
Influence of Motivational Factors on Teachers' Job Performance in Public Senior Secondary Schools in the FCT, Abuja

Hauwa Mohammed, PhD

Department of Educational Management, University of Abuja, Gwagwalada, Abuja

Abstract: *The study examined the influence of motivational factors on teachers' job performance in public senior secondary schools in the FCT, Abuja. Three research questions were analyzed and one hypothesis was tested. The research employs a descriptive research design. The instrument for data collection was a questionnaire for the teachers'. The questionnaire was pilot-tested and returned a reliability coefficient of 0.68. The sample of the study was 270 teachers selected through simple random sampling. The findings of the study showed that there was a significant relationship between motivational factors and teachers' job performance. It was recommended among other things that school administrators in the FCT secondary schools should continuously employ the various motivational factors to enhance teachers' job performance.*

Keywords: *Influence, Motivational Factors, Teachers, Job Performance, Public Senior Secondary Schools*

1. Introduction

Teachers in Nigeria are disenchanted with their jobs, managers and the overall environment within which they work Oyediji, (1998). Morale is very low among teachers in most cases, while clamouring for higher productivity is persistently being drummed. The dynamism of the nature of modern day work environment requires educational administrators and managers to be alert to employees' behaviour to avoid productivity and performance crisis in our educational system. Human resource is a unique factor in the production of a nation's wealth and they are categorized into two; the management and the workers or the subordinates who are an integral part of any organization Lai, (2011). In order to understand the importance of people in the organization, recognition must be given to the human element and the organization as a unified body. An effective organization will ensure that there is a spirit of cooperation and sense of commitment and satisfaction within the sphere of its influence, in order to make employees perform better at various levels of the organization.

Motivation in its simplest form is a driving force behind an employee's action and behavior Imam, (2003). When an employee strives for high output, it's a function of his/her level of motivation, when he/she does the opposite it shows lack of commitment in discharging his/her responsibilities, which may be tied to his/her lack of motivation Udeozor (2004). Agboola (2004) has opined that motivation has a direct bearing and implication on the profitable returns on investment that is made on human resources. He further stressed the need for school administrators and managers to appreciate generally, how human beings behave in particular situation and try to accommodate a range of diverging interests and aspirations among their employees so that they can accord motivation a priority to the overall purposes and values of the educational system for effective and efficient job performance and optimum productivity to raise the standard of education in Nigeria to an enviable height. Whether or not school administrators have been able to motivate their teachers and consequently influence their job satisfaction in public senior secondary schools in the FCT needs to be determined.

This paper stated the problem of the study. It also discusses the theoretical framework and underpinning for the study. Related literature was reviewed and the findings of the study were discussed.

1.2 Statement of the Problem

Although teachers' motivation in secondary schools is very vital to their job performance, there are indications that teachers are not well motivated for effective and efficient job performance. Since teachers bear the brunt of any bad or negative outcome of students' performance in external secondary schools examination, teachers naturally and normally feel bad about the low incentives given to them. Their anger is apparently genuine because of the sensitive nature of their work, as those who execute educational policies that translate the students to future leaders, and earn the schools the various standards they are

noted for. The outcome of their lack of motivation in most cases translates into frustration, lateness, demonstration, absenteeism, strikes and so on (Ubeku, 1995).

Perhaps the growing teachers' sensitivity towards this situation is attributable to their relative high academic and professional qualifications. The need to tackle the sophisticated school problems are reflections of wider world's enhanced welfare packages for professionals and the general worsening condition of the environment. So generally, it is observed and believed that since teachers' professional calling is quite instrumental and vital to the general well being of the other spheres of lives, their welfare if not properly handled would be counterproductive Imam(2003). Agboola (2004) is emphatic that the factors that motivate teachers which also affect their job performance in secondary schools in Nigeria are: administrative policy, financial incentives, better pay package/prompt payment of salary; conditions of service, work environment; societal perception of teachers, teacher participation in decision-making process of the school and professional growth and recognition. The concern of this study therefore is to find out how these motivational factors influence teachers' job performance in public senior secondary schools in the FCT, Abuja.

1.3 Research Questions

1. What are the motivational factors that exist in public senior secondary schools in the FCT?
2. What is the level of teachers' job performance in public senior secondary schools in the FCT?
3. To what extent do the motivational factors influence teachers' job performance?

