

JOURNAL OF CONTEMPORARY ISSUES IN NIGERIAN ECONOMY

VOL 4(1) December, 2024

ISSN: 1597-1937

**Publications of Lagos State University
Centre for General Nigerian Studies
P.M.B. 0001, LASU Post Office,
Ojo, Lagos Nigeria.**

© Lagos State University, (2024)

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system or transmitted in any form or by any means, electrical, mechanical, photocopying, recording or otherwise, without the prior permission of the copyright owner.

A publication of
Lagos State University
P.M.B. 0001. LASU Post Office
Ojo Lagos

Printed by:



HIS LINEAGE PUBLISHING HOUSE
GSM: 08033596818
E-mail: awemakin@gmail.com

EDITORIAL TEAM

Prof M.O.B. Mohammed FNAEAP

Editor in Chief,

Director, Centre for General Nigerian Studies,
Lagos State University
Mubashiru.mohammed@lasu.cdu.ng
+234 803 334 4750

Dr. Rahmon Saka

Business Editor,

Assistant Director, Centre for General Nigerian Studies,
Lagos State University
rahmon.saka@lasu.edu.ng +234 805 613 4743

Dr. Omoteso Oluwa

Managing Editor,

Assistant Director, Centre for General Nigerian Studies,
Lagos State University
omoteso.oluwa@lasu.edu.ng +234 802 315 0058

Mr. Ademola Adekoya

Principal Assistant Registrar

Administrative Secretary

Centre for General Nigerian Studies, Lagos State University
martin.adekoya@lasu.edu.ng +234 907 061 4118

Consulting Editors

Prof. Jonas A. S. Redwood-Sawyerr,

Executive Director, e-learning Centre,
University of Sierra Leone
jonas.redwood-sawyerr@usl.edu.sl

Prof. Ronnie Frazer-Williams

Dean, School of Postgraduate Studies,
University of Sierra Leone
ronniefrazerwilliams@gmail.com

Onoriode Collins Potokri PhD

Education Leadership and Management
Faculty of Education,
University of Johannesburg, South Africa
cpotokri@uj.ac.za

Prof. Ayeni Abiodun Olumide

University of Ibadan, Ibadan, Oyo State, Nigeria
Department of Educational Management,
Faculty of Education,
biodunmide@gmail.com

Prof. George Oduro

University of Cape-Coast,
Institute for Educational Planning and Administration, Ghana
goduro@ucc.edu.gh

FROM THE DESK OF LEAD EDITOR

The Centre for General Nigerian Studies had the second summit held from 4th – 7th December, 2024. The theme of the summit was aptly coined, Fostering Integrity and Peace: Tackling Corruption and Promoting Ethical Leadership in African Education. The summit attracted participants drawn from universities within and outside Nigeria. The summit was declared open by the management team of Lagos State University, ably led by the Vice Chancellor, Prof Ibiyemi Ibilola Olatunji Bello mni NPOM GCGNS inside the main bowl of the Makanjuola Lecture Theatre, Lagos State University, Ojo, Lagos State, Nigeria. It was a 4 day of academic and cutting-edge activities. Scholarly papers were presented, and thereafter, the papers were subjected to peer review. In all, more than 52 presentations were made, but only 20 articles scaled through the hurdles. Ladies and gentlemen, the volume 4 of the journal of Contemporary Issues in Nigerian Economy (JCINE) is highly recommended to scholars, researchers, policy makers, and other stakeholders in the field of education.

