

MOTIVATION AND JOB PERFORMANCE AMONG PUBLIC SECONDARY SCHOOL TEACHERS IN EDO STATE, NIGERIA

By

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Abstract

The study examined the impact of motivation and Job performance among public Secondary School teachers in Edo State of Nigeria. A descriptive research design of the survey type and the ex-post-facto research design were used in the study. The Population of the study consisted of all the 5,091 teachers and 681 principals of secondary schools in Edo State The sample comprised 2,400 teachers and 60 principals of secondary schools. Two research questions were raised and two hypotheses were formulated for the study. Two sets of questionnaire titled Teachers Motivation Questionnaire (TMQ): $r=0.92$ and Job Performance of Teachers Questionnaire (JPTQ): $r=0.80$ were used to elicit information from respondents. Descriptive statistics was used to answer the research questions while inferential statistics was used to test the hypotheses formulated at 0.05 level of significant. Results from the analysis showed salary was more pronounced in teachers' motivation. This accounted for 1.741 beta weight followed by promotion with a beta weight of 1.26 and school leadership with 1.11, while gender had a least beta weight of .209. There was a positive and significant relationship between salary and teachers' level of motivation ($r = 0.989, P<0.05$), More so, there was a positive and significant relationship between teachers' promotion policy and teachers' level of motivation ($r = 0.875, P<0.05$); and there was a positive and significant relationship between perceived recognition and level of teachers' motivation ($r = 0.998, P<0.05$). Based on the findings, it was concluded that teachers' motivation is high in Edo State and must be sustained. Government should reinvigorate and put in place welfare packages that would improve the societal recognition of teachers.

Keywords: motivation, job performance, secondary school teachers, productivity, commitment

Introduction

Motivation is the most important matter for every organization both in a public or private organization that is, for the success of any organization motivation plays an important

role. Motivation play an important role in the school because it increases teacher morale and performance and school goal can be achieved in an efficient way. According to Laurent (2016) teacher is the one who translate educational philosophy and objectives into knowledge and skills and transfers them to students in the classroom and if they are well motivated, they will work hard hence influence students' better academic performance. All organization need to motivate their workers either in the public or private sector (Chintallo&Mahadeo, 2013). According to Chaudhary and Sharma (2012), basically motivation word is derived from "Motive". The meaning of "motive" is needs, wants, and the desire of the persons. So that "employees' motivation mean the process in which organization inspiring their employees with the shape of rewards, bonus and so on for achieving the organizational goals.

Today organization can easily change their material, needs, goods and services to other organization, or to other countries. The only one resource which is not easily exchangeable is human resources. So it can easily be said that human resources are very important or most competitive assets of any organization that cannot be exchangeable. Human resources or human assets mean the workers or the employee of any organization. So the motivation is a main factor that affect the human resources of the organization. The organization should be motivating their employees for the best performance or for achieving the organizational goals. In fact, motivation is the best tool for best performance. Today there are many discussions about motivation and the relationship of employee's efficiency and the organizational efficiencies. Motivation leads to the fact that workers or employees of the organization will seriously do his duties and responsibilities (Azar&Shafighi, 2013). It is pertinent to note that the basis for teachers' motivation strategies hinges on salary, wages and conditions of services. Attractive Salaries or pays are also a valuable tool that plays an important role to increase employee's performance and also increase the productivity of an organization. In other words, positive reinforcement, recognition and reward would result in high productivity. Mustafa and Othman (2010) examined the perception of high school teacher about the effect of motivation on their performance at work. They found out that there is a positive relation between motivation and working performance of teachers, that is the greater the level of motivation, the higher will the teacher's performance or if provide a higher level of motivation to teachers, then their job performance will increase.

Job performance commonly refers to whether a person performs their job well. Performance is an extremely important criterion that relates to organizational outcomes and success. Campbell (1990) describes job performance as an individual level variable. This performance is something a single person does. This differentiates it from more encompassing constructs such as organizational performance or national performance which are higher level variables. Campbell further differentiates performance from outcomes that performance is behaviour elicited that is, something done by employee while outcomes are the result of individual's performance. He asserted that there are exceptions when defining performance as behaviour.

