

**MOTIVATIONAL FACTORS AS A CORRECTIVE TOOL FOR ELIMINATION OF
CORRUPT PRACTICES AMONG TEACHERS IN EXTERNAL EXAMINATION IN
ABIA STATE SCHOOLS: IMPLICATION FOR VALUE EDUCATION THROUGH
EDUCATIONAL MANAGERS' REFORM AGENDA.**

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Abstract

This study is a survey specifically carried out in Abia State secondary education to investigate motivational factors to overcome the challenges of examination misconduct among teachers in order to eliminate corruption in our schools. Two research questions were asked and two hypotheses tested. Data were collected from 120 deliberately sampled subjects comprising 60 male and 60 female teachers. Motivation factors to overcome examinations misconduct questionnaire (MFTOEM) of reliability coefficient of 0.69 was used for the study. Means, Standard Deviation and percentage count were used for answering the research questions while the hypotheses were subjected to Pearson Product Moment Correlation Coefficient and t-test statistics were tested at df 118 and P. findings show that non regular payment of salaries, poor salaries and allowances, poor conducive working environment, constant non communication flow between administration and workers, incessant strikes, craze for acquisition of certificates, constant closure of school and corruption were the major hindering factors to teacher indulgence into examination misconduct. The study also showed that motivation of teachers is

significantly related to corruption elimination, also good and quality payment of salaries and as when due, payment of research grants, constant communication flow, promotion and implementation of staff new salary grade levels and steps are necessitated motivational factors to avoid examination misconduct among teachers. The implication of these and the need for incorporating psychosocial therapists and educational managers were sought and highlighted to eliminate corruptions of mal-practices, as recommendations for way forward were proffered.

KEYWORDS: Motivation, Examination Malpractice, Teachers Corrupt Practices and Elimination, Secondary School Education.

Introduction

Examination in Nigeria these days have become a mockery and a disappointment as a result of wide spread examination misconduct and malpractice. Many reasons have been advanced as to why people engage in such obnoxious practice. Such reason is said to range from craze for acquisition of certificates to incessant strikes by teachers, proliferation of examination centers, poor teacher remuneration, non-implementation of grade and salary level, lack of fringe benefits, poor working environment condition, to mention but a few (Ogoamake,2018).

The consequences of examination misconduct do not however lie on the individual students alone, it does also hamper on both the teachers and the society as a whole. The problem of examination misconduct in Nigeria seem to be as old as the introduction of formal system of education in Nigeria. Misconduct in examination is corruption of a kind in educational settings. In this context, Ekoja (2018) defined misconduct as any deliberate act of wrong doing contrary to the rules of the examination. In this view, Mgboro (2019) adds that the promulgation of miscellaneous offences are the major forms of examination misconduct which devalues our education system in our school. He opines that the worst experience of mal practice is mainly found in teachers who supervises external examination such as WAEC, NECO, NABTEB etc. where the dimension becomes incredible as a result of government negligence and recently all measures devised to curb the rising scourge seem to be abortive.

In this era of educational reforms agenda, the issue of corruption elimination cannot be completely eradicated without considering the quality of teachers in the filed and a measure of motivational packages to the staff to achieve optimum service output. The problem and question everyone now asks is, “what next is to be done”? How do we motivate teachers to avoid gross misconduct in both internal and external examinations leading to selfish and personal aggrandizement? The issues pertaining to examinations misconduct is squarely the state of the

educational set-up in administration and effective management of the school system. In this regard, Total Quality Management (TQM) which had found its way into educational practice requires that workers need to be highly motivated to enable them give high quality output in delivery of value education without bias nor grudge as well avoid hunger drives leading to extortion from students.

In the light of this, the federal government through education planners has currently embarked on some educational reformations hoped to restore the lost glory of education in Nigeria. In agreement to this, Obaji (2021) opines that some of such reformatory measures to be taken include right and proper placement of staff with accorded salary grade level and step, improvement of infrastructure in schools, quality availability of human resource (teachers), promptness in salary payment. To this end, payment of leave allowance and fringe benefits due to teachers are therefore very important that the necessary factors, which will motivate secondary school teachers and make them maximize their potentials to avoid unruly behaviour and any form of corruption in exam misconduct be urgently considered.

