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ACHIEVING SUSTAINABLE DEVELOPMENT IN SECONDARY SCHOOLS IN ANAMBRA STATE THROUGH TEACHER MOTIVATIONAL VARIABLES

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ABSTRACT
This study examined the importance of achieving sustainable development in secondary schools in Anambra State through teacher motivational variables. Three research questions guided the study. The descriptive survey research design was employed in the study. The population for this study constituted a total of 5,978 teachers from 259 public secondary schools within the six (6) education zones in Anambra State. Sample size for the study consisted of 1,196 teachers drawn from 207 public secondary schools within the 6 education zones in Anambra State, selected at 20% and 80% of the teachers and public secondary schools' population respectively, using stratified random sampling technique. A questionnaire titled: "Achieving Sustainable Development through Teacher Motivational Variables Questionnaire (ASDTMVQ)", which contained 21 items and developed by the researcher was used for data collection. This questionnaire was validated by three experts and its reliability determined through a pilot test and scores obtained were measured using the Cronbach Alpha statistics. The mean score statistics rated at 2.50 and standard deviation were used to analyze data. Findings of the study indicated among others that the extent to which teacher motivational variables were provided through the establishment of a conducive work environment, teachers' constant in-service training programmes and appropriate rewards for achieving sustainable development in secondary schools in Anambra State were all to a low extent. The study recommended among others that the Anambra State government in conjunction with the State Ministry of Education, the Post Primary Schools Service Commission (PPSSC) and school administrators should to a high extent ensure that a conducive work environment is provided for teachers through teachers' accessibility of sufficient, up-to-date modern and technological teaching resources, deployment of effective instructional supervisory techniques so as to monitor activities and supervise teachers work, application of effective instructional leadership practices, among others, for the achievement of sustainable development in secondary schools in the State.

Key words: Achieving, Sustainable, Development, Secondary Schools, Teacher, Motivational Variables.

Introduction

Teachers are one of the most important human resources in every teaching and learning process. Teachers are the ones that implement educational policies at the classroom level. According to Murati (2015), the teacher is the one who has the leading role in the realization of educational work in school. The teacher with his or her professional ability is a relevant factor in training and preparation of didactic and methodical plans, organizes and carries out work on student learning for the realization of educational goals work. Educational process and people as social beings reciprocally is related to one another from the existence of man or mankind and so will continue to remain. This reveals that human and society development depends on education and education involves processes which enable the development of knowledge, skills and human experience. To achieve this development, there is need to have a leader of the educational process that will plan, manage and evaluate his/her and others work, to educate likewise teach or instruct learners; hence, there is no doubt that

this is the teacher. The teacher therefore, is the person whom society and the education authority have been accepted as eligible for the education and upbringing of children, youths and adults. He or she realizes the social goals and tasks of education, offers students the skills, theoretical and practical knowledge (Murati, 2015). In the education system, teachers perform various roles which assist in achieving sustainable development both in the school and society. The University of the People (2021) remarked that teachers perform multiple roles and they have the ability to shape leaders of the future in the best way for society to build positive and inspired future generations and therefore, promote sustainable development in the society, both on a local and global scale. In reality, teachers have the most important job in the world. Those who have an impact on the children of society have the power to change lives. Not just for those children themselves, but for the lives of all. Teachers provide the education that improves quality of life of the learners, therefore, bringing so much to both individuals and society as a whole. Given the important roles of teachers in the education system which cannot be overemphasized, it is crucial that educational leaders and administrators continuously focus attention on teachers' efficiency, effectiveness and productivity which is prerequisite for achieving sustainable development in the school system. Sustainable development in essence, refers to the development that meets the needs of the present without compromising the ability of future generations to meet their own needs. Sustainable development involves satisfying the needs of the present population without endangering the capability of the future population to satisfy its own needs. It is about improving the well-being of everyone wherever they are and achieving this milestone collectively. Sustainable development focuses on finding better ways of doing things without affecting the quality of our life (Anon, 2011).Within the context of education, sustainable development is defined as education that encourages changes in knowledge, skills, values and attitudes to enable a more sustainable and just society for all individuals. This allows every human being to acquire the knowledge, skills, attitudes and values necessary to shape a sustainable future. Item powers learners with knowledge, skills, values and attitudes to take informed decisions and make responsible actions for environmental integrity, economic viability and a just society. Likewise, the key sustainable development issues must be incorporated into the teaching and learning processes; which also requires the inclusion of participatory teaching and learning methods that motivate and empower learners to change their behaviour and take action for sustainable development; this is where the issue of enhancing sustainable teaching and learning comes into play which hinged largely on teachers (UNESCO, 2014).