Performance can consist of mental production such as answers or decisions. Performance must be directed toward organizational goals that are relevant to the job or role. Job performance is also conceptualized as a multidimensional construct consisting of more than one kind of behaviour. Productivity is another related construct which is thought of as a comparison of the amount of effectiveness that results from a certain level of cost associated with that effectiveness that is ratio of output to input. Utility is another associated construct to job performance which is conceptualized as the value of a particular effectiveness or productivity. Utilities of performance, effectiveness and productivity are value judgments.

According to the traditional economic theory labour can be defined as, "A factor of production which consists of manual and mental exertion and receives some return in form of wages, salaries or professional fees" (Railkar, 2011). The Intramural welfare amenities are those provided within the premises of the establishments such as sanitary facilities, crèches, rest shelters and canteens, drinking water, prevention of fatigue, health services including occupational safety, administrative arrangements, uniforms and protective clothing, shift allowance and so on. Employer secures the benefits of high efficiency and low employee absenteeism and minimum employee turnover. Facilities like housing, medical benefits and education facilities help to increase productivity of workers.

Various studies have explored the labour welfare facilities provided by organizations and determined its influence on employee motivation, job satisfaction and employee efficiency. Khan (2014) declares that the lot of the worker is the mirror of the prosperity of a country. If industrial worker is sick, the industrial unit will be sick. To neglect the labour class is to neglect productivity because ultimately country's welfare lies in their welfare. Laddha (2012) advocated that employee welfare facilities enable workers to live a richer and more satisfactory life. After employees have been hired, trained and remunerated they need to be retained and maintained to serve the organization better. Welfare facilities are designed to take care of the wellbeing of the employees, they do not generally result in any monetary benefits to the employees nor are these facilities provided by employers alone, government and non-governmental agencies and trade unions too contribute towards employee's benefits. Singh (2012), in his research found that employee welfare measures increase the productivity of organization and promote healthy industrial relations there by maintaining industrial peace.

Jegadeesan (2013) focused on the importance of improvement of labour welfare for increasing productivity of the organization. Welfare not only motivate employees but also influence the sentiments of workers when an employee feel that the management are interested in their wellness and happiness, his tendency to grumble will gradually disappear. Thus Welfare activities develop the physique, morality, intelligence and the standard of living of the worker and thus it improves the efficiency and productivity.

Singh (2012) observed that there is a positive relation between the welfare measures and man

power productivity that is, if the proper welfare measures are taken the productivity of the employees will increase and ultimately the profit of the organization as well as it enhances the morale and motivation of the employees which gives a positive impact on the efficiency level of the organization.

According to Khademi (2014), Organizational welfare has a positive impact on organizational performance including happiness, security, motivation and job satisfaction. It is argued that, welfare services can be used to secure the labour force by providing proper human conditions of work and living through minimizing the hazardous effect on the life of the workers and their family members. The nature of work, Salary, Advancement opportunities, Management, Work groups and Work conditions. It is one of the major challenges for today's organization. Job satisfaction represents a combination of positive or negative feelings that workers have towards their work. Meanwhile, when a worker employed in a business organization, brings with it the needs, desires and experiences which determinates expectations that he has dismissed. Job satisfaction represents the extent to which expectations are and match the real awards.

A research in different organizations by Patro (2012), identified that the employees are assets of any organization. The needs of the employee must be satisfied in order to meet the goals of the organization. Any organization would be effective only when there is high degree of co-operation between the employees and their management. Parul and Ashok (2013) concluded in terms of proving that different welfare provisions provided to the employees working in an organization under Factories Act, 1948 are having positive relation with the employee satisfaction, after analyzing the correlation between these two factors. The reason behind this result is that these are the factors that lead to satisfaction and if these facilities are not present, it sometimes leads to dissatisfaction. Ekta (2013) studied that staff well-being and their level of satisfaction and engagement has been found to directly impact on organizational performance and ultimately organizational success. It is an obvious statement but high employee satisfaction levels can reduce employee turnover.

Patro (2015) in a comparative analysis of welfare measures in public and private sector found that an employees' welfare facility is the key dimension to smooth employer-employee relationship. These welfare facilities improve the employees' morale and loyalty towards the management thereby increasing their happiness, satisfaction and performance. In recent time, there is a great concern about the dwindling standards of education which has led to a critical discussion in Nigerian society.