1.4 Statement of Hypothesis

Ho: There is no significant relationship between factors of motivation and teachers job performance in public senior secondary schools in FCT, Abuja.

2. Literature Review

2.1 Concept of Motivation

Krectner in (Imam, 2003) defined motivation as the psychological process that gives behavior purpose and direction. According to Peretomode (2003) motivation is the degree of readiness of an organism to pursue some designated goal and implies the determination of the nature and locus of the forces including the degree of readiness. However Hoy and Miskel (2000) were emphatic that motivation is the complex forces, desires, needs tension states or other mechanism that start and maintain voluntary activity directed toward the advancement of personnel goals while Baron (2002) stated that it is a set of process that energizes a person's behavior and directs it toward attaining some goals.

Suslu (2006) noted that teacher job performance can have a positive effect on students' attitudes and learning. It does not only make teaching more pleasant for teachers, but also learning more pleasant for the students. This he asserted creates an environment that is conducive for learning. Consequently, Stotz (2000) concluded that low levels of performance can lead to decrease in teacher productivity and burn out, which is associated with the following: i) a loss of concern for and detachment from people with whom one works; ii) decreased quality of teaching; iii) depression, iv) greater sick leave; v) efforts to leave the profession and vi) a cynical and dehumanized perception of students.

Thus, from the foregoing it can be inferred that individual performance leads to organizational commitment while low performance results in behaviours detrimental to the organization. Teachers who are satisfied with their job are likely to be devoted and hardworking. However, low job performance can turn an exciting career into a dreaded workplace. Therefore teachers need to feel good about themselves and their work in order to maximize their productive energy. Since teaching requires interaction with co-workers, adherence to rules, meeting performance standards and performing varied tasks, teachers must be assured in order to balance multiple duties.

Motivational factors have been defined in various ways by many researchers as the organizational strategies employed to help an individual worker have a sense of fulfillment of his/her needs. Factors of motivation therefore includes, salary, promotion, recognition, professional growth and advancement, working environment, participation in decision making, relationship with supervisors, societal perception

of teachers, and job security, whose presence influence job performance to a greater extent. Job motivation which is found to relate to worker interest and performance include also opportunity to use one's valued skill and abilities, opportunity for learning, creativity, variety, amount of job, responsibility, autonomy to express one's potentials, job enrichment and complexity (Agboola, 2004).

Ejiogu (1990) has defined motivational factors as a motivational devices employed by organizational management to propel workers to pull energies toward optimal attainment of organizational goals. Also Nwachukwu (1999) opined that motivational factors are an internally controlled and generated device that propels high Job Performance among workers such that with or without -the symbol of pressure the individual continues to perform well. What this implies is that an individual in an organization propelled by motivation devices employed by the organization, personally and voluntarily decides to work for the successful attainment of the organizational goals and objectives. Alam & Farid (2011) opined that a higher level of performance tends to be when there is a higher correspondence between the motivational factors of the organization and the rewards for the work done. Therefore, motivational factors, from the studies of reviewed literature were discovered to have relative influence and relationship with job performance of secondary school teachers.

2.2 Theoretical Framework and Underpinning

Theoretically, the scientific management theorists (Taylor, 1959) believed that economic rewards are just enough to motivate the workers while the Human Relations theorists such as Maslow and Herzberg laid emphasis on the human aspect of the organization, which they believed is the sure way of motivating the workers. Maslow, in his Hierarchy of Human Needs theory posited that needs are hierarchically arranged, the satisfaction of one lower order need, ushers in a higher one. Herzberg in his Two-factor Theory: the motivation-hygiene theory enunciated that factors within the environment of a particular job such as salaries, collegial relationship, personal policies, fringe benefits, and so on, do not cause motivation to occur. Maslow posited that their presence reduces dissatisfaction on the job. Herzberg opined that motivation occurs through job intrinsic factors such as freedom, recognition, responsibility, opportunities for professional growth and less supervision. Thus Udeozor (2004:211) was emphatic that a process of motivating organizational members to work must lay emphasis on such issues as salaries/wages, job security, attainable objectives, increased responsibility, job enrichment, promotion, increased authority, accountability and improved human relations. Therefore in the secondary school situation, teacher motivation would be influenced by such factors as conditions of service, the work environment itself, opportunity for self enhancement, participation in the school decision making and principal's recognition of inputs made by the teacher. The extent to which these are present on the job is likely to lead to job satisfaction and thereby inspire performance Odumuh and Imam, (2003).

