

An investigation of the impacts of motivation on teachers' job performance in Lokoja Local Government Area of Kogi State public secondary schools

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ABSTRACT

The study investigated the impact of motivation on the job performance of public secondary school teachers in the Lokoja local government area of Kogi state. The purpose of this study is to examine the rate of job performance, find out the gender difference among motivated teachers and establish the impact of motivation on teachers' job performance in public secondary schools in the Lokoja local government area of Kogi state. The study adopted a survey research design with a sample of 150 teachers randomly selected from ten public secondary schools in the state. An expert-validated instrument was used to collect relevant data on teachers' job performance. The collected data was analyzed using a t-test analysis to test the hypotheses of differences. The outcome indicated a significant difference between the job performance of teachers who were motivated and those who were not and there is a significant gender difference among motivated teachers based on job performance. It was concluded that motivation is one of the developmental factors that sustain the continuity of an organization. Motivation improves the students' academic outcome of the school organization such as improving teachers' productivity for the betterment of the overall education sector.

Keywords: *Motivation, Performance, Public, School, Teachers.*

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Highlights of the paper

- This study explored the impacts of motivation on teachers' job performance in the lokoja local government area of Kogi state public secondary schools.
- It focused essentially on the variables of motivation that influence the job performance of teachers in public schools in a global south country like Nigeria.
- The outcome indicated a significant difference between the job performance of motivated and non-motivated teachers.

1. INTRODUCTION

Demotivation is the cause, of the poor quality of service delivery particularly among Secondary School teachers. Years back, teachers were regarded honoured and respected as the first among equals because of their enormous influence on society as the professionals that bring about the actualization of knowledge transfer, cultural heritage preservation, skills acquisition, sustainable development and transformation of the nation.

With poor welfare, irregular remuneration and delayed promotion over many years, teachers' commitments to the teaching and learning process become a reality due to unpredictable job security of teachers which ultimately results in poor academic performance as well as emotional and social development of students (Elias & Arnold, 2006). This unfortunate situation among secondary school teachers is worrisome because tertiary education candidates are procured through academic performance at the secondary school level.

According to Motowidlo and Van Scotter (1994) Job performance as the expected outcome in a workplace is simply defined as the set of attitudes an individual exhibits toward accomplishing organizational goals and objectives. For Obilade (1999) a teacher's job performance may be simply defined as the expected obligations and tasks a teacher fulfils in the school system. A study carried out by Aktar, Sachu, and Ali (2012) in Bangladesh on the impact of rewards on employees' performance revealed a significant relationship between intrinsic and extrinsic rewards and employees' job performance. In addition, research conducted by Tasya and Gilang (2020) indicated that motivation impacts employee performance significantly. The efficiency and effectiveness of employees can improve significantly if they are motivated (Nabi, Islam, Dip, & Al, 2017). Nabi et al. (2017) and Robescu and Iancu (2016) and Somsa-ard and Mahamud (2016) in their studies also observed that work motivation enhances employees' performance at the workplace. The quest for motivating packages makes most teachers feel less motivated (Rodrigo & Palacios, 2021) due to the ineffective implementation of the quality of human resources welfare packages for teachers by school administrators who do not embrace the initiatives to enhance teachers' performance at all level of education (Kudasheva, Kunitsa, & Mukhamediyev, 2015).

A school administrator can only attract top performers by putting in place management strategies and allocating resources that will give due consideration to employees' satisfaction and motivation. This is because the satisfied employee is not likely to consider greener pastures due to employee loyalty to the organization (Wan, 2005). In this era of globalized transformation, teachers are becoming the competitive advantage for effective educational deliveries. A school may manage with demotivated teachers but motivated teachers can deliver effective teaching and learning environment that will propel the school to greater heights. Likewise, demotivated teachers can cause a flourishing educational system to collapse. It is important to motivate and keep loyal teachers and continue to motivate the demotivated ones because it is quite challenging to get good teachers nowadays for the teaching job is very hard. With the tight labor market, educational institutions therefore need a strategy to attract and retain key subject experts and well-trained teachers.