The performance of students who obtained five credits level passes and above, including English language and Mathematics in recent time in West Africa Examination Senior Certificate and senior school certificate examination conducted by national examination council particularly has been relatively low. This has generated a lot of debates and serious concern among the education stakeholders. Furthermore, the problem of the study arose from the background information that the

teachers who seem to be channel of instruction in school system appears no longer dedicated and committed to their job. All these inadequacies provided gaps which this study intends to fill

Statement of the Problem

In recent time, there is a great concern about the dwindling standards of education which has led to a critical discussion in the Nigerian society. The performance of students who obtained five (5) credits level passes and above, including English Language and Mathematics in recent time in West African Examination Senior Certificate (WASSCE) and the Senior School Certificate Examinations (SSCE) conducted by the National Examination Council particularly; has been relatively low, ranging between 30.99% and 52.97% in the period between 2012 and 2016 (Owadiae, 2012; Eguridu, 2014; and Adenipekun, 2016). This has generated a lot of debates and serious concern among the education stakeholders. The low quality output in secondary schools cannot be unconnected with poor motivation of teachers who are charged with translating national educational goals and objectives i.e. teachers must be focused upon by looking at how their general welfare have been met by government. A vital question must therefore be asked. How did we arrive at this very bad situation in the country in the area of educational attainment? Thus, the essence of this work is to find out motivation strategies and how they would impact on the job performance of Secondary School teachers in Edo State, Nigeria

The purpose of this study was to see how motivation affects job performance among secondary school teachers in Edo State, Nigeria. Thus, the study was undertaken to find out the level of teachers' motivation in public secondary schools in Edo State and find out the relationship between financial rewards and staff motivation;

Research Questions

1. What is the level of staff motivation in Edo State Secondary School?
2. What is the level of job performance among secondary school teachers in Edo State?

Research Hypotheses

Based on the problems of this study two hypotheses were generated for the study:

1. There is no significant relationship between teachers' motivation and job performance among secondary school teachers in Edo State.
2. There is no significant relationship between salary and level of motivation of secondary teachers in Edo State.

Methodology

A descriptive research design of a survey type and the *expost-facto* research design were used in the study. The Population of the study consists of all the 5,091 teachers and 681 principals of secondary schools in Edo State. Sixty (60) secondary schools were drawn on proportionate sampling basis from the existing three senatorial zones. Forty teachers were drawn on proportionate basis from the 60 schools which amounted to 2,400 teachers and 60 principals of the sampled

schools. Two sets of questionnaire were constructed to elicit information from respondents. They include: Teacher Motivation Questionnaire (TMQ) for teachers and Teacher Job Performance Questionnaire (TJPQ) for principals. The (TMQ) have two sections. Section A has six items which includes sex, years of experience among others, section B contains items that border on level of motivation which is stratified into; very high, high, moderate, low and very low and it has seventeen items. The TJPQ also have two sections. Section A dealt with background information of respondents and section B contains items on job performance with fifteen items. The instruments for data collection was validated by three experts and the reliability estimate was 0.92 and 0.80 respectfully.

RESULTS

Research Question 1

What is the level of Staff motivation in Edo State Secondary Schools?

In order to answer the question, the mean level of motivation of the sample was determined. Scores pertaining to motivation were calculated based on the responses supplied by the respondents as indicated in the TMQ and TJPQ instruments.. A level above the mean of 3.0 was classified as having high level of motivation and those staff below a mean of 3.0 and above 2.0 were regarded as having moderate level of motivation. Those having mean motivation below 2.0 were classified as having low level of motivation. Table 1 and 2 show the results of classification.

Table 1

Summary of Mean Rating of Respondents on Motivation Variables in Edo State Secondary Schools

Motivation Variables	N	Mean	SD
Teacher's Years of experience	2400	3.84	1.60
Teachers' qualifications	2400	3.92	1.12
Gender	2400	3.24	1.03
Available Resources	2400	1.85	.58
Financial Rewards	2400	3.35	.79
Promotion	2400	3.30	.76
Leave Schedules	2400	2.03	.57
School Leadership	2400	2.73	.74
School Location	2400	1.51	.29
Societal Recognition	2400	1.69	.03
Average	2400	2.46	0.77

Table 1 reveals that the mean and standard deviation of all variable with teachers' qualifications having the highest mean of 3.92 and SD of 1.12, while the least mean was school location with a mean of 1.51 and SD of 0.29. However, the average mean for all motivation variables was 2.46 and SD of 0.77.

