

# MOTIVATION AND EFFECTIVE PERFORMANCE OF TEACHERS IN PUBLIC SECONDARY SCHOOLS IN DELTA CENTRAL SENATORIAL DISTRICT OF DELTA STATE, NIGERIA

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## ABSTRACT

This study examined the influence of motivation on teachers' job performance in public secondary schools in Delta Central Senatorial District of Delta State. The study adopted a descriptive survey research design. The population of the study consists of teachers and principals from 203 public secondary schools. A sample of 200 teachers and 10 principals were selected from the sampled secondary schools. Two research questions and two hypotheses guided the study. The data was collected by the use of a questionnaire. Mean scores were used to analyze the research questions while Z-test was used for the hypotheses. The findings of the study revealed that motivation influences teachers' job performance in respect of building positive attitudes and beliefs towards teaching and learning. Also, male and female teachers do not differ on the best strategies to motivate teachers to perform their job effectively. Based on the findings, it was concluded that the job effectiveness of teachers highly depended on the quality, competency and skillfulness generated through motivation. Therefore, it was recommended amongst others that training of teachers should be efficiently implemented, salary and fringe benefits should be paid as when due and there should be an improved condition of service for teachers.

**Keywords:** Job Performance, Motivation, Teachers, Salary/Fringe Benefits, Training.

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## INTRODUCTION

Education is a social centre that specializes in social studies. Education prepares young people for socialization and, in effect, for socialization. Social scientists want to know how this type of socialization affects and influences other social structures, experiences and outcomes (Analoui, 2000). This is why social science education is a field that focuses on two different levels of analysis. To a large extent, sociologists work to identify how various social forces, such as politics, economic, culture, etc., create diversity in schools. In other words, what effect do other

social institutions have on the education system? At a lower level, sociologists try to identify how the diversity of school processes lead to differences in individual student outcomes.

That is if schools have different teaching methods for different processes, how does that affect each learner and what are the individual outcomes? This is why social studies courses examine social interactions in the classroom, playground, teaching and learning processes, school environment, teacher personality, motivation and performance to facilitate effective quality learning. The coherence of teacher motivation and performance also falls within the focus of social studies and it is important in the growth of any global educational system. They are probably at a level that is in line with the knowledge and skills of professionals. It is well known that many teachers fail to develop themselves within the educational setting (Robbins et al., 2004). This is because professional knowledge, skills and abilities occur when a person feels motivated in his or her work. Also, motivation and work satisfaction are very important in the lives of teachers because they are the most important reasons for working in life. Teacher motivation plays an important role in the promotion of teaching and learning excellence. Motivated teachers are more likely to motivate students to learn in the classroom. While teacher motivation is fundamental to the teaching and learning process, many teachers are not well motivated (Azubuike & Orji, 2016).

Compared with other professions, teachers across various countries, school contexts and subject fields exhibit higher levels of emotional symptoms. According to Dai and Sternberg (2004), high levels of job dissatisfaction, stress and burnout can negatively influence motivation and job performance. According to Michaelowa (2002), teachers who report low levels of motivation tend to perceive their student's motivation levels as low.

To Ikenyiri & Ihua-maduenyi (2011), an organization should implement a payment system that integrates both financial and non-financial aspects as this will ensure the satisfaction of diverse staff needs, thus increasing staff commitment and performance levels. Non-financial payment systems include features such as recognition, promotion, additional responsibility and personal growth. These efforts are aimed at motivating employees to meet their respected needs and to achieve assets as the organisation's source is linked to the human economy.

Similarly, a positive attitude toward teachers about teaching and a high level of desire determines her positive view of the environment. An effective teacher development project should have a complete set of these features to develop the necessary skills and attitudes for prospective teachers. These factors that affect teacher performance include attitude, academic achievement, teaching method, personal characteristics, classroom environment, personality, student relationships, preparation and editing, effective presentation, staff relationships, parents and community mobilization skills etc. Due to the economic situation, Nigerian schools are constantly developing an award system to survive and be competitive. The development of motivational strategies plays an important role in motivating employees to deliver high levels of performance, self-reflective effort and contribution. Therefore, this study focuses on the motivation and effectiveness of teachers in Delta Central Senatorial District of Delta State high schools.

## **Theoretical Framework**

This study is based on Abraham Mastow's (1943) system of human needs as stated by Peretomode (1991). The theory focuses on the inner workings of human beings that initiate, empower, guide and maintain behaviour. It promotes or undermines a person's moral integrity in

such a way that its positive effects produce contentment while its negative influence produces dissatisfaction. It is for this reason that motivation is seen as a complex pattern of behaviour studied in society that incorporates conditions, needs, desires, methods and outcomes. Motivation is the process of influencing or motivating a person to take actions that will help achieve the desired goals.