Prof. M.O.B Mohammed FNAEAP
Lead Editor

CONTENTS

Language as a Tool for Promoting Ethical Value and Peace in Wole Soyinka's <i>Death And The King's Horseman</i> Toyin OGUNSINA, & Solomon IDYO-----	1-10
From Burden to Opportunity: Tackling Electricity Costs in Nigerian Tertiary Institutions through Innovation and Reform Simeon Adetunji DOSUNMU -----	11-20
Implementation of Teacher's Professional Code of Conduct as Veritable Tool for Tackling Menace of Corruption in Nigerian Secondary Schools Taofeek Olawale SHITTU; Beatrice Adetoro AGBOLA & Mubashiru Olayiwola MOHAMMED -----	21-27
Influence of Poverty and Insecurity on Student Academic Performance and Access to High-Quality Learning Environment in Government Technical Colleges of Oyo State, Nigeria Olufemi Adebayo, ABIONA-----	28-34
Impact of Militancy and Social Restiveness on Academic Performance of Undergraduates in Lagos State University Adewale Philip ADEDOKUN; Alimat Aderoju OLAWOYIN & Oluwatobi PEMEDE -----	35-40
The Influence of Socio-Economic Factors on Integrity of Teachers at Selected Secondary Schools in Oyo State, Nigeria Adedoyin Adeola BOLANLE -----	41-50
Deans' Authentic Leadership Behaviour as Correlate of Fostering Academic Integrity among Administrative Heads in Lagos State Universities, Nigeria Abolanle Omotunde AFOLABI & Lateefat Oludare YAHYA-----	51-56
Dynamics of Strategic Educational Planning in Promoting Leadership Integrity in Nigerian Colleges of Education Ekhoriyayi, ARIGIDI & M.O.B. MOHAMMED-----	57-65
The Impact of Hidden Costs on Business Studies Students' Academic and Extracurricular Participation in Lagos Public Junior Secondary Schools, Nigeria Hezekiah Olurotimi AKINYELE; Lateefat Oludare YAHYA & Abosede Mariam ABUDU -----	66-75
Language as a Strategic Tool for Curbing Corruption and Encouraging Ethical Leadership in the Nigerian Educational Sector Sharafdeen Atanda LAWAL, Yusuf Olabanji BAKARE, Sunday Isreal ODUMOSU & Babajide Rasheed SOFENWA -----	76-82

Leadership Style, Corrupt Practices, and Institutional Integrity Anthonia Nwakaego ADEREMI & M. O. B. MOHAMMED -----	83-92
Corruption in Tertiary Institutions in Nigeria: The Way Forward Mbu Dickson MBU, Bridget Princewill NWADUWA & Prince Casmir, IFEJIRIKA -----	93-105
Entrepreneurship Education Teaching Methodologies: University Students' Preferences in Nigeria Mopelola Omotayo AYO-SOBOWALE -----	106-115
Condition of Service Indices and Secondary Schools Teachers' Job Effectiveness in Ekiti State, Nigeria Akinwale Oludare DEHINOLA & Senimetu ILEUMA-----	116-124
Teachers' Motivation Strategies and Tackling of Corruption among Students in Lagos State Senior Secondary School, Nigeria Olawale Jamiu ANIFOWOSHE & Mubashiru Olayiwola MOHAMMED -----	125-130
The Impact of Cultural Narratives on Peace and Integrity: An Analysis of the Three Major Cultural Systems in Nigeria Omachilichkwu Jacinta OKAFOR & Akinola Saliu JIMOH-----	131-140
Strategic Educational Facilities Planning as a Catalyst for Fostering Safety and Peace in Lagos State Secondary Schools: Business Educators Perspective Musiliu Dada RUFAI; Abosede M. ABUDU; Fatimoh A. SAHEED & Saidi O. BAKARE -----	141-150
Entrepreneurship Skills and Career Success among Graduate Fashion Design Practitioners in Oyo State Lilian FAMOROTI & Senimetu ILEUMA-----	151-164
Perception of Headteachers' Servant Leadership Style as Leeway of Mitigating Corrupt Practices among Primary School Teachers in Lagos State, Nigeria Taofeek Olawale SHITTU; Aramide Ayorinde SHITTU & Mubashiru Olayiwola MOHAMMED-----	165-171
Tackling Corruption through Skills Acquisition: A Tool for Self-Dependency among Senior Secondary School Students in Lagos State Nigeria Lateefat Oludare YAHYA, Abosede Mariam ABUDU & Afusat Omolara SALAM-----	172-181