Table 2
Level of Motivation among Secondary School Teachers in Edo State

Level of Motivation	Frequency	%
High	1561	64.28
Moderate	406	17.33
Low	433	18.39
Total	2400	100

Source: fieldwork, (2020)

Table 2 reveals that 64.28% of the teachers in Edo State fall within the category of high level of motivation. But 18.39% with moderate level while 17.33% had a low level of motivation. This result indicates that the level of motivation among secondary school teachers in Edo state is high.

Research Question 2

What is the level of teachers' job performance in Edo State?

The data collected in respect of item 1- 15 of on TJPQ instruments were used to answered the stated research question. Data were also analyzed using percentage. Summary of the result was presented in Table 3 below.

Table 3
Percentage of Job Performance Among Secondary School Teachers in Edo State

S/N	Items	SA	%	A	%	D	%	SD	%	Mean
1	I do not normally miss lessons	919	38	654	27	125	6	702	29	2.51
2	I do extra reading before teaching	773	32	546	23	643	27	438	18	2.54
3	We use several method in presenting a lesson	940	39	930	38	417	18	113	5	2.64
4	I give graded test	584	24	616	26	606	25.6	585	24.4	2.32
5	I often buy instructional materials to assist my teaching	309	13	492	21	881	36	718	30	2.02
6	I take part in extra teaching of the students	649	27	650	27	676	28	425	18	2.57
7	I provide correction	897	37	697	29	622	26	184	8	2.73
8	I check students note weekly	379	16	481	20	941	38	626	26	2.01
9	I personally write notes for students	217	9	233	10	697	29	1253	52	1.89
10	I give assignment to the students at least once a week	984	26	654	27	685	28	77	4	2.79
11	My class report on terminal examination is never late	797	33	597	25	722	30	284	12	2.71
12	I enjoy being requested to give work on Saturday	673	28	646	26	543	23	538	23	2.10
13	I come to school punctually	920	38	950	39	317	13	213	10	1.80
14	I am unhappy with my work as a teacher, I prefer another job	479	20	581	24	714	29.6	726	26.4	1.71
15	I prefer to remain on teaching as my career	375	16	485	20	905	37	635	27	2.90
	Average	660	27.4	614	25.5	631	26	495	21.1	2.52

Source: Field work, (2020)

Table 3 depicts the mean and standard deviation among views of teachers on job performance among teachers in Edo State. The respondents with a mean of 2.51 agreed that they do not normally miss their lessons, doing extra reading before teaching (mean of 2.54), taking part in extra teaching of the students with a mean of 2.57 and also giving assignments to the students as least once in a week (2.79). While respondents disagreed on the view that teachers personally write notes for students with a mean of 1.89. Also, a mean of 2.01 disagreed that they enjoy being requested to give extra work on Saturday and that giving graded test had a mean of 2.32. However, a grand average of the mean stood at 2.52, an indication that the level of teachers' job performance in Edo State is high.

Hypothesis One

There is no significant relationship between teachers' motivation and job performance in among secondary school teachers in Edo State.

In testing this hypothesis, all motivation variables identified were subjected to test of relationship with the use of regression analysis to arrive at table 3.

Table 4
Teachers' Level of Motivation and Job Performance in Edo State

Model Summary		R=				
		.418				
		R ² =				
		.174				
		R ² (adj)=				
		.013				
ANOVA		Sum of square	Df	Mean Sq	F	Sig
	Regression	17.431	8	2.5698		
	Residual	2.014	1.082	.395	1,009	2.179
	Total	100.00	1,017			

significant at 0.05 level

The multiple regression analysis is used to show the summary of how each motivational variables stand is expressed in table 4.

