Hypothesis

There is no significant relationship between motivational needs and career aspirations of in-service teachers of Lagos State secondary schools?

Methodology

The study is a survey type of the descriptive research design which involved assessing the motivational needs and carrier aspirations of in-service teacher trainees of Lagos State secondary schools. It is a survey type which aimed at collecting data on and describing in a systematic manner, the characteristics, features or facts about a given population (Adeyemi, 2007). The Population of the study were in-service teacher trainees of Lagos State secondary schools while the target population are the in-service teacher trainees of Lagos State junior secondary schools pursuing sandwich degree programmes in tertiary institutions. The study adopts the purposive sampling technique to select 240 in-service teacher trainees that are pursuing sandwich degree programmes in tertiary institutions. Respondents were selected based on their willingness to participate in the study and being full time teaching staff in their various schools and were pursuing their first degree through the sandwich programme. A four-point likert scale self-constructed questionnaire titled "In-Service Teachers' Motivational Needs and Career Aspirations Questionnaire" (ITMNCAQ) was used for data collection. The numerical value of each response ranges from 4 to 1 with the

highest rating of 4 indicating the highest level of agreement and the least of 1 showing the lowest level of agreement.

The items on the questionnaire were validated by experts in educational measurement while the final draft of the questionnaire was pilot tested with an equivalent sample of thirty respondents not used in the main study. The Cronbach Alpha measure of internal consistency was used to determine the reliability. The reliability value of the questionnaire was 0.73 which implies that the instrument is highly reliable. Ethical consideration for the study was adhered to in conducting the research. We informed the respondents about the aims of the research, data management and their expected role in the research which enabled them to give us their informed consent. Above all, we assured them of the confidentiality and the use of pseudonyms if necessary. The data collected were analyzed using descriptive statistics of mean and standard deviation to provide answers to the research questions while the Pearson Product Moment Correlation Coefficient statistic was used to test the stated hypothesis.

Results

The data collected were analysed in two steps. The first step analysed the motivational needs and career aspirations of in-service teachers using descriptive statistics of mean and standard deviation. The second step analysed the relationship between motivational needs and career aspirations of the in-service teachers.

Research Question 1: *What are the motivational needs of in-service secondary school teachers who are enrolled in sandwich degree programmes in Lagos State?*

To answer this research question, mean and standard deviation of the data collected were computed and result is presented in table 1:

Table 1: Mean value of motivational needs for in-service teachers

S/N Rank	ITEM	Mean	SD
• 7 th	Passionate about teaching young children	2.38	0.76
• 6 th	Be a role model in the environment	2.49	0.88
• 10 th	Derive satisfaction in teaching profession	1.68	0.63
• 1 st	Achieving higher duty post and promotions	3.26	0.93
• 5 th	Increased professional skills and practices	2.72	0.73
• 3 rd	Increase my prestige	2.92	1.13
• 4 th	Have greater awareness in the environment	2.83	0.62
• 9 th	Having a rewarding experience in teaching	1.83	0.86
• 2 nd	Gain confidence to withstand the crowd	3.04	0.94
• 8 th	Building and enhancing more professional knowledge	1.95	0.81

The table 1 shows the mean values and standard deviation of motivational needs of in-service teachers of secondary schools in Lagos State. This result indicates that achieving higher duty post and promotions are the most motivational needs of the in-service teachers with the highest mean value of 3.26 and standard deviation of 0.93. It means that most of the in-service teachers of Lagos State secondary schools decided to undertake the sandwich degree programme as a result of the desire for achieving higher duty post and promotions in their teaching career. Moreover, the second rated mean value from the table (Mean=3.04; SD=0.94) is the motivational need of gaining confidence to withstand the crowd which means that many of the in-service teachers embark on the sandwich programme because of having confidence before people as a degree holder. The third rated mean value is increased prestige as a motivational need (Mean=2.92; SD=1.13). This shows that some in-service teachers decided to embark on the sandwich degree programme as a result of the desire for increasing their prestige in the environment. The result shows that having greater awareness in the environment is the fourth rated motivational need (Mean=2.83; SD=0.62); Increased professional skills and practices had the fifth rated mean value (Mean=2.72;