However, this study is based on the theories of Taylor (1959) who believed that economic rewards are just enough to motivate the workers and Human Relations theorists (Maslow and Herzberg) who laid emphasis on the human aspect of the organization as the sure way of motivating employees.

3. Research Methodology

The research employs a descriptive research design using survey techniques. The sample of the study was 270 teachers selected through simple random sampling of the senior secondary school teachers in the FCT. The instrument for data collection was a questionnaire titled: Questionnaire on the Influence of Motivational Factors on Teachers' Job Performance (QIMFTJP). The rating of the items on QIMFTJP were on a four point modified Likert-scale ranging from strongly agree-4, Agree-3, Disagree-2 and strongly disagree-1. The questionnaire was pilot-tested and returned a reliability coefficient of 0.68. Three statistical methods were used in the data analysis; the mean score, standard deviation (SD) and the Pearson Product Moment Correlation (r). The decision rule for interpretation of the results of the data analysis was that a mean of 2.5 and above was considered as good and below as poor and a SD less than the mean score indicated acceptance of results.

4. Results and Discussions

Research questions were used for the analysis in line with the objectives of the study:

Research Question 1: *What are the motivational factors that exist in public senior secondary schools in the FCT?*

Table 4.1: The Motivational Factors that Exist in Public Secondary Schools in the FCT (N=270)

Motivational Factors	\bar{x}	SD
Administrative policy	3.08	.72
Financial incentives	2.70	.55
Better pay package/prompt payment of salary	2.92	.68
Conditions of service	3.13	.76
Work environment	2.54	.90
Societal perception of teachers	3.18	.64
Teacher participation in decision-making process	3.21	.60
Professional growth and recognition	2.64	.70
Average Mean	2.93	.69

Source: Computed by the Author

The results of the analysis of the data in Table 4.1 shows the types of motivational factors that exist in public senior secondary schools in the FCT. Generally, teachers rated the motivational factors positive with an average mean score of 2.93 and a standard deviation of .69 which is low. Details of the analysis revealed that teacher participation in decision-making process has the highest mean score of 3.21. This is followed by societal perception of teachers, Conditions of service and Administrative policy of principals with mean scores of 3.18, 3.13 and 3.08 respectively. Better pay package/prompt payment of salary, Financial incentives, Professional growth and recognition and Work environment had mean scores of 2.92, 2.70, 2.64 and 2.54 in that order. The standard deviation (SD) ranged from .55 to .90 which is low. Therefore, this indicates that the mean score is a representative of the general opinion of majority of the teachers of the motivational factors that exist in the FCT secondary schools.

Research Question 2: *What is the level of teachers' job performance in public senior secondary schools in the FCT?*

Table 4.2: Teachers Ratings of their Level of Job Performance (N=270)

Items	\bar{x}	SD
Effectiveness in the discharge of their job	2.72	1.22
Maintenance of discipline and order	2.64	1.04
Writing of lesson notes regularly	2.52	.69
Regular attendance and teaching at school	3.33	.99
Attendance and participation in staff meeting	3.14	.57
Loyalty to school authority	2.55	.87
Implementation of the school programme and activities	2.64	.89
Regular assessment of students	3.05	.96
Commendable performance of students in external and internal examination	2.35	.94
Participation in compound clearing	2.57	.62
Timely and regular resumption at work	3.50	.63
Acceptance and timely completion of work	2.43	.78
Proper and timely entering of records	2.62	1.06
Average Mean	2.77	.92

Source: Computed by the Author

The results of the analysis of the data in Table 4.1 shows the types of motivational factors that exist in public senior secondary schools in the FCT. Generally, teachers rated the motivational factors positive with an average mean score of 2.93 and a standard deviation of .69 which is low. Details of the analysis revealed that teacher participation in decision-making process has the highest mean score of 3.21. This is followed by societal perception of teachers, Conditions of service and Administrative policy of principals with mean scores of 3.18, 3.13 and 3.08 respectively. Better pay package/prompt payment of salary, Financial incentives, Professional growth and recognition and Work environment had mean scores of 2.92, 2.70, 2.64 and 2.54 in that order. The standard deviation (SD) ranged from .55 to .90 which is low. Therefore, this indicates that the mean score is a representative of the general opinion of majority of the teachers of the motivational factors that exist in the FCT secondary schools.