TEACHERS' MOTIVATION STRATEGIES AND TACKLING OF CORRUPTION AMONG STUDENTS IN LAGOS STATE SENIOR SECONDARY SCHOOL, NIGERIA

Olawale Jamiu ANIFOWOSHE¹ & PROF. Mubashiru Olayiwola MOHAMMED²

^{1,2}Department of Educational Management, Lagos State University, Nigeria
anifowosheoj@yahoo.com; mubashiru.mohammed@lasu.edu.ng

Cite (APA): Anifowoshe O. J. & Mohammed M. O. B. (2024). Teachers' Motivation Strategies and Tackling of Corruption among Students in Lagos State Senior Secondary School, Nigeria.
Journal of Contemporary Issues in Nigerian Economy 4(1) 125-130

DOI: <https://zenodo.org/records/15085728>

Abstract

This study investigates the relationship between teachers' motivation strategies and tackling corruption among students in Lagos State Senior Secondary School, Nigeria. The study hinged on Maslow's Hierarchy of Needs theory, which addressed the basic needs of teachers and promoted academic integrity among students in public secondary schools. Two research questions were raised and two null hypotheses were tested at a 0.05 level of significance. The study adopted a correlational design. The population of this study consisted of all teachers and SSS 3 students in Lagos State Senior Secondary School. A sample size of 600 teachers and 120 students were selected through a simple random sampling technique. Two research instruments, titled 'The Teachers Motivation Strategies Questionnaire' (TMSQ) and the Tackling of Students Corruption Questionnaire' (TSCQ), were used for data collection. The reliability consistency of the instruments was 0.76 and 0.78 coefficient using Cronbach's alpha. Kendall's tau-b correlation was used to analyse data collected via Statistical Package for Social Science (SPSS) version 23.0. The findings of hypotheses 1, and 2 showed that: a significant relationship existed between teachers' intrinsic motivation strategies and tackling corruption among students in Lagos State senior secondary school, Nigeria ($\tau_b = .735$; $N=720$; $p<0.05$), and a significant relationship existed between teachers' extrinsic motivation strategies and tackling corruption among students in Lagos State Senior Secondary School, Nigeria ($\tau_b = .784$; $N=720$; $p<0.05$). Based on the findings, the study concluded that teachers' motivation strategies positively correlated with tackling corruption among students because motivated teachers are likely to curb student corrupt practices and promote a culture of academic integrity in the school. It is therefore recommended, amongst others, that policymakers in education should prioritise incentives, recognition and reward for teachers and establish clear policies for preventing examination malpractice and cheating among senior secondary school student in Lagos State, Nigeria.

Keywords: Corruption Practices, Motivation Strategies, Students and Teachers

Introduction

Today, any educational institution that employs teachers must set up systems to reward and motivate them because teaching is regarded as a noble profession. Teachers are the human component of a school system, and they are the most important factor that determines the quality of teaching and student potential in terms of "value-added. Teachers could be rewarded financially

and non-financially for imparting knowledge to the students. Teachers' reward systems inspire teaching within the lifeblood of secondary education, and one of the major reasons for rewarding teachers is to improve their job satisfaction which translates to better status and quality of teaching (Rakiro, 2016). Incidentally, several factors have been identified as clogs on the wheels of progress, like poor compensation schemes, remuneration packages, tangible and intangible reward systems for teachers, and, more importantly, failure of the state government to implement the agreed new minimum wage salary increment which could be contributory factors to teachers' low morale, absenteeism, late-coming, extortion, failure to assess students' works, lack of job satisfaction and redundancy at work. All these are indicators of a poor level of job performance.