SD=0.73); being a role model in the environment had the sixth rated mean value (Mean=2.49; SD=0.88); passionate about teaching young children had the seventh rated mean value (Mean=2.38; SD=0.76); building and enhancing more professional knowledge had the eighth rated mean value (Mean=1.95; SD=0.81) and the ninth rated motivational need is having a rewarding experience in teaching (Mean=1.83; SD=0.86). The least rated motivational need is deriving satisfaction in the teaching profession (Mean=1.68; SD=0.63). This means that many of the in-service teachers are not thinking about deriving satisfaction with the profession.

Research Question 2: *What are the career aspirations of the in-service teachers during sandwich programme?*

To answer this research question, mean and standard deviation of the data collected were computed and result is presented in table 2:

Table 2: Mean value of Career Aspirations for Pre-Service Teachers

S/N Rank	ITEM	Mean	SD
• 7 th	Thought of establishing private school organization	2.63	0.85
• 9 th	Become an expert in the field	2.23	0.95
• 5 th	Hope to change to another profession	2.85	1.03
• 6 th	Enhancement of teaching professional skills	2.73	0.92
• 8 th	Network more on professional level	2.52	0.83
• 10 th	Mentor young intellectuals	1.82	0.77
• 4 th	Achieve advancement in organizational hierarchical level	2.94	0.89
• 2 nd	Gain more autonomy of work	3.22	1.08
• 1 st	Find stable economic and financial security	3.53	1.14
• 3 rd	Advancement in social prestige	3.06	0.95

The table shows the mean values and standard deviation of career aspirations for in-service teachers of Lagos State junior secondary schools. The result shows that

finding stable economic and financial security is the career aspiration of most of the in-service teachers (Mean=3.53; SD=1.14). This is contrary to what is expected of in-service teachers. It reveals that many of the in-service teachers are aspiring to find a stable economic and financial security in pursuing sandwich degree programme while they are teaching at the junior secondary school level rather than mentoring the young intellects which is the least career aspiration among the respondents (Mean=1.82; SD=0.77). The mean value for gaining more autonomy of work (Mean=3.22; SD=1.08) is the second ranked mean value which indicates that many of the respondents are aspiring to gain more autonomy of work rather than aspiring to become an expert in the field which had a mean value that is ranked ninth (Mean=2.23; SD=0.95). Moreover, the result shows that career aspiration of advancement in social prestige with a mean value of 3.06 and standard deviation of 0.95 is ranked third while aspiration of achieving advancement in organizational hierarchical level is ranked fourth (Mean=2.94; SD=0.89). Other career aspirations of the in-service teachers are hope to change to another profession (Mean=2.85; SD=1.03); enhancement of teaching professional skills (Mean=2.73; SD=0.92); thought of establishing private school organization (Mean=2.63; SD=0.85) and network more on professional level (Mean=2.52; SD=0.83). The result shows that many of the respondents aspire to achieve economic and financial security, and social prestige in their career aspirations while doing sandwich degree programme rather than aspiring to become experts in the teaching profession and also mentor young intellects.

Research Hypothesis: *There is no significant relationship between motivational needs and career aspirations of in-service teachers of Lagos State secondary schools?*

To test this research hypothesis, the data collected were analysed using the Pearson Product Moment Correlation Coefficient Statistic. The result of the analysis is presented in table 3:

Table 3: Summary of correlation between motivational needs and career aspirations of in-service teachers

Variable	N	Mean	SD	r-value	Sig.(2-tailed)
Motivational Needs	240	23.32	2.34	-0.29	0.00
Career Aspiration	240	23.87	2.51		

Table 3 shows that the Pearson r - value of -0.29 is significant at 0.05 alpha level ($p < 0.05$). This indicates that there is a significant relationship between motivational needs and career aspirations of in-service teachers of Lagos State secondary schools. Hence, the null hypothesis which states that there is no significant relationship between motivational needs and career aspirations of in-service teachers is not accepted.