Education through efforts of teachers must be strengthened in all agendas, programmes and activities that promote sustainable development (UNESCO, 2013).In essence, for sustainable development in secondary schools including those in Anambra State, teachers should be highly motivated. The University of the People (2021) asserted that for teachers increased productivity and creativity of students which leads to sustainable development, teacher motivation should be given adequate attention and priority concern. Teacher motivation as defined by Han and Yin (2016) can be referred to as energy or drive that moves teachers to do something by nature. It also refers to reasons that emanating from individuals' intrinsic values to choose to teach and sustaining teaching, as influenced by a number of contextual factors. Hurst (2021) described teacher motivation as a state that energizes, directs and sustains teacher behaviour. It is the arousal of tendency to act, to produce on for more effects. Motivation involves goals and requires activity. Goals provide the impetus for and the direction of action, while action entails effort: persistence in order to sustain an activity for a long period of time. Motivating teachers also implies increasing the latter's willingness to work and making them believe that they will satisfy their personal needs if they work efficiently in the school, by providing the appropriate conditions. The IGI Global Partnerships (2021) gave several definitions of teacher motivation and to them, teacher motivation can be described as distinguished reasons emanating from

individual teachers' interest and values to engage in teaching, sustaining teaching and internal or external desire to engagement with the teaching profession as indicated and influenced by contextual factors. It is equally an upsurge of enthusiasm and energy invested in the teaching job. A driving influences from internal (intrinsic) or external (extrinsic) forces that give teachers power to run their daily routine. As regards, motivation stimulates to energies, concentrate and sustain positive behaviour over a long period of time. It works for the achievement of goal also provides a platform for making the future of a student (Hurst, 2021). From all these discussions, certain motivational variables can positively impact on teachers' effectiveness, job performances and productiveness, all leading to sustainable development in secondary schools. These teacher motivational variables which have been referred to as plans, inducements and approaches which employers in an organization provide for employees or workers in order to enhance their performances and productivity (Ezugoh, 2017), will include the use of incentives, rewards, recognition, praise, promotion, giving bonuses and valuing learners' or teachers' tasks, high wages and salaries, effective in-service training, teachers participation in decision making, effective supervision by education officers, recognition for good work done by teachers, availability of adequate teaching learning resources, conducive work environment and conditions of work, job security, morale support from parents, students academic performance and effective co-operation from heads of school, supportive evaluative system, work situational factors in connection with the physical work environment, managerial inducement system in relation to leadership style, job enrichment, among others (Amofa & Adjei, 2014; Ezugoh, 2017; Nyakundi, 2012; Rudhumbu, 2014).