A school with adequate strategies to motivate the teachers can ensure prosperity, harmony, improved teaching and learning outcomes, increased student enrolment, positive behaviour, positive school climate and culture and

eventually improved teachers' job performance. According to [Hanus and Fox \(2015\)](#) the key for any educational institution to be successful is because it is a process that drives the teaching and non-teaching staff to make efforts towards the accomplishment of the goals of the school system.

Teachers' motivation, according to [Collie and Martin \(2017\)](#) can be seen as the basic reason for teachers' commitment to effective classroom teaching which is dependent on the type of individual factors of self-determination. Employees can be motivated by internal and external factors that are based on the distinctive forms of rewards. Internal motivation also known as self-determined motivation is based on self-satisfaction. In contrast, external motivation also known as non-self-determined motivation exists in a situation where a person is influenced to receive external compensation such as money to encourage performance ([Ryan & Deci, 2000](#)).

Despite the importance of motivation in achieving excellent student educational performance through efficient teaching and learning deliveries by the teachers in this learning-oriented approach era, very little attention has been given to empirical studies on the motivational components of teachers. It is therefore important to investigate the impacts of motivation on teachers' sustainable job performance in Lokoja local government of Kogi state public secondary schools. This study will be useful to educational policymakers, policy implementers and other participants who will incorporate the motivation strategies into the administration of schools for effective job performance of teachers in Lokoja local government of Kogi state public secondary schools.

1.1. Concept of Teachers' Job Performance

Job performance is simply doing work or performing tasks at the expected quality and quantity within a given period. Job performance is the reason for the engagement of labour because it is the process by which workers exercise their expected responsibilities at a given time. The main purpose of job performance is to provide satisfied service (customer service) to people such as clientele or customers who have challenges or needs and expect that these would be solved by schools or organizations located around them.

Teachers' job performance is a function of quantity, quality and time taken to achieve expected teaching and learning tasks in a certain period according to standard work process ([Jalil, Achan, Mojolou, & Rozaimie, 2015](#)). It is the achievement of duties and obligations. A teacher's job performance is a measure of student learning outcomes achieved over some time ([Shrestha, 2019](#)). As observed by [Ayundasari, Sudiro, and Irawanto \(2017\)](#) Performance as a concept is the achieved results by employees through laid down procedures under the supervision of a superior. To achieve desired performance, a teacher is expected to possess four competencies: social, professional, personal and pedagogical competencies.

1.2. Purpose of the Study

1. To examine the rate of job performance of public secondary school teachers
2. To find out the gender difference among motivated public secondary school teachers
3. To establish the impact of motivation on teachers' job performance.

1.3. Hypothesis

1. There is no significant difference in teachers' job performance between the motivated teachers and the non-motivated ones.
2. There is no significant gender difference among motivated teachers.

1.4. Theoretical Support

1.4.1. Theory of Motivation

Ambrose and Kulik (1999) pointed out that work motivation is a combination of external and internal forces that propel work-related actions that determine the form, duration, intensity, and direction of work based on the influence of both environmental forces, and those inherent in the person. Job productivity is a major challenge for employers of labour in both the private and public sectors by putting in place appropriate motivating strategies for the high job performance of their workers.

Motivation is an important tool for administrators and managers to manipulate the behaviour of their subordinates so that they put in their best for the achievement of organizational goals. The ability of a school administrator to have teachers motivated will make their work progress at the expected pace, rate and time because if teachers feel that their efforts, loyalty, commitment, enthusiasm and trust in the school are adequately rewarded by financial and non-financial benefits, they will remain motivated and continue to improve on their teaching and learning commitments towards higher productivity.