Motivation which originated from the Latin word “movere” meaning to move, impel or act, stands as a propelling force to human action. Accordingly, Anyiam (2018), described motivation as an entity or stimulus that impels one to a particular action, adding that to seek motivational issues, is to seek factors that govern the individual’s degree to alertness and action. In another view, Oboegbulam (2016) conceived motivation as a legitimate psychological construct, an inner drive, incentive, inspiration or encouragement leading to achievement of desired goals. Drawing inference in this study, Ezikpe (2020) therefore construe motivation as a reinforce that could make a teacher enhance his productivity without bias, cause him to be happy and develop willingness to perform his official tasks effectively. Among such tasks is the teaching and learning business between the teacher and the students to instill value education and avoid examination misconduct from both the teacher and that of the students.

Examination malpractice according to Echefula (2020), is seen as an irregular behaviour exhibited by students, candidates, or anybody charged with the conduct of examination or outside the examination hall before, during or after such examination. This view is shared by Odionye and Ejnwa (2020), who held that examination misconduct involves the sale of human conscience for any act of wrong doing or neglect that contravenes the rules of acceptable examination malpractice before, during and after an examination by anybody in any way. By these definitions, it becomes imperative to imply that examination malpractice are exam

irregularities, which are premeditated and perpetuated by candidates or their agents with the sole intension of gaining undue advantage in the examination. It then implies that misconduct in examination is any form of corrupt or sharp practice by people considered with specific aim in examination. Accordingly Echefula (2020) in the light of the above shared on several forms of examination misconduct, which ranges from impersonation, hire of other people to write examination for others, smuggle of answer scripts into examination hall or out of the hall, assault on examination officials, paper leakage, bringing in foreign materials; refusal to submit answer script, purchase of live question papers in advance before the set date and time of exam, collaboration with examination bodies, use of information and communication technology not necessarily agreed and approved by the supervisors in charge. It is saddening to note that examination bodies, government functionaries, school authorities, invigilators, parents and students, all participate in this iniquity called misconduct, just to stand out in merit grades but helped in devaluing the quality of education.

Teachers in this view are the ones with direct relationship with students, however examinations are conducted to find out how much the examiners have mastered what they are taught in school. In line to this assertion, Eya (2019) described examination as a means of assessing students' learning outcomes, while Ibiam (2020) opines that examination are used to measure present proficiency, mastery and understanding of general and specific areas of knowledge. These descriptions indicate that examinations are used to measure the extent of academic knowledge, skill and competencies which learners must have acquired as a result of exposure to certain learning experiences and content. It then implies that The class room teacher who lacks motivational incentives to command effective service delivery displays non-chalet attitude, lack of commitment, poor dedication to studies, unwillingness to be directed and corrected, habitual late coming and the tendency to be absent from work with flimsy excuses, engages in acts of corruption and examination misconduct, and show high interest in ways to cheat in the system through extortion, sabotage for enriched own future as against the very aims and objectives of appropriate manner stated in the edicts for purpose of examinations and all other acts leading to personal aggrandizements. Against this backdrop, Ogbodo (2020) following the view of teacher conceptuality opines that a teacher is a person who teaches especially in a school or organized educational institution. Additionally, a teacher is a person who provides education for pupils and students, who facilitates educational activities for other individual students. The teacher is charged with the purpose of teaching to effect change and achieve educational goals and objectives among the learners. But the trouble with today's

Nigeria as in teacher motivation is simply and squarely a failure of leadership, who lacks the way, will, vision and ability to sustain its workers. Hence pull and push factors triggers teachers into the business of collecting money from students to allow them indulge in examination malpractice, they also leak examination questions, even act as mercenaries during examinations, bribe invigilators and supervisors for student's sake and forge results for them as well if they have complied monetarily as agreed.

Sequel to this ugly development, Eya (2019) identified two major factors that lure the teachers into misconduct in examination as lack of motivation, poor environmental factors and poor infrastructural facilities. According to him the presence of motivation helps to increase the workers' satisfaction while their absences do not necessarily give rise to job satisfaction. Adding that if workers are duly carried along and motivated, that corruption in the school system will be a thing of the past. This ugly situation leaves the researchers into a quagmire state which becomes the problem to this paper if pit in a question form. What are those motivational factors to be meted on teachers to overcome the challenges of examination and are not given?, rather have hindered secondary school teachers effectiveness in classroom quality delivery? The major objectives to the practice of corruption is that it exposes the citizens of unfair treatment and social injustices. Quite recently, corruption in Nigeria had reached alarming proportions turning an average Nigerian to either become a "fool or a crook". It is against this backdrop that Nnodim (2021) capped up the effects of corruption as a fatal indisposition which is profitable fundamentally because the system under which Nigerians live today makes corruption easy and convenient. In this regard, Ekweonwa (2021) agrees to corruption as being with power and that the average Nigerian is this connection is hardly helpful, likely to be found at a point in social space with united opportunities but for corruption vices only. The implication is that collaborators of corruption are people who have been dragged to the mud to stagger unto boggle imagination of their miserable lives. However studies have shown that Nigerian school teachers are generally poorly motivated and in line to Nwagwu (2022) notes that corruption elimination would have had way-forward if only adequate teachers' structured salary would be paid as and when due, if only the working conditions of teachers would be improved, if only they would be recognized in the society among other crucial important personnel without frustration as well as non decline in professional standards of Nigerian school teachers.