Teacher motivational variables identified by Han and Yin (2016), Packard and Dereshiwsky cited in Han and Yin (2016) included adequate professional relations and ties, professional input, teacher evaluation, leadership and teacher development. Other identified motivational variables included social values and norms working environment and colleagues, teacher personal information and professional variables (Peterson & Ruiz-Quintanilla cited in Han& Yin, 2016). Praver and Oga-Baldwin also cited in Han and Yin (2016) provided a list of direct motivating factors (intrinsic motivation and extrinsic motivation) and indirect motivating factors (autonomy, working relationships, self-realization and institutional support). They believed that these factors heavily influenced the maintenance of teacher motivation over their career. They are used to increase outputs for maximum profits and also the attainment of organizational goals/objectives (Ezugoh, 2017). As intrinsic motivation has been considered as significant factor for pre-service teachers to make career choice, extrinsic influences especially financial benefits such as salary, pension and insurance etc. were often mentioned extrinsic factors motivating in-service teachers. Dörnyeiand Ushioda (2011) separated the contextual motivational factors into two categories of: micro- and macro-contextual influences. These categories have been redefined as school-based extrinsic factors and systemic/societal-level factors. Provision of adequate teacher motivational variables will lead greatly to positive outcomes in the education system. This is so because, when teachers are highly motivated, they can go extra miles to apply best practices that will add value to both educational development and sustainable development. Han and Yin (2016) and Hurst (2021) observed that a motivated teacher has the opportunity to significantly influence the student in building a worldview that rests on a faith commitment. It is the motivated teacher who has the greatest influence in guiding the students in shaping their own worldview-a vision of life and a view for life. Teachers who are motivated to teach can trigger students' motivation to learn. Teachers can have an impact on students for better or for worse but if teachers are motivated, this influence will be more positive. Several studies like those of Ezugoh (2017),Imode (2012), Munemo and Tom (2013), Ndugu (2014), Nyakundi, (2012), Ofojebe and Chukwuma (2015), Seyed, Hashemi and Ali (2014), Wanjau and Joanes (2013), among others, have been conducted on teacher motivation and all these have their own mix and findings.

Notwithstanding the importance of the various teacher motivational variables towards achieving sustainable development, yet many teachers including those in Anambra State in this recent times exhibit poor attitude to work, showcasing low commitment to their jobs. A lot of teachers also engage in gross misconduct acts and malpractices which has negative consequences on educational development. Many teachers are no longer dedicated and committed to their teaching tasks/responsibilities and this negatively affects students' academic performances and achievements. All these mixed feelings and negative reactions from teachers seem to be responsible by inadequate or lack of teacher motivation. Contrarily, when teachers are highly motivated then, they would make positive impact while discharging their responsibilities, sustainable development in schools, therefore, is achieveable. Falemara(2013) in a study asserted that there is this general perception and stigma attached to teaching as a profession which courses a lot of demotivation. Teachers are considered as been poor, not connected with society, they have no influence, and no status. Teachers do not get promoted or paid better and, therefore, they have no stimulant to make things better. Gone are those days when teaching could stand tall side by side with other professions. Everybody in the society then aspired to be associated with the teachers. Those days, teachers were held in high esteem and their personality commanded respect (Falemara, 2013).

Today, the reverse seems to be the case. Some individuals take to teaching only as a stop gap, pending the time when they may be able to get juicier jobs. It now seems that there is nothing attracting the students to teaching profession based on what they assess in their teachers' lifestyle. While teachers and people on other professions such as medicine, banking and engineering live under the same economic situation, government never see reasons to make teachers' take-home and allowances up to those of these high-rated professions. Teachers' strikes at all levels of education and incessant closure of schools have become the norm. As it is today, teacher education is unable to attract the best brains into the system. Students admitted to read education courses are not only of low quality, some are mostly reluctant students. The major reason adduced for this is perhaps the poor remuneration for teachers and poor society perception of teacher in the society. Hence, most graduates of teacher education are infuriated about the idea of taking up teaching as a profession. Consequently, more than 60% of teachers in the education sector are ill-equipped, ill-trained, ill-motivated and unqualified for the system (Arong&Ogbadu, 2010). The government thinks more of the oil sector and the salaries of politicians than education sector. The issue of poor teacher motivation seems to have negative effects and consequences on sustainable educational development in the country (Falemara, 2013).From all these discussions so far, achieving sustainable development in secondary schools through adequate teacher motivational variables becomes a prerequisite in this present time. It is therefore upon this background that the present study sought to determine the importance of achieving sustainable development in secondary schools in Anambra State through teacher motivational variables.