In education, a teacher should be motivated to increase productivity, efficiency, effectiveness and dedication to their tasks. This includes consideration of such things as physical, psychological and environmental variability for individual employees. It is said that if their needs are met by educational institutions by providing teachers with needs such as salary / other benefits, promotions, pension plan, social benefits, insurance policy, job security, free medical care and health care, and a decent workplace, the level of teacher performance will improve.

## **CONCEPTUAL CLARIFICATION**

### **Teachers' Motivation and Job Performance**

In an organization, job performance is determined by the extent of motivation. Motivation and performance are fundamental variables that determine the success of an organization. Thus, a school administrator who understands what specific strategy to apply gets the best of the teachers. According to Bennell (2004), low teacher motivation is colossal which is seriously compounded by political interference. To Analoui (2000), low motivation deteriorates standards of professional conduct and leads to unproductivity. Accordingly, Usman (2015) posited that teachers complain of lack of fringe benefits like transport, housing and medical allowance for many years; lack of recognition, merit awards, bonus and in-service training. With all these nasty experiences, it will be difficult for teachers to remain committed to their official assignments in the various schools.

In a study of teacher motivation decisions made by Nosheen & Hina (2015), using the network of private high schools in Baba-walpur, it was revealed that staff members were encouraged by the presence of teachers rooms, a friendly environment, the availability of learning resources, and small classroom sizes. Motivation contributes to improving employee productivity. In Malik (2010), motivation improves employee performance and in return, employee motivation improves the organization.

Abdulraham (2018), has studied the factors that influence teacher enrollment in public high schools in Kabul, Afghanistan and earned a low salary as one of the major factors influencing teacher enrollment in Afghanistan. Another study of factors influencing teachers' motivation and impact on their work Gichure (2004), also identified external factors such as employee success, exceptional benefits and work environment, as well as a few basic factors such as employee success, recognition, performance, responsibility and progress, job security and good relationships with management. In addition, a study of factors affecting teacher motivation in high schools in Thika West District, Kiambu Country, Kenya, by Nyakundi (2012), found job satisfaction, award programs, professional training and development and working conditions as factors affecting teacher motivation and work ethic. In line with this, Imo (2013) argued that motivated teachers are always looking for better ways to do their teaching work and better behaviour as a result, they are more productive.

Therefore, it means that ethical and motivated teachers are committed to giving their best to achieve the greatest result. Again, studies on motivational strategies for teachers have shown

that teachers motivated by some kind of incentives are recognized as being effective. Incentives could be intrinsic or extrinsic motivation. Teachers have the capability of reaching their highest height of potential if well motivated. According to Edo et al. (2018), development in the schools have to be geared toward acquiring or sharpening the capabilities of teachers to perform various obligations, tasks and functions associated with or related to their present or future expected roles. This means increases in knowledge, skills and the development of a positive attitude to work for the enhancement of productivity and quality services. Mehmood (2008) opined that seminars, workshops, refresher courses, conferences and correspondence courses are in-service training strategies that can motivate teachers to perform their jobs effectively. Those ingredients facilitate changes and improve the quality of teaching and learning in educational institutions.

Again, looking at Herzberg's hygiene factors point of view, salary/fringe benefits, working environment and recognition significantly affect the job performance level of the workforce. Ovidiu-Iliuta (2013) examined low and high-paid workers' job performance in the European Union (EU). The result reveals that when low-paid employees were compared to high-paid employees, a low-paid employee showed a low level of job performance. The result also showed that the gap between low-paid employees and high-paid employees' job performance expanded hence affecting the effect of performance by low earners.

### **Statement of the Problem**

The purpose of every organization is to achieve set goals and objectives. The achievement of goals depends to a large extent on the quality of workers employed in such an organization. Every employer is supposed to guarantee that each employee works optimally to realize the goals of the organization. To get the best of workers, it is not out of place to motivate them by consistent payment of their salaries, wages allowances and other incentives likely to trigger their dedication, willingness and boost their morale to work. In Nigeria, the status of teachers is nothing to write home about. To Usman (2015), there exists an alarming rate of maltreatment of teachers in Nigeria to the extent that many teachers are ashamed of proclaiming the teaching profession. He further stated that teachers are paid meager salaries with almost insignificant welfare packages. Teachers are now termed 'natural economists' because they are forced to restore to simple living as they could hardly afford the luxury. Most teachers live in poorly built houses surrounded by little or no ventilation, unclean water, no electricity, poor road network and mockery by workers from other highly remunerable occupations. In some cases, there had been no on-the-job training, recognition, promotion, salary/fringe benefits and other incentives that are accrued to the teacher. Therefore, this study examines motivation and teachers job performance in public secondary schools in the Delta central senatorial District of Delta State.