Notwithstanding, Jimmy (2022) noted that teachers have more positive attitude towards their jobs when motivated because teaching profession is a job of conscience duly executed in an

organized institution such as the school. The school itself is citadel of learning be it in the primary, secondary and university education level. Thus for quality input, the teachers must be committed of their teaching career through motivation. This motivation of teachers are done in the school system through administrative competent leaders, because whenever we mention teachers, we talk about classroom teachers and learners in the school be it primary secondary or university learning. It is in this background that Jimmy described secondary education as that type of education received immediately after the primary school and a gap to the tertiary's. This type of education involves high quality teacher delivery with utmost presences of motivators who are ever willing to increase workers' satisfaction. On this note, the issue of motivation as a factor in corruption elimination especially among teachers in secondary schools can never be over emphasized hence the foregoing literature reviewed shows that motivational factors are 'sine-qua-non' to overcoming the threats of examination misconduct among teachers. This implies that workers must be emphatically motivated in order to climb the socio-economic ladder of psycho-socials operations of other colleagues in different organizations. Thus, what motivates teachers at school level may not necessarily motivate lecturers at the university level which means that educational managers' reform agenda should proffer a viable and sound moral value education system urgently.

It is therefore no gainsaying recently that there have been agitations from secondary teachers especially in Abia state education school system for enabling conducive working environment as well as viable functional school facilities needed for effective teaching and learner learning as well as for research work for further studies which are their major roles and duties to perform in there day to day teaching profession. However, on this premise, Oku (2022) regretted that despite the major contributions of classroom teachers especially in transforming Nigerian students to a technologically knowledge based society, that government treats and handle issues concerning teacher motivation to boost morale with great disdain. She further stressed that although education opens the door to modernity, teachers still holds the key to learner success as they remain in the vicious circles of educating the students.

It is against this backdrop that the researchers are poised to search for the motivational factors that may influence secondary school teachers in Abia State to boost quality delivery and avoid examination malpractice as well hold abreast to the norms and tenets of work ethics without bias. Consequently, this study was carried out to investigate the motivational factors that can be meted to teachers to help them overcome zealous indulgence in examination misconduct for personal aggrandizement. This study will help to provide useful information's to educational

managers for psychosocial orientation in their views on contemporary reform agenda in value education management in Nigerian schools.

Statement of the Problem

The philosophy of Nigerian education is hinged on the use of education in grooming and building the effective Nigerian citizens and not in the entrenchment of corrupted ill mannered individuals. It is important to emphasize here that teachers at all levels in the educational system contribute in their different ways to the ultimate achievement of the aims and objectives of education as a process both in content and methods. The content involves “knowledge” and what is “worthwhile” including moral values. This teacher who is expected to be relevant at all times, needs to be carried along and be motivated to ensure work efficiency. This is very necessary as the specific achievement goal of education is a make a formal “educated man” and not the “corrupted man” therefore teachers needs to be motivated to make in them some of the worthwhile aims of education come into reality as in the development of individual potentialities, character, sense of responsibility, development of respect for others as well as a development of intellect and corrupt free citizens.

This teacher in quote needs a good conducive environment to work on, regular and with prompt payment of their salaries and fringe benefits as and when due, high teacher remuneration, placement of staff with accorded salary grade level on promotion, improved infrastructure in schools, availability of school plants and material resources to help the human resource staff function efficiently and effectively in school businesses. But nowadays, the reverse becomes the case. The problems of this paper are that corruption has eaten deep into the education system of Nigeria, and the researchers are poised out for modalities to deter teachers from indulgence in examination misconduct. Therefore, factors of motivation to spur teachers work potentials and extinct him from the corruption of examination malpractice were sought and looked into with a proffered solution.