Statement of the Problem

Achieving sustainable development in secondary schools lies greatly in the hands of the teachers. This will require the efforts and contributions of well-qualified, trained, adequately remunerated and highly motivated teachers. But the recent trend indicates that teacher motivation has been falling in recent years, leading to teacher low commitments, poor job performances and low productivity. With motivation playing an important role in teacher performance, reversing this trend is critical to maintaining quality teaching and thus positively impacting on students learning outcomes for sustainable development. Motivating teachers with the proper motivational variables through conducive work environment, constant in-service training and retraining programmes, adequate remunerations, incentives and rewards, among many others, are the key to achieving sustainable development in schools. Preliminary observations indicated that given the huge task and responsibilities of teachers in the education

process, in majority of the secondary school, teacher motivation seem to be overlooked or neglected which normally showcases in their poor job performances and students' low academic performances. However, when teacher motivation is neglected, it has great consequences on teacher productivity, retention and students' academic achievements, then, sustainable development in schools becomes difficult to realize and achieve. Hence, the need to find out the importance of achieving sustainable development in secondary schools in Anambra State through teacher motivational variables has created a gap which is the problem of this study and equally needs to be filled by the present study.

Research Questions

Three research questions guided the study and they are:

1. To what extent has a conducive work environment been established for achieving sustainable development in secondary schools in Anambra State?
2. To what extent are teachers supported with constant in-service training programmes for achieving sustainable development in secondary schools in Anambra State?
3. To what extent are teachers supported with appropriate rewards for achieving sustainable development in secondary schools in Anambra State.

Research Method

The descriptive survey research design was employed in the study. This design was employed in order to seek information from a sample of public secondary school teachers out of their entire population and the information retrieved from them were used to draw generalization based on the study. The population for this study constituted a total of 5,978 teachers from 259 public secondary schools within the six (6) education zones in Anambra State. Sample size for the study consisted of 1,196 teachers drawn from 207 public secondary schools within the 6 education zones in Anambra State, selected at 20% and 80% of the teachers and public secondary schools' population respectively, using stratified random sampling technique. The reason for selecting only teachers was as a result that they were in better position to describe the reality of things as they existed and likewise, explain how the teacher motivational variables were used to support teachers work for achieving sustainable development in the secondary schools in Anambra State. A questionnaire titled: "Achieving Sustainable Development through Teacher Motivational Variables Questionnaire (ASDTMVQ)", which contained 21 items and developed by the researcher was used for data collection. Construction of the questionnaire was based on the purpose of the study and research questions. The questionnaire was arranged in three clusters and structured on a 4-point scale of Very High Extent (VHE), High Extent (HE), Low Extent (LE) and Very Low Extent (VLE) in order to answer all the research questions. This questionnaire was validated by three experts.

The content and face validity of the questionnaire was determined by three experts from the Department of Educational Management and Policy, Faculty of Education, Nnamdi Azikiwe University. Awka, Anambra State. These experts scrutinized the instrument and made useful corrections that were incorporated before the final print out. The content and face validity of the instrument was determined by these experts. Reliability of the questionnaire was determined through a pilot test carried out once on a sample of 25 teachers selected from 5 public secondary schools in Delta State. This area was not included in the study. After the pilot test, scores obtained were collated and measured using the Cronbach Alpha statistics to determine the internal consistency of the items in the questionnaire and this gave reliability value of 0.72, 0.87 and 0.81 for the three clusters which were added up to give an overall reliability value of 0.80, showing that the instrument was reliable. Method of data collection was on a face-to-face contact with all the respondents using the help of three trained research assistants. These research assistants, who were communicated about the essence of the study, were also instructed and directed on how to meet the respondents (teachers) and gather the necessary information for the study. At first, the research assistants met the principals in the sampled secondary schools and took permission

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from them before communicating to the teachers. A total of1, 196 copies of the questionnaire were distributed to the teachers and they were all retrieved at a 100% rate of return. The mean score statistics rated at 2.50 and standard deviation were used to analyze data. The decision rule was that any mean score which rated 2.50 and above was regarded as high extent, while mean score that rated below 2.50 was regarded as low extent.

Presentation of Results

Research Question 1: To what extent has a conducive work environment been established for achieving sustainable development in secondary schools in Anambra State?