### **Aim and Objectives of the Study**

The aim of this study is to investigate the impact of motivation on teachers' job performance in public secondary schools in the Delta central senatorial District of Delta State. The specific objectives of the study are to:

- Determine the extent to which salary/fringe benefit contributes to a teacher's job performance.
- Determine the best ways to motivate teachers to ensure effective job performance.

## Research Questions

The following research questions guided the study:

- To what extent do salary and fringe benefits contribute to teacher's job performance?
- What are the perceptions of male and female teachers on the best strategies to motivate teachers to ensure effective job performance?

## Hypotheses

The study tested the following hypotheses:

- There is no significant difference between teacher and principal on how salary/fringe benefits influence teacher's job performance.
- There is no significant difference between male and female teachers on the strategies to motivate teachers to ensure effective job performance.

## METHODOLOGY

The design of the descriptive research study was adopted in this study. The population of the study included teachers and principals from 203 public high schools in the Delta Central Senatorial District of Delta State. The sample was selected using a multi-grade sampling method. First, the Senatorial District is made up of nine local government areas. Of the 9 local government districts, 5 were selected using a random sample method. Second, in selected local government areas two public high schools were selected to provide a total of 10 schools in. Third, in each of the 10 participating schools, 20 teachers were selected in a simple random sample, making a total of 200 teachers. All the 10 principals of the 10 public schools were used. Therefore, the sample included 200 Teachers and 10 Principals

The tool entitled Motivation and Effective Performance Questionnaire (MEPQ) was designed by the researcher. The questionnaire is divided into sections; sections A and B. Category A contains the staff information of the respondents, while section B contains the content of the questionnaires compiled about the search queries. Each statement is rated on a four-point Likert-type-rating scale, namely: strongly agree (SA), Agree (A), strongly disagree (SD) and disagree (D). The tool was contained and verified face by two experts, from the University of Delta, Agbor. The corrections made by the researchers in the final tool were effected. To ensure the reliability of the tools, it was tested on 20 teachers and 10 principals in the Delta South District of Delta State, outside the study area.

Collected data were subjected to statistical analysis using the Cronbach Alpha method. The total reliability rating obtained was 0.90. This value is considered high enough to determine a reliable tool. The questionnaire was distributed directly by the researcher with the help of two research assistants. This is a guarantee of quick delivery and retrieval of the tool. The standard deviation was used to provide answers to the research questions posed in the study. The benchmark level of acceptance was 2.50, any lower points below this benchmark would be rejected when using the Z-test statistics to test the hypotheses at the 0.05 value level.

## RESULTS

**Research Question 1:** To what extent do salary and fringe benefits contribute to teachers' job performance.

Table 1: Responses on the contribution of salary and fringe benefits to teachers' job performance.

S/N	Items	Teachers		Principal	
		Mean	Remark	Mean	Remark
1	Sustains satisfaction of employees	3.22	Agree	3.2	Agree
2	Maintain adequate job performance	3.27	Agree	3.0	Agree
3	Enhance high level of motive driven for achievement	3.32	Agree	3.1	Agree
4	Determine conducive working environment	3.22	Agree	2.8	Agree
5	Determine supervisor subordinate relationship	3.18	Agree	3.1	Agree
6	Determine positive attitude towards teaching and learning	3.22	Agree	3.4	Agree
	Grand mean	3.23	Agree	3.1	Agree

Table 1 Above collected the responses of teachers with a mean score of 3.22, 3.27, 3.32, 3.22, 3.18 and 3.22. While the principal responses showed the mean score of 3.4, 3.0, 3.1, 2.80, 3.1 and 3.4 respectively. Also, the table showed an average grand mean of 3.23 for teachers and 3.13 for principals which indicated that both teachers and principals agreed that salary and fringe benefits contribute to teachers' job performance.

**Research question 2:** What are the perceptions of male and female teachers on the best strategies to motivate teachers to ensure effective job performance?