Corruption is a major issue in senior secondary schools in Lagos State due to poor teacher motivation strategies, including those in Nigeria. Corruption has been connected to a variety of causes, including ineffective teaching, weak institutional policies, poor motivation strategies and lack of responsibility of teachers. Teachers play a crucial role in shaping the values and behaviour of their students. However, lack of motivation among teachers is a significant concern. Many teachers in Lagos State senior secondary schools lack the motivation to promote academic integrity and prevent corruption in their classrooms. This lack of motivation is attributed to various factors, including poor working conditions, inadequate remuneration, and lack of recognition. The consequences of corruption in senior secondary schools in Lagos State are severe. Corruption undermines the integrity of the education system, perpetuates inequality, and limits access to quality education. Furthermore, corruption erodes trust in the education system, leading to a decline in morale and motivation among teachers and students.

Problem of the Study

the phenomenon of corruption among senior secondary school students in Lagos State, Nigeria, is alarming, with manifestations such as examination malpractice, bribery, indiscipline, and other forms of academic dishonesty. Corruption remains a significant challenge in the secondary education sector, undermining academic integrity, promoting a culture of dishonesty, damaging the reputation of schools and perpetuating a cycle of corruption in the school system. However, despite the crucial role of teachers in shaping the minds of students positively, the majority of teachers in Lagos State senior secondary schools lack both intrinsic and extrinsic motivation to perform optimally. The absence of effective motivation strategies has led to a decline in teacher morale, job satisfaction, and overall performance. The extrinsic motivators, such as monetary rewards, have failed to sustain teacher motivation and have instead created a culture of dependency. Obviously, demotivated teachers in Lagos State senior secondary school are less likely to employ innovative teaching methods, provide individualised support, and create engaging learning environments, ultimately affecting student learning. This study aims to bridge this research gap by examining the impact of teachers' motivation strategies on tackling corruption among senior secondary school students in Lagos State, Nigeria.

Objective of the Study

The objective of this study was to:

3. Examine the relationship between teachers' intrinsic motivation strategies and tackling corruption among students in Lagos State Senior Secondary School, Nigeria.
4. Find out the relationship between teachers' extrinsic motivation strategies and tackling corruption among students in Lagos State Senior Secondary School, Nigeria.

Research Hypotheses

The following Null hypotheses were raised:

H₀₁: There is no significant relationship between teachers' intrinsic motivation strategies and tackling corruption among students in Lagos State Senior Secondary School, Nigeria.

H₀₂: There is no significant relationship between teachers' extrinsic motivation strategies and tackling of corruption among students in Lagos State Senior Secondary School, Nigeria.

Literature Review

This conceptual framework provides a theoretical foundation for understanding the relationship between teachers' motivation strategies and corruption among senior secondary school students in Lagos State, Nigeria. The study is anchored on Maslow's Hierarchy of Needs Theory (1943) and Corruption Theory by Transparency International (2013). The hierarchy of Needs theory proposes that human beings have different levels of needs, which must be fulfilled in a particular order for a person to reach their full potential. The needs are categorised into physiological, safety, love and belonging, esteem, and self-actualisation. Teachers' motivation can be linked to the fulfilment of their needs, particularly their esteem and self-actualisation needs. However, corruption theory proposes that corruption is a complex phenomenon that involves the abuse of power for personal gain. Corruption can be influenced by various factors, including economic, social, and cultural factors. Teachers' motivation can be influenced by the extent to which they are exposed to corrupt practices and the incentives they receive to engage in corrupt behaviour. Addressing corruption in the education sector requires a multifaceted approach that involves motivation strategies for teachers, corruption prevention measures, and a commitment to promoting moral values and academic integrity. By working together, educators, policymakers, and stakeholders can create a more just and equitable education system that benefits all students.