Research Question 2: *What is the level of teachers' job performance in public senior secondary schools in the FCT?*

Table 4.2: Teachers Ratings of their Level of Job Performance (N=270)

Items	\bar{x}	SD
Effectiveness in the discharge of their job	2.72	1.22
Maintenance of discipline and order	2.64	1.04
Writing of lesson notes regularly	2.52	.69
Regular attendance and teaching at school	3.33	.99
Attendance and participation in staff meeting	3.14	.57
Loyalty to school authority	2.55	.87
Implementation of the school programme and activities	2.64	.89
Regular assessment of students	3.05	.96
Commendable performance of students in external and internal examination	2.35	.94
Participation in compound clearing	2.57	.62
Timely and regular resumption at work	3.50	.63
Acceptance and timely completion of work	2.43	.78
Proper and timely entering of records	2.62	1.06
Average Mean	2.77	.92

Source: Computed by the Author

Table 4.2 shows an appreciable level of aspects of job performance of secondary school teachers in the FCT evident from the mean score of 2.77 and a low SD of 0.92. Details of the analysis revealed that timely and regular resumption at work is the highest on the table with a mean score of 3.50. This is followed by regular attendance and teaching at school, attendance and participation in staff meeting and regular assessment of students with mean scores of 3.33, 3.14 and 3.05 respectively. The next on the table is effectiveness in the discharge of their job with a mean score of 2.72. Maintenance of discipline and order and implementation of the school programme and activities had mean scores of 2.64 each. Proper and timely entering of records, participation in compound clearing, loyalty to school authority and writing of lesson notes regularly had mean scores of 2.62, 2.57, 2.55 and 2.52 in that order. The least on the table is acceptance and timely completion of work and commendable performance of students in external and internal examination with mean scores of 2.43 and 2.35. The SD ranges from 0.57 to 1.22. Therefore, it can be concluded that the mean scores represents the opinion of a majority of the teachers on their aspects of their job performance.

Research Question 2: *To what extent do the motivational factors influence teachers' job performance?*

Table 4. 3: Extent to which the motivational factors influence teachers' job performance (N=270)

Motivational Factors	\bar{x}	Decision
Administrative policy	3.08	High influence
Financial incentives	2.70	High influence
Better pay package/prompt payment of salary	2.92	High influence
Conditions of service	3.13	High influence
Work environment	2.54	High influence
Societal perception of teachers	3.18	High influence
Teacher participation in decision-making process	3.21	High influence
Professional growth and recognition	2.64	High influence

Source: Computed by the Author

Table 4.3 shows the extent to which the motivational factors influence teachers' job performance in secondary schools in the FCT. The data analysis revealed that the factors of motivation that has the highest influence on teachers' job performance are teacher participation in decision-making process, societal perception of teachers, conditions of service, and administrative policy respectively. The other motivational factors are better pay package/prompt payment of salary, financial incentives, professional growth and recognition and work environment. Therefore, it can be concluded that the various motivational factors that exist in secondary schools in the FCT has greater effect on teachers' job performance.

4.2 Test of Hypothesis

There is no significant relationship between factors of motivation and teachers job performance in public senior secondary schools in FCT, Abuja.

Table 4.0: Relationship between Motivational Factors and Teachers' Job Performance

Variable	\bar{x}	SD	r	Decision
Motivational factors	2.93	.69		
Teachers' job performance	2.77	.92	0.61	Sig.

Source: Field Research (2014)

The results of the data analysis revealed a coefficient of relationship of (r=0.61) between the motivational factors and teachers' job performance in FCT secondary schools. This is an indication of a significant relationship between the variables. Therefore, the hypothesis which stated that there is no significant relationship between motivational factors and teachers' job performance in FCT secondary schools is hereby rejected.

4.3 Discussions of Findings

Descriptive statistics mean and standard deviation were used to answer the research questions of the study. The Pearson Product Moment Correlation (r) was used in the hypothesis testing. The findings of the study showed that the motivational factors that exist in the FCT secondary schools have a high influence on the

job performance of the teachers. This confirms Obi's (2003) discoveries that factors of motivation such as administrative policy, financial incentives, environment, societal perception of teachers, teacher participation in decision-making process of the school, professional growth and recognition adversely affect teachers' job performance was coherently in agreement with this study. This could be because the needs of the teachers are well provided and this lead to better commitment to their job and to a positive performance. Imam (2003) argues that the degree to which these motivational factors are present is likely to propel teachers for high job performance.