Table 1: Mean Scores and Standard Deviation (SD) of Teachers on the Extent to which a Conducive Work Environment Has Been Established for Achieving Sustainable Development in Secondary Schools in Anambra State

N = 1,196 Teachers

S/N	Please give your opinion concerning the extent to which a conducive work environment has been established for achieving sustainable development in secondary schools	VHE	HE	LE	VLE	X	SD	Decision
1.	Accessibility of sufficient, up-to-date modern and technological teaching resources for achieving sustainable development in the school	106	188	504	398	2.00	0.92	**LE**
2.	Deployment of effective instructional supervisory techniques so as to monitor activities and supervise teachers work for achieving sustainable development in the school	186	234	380	396	2.18	1.06	**LE**
3.	Application of effective instructional leadership practices by the school head for achieving sustainable development	200	277	374	345	2.28	1.05	**LE**
4.	Creation of opportunities for active participatory decision making process in the school for achieving sustainable development	170	276	385	365	2.21	1.03	**LE**
5.	Deployment of effective school facilities maintenance culture by leadership in order to promote quality instructional delivery for achieving sustainable development in the school	194	307	333	362	2.28	1.06	**LE**
6.	Establishment of supportive policies to enhance teacher development for achieving sustainable development in the school	252	227	373	344	2.32	1.10	**LE**
	Overall Mean Score & SD=					**2.21**	**1.04**	**LE**

(HE: High Extent; LE: Low Extent)

Analysis of result in Table 1 showed that all the items from items 1 to 6 were rated below the acceptable mean score of 2.50 by the teachers in order to show their disagreement with these statements. None of the items was rated above the acceptable mean score of 2.50 by the teachers in order to show their agreement with any of the statements. The overall mean score and standard deviation (SD) of 2.21 and 1.04 indicated closeness in the mean responses of the teachers. This analysis revealed that majority of the teachers reacted negatively to majority of the statements showcasing that the extent to which a conducive work environment has been established for achieving sustainable development in secondary schools in Anambra State was to a low extent.

Research Question 2: To what extent are teachers supported with constant in-service training programmes for achieving sustainable development in secondary schools in Anambra State?

Table 2: Mean Scores and Standard Deviation (SD) of Teachers on the Extent to which Teachers are Supported with Constant In-Service Training Programmes for Achieving Sustainable Development in Secondary Schools in Anambra State

N = 1,196 Teachers

S/N	Please give your opinion concerning the extent to which teachers are supported with constant in-service training programmes for achieving sustainable development in secondary schools	VHE	HE	LE	VLE	X	SD	Decision
7.	Teachers engagement in free off-the-job higher education scholarship in order to upgrade their knowledge for achieving sustainable development in the school	55	109	576	456	1.80	0.79	**LE**
8.	Organization of on-the-job induction and orientation training programmes which will expose teachers to the job for achieving sustainable development in the school	178	274	339	405	2.19	1.06	**LE**
9.	Teachers constant participation in on-the-job or off-the-job conferences, seminars and workshops that will impact positively on their competences for achieving sustainable development in the school	220	209	419	348	2.25	1.07	**LE**
10.	Organization of on-the-job computer training programmes to promote teachers efficiency in the school for achieving sustainable development	166	186	408	436	2.07	1.03	**LE**
11.	Promotion of team teaching in order to improve teachers effectiveness for achieving sustainable development in the school	133	302	371	390	2.15	1.00	**LE**
12.	Support for teachers engagement in off-the-job long or short training courses through scholarships in order to improve teachers proficiency on their teaching task for achieving sustainable development in the school	158	299	355	384	2.19	1.03	**LE**
13.	Support for on-the-job teacher mentorship in order to improve quality service delivery for achieving sustainable development in the school	144	306	380	366	2.19	1.00	**LE**
	Overall Mean Score & SD=					**2.12**	**1.01**	**LE**

(HE: High Extent; LE: Low Extent)

Analysis of result in Table 2 showed that all the items from items 7 to 13 were rated below the acceptable mean score of 2.50 by the teachers in order to show their disagreement with these statements. None of the items was rated above the acceptable mean score of 2.50 by the teachers in order to show their agreement with any of the statements. The overall mean score and standard deviation (SD) of 2.12 and 1.01 indicated closeness in the mean responses of the teachers. This analysis revealed that majority of the teachers reacted negatively to majority of the statements showcasing that the extent to which teachers are supported with constant in-service training programmes for achieving sustainable development in secondary schools in Anambra State was to a low extent.

Research Question 3: To what extent are teachers supported with appropriate rewards for achieving sustainable development in secondary schools in Anambra State.