Incidentally, the study looks at the concept of motivation and the strategies for rewarding teachers in public senior secondary schools owned and financed by the Lagos State government. Motivation refers to the degree and direction of people's behaviour, as well as the variables that encourage people to behave in certain ways. The motivating strategies could be intrinsic and extrinsic motivation. Intrinsic motivation refers to all of the things that motivate one internally, such as self-improvement, self-esteem, self-fulfillment and self-determination, while intrinsic motivation is an innate desire to seek and overcome problems as man pursues his passions and tests his abilities. Extrinsic motivation refers to any incentive that is based on external benefits such as money or praise. These sorts of motivations are more widespread than intrinsic motivators, and they include attaining goals based on a monetary incentive, fear, or expectation, all of which are influenced by external variables. People, for example, desire a promotion because of the anticipated pay increase. Extrinsic motivation requires rewards such as promotion, salary, remuneration, fringe benefits, allowance, housing scheme, health scheme, insurance and so on which motivate teachers to perform well in teaching and learning obligation.

Methodology

The study adopted a correlational design. The population of this study consisted of all teachers and SSS 3 students in Lagos State Senior Secondary School. A sample size of 720 teachers and students was selected through a simple random sampling technique. 100 teachers and 20 SSS 3 students were selected from each of the six Education Districts in Lagos State, Nigeria. Therefore, 600 teachers and 120 students were selected as the study sample size. Two research instruments,

titled 'The Teachers Motivation Strategies Questionnaire' (TMSQ) and the 'Tackling of Students Corruption Questionnaire' (TSCQ), were used for data collection. The questionnaire is divided into two sections: Section A and B. Section A contains the personal information of the respondents and Section B contains the 20 items structured around the research questions. Each statement is measured on a four-point modifier Likert-type-rating scale, namely: "Strongly Agree (SA)", "Agree (A)", "Strongly Disagree (SD)" and "Disagree (D)". The Content validity of the instruments was ensured by test experts, and the reliability consistency of the instruments was 0.76 and 0.78 coefficient using Cronbach's. The data collected were analysed using Kendall's tau-b correlation coefficient through the Statistical Package for Social Sciences version 23.0.

Results and Discussion

Table 1: Kendall's tau-b correlation analysis between teachers' intrinsic motivation strategies and tackling corruption among students in Lagos State Senior Secondary School, Nigeria.

Variables	Correlations		Teachers' Intrinsic Motivation Strategies	Tackling of Students Corruption
	Correlation	Teachers' Intrinsic Motivation Strategies		
Teachers' Intrinsic Motivation Strategies	Correlation	1.000	.735	
	Coefficient			
	Sig. (2-tailed)	.	.001	
Kendall's tau_b	N	720	720	
	Correlation	.735		1.000
	Coefficient			
Tackling_of_Students Corruption	Sig. (2-tailed)	.001	.	
	N	720	720	

Source: Field Survey (2024) * Correlation was significant at the 0.05 level (2-tailed)*

A Kendall's tau-b correlation was run to investigate the relationship between teachers' intrinsic motivation strategies and tackling of corruption among students in Lagos State Senior Secondary School, Nigeria. The result indicates that there was a strong, positive correlation relationship between teachers' intrinsic motivation strategies and tackling of corruption among students in Lagos State Senior Secondary School, Nigeria which was statistically significant ($\tau_b = .735$; $N=720$; $p<0.05$). Hence, the hypothesis which stated that "there is no significant relationship between teachers' intrinsic motivation strategies and tackling corruption among students in Lagos State senior secondary school, Nigeria is rejected and alternate was accepted. The p-value of 0.001 is less than the 0.05 significance level which indicated the rejection of the null hypothesis. The results indicate that a statistically, significant relationship existed between teachers' intrinsic motivation strategies and tackling corruption among students in Lagos State Senior Secondary School, Nigeria. The findings of this study are in line with Eze (2013) that there is a significant relationship between teachers' motivation and corruption among senior secondary school students. Motivated teachers are more likely to promote academic integrity and prevent corruption in their classrooms.