Purpose of the Study

The purpose of this study is specifically set to find out those motivational factors that can influence secondary school teachers in Abia State from indulgence in examination misconduct and for overcoming corruption practices in the school social system which had hampered the effective implication of the Educational Managers Reformed Agenda in Nigeria.

Research Questions:

The following research questions were asked to guide the study:

1. What factors motivate teachers in their job for quality service delivery and promotion of value education?
2. What are those factors that necessitates teachers indulgence in examination mal practices activities in the school?

Null Hypothesis

The following null hypotheses were formulated and stated.

1. There is no significant relationship between the motivational factors meted out for enhancement of teachers job performance and quality teacher service delivery.
2. Motivational factors to teachers to overcome indulgence of misconduct in examination activities are not significantly influenced by gender.

Methodology

This study was a survey research design involving ex-post fact to investigate the issue of motivational factors as a corrective instrument of examination misconduct among teachers and it's implication for Educational Managers Reform Agenda. The survey was employed for gathering data on teachers' opinion of factors that contribute to quality service delivery in the secondary school system. The study was carried out in Abia State secondary education system and the study population is 120 teachers comprising of 60 males and 60 females respectively. 30 males and 30 females were deliberately sampled from each of the three education zones in Abia State. The instrument for collection of data was researcher made tool titled "motivation as a corrective tool for overcoming examination malpractise questionnaire (MCTFOEMQ) it comprised of 33 items that focuses on motivational factors for job effectiveness and factors of hindrance to teacher involvement in examination misconducts. A total of 120 copies of MCTFOEMQ were distributed to respondents and collected from the subjects (teachers) by the researchers. The data returned were analyzed using descriptive statistics involving mean, standard deviations and percentage counts. For research questions one, any mean scores of 2.50 and above is accepted as a motivator while in research question two, mean scores of 4.0 and

above and accepted as non hindering factors. Pearson Product Moment Correlation coefficient (r) and t-test analysis were used in testing hypotheses 1 & 2 respectively. The test of significance was $n=120$, $df\ 118$ and $p < 0.05$. The results of this study were presented according to the research question and null hypotheses that guided the study.

Results

Research Question One:

What factors motivate secondary school teachers in their job for quality service delivery of valued education?

Table 1: Mean & standard deviation of teachers' motivational factors

Items	Mean (X)	Std Deviation	Remarks
1. Regular payment of salary and fringe benefits	3.81	.40	Motivator
2. Payment of salaries equivalent to counterparts in oil companies and other organizations	3.09	.93	non-motivator
3. Sponsorship to academic conferences and workshops	3.43	.68	non-motivator
4. Payment of leave allowances	3.43	.68	non-motivator
5. Non delayed promotions	2.52	1.18	non-motivator
6. Provision of good working environment	3.17	2.58	motivator
7. Non epileptic supply of electricity	3.63	.64	motivator
8. Being compliant with modern technology gadget (ICT)	3.57	.73	nson-motivator
9. Constant communication flow between teachers and secondary management board administration	3.63	.64	Motivator
10. Teacher welfare package as in chauffeur driven cars etc	2.34	.97	Non-motivator

Decision level: Items with $\bar{X} \geq 2.5$ are motivators.

Table 1 above shows the mean and standard deviations corresponding to each of the items serving as motivating factors. The table reveals that all the items except item 10 were accepted by the respondents as factors motivating teachers in their job to improve quality service delivery in teaching and learning and have 2.5 each as above mean (X) level of the decision rule. It then implies that motivation according to Maslow's (1954) theory of needs Hierarchy, accorded teachers the privileges for feeling of autonomy, hence more commitment to their teaching carrier. Thus motivational factors to teacher spur increase in the worker performance and satisfaction of being a recognized staff personnel in their place of work. In other words, when teachers are motivated, the urge to indulgence in misconduct of exam so as to get money may be annulled, leaving the teacher to corrupt free personnel and pragmatic leader for others of follow.

Research Question Two: What factors of non motivation necessitates secondary school teachers into examination malpractice activities in Abia State educational school system?