Motivation as a complex phenomenon can be influenced by cultural, ethnic, psychological, social and historical factors of the individual. Motivation can be defined simply as a series of internal and external forces that energise an individual or group of people to perform optimally or go the extra mile in terms of productivity (Obisi, 1996). According to Agburu (2012) greater effort is exerted to achieve organizational goals by motivated workers than the demotivated ones. There are different reasons for people to work in public (government) organizations like public schools. Citing Fidelis and Larry (2021) noted that some 'mouth-watering' extrinsic motivators such as career development opportunities, pension schemes and job security are some of the reasons people work in public organizations.

Wouter (2008) observed that one of the attractions of working in the public sector like public schools is the flexibility of combining work with family commitment or another pursuit that improves the quality of life of the workers. However, the extrinsic rationale for encouraging people to seek public sector employment is out of what is widely known as 'public service motivation' (PSM). In addition, citing Fidelis and Larry (2021) confirmed that PSM is concerned with the belief that individuals are expected to do good for others and society in the public domain. The core of PSM theory is that motivation in the public service is higher in the public sector than in the private sector.

2. LITERATURE REVIEW

Teachers job motivation in South Asia and Africa has been the most discussed topic in recent years. However, past studies have made it clear that a "high percentage of teachers working in government schools in developing countries are poorly motivated and as a result causing low morale and job dissatisfaction" (Zafarullah & Pertti, 2017, 2019).

Motivation according to Kwon (2016) is an unobservable driven force within an individual that propels them to behave in a particular manner to achieve set goals and objectives. It is an 'internal state' or condition comprising needs, wish, or wants that encourage a person or an entity to achieve a target.

In the study of Agarwal and Gupta (2015) it was discovered that teachers are highly motivated due to political interference. In sub-Saharan Africa, Arshadi and Damiri (2013) observed that the pattern of motivation differs among men and women. Their study revealed that men are mostly concerned with financial incentives (extrinsic) while women are mostly concerned with non-financial incentives (intrinsic).

The studies of Karan (2009); Kardam and Rangnekar (2012) and Torrington, Hall, Taylor, and Atkinson (2013) established that perception, stress and ability are some of the factors that influence motivation of individuals.

However, the job performance of motivated individuals must be carefully differentiated from the stimulating areas of the job that may be of insignificant value to the organization. The perception of high school teachers has been the focus of [Alam and Farid \(2011\)](#) especially on the influence of motivation on their job performance in the school. Their study documented that a high correlation exists between motivation and teachers' job performance because the more motivation, the more the rate of performance of the teacher ([Coetzee & Stoltz, 2015](#)).

[Ghazanfar, Chuanmin, Khan, and Bashir \(2011\)](#) have observed that there is confirmation in academia, which has proved that behavioural change is driven by factors which are likely different from those that encourage perseverance. It has been discovered that motivational theories assume that motivation is concerned with the performance of all educated responses. This means that that academic activities are dependent on the encouragement of such behaviour ([Agarwal & Gupta, 2015](#)).

The study carried out by [Nadeem et al. \(2011\)](#) revealed that female teachers' job performance is strongly impacted by both economic and social factors such as inadequate teaching and learning facilities, low salary, poor status of teachers in society, work-related stress, teachers' mental health and morale, school climate, working environment and relation with staff and head teachers.

In addition, [Afful-Broni \(2012\)](#) discovered that the more the teaching staff are motivated the more their job performance improves. This is in line with other studies in developed countries according to [Uzonna \(2013\)](#). For instance, It was observed that a higher level of education, educational attainment, research experience and training moderate the positive relationship between motivation and teachers; job performance ([Rasheed, Aslam, & Sarwar, 2010](#); [Shah, Ur-Rehman, Akhtar, Zafar, & Riaz, 2012](#)).

Study conducted years ago by [Dessler \(2005\)](#) indicated the differences between motivation and job performance, especially from the teacher's viewpoint. According to the researcher, motivation is an input to work while job performance is an output from this motivation. However, it may be difficult to draw the line between motivation and job performance from a teacher's perspective.

Several studies have been carried out on teachers motivation and teachers job performance in several locations but it has not been investigated in the lokoja local government area of Kogi state. This study will examine the rate of job performance, find out the gender difference among motivated teachers and establish the impact of motivation on teachers' job performance in public secondary schools in the lokoja metropolis.