Table 5
Teachers' Level of Motivation and Job Performance in Edo State

	Unstandardized		Standardized		T	Sig.
	B	Std. error	Beta			
(Constant) Staff Motivation	2.724	.818	.0222		3.331	.002
School Location	-.031	.056	.009		-.005	.007
Leave Schedule	-.019	.041	-.021		-.011	.021
Available Resources	.032	.022	.008		-.012	.004
Promotion	.055	.044	.698		1.266	.213

School Leadership	.089	.080	1.052	1.110	.274
Teachers' Qualifications	-.045	.133	-.504	-.339	.736
Societal Recognition	-.038	.144	-.038	-.264	.793
Teacher's Years of Experience	-.024	.072	-.266	-.335	.740
Financial Reward	-.157	.090	-1.822	1.741	.089
Gender	.085	.404	.030	.209	.835

significant at 0.05 level

Table 4 reveal that predictor of Financial Reward is more pronounced which accounted for 1.741 beta weight (174.0%) followed by Promotion with a beta weight of 126.6% and School Leadership 111.0%. While Gender had a least beta weight of .209 (20.9%), In view of the statistically significant relationship between the predictor variables and criterion variables, the hypothesis is hereby rejected which shows that there is a significant relationship among teacher's years of experience, qualifications, available resources, promotion, school leadership and societal recognition.

Hypothesis Two

There is no significant relationship between financial rewards and level of motivation among secondary school teachers in Edo State.

In testing this hypothesis, Pearson Product Moment Correlation (PPMC) was used to determine the relationship in the mean responses

Table 5
Salary and Teachers Level of Motivation in Edo State Secondary Schools

Variables	N	X	SD	r-cal	r-val	Decision
Salary	2400	41.56	20.17			
Level of Motivation	2400	37.00	19.96	0.989	0.000	*

*significant at 0.05 level

Table 5 reveals that there is a positive and significant relationship between salary and teachers level of motivation in Edo State secondary schools ($r = 0.989$, $P < 0.05$). Thus, the hypothesis which states that is no significant relationship between salary and level of motivation of teachers is rejected.

Discussion

The research question one reveals that higher number of teachers in Edo State fallare within the category of high level of motivation and this indicates that the level of motivation among secondary school teachers in Edo state is high. From the result, it is evident that the job of teachers must have some measure of impetus that would ginger them to putting in greater effort in the performance of their jobs. Lalitha and Priyanka (2014) also supported the above wherein he stated that motivation is the underlying human motives which influence people to behave the way they do.

It means that when the workers are regularly promoted they will be ready to give their all by working efficiently to achieve the organizational goals and objectives. That is, if teachers are treated poorly, this may have a negative and lasting effect on the achievement of the student academically

Research question two also showed that the level of teachers' job performance in Edo State is high. Perhaps the high level of teachers' motivation must have paved way for a high academic performance. In addition, the study observed strong support for job security which is supported by the finding of Esia-Donkoh and Bampoh-Addo (2009) that, some motivated work behaviours could be achieved by an organization only when the organization motivates people to join the organization, remain in it, come to work regularly, work hard or perform to achieve high output and show good corporate citizenship. This means that, if workers are assured of the permanence of their job without threat of relegation, they will perform at their best optimum. This means that if workers are assured of their job without threat of relegation, they will perform at their best optimum.

From the test of hypothesis one, the result showed that there was a significant relationship between motivation strategies and job performance of public secondary school teachers in Edo state. This was supported by Mustafa and Othman (2010) findings which found out that, there is a positive relation between motivation and working performance of teachers in secondary schools.

The second hypothesis which revealed that there was a significant relationship between salary and level of motivation of teachers is in line with Elton (1984) who identified the payment of salaries, allowances and promotions as the key factors that shape teacher altitudes towards their work. But Oyetakin (2014) findings proved that it is not only monetary rewards that motivate teachers in schools, other non-financial motivators also have positive impacts in workers output. Thus, true motivation which would translate to increase job performance.

Conclusion

It was concluded in the study that teachers' motivation was related to level of job performance in the secondary schools of Edo state. It was noted that teachers' level of motivation and job performance were high and should be sustained and improved on.

Recommendations

Based on the findings and conclusion of this study, the following recommendations were made.

1. The appointments of principals on seniority should be sustained and the government of Edo State should also ensure that appointment to principals and promotion from one grade level to the other should be based on productivity and not enmass promotion syndrome. This would also motivate teachers to increasing in their levels of performance.
2. The Edo State Government should urgently embark on a comprehensive school mapping as this will enable them to redistribute teachers to the school nearest to their houses to improve their motivation to work.
3. The teacher who perform well in teaching and learning process should be given extra payment that can help them to increase effort in transmitting knowledge to their students.

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