Table 3: Mean Scores and Standard Deviation (SD) of Teachers on the Extent to which Teachers are Supported with Appropriate Rewards for Achieving Sustainable Development in Secondary Schools in Anambra State

N = 1,196 Teachers

S/N	Please give your opinion concerning the extent to which teachers are supported with appropriate rewards for achieving sustainable development in secondary schools	VHE	HE	LE	VLE	X	SD	Decision
14.	Support through constant staff promotion as at when due for achieving sustainable development in the school	334	510	169	183	2.83	1.00	**HE**
15.	Payment of adequate incentives or bonuses for good performances on the job for achieving sustainable development in the school	122	270	378	426	2.07	0.99	**LE**
16.	Recognition given to teachers work or efforts for achieving sustainable development in the school	190	263	391	352	2.24	1.04	**LE**
17.	Good salaries coupled with wage administration for achieving sustainable development in the school	186	319	369	322	2.31	1.03	**LE**
18.	Adequate teacher allowances that will improve work for achieving sustainable development in the school	193	257	345	401	2.20	1.07	**LE**
19.	Appraisal and awards given to teachers excellent performances for achieving sustainable development in the school	201	266	467	262	2.34	1.00	**LE**
20.	Access to good welfare scheme or packages that will improve teachers dedication on the job for achieving sustainable	167	280	399	350	2.22	1.02	

	development in the school							**LE**
21.	Granting opportunities for teachers autonomy and freedom in order to promote high job commitment for achieving sustainable development in the school	153	232	438	373	2.14	1.00	**LE**
	Overall Mean Score & SD=					**2.29**	**1.04**	**LE**

(HE: High Extent; LE: Low Extent)

Analysis of result in Table 3 showed that all the items from items 15 to 21 were rated below the acceptable mean score of 2.50 by the teachers in order to show their disagreement with these statements. Expect for only item 14 which was rated above the acceptable mean score of 2.50 by the teachers in order to show their agreement with the statement. The overall mean score and standard deviation (SD) of 2.29 and 1.04 indicated closeness in the mean responses of the teachers. This analysis revealed that majority of the teachers reacted negatively to majority of the statements showcasing that the extent to which teachers are supported with appropriate rewards for achieving sustainable development in secondary schools in Anambra State was to a low extent.

Discussion of Findings

Findings of the present study revealed that the extent to which teacher motivational variables were provided through the establishment of a conducive work environment, teachers' constant in-service training programmes and appropriate rewards for achieving sustainable development in secondary schools in Anambra State were all to a low extent. Furthermore, it was discovered through the finding of this present study that the extent to which teacher motivational variable such as a conducive work environment for achieving sustainable development in secondary schools in Anambra State was established to a low extent. This finding indicated that teachers' accessibility of sufficient, up-to-date modern and technological teaching resources for achieving sustainable development in the school was to a low extent. Deployment of effective instructional supervisory techniques so as to monitor activities and supervise teachers work for achieving sustainable development in the school was to a low extent. Application of effective instructional leadership practices by the school head for achieving sustainable development was to a low extent. Creation of opportunities for active participatory decision making process in the school for achieving sustainable development was to a low extent. Deployment of effective school facilities maintenance culture by leadership in order to promote quality instructional delivery for achieving sustainable development in the school was to a low extent. Establishment of supportive policies to enhance teacher development for achieving sustainable development in the school was to a low extent. All the above factors which were not sufficiently provided de-motivated teachers therefore, making it impossible for sustainable development to be achieved in schools. This finding corroborates and does not deviate from other studies like that of Guajardo (2011) study on teacher motivation: theoretical framework, situation analysis of save the children country offices, found out that work environmental factors such as increasing workload classroom challenges and demands placed on teachers had negative impact on their job performances in the work environment. It was further discovered that teacher salaries, remuneration and incentives were generally low and irregularly paid. Teachers' recognition, prestige and social respect for teachers has fallen in many countries; while teachers often face weak accountability with little support.