3. METHODOLOGY

The study adopted a survey research design that involves systematic sourcing of data from the population under investigation with a sample of 150 teachers randomly selected from ten public secondary schools in the state. An expert-validated four Likert scale instrument was used to collect relevant data on teachers' job performance while a test-retest method was used to determine the reliability of the instrument by administering it to twenty respondents drawn from a public secondary school in Okene Local Government Area (L.G.A). This school is not in the area of the study, but similar to the sample of the study. The scores outcome of the two tests were correlated using Pearson product-moment correlation which gives a reliability coefficient (r) of 0.88. The collected data was analyzed using a t-test analysis to test the hypotheses of differences.

Numerical data was collected in this study; hence quantitative. According to [Saunders, Lewis, and Thornhill \(2012\)](#) quantitative research is defined as a process of using numerical data to explain phenomena by using statistical analytical methods. Quantitative research is useful in studying large populations because it gives precise and numerical data that explains the overall characteristics of the phenomenon or situation under study. Its findings are relatively independent of the researcher ([Blanche, Durrheim, & Painter, 2010](#)).

4. RESULTS AND DISCUSSION

Hypothesis 1: There is no significant difference in teachers' job performance between the motivated teachers and the non-motivated ones.

Table 1. t-test of difference in teachers' job performance between the motivated teachers and the non-motivated ones.

	Variable	N	Mean	SD	Df	T	Sig. diff	Decision
Teachers' job performance	Motivated teachers	63	62.683	9.381	148	2.661	0.009	Rejected
	Non-motivated teachers	87	58.931	7.846				

Table 1 indicated a significant difference in teachers' job performance between the motivated teachers and the non-motivated ones with $t=2.661$, $p=.009$ at 0.05 level of significance. The hypothesis is therefore rejected.

Hypothesis 2: There is no significant gender difference among motivated teachers.

Table 2. t-test of gender difference among motivated teachers.

Variable	Gender	N	Mean	SD	Df	T	Sig. diff	Decision
Teachers' job performance	Male	20	61.3500	10.946	85	3.506	0.001	Rejected
	Female	67	55.221	5.221				

Table 2 shows a significant gender difference among motivated teachers, with $t= 3.506$, and $p=.001$ at 0.05 level of significance. The hypothesis is therefore rejected.

The job performance of teachers in institutions of learning globally is a major challenge that has aroused concern from education stakeholders. The main findings are:

- i. Motivation enhances teachers' job performance in public secondary school teachers in Lokoja local government area of Kogi state, Nigeria.
- ii. Gender differences are indicated in the manifestation of motivation among the public secondary school teachers in Lokoja local government area of Kogi state, Nigeria.

The first hypothesis states that 'there is no significant difference in teachers' job performance between the motivated teachers and the non-motivated ones'.

The result according to Table 1 reveals a significant difference in teachers' job performance between the motivated teachers and the non-motivated ones.

The finding is similar to that of a previous study carried out by Khwaja, Saeed, and Urooj (2018) is also in agreement that extrinsic motivation influences employees positively and significantly because any form of improvement in productivity is a result of kudos received from the organization

In addition, a study by Forson, Ofosu-Dwamena, Opoku, and Adjavon (2021) also confirmed that motivational factors such as regular teachers' training, job design, Employee compensation, performance management and school atmosphere are positive predictors of teachers' job performance. Uche, Fiberesima, and Christiana (2011) in their studies, investigated the relationship between teachers' job performance and motivational factors. The result indicated a significant link between teachers' job performance and motivating factors. These researchers concluded that teachers who are motivated perform better than the demotivated ones. All the above-cited studies are in alignment with the outcome of hypothesis one that motivational factors significantly impact teachers' job performance.

Hypothesis 2 states that "there is no significant gender difference among motivated teachers".

The result according to Table 2 indicated a significant gender difference among motivated teachers.

Based on teachers' job performance. The difference is that male non-motivated teachers were more affected by job performance than their female.