Table 2: Rank ordering of factors that necessitates teacher misconduct in examination activities

Items	N 1 st	%	N 2 nd	%	N 3 rd	%	N 4 th	%	N 5 th	%	N 6 th	%	N 7 th	%	\bar{X}
1.Poor salaries and allowances	55	45.8	20	16.7	19	15	12	10	9	7.5	3	2.5	2	1.7	2.31
2.Poor working environment	24	20.0	38	31.7	32	16.7	9	7.5	11	9.2	45	4.2	61	0.8	2.70
3.Poor societal recognition of teachers at all levels	7	5.8	16	13.3	23	19.2	18	15.0	12	10	28	23.3	16	13.3	4.33
4.Inadequate school facilities and teachers resort to corrupt practices to raise high stakes of the examination.	35	29.2	13	10.8	9	7.5	9	9.5	24	20.	17	14.2	13	10.8	3.64
5.Government inadequacies and appropriate functional for teacher motivation.	12	10.0	1.3	10.8	14	11.7	28	23.3	26	21.7	19	15.8	8	6.7	4.10
6.Class size and students population.	3	2.5	8	6.7	14	14.7	31	2.58	29	24.2	18	15.0	17	14.2	4.62
7.Teachers poor conditions of service and non payment of salary when due.	3	2.5	8	6.7	4	3.3	4	3.3	2	1.7	23	19.2	76	63.3	6.06

Decision rule: Items with $\bar{X} \geq 4.0$ are non necessitating factors.

Table 2 above shows of the responses to the rank ordering of items of factors to the incidences of examination malpractice among secondary school teachers. The table shows that items 3, 5,

6 and 7 have their mean greater than 4.0. They are therefore considered as non-incidence to examination malpractice by secondary school teachers. However, items 1, 2 and 4 have their means less than 4.0, hence they are considered as factors of incidences to teacher indulgence in examination misconduct. The overall rank order indicates that motivation should be held in high stakes for teacher personality disposition and profound attitude of self apt in character and behaviour modification when it comes to the issues of school management and administration as motivation is the only viable key to efficient and effective quality teacher service delivery and self control to work ethics.

Hypotheses one: There is no significant relationship between motivational factors and quality service delivery among the secondary school teachers.

Table 3: Relationship between motivation as a corrective instrument to incidences of misconduct and teacher quality delivery in job performance.

	R	r	T-cal	T -tab
Motivational factors as corrective tool	1	.659	9.518	2.24
Teacher quality service delivery	.659	1		

N = 120, df 118, P < .05

Table 3 above revealed that there is a strong relationship between motivational factors as being a corrective instrument to incidence of teacher misconduct in examination and quality delivery of service as in ($r=0.659$). The test of hypotheses at .05 significance level shows that $t\text{-cal} = 9.518$ and $t\text{-tab}=2.24$. The null hypotheses is therefore rejected. This implies that the relationship between motivation and teachers' quality in delivery of duties is very significant.

Hypothesis 2: Motivational factors as a corrective tool to incidences of examination malpractice among teachers with respect to gender.

Table 4: t-test analysis for motivational factors to overcoming examination malpractice among teachers with respect to gender.

Items	t	df	Sig (2 tailed)
1. Regular payment of salary and fringe benefits	1.628	118	.106
2. Payment of salaries equipment to counterparts in oil companies and other parastatals	4.530	118	.000
3. Sponsorship to academic conferences and workshops	2.747	118	.007
4. Payment of leave allowances	1.083	118	.281
5. Non delayed promotions	.811	118	.419
6. Provision of good working environment	.839	118	.403
7. Non epileptic supply of electricity	-.429	118	.669
8. Being compliant with modern technology gadget (ICT)	3.029	118	.003
9. Constant communication flow between teachers and secondary management board administration	4.450	118	.000
10. Teacher welfare package as in chauffer driven cars	1.264	118	.209

N=120. df 118, p < .05

Table 4 above shows that items 2, 3, 8 and 9 are motivational factors that are significantly influenced by gender, while items 1, 4, 5, 6, 7 and 10 are significantly influenced by gender.

Discussion

Result of data analysis in table 1 showed that regular payment of salaries and allowances, good working environment, payment of services equipment to counterparts in other parastatals, sponsorship to academic conferences and workshops, payment of leave allowances, non delayed promotions, constant communication flow between teachers and secondary management board and administrative etc are the motivational factors for optimization of quality service delivery of valued education that will make secondary school teachers avoid gross actions of examination misconduct. This finding is in consonance with earlier researchers of; Danjuma and Ekoja, (2022). According to them, teachers are respected intellectuals who are grossly involved with academic works. It is therefore not surprising that situational factors like residence in school compound, well furnished offices and staff rooms were not significant enough to motivate them for incidences of misconduct in exams. Their absence would therefore not likely to result in the teachers' job performance.