Under career development, teaching is frequently a second-choice job with few opportunities for professional development. In the institutional environment, teachers face unclear and constantly changing policies as well as poor management. Teachers rarely have an opportunity for input into school management and ministry policy; and also their voices are never heard. Teachers equally have few or poor access to learning materials and poor facilities in schools (Guajardo, 2011). Ezugoh (2017) study on motivational strategies provided for educators for facilitating learning in adult literacy centres in Delta State found out that physical learning environment in connection with adequate provision of the teaching resources, effective

supervision, opportunities for staff active participation in decision making process, effective rules and regulations, among others, were not adequately provided for facilitating learning in basic and post literacy centres in Delta State. The physical learning environment furthermore, was generally distracting, noisy and messy for both educators in the basic and post literacy centres. The quality of infrastructure in the learning environment did not have strong influence on facilitating learning; classrooms are not well-equipped and furnished; well-equipped laboratories and technical workshops were not available for facilitating learning; and libraries are not well-stocked with books to encourage educators in facilitating learning, among others. Aykeampong (2003) study cited in Ezugoh (2017) likewise confirmed that the work and living environment for many teachers is poor, which tends to lower self-esteem and is generally de-motivating. Munemo and Tom (2013) study on the effectiveness of supervision of specialistteachers in special schools and resource units in Mashona land East and Harare Provinces (Zimbabwe) found out that the motivational variable in connection with the physical work environment such as supervision was regarded as a way of finding faults and destroying the confidence of supervisees. On the whole, the study established that supervision of specialist teachers was not being carried out effectively. Wanjau and Joanes (2013) study on contribution of motivational management to employee performance in Kenya found out that to a very large extent a combination of intrinsic and extrinsic motivational factors applied through management initiatives in the work environment were insignificant and not adequate enough to positively influence employee job performance. Therefore, in order to achieve sustainable development in secondary schools in Anambra State this will require making the work environment and atmosphere very conducive for teachers to foster positive results.

It was further discovered through the finding that the extent to which teachers were supported with constant in-service training programmes for achieving sustainable development in secondary schools in Anambra State was to a low extent. This included that teachers' engagement in free off-the-job higher education scholarship in order to upgrade their knowledge for achieving sustainable development in the school was to a low extent. Organization of on-the-job induction and orientation training programmes which will expose teachers to the job for achieving sustainable development in the school was to a low extent. Teachers' constant participation in on-the-job or off-the-job conferences, seminars and workshops that will impact positively on their competences for achieving sustainable development in the school was to a low extent. Organization of on-the-job computer training programmes to promote teachers' efficiency in the school for achieving sustainable development was to a low extent. Promotion of team teaching in order to improve teachers' effectiveness for achieving sustainable development in the school was to a low extent. Support for teachers' engagement in off-the-job long or short training courses through scholarships in order to improve teachers' proficiency on their teaching task for achieving sustainable development in the school was equally to a low extent. Support for on-the-job teacher mentorship in order to improve quality service delivery for achieving sustainable development in the school was to a low extent.

This finding agrees and concurs with the finding of Ezugoh (2017) study which revealed that in-service training programmes such as on-the-job training through mentorship, off-the-job training through attendance to conferences, workshops, seminars, long and short training courses, computer-based training and free education scholarships, among others, were not appropriately provided for educators for facilitating learning in adult literacy centres in Delta State. The present study finding deviates from Seyed, Hashemi and Ali (2014) study on ways to enhance the effectiveness of theme chanisms of in-service courses on Lamerd job performance of teachers in fundamental transformation plan which found out that the growth and performance of in-service courses for teachers were effective and sufficiently provided. The present study finding corroborates with Ofojebe and Chukwuma (2015) study on

utilization of continuous professional development – CPD for academic staff effectiveness in the higher education sector in contemporary Nigeria which found out that various continuous professional development programmes were less utilized to promote staff effectiveness. Importantly, staff in-service training and retraining has potential impact in promoting teacher efficiency, work commitment, better job performance and high productivity leading to effective instructional delivery and best practices. Whereby teachers constant in-service training programmes are not sufficiently or highly supported and encouraged, this would affect their professional development, however, achieving sustainable development becomes difficult.