Table 2: Kendall's tau-b correlation analysis between teachers' extrinsic motivation strategies and tackling corruption among students in Lagos State Senior Secondary School, Nigeria.

Variables	Correlations		Teachers' Extrinsic Motivation Strategies	Tackling of Students Corruption
	Correlation	Coefficient		
Kendall's tau_b	Teachers' Extrinsic Motivation Strategies	Sig. (2-tailed)	.784	.001
		N	720	720
	Tackling_of_Students Corruption	Correlation	.784	1.000
		Coefficient		.
		Sig. (2-tailed)	.001	
		N	720	720

Source: Field Survey (2024) * Correlation was significant at the 0.05 level (2-tailed)*

A Kendall's tau-b correlation was run to investigate the relationship between teachers' extrinsic motivation strategies and tackling of corruption among students in Lagos State Senior Secondary School, Nigeria. The result indicated that there was a strong, positive correlation relationship between teachers' extrinsic motivation strategies and tackling corruption among students in Lagos State senior secondary school, Nigeria which was statistically significant ($\tau_b = .784$; $N=720$; $p<0.05$). Hence, the hypothesis which stated that "there is no significant relationship between teachers' extrinsic motivation strategies and tackling corruption among students in Lagos State Senior Secondary School, Nigeria is rejected and alternate was accepted. The p-value of 0.001 is less than the 0.05 significance level which indicates the rejection of the null hypothesis. This implied that a statistically, significant relationship existed between teachers' extrinsic motivation strategies and tackling of corruption among students in Lagos State Senior Secondary School, Nigeria. This finding is consistent with Adeyemi (2012) and Eze, (2013) that corruption can take various forms, including examination malpractice, bribery, and extortion, due to poor motivation of teacher and strategies employed by policymakers in education.

Conclusion

Based on the findings of this study, the study concluded teachers' motivation strategies positively correlated with tackling corruption among students because motivated teachers are likely to curb student corrupt practices and promote a culture of academic integrity in the school. The findings of this study have highlighted the importance of intrinsic and extrinsic motivation strategies for teachers, such as recognition and reward, opportunities for professional development, and autonomy and independence. This literature review has highlighted the importance of teachers' motivation strategies and tackling corruption among senior secondary school students in Lagos State, Nigeria. These empirical findings identify effective motivation strategies for promoting academic integrity and preventing corruption among senior secondary school students in Lagos State, Nigeria.

Recommendations

Based on the findings, the following recommendations were made:

1. Policymakers in education should prioritise incentives, recognition and reward for teachers and establish clear policies for preventing examination malpractice and cheating among senior secondary school students in Lagos State, Nigeria
2. The government should prioritise recognition and reward for teachers to motivate them to work better.
3. School principals should provide counselling and mentorship programs to promote academic integrity and curb corrupt practices in the school system.
4. School principals should conduct regular monitoring and evaluation to ensure that corruption prevention strategies among students are effective.
5. Ministry of Education should establish clear policies and procedures for preventing corruption, including examination malpractice, bribery, extortion, indiscipline and cheating among teachers and students in senior secondary schools.

References

Adeyemi, T. O. (2012). Corruption in Nigerian education system: A critical analysis. *Journal of Education and Development*, 2(1), 1-15.

Eze, C. E. (2013). Teachers' motivation and academic integrity in Nigerian secondary schools. *Journal of Teacher Education and Development*, 1(1), 1-12.

Maslow, A. H. (1943). A theory of human motivation. *Psychological Review*, 50(4), 370-396.

Rakiro, L.A. (2016). Effects of institutional teacher reward systems on students' performance in Kenya certificate of secondary education in Rongo District, Kenya. *International Journal of Scientific & Engineering Research*, 7(3), 809-837.

Transparency International. (2013). Corruption in the Education Sector. Berlin, Germany: Transparency International.