Discussion of Findings

There are many factors responsible for the motivational needs of in-service secondary school teachers embarking on sandwich degree programmes in Lagos State. The study of Gibson, Ivancevich, Donnelly & Konopaske (2012) assert that motivation remains a primary and one sensitive propeller that drives individuals to greater heights. These authors inform that most in-service teachers are motivated primarily by the quest to achieve higher duty post and promotions in their place of work irrespective of the cost of education involved. Similarly, others who have relative low esteem in class delivery often see this medium as platform to gain confidence to withstand crowd when teaching a heterogeneous group and even when talking to colleagues too. Furthermore, Luthans (2011) and Kahenu (2012) also identified that an increase in individual self- prestige, awareness level in the environment, professional skills and practices, being a role model in the environment, development of passion towards teaching young children are some of the core motivational needs of in-services teachers that motivate them towards sandwich education.

In addition, Barnett (2006) and Kondalker (2007) maintained that building and enhancing more professional knowledge, having a rewarding experience in teaching and the drive to derive satisfaction with teaching profession among others are some of the secondary motives that motivate in-service teachers to register for sandwich degree programmes. There are so many reasons for the career aspirations of in-service teachers especially among the ones undergoing sandwich programmes. In similar studies, Adeosun (2008), Zozuvsky (n.d) and Osamwonyi (2016) noted among others, the career aspirations of in-service teachers to include provision of stable economic and financial security, more autonomy of work and the advancement in organizational hierarchical level. The hope to change to another profession any time the opportunity presents itself and the enhancement of teaching professional skills. Others include the thought of establishing own private school organization and network more on professional level with peers; become an expert in the field of teaching and mentoring of young intellects. However, due to the dynamism of the human nature, teachers are very much driven by the quest for advancement in social prestige. Thus, in-service teachers see education as a means to the facilitating social change. Literature has shown that teachers with lower qualifications most times feel

inferior to those with higher qualifications even in the course of decision making in their organization (Adeosun, 2008 and Osamwonyi, 2016).

The relationship that exists between teachers' motivational needs and career aspirations of in-service teachers of Lagos State secondary schools is very significant especially at a time when the teaching profession is seen by many as an alternative to unemployment in Nigeria. Literature reveals that an individual is likely to be intrinsically and extrinsically motivated if it would aid their career aspirations in the area of future promotions and fringe benefits. Similarly, motivation will occur, if there would be a sense of challenge and achievement, better conditions of service, positive recognition and appreciation respectively (Idogho, 2002; Mullins, 2007).

Teachers' motivation in the teaching profession is crucial to actualisation of goals and objectives as stated in the curriculum which is a vital element of achieving personally set objectives. Studies have shown that good teachers are regarded as the backbone of effective teaching and learning (Olujuwon, 2016). Learning is continuous and there is the need to develop and improve teachers' teaching skills and knowledge in their area of professional practice based on the knowledge economy of the 21st century (Olujuwon, 2016). Obodoegbulam (2006) asserts that if teachers are not motivated it could lead to low productivity and morale which could make them to engage in examination mal-practice, sexual harassment and moonlighting. This is in line with the studies of Achuonye (2007) that progress will not be made in the educational sector in "the absence of adequately trained and motivated teachers".