The findings of this study showed that there is improvement in the level of teachers' motivation in FCT secondary schools. The level of this new trend in motivational index of secondary school teachers have led to industrial harmony relationship between the government and secondary school teachers in FCT, Abuja.

The study also discovered that the level of teachers' involvement in decision-making process in FCT state secondary schools was encouraging, as it was noted that teachers were always involved in taking decisions on issues bordering on their welfare as Imam (2006) opined that teachers' participation in decision making process is a motivational factor which falls under the need of subordinates for self- esteem. Imam was therefore emphatic that the degree to which this is present is likely to propel teachers for high job performance. The findings of this study confirmed this view point. Furthermore, a significant relationship exists between factors of motivation and teachers' job performance.

5. Conclusion and Recommendations

5.1 Conclusion

The place of motivation and job performance of teachers has always been considered essential in the Nigerian educational system. Therefore, efforts should be made to provide the needs of the teachers so that they can perform well on the job. Consequently, if the factors of motivation are improved, teacher's job performance will be improved.

5.2 Recommendations

Therefore this study recommends that:

1. School administrators should ensure an improved condition of service for teachers to make them focus on their job;
2. Teachers should be actively involved in decision making that concerns their work schedules and specification;
3. Effective administrative policies that encourage staff development and training should be formulated and given serious attention;
4. Supervision and appraisal of teachers' work should be objectively carried out with the aim of helping teachers grow on the job; and
5. Financial incentives, recognition, and other motivational factors should be applied by school administrators to motivate teachers to perform efficiently on their job and implementation strategies should be designed for each of the recommendations stated.

References

- Agboola, BA 2004, Morale, job attitude, motivation and job satisfaction. In Agboola, B.A. (Ed), *Theories and practice of personal management in the education sector*, Mimeograph.
- Alam, MT & Farid, S 2011, Factors affecting teachers' motivation, *International Journal of Business and Social Science*, Vol. 2, No. 1, pp. 298-304. Retrieved from <http://www.ijbssnet.com> on 22 Sept, 2014
- Baron, HA 2002, *Behavior in organization: Understanding the human side of work*. Toronto: Allen and Balon Inc.
- Ejiogu, AM 1990, *Theories of job satisfaction and job performance*, Maryland, Lagos: Joja Educational Research and Publisher Limited, pp. 34 - 43.
- Hoy, WK. & Miskel, CG 2000, *Educational administration: theory, research, and practice*, 3rd (ed.), New York, Random House.
- Imam, H 2003, Motivating factors: A survey of strategies employed by Secondary school principals for enhancing teachers' productivity FCDA, *Jos Educational Forum*, Vol. 1, No. 2, pp. 63-74. Lead publishers.

- Lai, ER 2011, Motivation: a literature review, pp. 1-44. Retrieved from <http://www.pearsonassessments.com/>
- Nwachuckwu, CC 1999, *Management and theory and practice*. Onitsha: Africana-FEP. Publishers Ltd. pp. 156- 158.
- Obi, E 2003, *Educational management, theory and practice*. Enugu: Jamoe enterprise Ltd.
- Oyedeji, NB 1998, *Motivation as a tool for achieving efficiency and defectiveness in Nigerian secondary schools*. Retrieved from <http://www.unilorin.edu.ng> on 19 Sept, 2014.
- Odumuh, TO & Imam, H 2003, Effective school administration and supervision as a means of improving quality in education. A paper presented at the Nigerian union of teachers' seminar in Bauchi.
- Peretomode, OF 2003, *Educational administration: Applied concepts and theoretical perspective for students and practitioners*. Ikeja: Joja Educational Research and Publishers Limited, pp. 190 - 223.
- Stotz, R 2000, *Content and process theories of motivation*. Retrieved from <http://www.incentivemarketing.org> on 21 Sept, 2014.
- Suslu, S 2006, Motivation of ESL teachers. *Theinternet TESL Journal*, Vol. 7, No. 1. Retrieved from <http://www.iteslj.org/>
- Ubeku, A. K, (1995). *Personal management in Nigeria*. Benin City. Ethiope Publishing.
- Udeozor, RK 2004, *Educational administration: perspectives and practical implications*. Anambra; Rex Charles 7 Patrick Ltd. Pp. 113-123.