The finding of this present study discovered that the extent to which teachers were supported with appropriate rewards for achieving sustainable development in secondary schools in Anambra State was to a low extent. This finding included that except for staff promotion provided to a high extent as at when due; other teacher motivational variables provided through appropriate rewards in the form of payment of adequate incentives or bonuses for good performances on the job for achieving sustainable development in the school was to a low extent. Also, teacher support through recognition given to teachers work or efforts for achieving sustainable development in the school was to a low extent. Good salaries coupled with wage administration for achieving sustainable development in the school was provided to a low extent. Adequate teacher allowances that will improve work for achieving sustainable development in the school was provided to a low extent. Appraisal and awards given to teachers' excellent performances for achieving sustainable development in the school was to a low extent. Access to good welfare scheme or packages that will improve teachers' dedication on the job for achieving sustainable development in the school was available to a low extent. Granting opportunities for teachers' autonomy and freedom in order to promote high job commitment for achieving sustainable development in the school was provided to a low extent.

This finding agrees and corroborates with Ezugoh (2017) study which found out that appropriate reward systems which included good salaries and pay, allowances, incentives, promotion, scholarships, recognition and awards, bonuses, welfare packages, among others, were not provided for educators for facilitating learning in basic and post literacy centres in Delta State. Imode (2012) study on salaries and wages administration as a tool for improving employee's performance in an organization(Focus on Olamaboro Local Government Area ofKogi State) found out that salary and wages administration which were considered an essential part of any productive organization and improves the performances of the employee's in an organization were not adequate to boost employees' performances. Ndugu (2014) study confirmed in a study that teachers were mostly dissatisfied with their salaries, especially taking into account the after-hours input their jobs demand from them and how negatively their salaries compare with those of people in the private sector and other government departments. Majority of the teachers complained of poor salaries. Good remuneration together with good working conditions and rewards that motivated teachers to perform better was required. Ndugu (2014) study further found out that teacher incentives to provide quality teaching were insufficient. However, teachers must be sufficiently and adequately motivated for achieving sustainable development in secondary schools in Anambra State.

Conclusion

Teachers are one of the important human resources in the education system. Most times teachers exhibit poor attitude and commitment to their job affecting sustainable development in both the schools and society as a whole. The insufficiency of teacher motivational variables is usually responsible for all these negative reactions from teachers. This present study through the findings discovered, likewise, submits that the extent to which teacher motivational variables were provided through the establishment of a conducive work environment, teachers' constant in-service training programmes and appropriate rewards for achieving sustainable development in

secondary schools in Anambra State were all to a low extent. Failure to provide adequate teacher motivation has negative consequences on the provision of quality education and effective service delivery in the secondary schools which creates difficulties towards achieving sustainable development in Anambra State. Hence, the following recommendations have been made.

Recommendations

The following recommendations were proffered;

1. Anambra State government in conjunction with the State Ministry of Education, the Post Primary Schools Service Commission (PPSSC) and school administrators should to a high extent ensure that a conducive work environment is provided for teachers through teachers' accessibility of sufficient, up-to-date modern and technological teaching resources, deployment of effective instructional supervisory techniques so as to monitor activities and supervise teachers work, application of effective instructional leadership practices, among others, for the achievement of sustainable development in secondary schools in the State.
2. The principals in collaborations with the (PPSSC) and the support of the private sectors should provide adequate and constant in-service training programmes for teachers to a high extent through teachers' engagement in free off-the-job higher education scholarship in order to upgrade their knowledge, organization of on-the-job induction and orientation training programmes which will expose teachers to the job, teachers constant participation in on-the-job or off-the-job conferences, seminars, workshops and computer training programmes, among others, that will impact positively on their competences, and which is equally necessary for the achievement of sustainable development in secondary schools in Anambra State. Also, such government establishment such as TETFund should extend their free staff development programmes down to the secondary schools in order to encourage teacher motivation.
3. Anambra State government under the supervision and support of the Post Primary Schools Service Commission (PPSSC) should make adequate provisions for the implementation of teachers appropriate rewards through payment of adequate incentives or bonuses for good performances on the job, teacher support through recognition given to teachers work or efforts, good salaries coupled with wage administration, adequate teacher allowances, among others, for the achievement of sustainable development in secondary schools in the State.

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