Conclusion

This study assessed the management of motivational needs and carrier aspirations of in-service teacher trainees of Lagos State Junior Secondary Schools. The study reveals that motivation is an important agent that drives in-service teachers to achieve their respective career aspirations through the sandwich programmes. Thus, without any form of intrinsic motivation for the in-service teacher, no career aspiration would be met irrespective of years of teaching experience. The whole essence of opting for sandwich degrees programmes is to be upgraded in the place of primary assignment. The study further revealed that Sandwich programmes give teachers a stable economic balance in their job and ensure financial security as well. Furthermore, Sandwich programmes instill confidence in teacher trainees and bestow satisfaction and attainment of professionalism in the teaching profession. The study recommends that in-service teachers should be compelled as a matter of compulsion to update themselves on emergent programmes designed to improve the teaching profession. Furthermore, the Lagos State government should liaise with corporate bodies on more possible incentives to be given to outstanding teachers in schools as this would motivate more

teachers to put in their best in content delivery, which is expected to show on learners' performance.

References

- Achuonye, K.A. (2007). *Trends in Nigerian educational innovations*. Port Harcourt: Pearl Publishers.
- Adelabu, M.A. (2005). Teacher motivation and incentives in Nigeria. Available from: www.eldis.org/vfile/upload/1/document/0709/Teacher_motivation-Nigeria.pdf
- Adeosun, O. V. (2008). Determinants of enrolments and problems of the sandwich Degree programme in Nigeria. *International Business Management*, 2 (4):145-149.
- Adeyemi, T.O. (2007). *Research methods and theses writing in educational studies*. Lagos: New Haven Publication.
- Barnett, T. (2006). Motivation and motivation theory. In *Encyclopaedia of management*. 5th Edition. (563-566). Edited by Helms, M.M. Detroit: Thomson Gale.
- Bolman, L. G & Deal, T. E. (2008). *Reframing organisations: Artistry, choice and leadership*. 4th edition. San Francisco, CA: Jossey-Bass.
- DuBrin, A. J. (2010). *Principles of leadership*. 6th edition. Australia: Cengage Learning.
- Federal Government of Nigeria. (2013). *National Policy on Education*. Lagos: NERDC Press.
- Geijsel, F.P., Slegers, P.J.C., Stoel, R.D & Kruger, M. L. (2009). The effect of teacher psychological and school organisational and leadership factors on teachers professional learning in Dutch Schools. *The Elementary School Journal*, 109(4):406-427.
- Gibson, J. L., Ivancevich, J. M., Donnelly, J. H & Konopaske, R. (2012). *Organizations: behaviour, structure, processes*. 14th edition. New York, NY: McGraw-Hill Irwin.
- Idogho, P.O. (2002). Motivating teachers in enhancing tertiary education in Nigeria. In Oriaifo, S.O; Nwaokolo, P.O.E & Igborgbor, G. C. (Eds). *Refocusing Education in Nigeria*. Benin City: Da- Sylva Influence.
- Isiyaku, K. (2003). Address by the Executive Secretary of NCCE on the occasion of the inauguration and public presentation of the NCCE minimum standards to the provosts of Colleges of Education in Nigeria. The Teacher Registration Council. Port Harcourt: Osia International Ltd.
- Jikah, S.S. (2012). Effects of motivation on teachers' productivity in Jalingo, Taraba State: Teachers' motivation and productivity. Canada: Lap Lambert Academic publishing. Available from <http://www.amazon.com>