Table 2 shows non regularity in teachers involvement, hazardous poor working environment sponsorship to academic conferences and workshops to increase and widen their scope of contemporary academic knowledge are the most prominent factors leading to incidences of teacher indulgence into exam misconduct so as to meet up to the challenges and financial threat to the teacher status. Afe (2021) and Oku (2022) inter-alia had earlier decried these factors as highly challenging Abian school system.

The extent of government and school management board negligence on teachers welfare needs and packages was ranked the highest incidence to teacher gross misconduct in teaching and student learning activities, also non implementation of their promotion in levels and steps into financial increment and non payment of promotion arrears, indicated that laborers' in the vineyards (business of teaching) can comfortably opt for any effective means to meet up their self need challenges. Similarly, the poor societal recognition of teachers at all levels, inadequate provision of school facilities, inappropriate class size to harbor students population, teachers constant poor conditions of service, governments' inability to remain a functional arm through motivation has rendered teachers effectiveness into ineffectiveness, creating tension and laize-affaire attitude in their job performance which effects unruly in cheer attitude so as to sustain

and maintain cost of living standards in their societies. Thus this abnormal attitude among teacher reflected high depth of incidences to teacher involvement in examination misconduct

Table 3 shows that there is a significant relationship between motivational factors from educational administrators at all levels and teacher quality delivery in job performance and other school services. This finding is supported by Ibiam (2020), in her findings on educational and administrative organizations of secondary schools, that workers who are motivated and treated in consonance with their needs and situations always improve in their service delivery and etc.

Table 4 shows that regularity in salary payment, constant communication flow between government and education management administrators as well as treating them equivalently like their counterparts in oil companies, that these motivational factors would have significantly influenced them by gender. This finding is supported by Ubong (2020) who notes that female teachers are more easily motivated to teaching than males, probably because the female counterparts may have other sources of raising funds (husbands) than the male teachers who is shouldered with lots of responsibility based on meagre salaries. This implies that secondary school teachers are differently motivated depending on gender and the motivational types and factors.

Recommendation and Implication for Educational Managers:

The findings of this study have identified specific motivational and hindering factors to quality science delivery in the school system which led to incidences of teacher misconduct in examinations. The study structured items for data collection in research questions 1 & 2 attests to the reason for teacher involvement in examination misconduct. However this study has provided useful data that will serve as a working tool for educational managers and school administrators in their planning especially in the contemporary educational managers reform policy for value education agenda to move secondary education forward; especially in matters concerning welfare, school functional activities and condition of service for teachers while taking cognizance of the recent surge of gender differences. Since it is the function of educational managers, be it at the federal, state and LGEA level, they plan, formulate policy, execute policies and make appropriate avenue for reformity of change in education enterprises. Hence there is need to integrate the corporate services of educational management personnel to actually be part of the new agenda in reformation of value education. This is relevant so as to enable them provide useful counselling information that would enhance quality service delivery

of teachers. This study reveals that lack of communication flow, non sponsor on conferences and workshop, non orientation programmes and negligence on status of rights of a teachers are the major factors to service delivery leading to way out for survival and family sustenance. This finding is also an indicative level of unawareness of the services of guidance and counselling unit in the secondary education system if they at all exist in the contemporary. Therefore, services of educational managers are relevant and for everybody, the implication is that classroom teachers if motivated well, and carried along like other counterparts in other organizations, they will produce high optimum quality service delivery with fairness, equity and justification for their passion job other than looking for substitutes that will Jeopardize the standard of education and introduce a cankerworm decay in the educational enterprises.

There is therefore the need for organizing school administrators and managers who will serve as counselling retreat agencies for moving forward secondary education reformed agenda in value education. These human resources will help to highlight ways of improving the standard and living packages of teachers as suggested and as such, the administrative arm of the management of education through boards and local education authorities should help facilitate the implementation of the governments' reform agenda into the working force other than allow blue prints points to be dragged to the mud.

Conclusion

In this period of educational reforms and introduction of value education amidst insecurity in Nigeria, teachers motivation should be taken more seriously in considerations so as to achieve the very aims, goals and objectives of reforms in secondary education to a sustainable development and heights. Factors such as teachers' remunerations and conducive working environment are very essential factors needed for the challenges of our time. This development will help minimize the incidences of teacher malpractice be it at any level in school activities as well help overcome conflicts among the school heads teachers. Finally, the hindering factors to quality service delivery should not be overlooked, hence the need for motivation as a watchword for moving both the human resource and the material resources to achieving desired educational reformation agenda in value education amidst insecurity by educational managers.

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