Table 2: Response of male and female teachers on the best strategies to motivate teachers to ensure effective job performance

S/N	Items	Male Teachers		Female Teachers	
		Mean	Remark	Mean	Remark
7	Adequate and functional training programme like seminars, workshops etc	3.16	Agree	3.41	Agree
8	Timely payment of salaries, allowances, retirement benefits and bonuses	3.27	Agree	3.25	Agree
9	Provision of well-equipped and functional school plant like offices, laboratories	3.32	Agree	3.05	Agree
10	Availability of functional security system, discipline and morally sound environment	3.30	Agree	3.12	Agree
11	Pragmatic and financial recognition and teaching as the mother of all professions	2.93	Agree	2.94	Agree
12	Unbiased supervision and inspection of curriculum instructions in the school	3.32	Agree	3.04	Agree
13	Development of adequate housing scheme for teachers residence	3.11	Agree	3.03	Agree
	Grand mean	3.20	Agree	3.12	Agree

The data presented in table 2, Indicated the responses of male teachers with a mean score of 3.16, 3.27, 3.32, 3.30, 2.93, 3.32 and 3.11. While female teachers' response showed the mean score of

3.41, 3.25, 3.05, 3.12, 2.94, 3.04 and 3.03 respectively. The table also revealed an average grand mean of 3.20 for male teachers and 3.12 for female teachers, which indicated that both male and female teachers agreed that the above listed items are the best strategies to motivate teachers to ensure effective job performance.

**Hypotheses 1:** There is no significant difference between teachers and principals on how salary and fringe benefits influence teachers job performance

Table 3: Z-test of significant difference between teachers and principals on how salary and fringe benefits influence teachers job performance

GROUP	N	Mean X	SD	Z-Cal	Z-Critical	Remark
Teachers	200	3.23	0.23	0.27	1.96	Accept
Principals	10	3.13	0.91			

From table 3 above, Z-calculated value of 0.27 is less than the Z-critical value of 1.96 at 0.05 level of significant. Hence, the null hypotheses of no significant difference in the opinion of teachers and principals on how salary and fringe benefit influence teachers job performance is accepted.

**Hypotheses 2:** There is no significant difference between male and female teachers on the best strategies to motivate teachers to ensure effective job performance.

Table 4: Z-test of significance difference between male and female teachers on the best strategies to motivate teachers

GROUP	N	Mean X	SD	Z-Cal	Z-Critical	Remark
Male Teachers	95	3.20	0.38	0.52	1.96	Accept
Female Teachers	105	3.12	0.14			

The result of table 4 indicated that the Z-calculated valued of 0.52 is less than the Z-critical of 1.96. Therefore, the null hypotheses of no significant difference in the opinions of male and female teachers on the best strategies to motivate teachers to ensure effective performance is hereby accepted.

## DISCUSSION OF FINDINGS

Findings from the first research question revealed that low salary and low income contribute to teachers` performance. This focuses on maintaining employee satisfaction, developing a high level of motivation to succeed and determining a good work environment, a positive attitude towards teaching and learning and determining management relationships with subordinates. Also, principals and teachers do not differ in their views on salary contributions and the unique benefits of teachers` performance. These findings support the view of Ovidiu-Iliuta (2013), who argued that higher-paid employees had higher levels of performance than lower-paid employees. Therefore, to achieve their goals and objectives, organizations develop competitive strategies in a highly competitive market to maximize their effectiveness. If the employees are not satisfied and

without being motivated to fulfil their responsibilities and achieve their goals, the organization cannot achieve success.

The second research question revealed that adequate and effective training programs, timely payment of agreed-upon social packages, provision of a well-equipped and efficient school facility, access to an effective security system, financial recognition of teaching as a profession, impartial supervision and curriculum assessment and the development of an adequate teacher housing program, are the best strategies where teachers can be motivated enough to work effectively. Both male and female teachers have embraced this flexibility as the best strategy to motivate teachers to do the job successfully. These findings are consistent with Imo (2013) who argued that motivated teachers are always looking for better ways to do their teaching work and as a result are more productive. Thus, teachers enjoy coordination, supervision and consistent outcomes.

## CONCLUSION

The importance of motivation in the day-to-day work of teachers cannot be overemphasized, especially when it comes to rewarding work and excitement at work. It is acknowledged that human performance of any kind is enhanced by the growth of motivation. Looking at the findings of this study, it can be found that teacher motivation is very important and should concern employers and employees. The findings of this study showed that employees place a high value on their motivation and performance. Thus, teachers remain invaluable resources that their motivation or non-motivation determines the success or failure of the school system. It is therefore imperative for the school to consider the needs and feelings of its workforce. Hence, various measures in form of training, recognition, salary/fringe benefits, unbiased suspension, provision of a well-equipped school plant, as well a conducive working environment are adequately utilized to sustain and increase the level of productivity.

## Recommendations

Based on these findings, the following recommendations are made:

- Employee growth and development in the workplace through training and development must be done efficiently and impartially by management to avoid dissatisfaction.
- Teachers' salaries and benefits must be paid on time.
- Recognition and awards should be given to teachers if they are to be properly developed and given artistic obligations.
- All appropriate working conditions for services should be provided to improve job performance.

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