These findings are in agreement with the study of Lee, Rhee, and Rudolf (2017) when they studied the link between teacher gender, student gender, and performance level. They discovered that the level of achievement of female teachers in terms of style of teaching is higher. This influences the achievements of female and male students. The finding is also in agreement with the findings by Anderson (2011) who discovered that female teachers' self-efficacy, level of empathy and level of job satisfaction are higher than that of male teachers in Danish schools. In addition, qualitative data on differences in gender among teachers in terms of job performance in most cases indicated differences in core functions performance as reported by Wanakacha, Aloka, and Nyaswa (2018) that some research participants responded that: *"Male teachers perform slightly higher than female teachers since most men are active in terms of arrival in school, performing duties such as in games that very few female teachers can do"* (HOD, 4).

"Male teachers perform higher than females. The female teachers are not aggressive in school and are not able to do many things like the male teachers do" (Principal, 2).

"Male teachers are risk takers even in a working environment unlike the female teachers who are unwilling to go an extra mile for the sake of students" (Principal, 4).

The excerpts above are indications that there are gender differences in teachers' job performance. In addition, this finding is also in tandem with the assertion of Laird (2017) that gender differences in the quantity of time spent in teaching and learning activities in the class, the teaching style, and the classroom lecturing practice are evidence of the difference between female and male teachers in terms of job performance. However, Clifford (2015) in his study asserted no significant gap between the competencies of female and male social studies teachers in the use of inquiry methods in upper-basic schools. This was supported by the findings of Anumaka and Ssemugenyi (2013) that there is no difference in productivity among employees aside from work punctuality which was relatively higher in men than women.

5. CONCLUSION

Motivation is one of the developmental factors that sustain the continuity of an organization. In the school organization, motivation improves the students' academic outcomes and improves teachers' productivity for the betterment of the overall education sector. The job satisfaction of the teachers is impacted positively by the level of motivation that allows them gives them the opportunity to use special abilities, earn a good income and ensure a secure future.

This study is limited to the Lokoja local area of Kogi state alone, as a result, the researcher suggests that a similar study should be carried out in different local government areas or states to investigate the impact of motivation on teachers' job performance. The study was also limited to public schools; hence future studies will include private schools to further explore the topic and do a comparison of motivations and teachers' job performance in both school types. In addition, the motivation to work is very important in the lives of teachers because they form the fundamental reason for working in life.

6. RECOMMENDATION

The Poor working conditions and welfare of teachers should be improved. The salaries of teachers and other incentives should be reviewed holistically considering the roles of teachers in nation-building and sustainable development because most teachers are unable to meet their basic needs of life, this forces them to seek other alternative sources of income therefore making some of them to abandon the classroom during the teaching hours. Teachers should be involved in the school's decision-making process. This will make them feel that they are valued, and appreciated and give them a sense of belonging. Based on the findings of this study, it is recommended that:

- i. Government at the state and local level formulate strategies such as teachers' development programmes like workshops, seminars, conferences and in-house training and supervision that will motivate teachers to improve their performance and students' academic outcome.
- ii. All allowances and entitlement due to teachers should be paid on time and promotion should be regular.
- iii. Instructional facilities, teaching and school infrastructure should be put in place for effective teaching and learning processes.
- iv. School administrators should endeavour to motivate their teachers for effective and efficient job performance.

7. EDUCATIONAL IMPLICATIONS OF THE STUDY

This has robust implications for educational administrators' policy and decision makers in the education sector. The first finding indicated that motivation influences teachers' job performances in the school system. This study will be useful to school administrators in understanding that motivating factors can undermine teachers' productivity in the school system and the reasons to apply the principles of motivation in daily activities. Management in any kind of organization be it governmental, charitable, operational, service-oriented or production must include motivational packages that can encourage individual or group job performances that will increase the productivity or profit of the organization.

The significance of this study is that it will help to identify the impacts of motivation on the job performance of teachers in our schools, improve the student's academic performance and enhance the educational system in general.

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