- Kahenu, S.M. (2012). Factors that influence motivation and productivity of secondary school teachers: A case study of Thika District secondary schools. Kenya: Kenyatta University Available from <http://irlibrary.ku.ac.ke/etd/handle>
- Kondalkar, V.G. (2007) *Organisational behaviour*. New Delhi: New Age International.
- Luthans, F. (2011). *Organizational behaviour. An evidence- based approach*. 12th edition. New York, NY: McGraw-Hill Irwin.
- Mamman, A. (2006). Teacher education for sustainable development: Issues and challenges. *Dougirei Journal of Education*, 7, 138-147.
- Mullins, L. J. (2007). *Management and organisational behaviour*. 8th edition. England: Pearson.
- National Teacher Education Policy. (2009). Abuja: Federal Ministry of Education.
- Obemeata, J. O. (1992). Part-time programmes: Concept and development in Nigeria. In Oshodin, O.G (Ed). *Teacher Education Part-Time Programmes in Nigeria*. Benin City: UNIBEN Press.
- Ogbodoegbulam, A.O. (2006). Examination malpractice in Nigeria: Implications for counselling. *Journal for Research and Production*, 2 (1), 17-22.
- Olaleye, F. O. (2013). Enhancing educational effectiveness in Nigeria through teacher's professional development. *European Scientific Journal*, 9(28): 422-431.
- Olujuwon, O.T. (2016). *Redefining teacher leadership in public secondary schools*, Lagos. Nigeria. Unpublished doctoral thesis, University of Johannesburg, South Africa.
- Oluwakemi, A.C. (2011). Teacher personnel management as determinant of teacher productivity in Oyo metropolis senior secondary schools. *Pakistani Journal of Social Sciences* 8 (1), 39-42. Available from <http://www.medwelljournals.com>
- Osamwonyi, E.F. (2016). In-service education of teachers: Overview, problems and the way forward. *Journal of Education and Practice*, 7(26):83-87
- Uzoka, N. E. (2012). Cost constraints and the quality of teacher education programmes in Nigeria's south-west universities. *Occasional Papers in Education & Lifelong Learning: An International Journal*, 6, (1/2): 110—132

Teaching Practice as A Panacea for Quality Teacher Production in Nigeria: The Expectations from Supervisees and What Co-Operating Teachers Can Do

Fibaimine G. Paulley, Ph.D.¹ & Professor Augustus A. Adeyinka²

Evaluation of School Feeding Programme in Nigeria

Okeke Emeka Paul

Commercialization of Education in Nigeria: Prospects and Challenges

Douglas .O. Nwaokugha

Effects of Extended Discussion Strategy on Lower Primary Pupils' Reading Comprehension and Basic Grammar in Osun State

Okewole, Johnson Oludele Ph.D. Awopetu, E.O. & Salami, J.O.

School-Based Management and Effectiveness of Secondary Schools in Ondo State

Vivian Morenike, Olaseni

Cyber Bullying: The Adolescent's Role as A Stakeholder in The Educational System

Fomsi, Esther F. (Ph.D)

Values and Value Education in the Context of Social Studies

Odia, Agnes Anuoluwapo (Mrs.)

Electronic-Learning Facilities as Correlates of Noun Students' Academic Performance in Ilorin Centre

Oludipe Janet Titilayo, (Mrs)

Influence of Motivation on Teachers Performance in Secondary Schools in Anambra State

Manafa, Ifeyinwa F. (Ph.D) & Osegbue Gloria Chineze & Ohamobi, Ifunanya Nkechi (Ph.D)

Appraisal of the Challenges of Access to Higher Education for Sustainable Development in Nigeria

Gideon, Victor Olorunfemi Ph.D

Perceived Effects of Teaching Methods on Students' Academic Achievement in Agricultural Science in Secondary Schools in Oshimili South LGA, Delta State, Nigeria.

Poly-Mbah, C. P¹ & Shibigem H. O².

Pre-Service Science Teachers' Conception and Misconception of Science Concepts

Ogunseemi, O.E; Oyawole, D.O

Availability and Use of Instructional Materials for Teaching and Learning of Biology with Respect To Students' Interest in Secondary Schools.

Mary E. Sulai, Ph.D & Thomas Andrew

Assessing the Management of Motivational Needs and Career Aspirations of in-Service Teacher Trainees of Lagos State Junior Secondary Schools

Mayowa Ogunjimi¹; Tola Olujuwon² & ³Udofia I.G. Richard

Managing Training Programmes and Facilities for Teachers' Productivity in Public Secondary Schools in Rivers State

Umeh, Mary Hilary Carol ; Okeowhor, Donatus Odinakachi & Efeotor, Ineye Esther