

Influence of Motivation on Teachers’ Job Performance for Quality Assurance in Public Secondary Schools in North Central, Nigeria

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Abstract

This study investigated the Influence of Motivation on Teachers’ Job Performance for Quality Assurance in Public Secondary Schools in North Central, Nigeria. The study sought to find out the influence of payment of regular salaries and provision of welfare packages on teachers’ Job Performance for Quality Assurance in Public Secondary Schools in North Central, Nigeria. Two research questions guided the study while two research hypotheses were tested at 0.05 level of significance. The study adopted survey research design. The population of the study was 6,560 teachers from 1,250 public secondary schools. Using Taro Yamen’s formula, the sample size of 377 teachers and 303 public secondary schools was selected. A 35 - item structured questionnaire developed by the researchers titled “Influence of Motivation on Teachers’ Job Performance for Quality Assurance Questionnaire (IMTJPQAQ)” was used as instrument for data collection. The questionnaire was validated by experts. The reliability coefficient obtained for the instrument was 0.68. Descriptive statistics of mean and standard deviation were used to answer the two research questions while Chi-square was used to test the two null hypotheses at 0.05 level of significance. The findings of the study revealed that payment of regular salaries and provision of welfare packages significantly influence teachers’ job performance for quality assurance in public secondary schools in North Central, Nigeria. Based on the findings of this study, the researchers recommended that adequate funds should be provided to pay teachers’ salaries and teachers’ welfare should be of paramount focus for higher productivity on the job.

Keywords: Motivation, Teachers job performance, quality assurance, salaries, welfare packages

INTRODUCTION

Background to the Study

It remains a known fact that the successful performance of any organization depends on the use and management of the available resources, with human resources being the most important. All organizations, whether they produce services or products have people in the process. In the words of Ayodele (2010) an organization's ability to have motivated employees will determine the success or failure of that organization and the management of human resources, therefore is to a great degree connected to staff motivation. Ayodele further states that staff motivation has become a determining factor of organizational success including the schools in recent years. Staff motivation has become crucial to their behavior including loyalty; commitment and job performance levels.

Motivation is a process of stimulating people to action to accomplish the stipulated goals. In education motivation is the ability of education administrators to encourage their staff to achieve maximum performance in their various responsibilities. Motivation is defined by Akpakwu (2012) as the encouragement, willingness and persistence to put in extra efforts towards the achievement of organizational needs. Motivation is generally regarded as the device to achieve targets and the process to maintain the drive.

Motivation is the process of arousing the interest of an individual to take a move towards a certain goal. Teachers' motivation is an important issue due to the fact that they impart knowledge and skills to the learners. The issue of teachers' motivation and job performance for quality assurance has become a matter of concern in educational systems and standards. It is observed that the success or failure of any educational system depends mainly on the teachers

that is why effective motivation of teachers comes to play. Teachers' motivation is a way of empowering teachers in the occupation and involves the perceptions, methods, strategies and activities used by the management for the purpose of providing a climate that is conducive to the satisfaction of the various needs of the teachers so that they may become satisfied, dedicated and effective in performing their task. In most developing countries of the world including Nigeria, there has been a growing awareness about teachers' motivation which is a key to quality assurance, outcomes and high standards in the education system.

Supporting this view, Onucha (2010) asserts that teachers are important instruments in education. They are the pivot on which the educational processes are hinged, Onucha further states that teachers play a major role in education system, they can influence the teaching-learning outcomes either positively or negatively because they determine the quality when it comes to implementation of the curriculum and educational policies, they are to be considered when addressing issues such as quality assurance, quality delivery (teaching), quality context and quality learning outcomes. Teachers' motivation in secondary schools is the organized efforts and activities aimed at making the teachers happy, healthy and duty conscious in order to inspire, help and encourage them to perform to the best of their abilities.

There are motivational strategies that could enhance teachers' job performance for quality assurance in public secondary schools in North Central, Nigeria. Some motivational strategies have been identified by Asa (2008) as: granting of social welfare schemes like motor car, loan, computer set, housing loans and health insurance to the teachers. In this study motivation of teachers would come in the way of payment of regular salaries and provision of welfare packages. Payment of regular salaries plays a great role and leads to effective job performance by teachers which enhances quality education outcome in public secondary

education system. Salary is the money given to teachers monthly as a result of the duties performed by them. Ogunsaju in Ogundele (2008) observes that, teachers would perform their duties effectively if their salaries are adequately paid. According to Ogunsaju (2000), when salaries are regularly paid, teachers' needs are satisfied and the teachers perform their duties towards enhancing quality assurance in the students' education. Similarly, Fabiyi (2014) asserts that any job opportunity offering high and regular salary is likely to attract more and better qualified candidates than those with low pay. Fabiyi states further that secondary school teachers will be more productive in performing their duties effectively if regularly paid.

Welfare packages could be another motivational strategy that would enhance teachers' job performance for quality assurance. Welfare packages are motivational strategies employed in motivating teachers for better job performance. These packages include, provision of cars/motorcycle loans, medical facilities, recreational facilities, financial assistance, ensuring job security and retirement benefits among others. In the words of Vespoor (2015), provision of welfare packages to teachers is necessary because teachers are the initiators and facilitators of teaching and learning activities, they act as agents of change in any school system because of the roles they perform and can be regarded as the heart of quality improvement.

Job refers to one or more positions within an organization. Job can be seen as a task, role and responsibility assigned to individual workers in an organization. Job performance is the workers' level of participation in the day-to-day running of the organization. Teachers' job performance is the ability of teachers to combine relevant inputs for the enhancement of teaching and learning process. It is the extent to which an individual teacher acts or does the job or the activities within the teaching process. In a similar way, Akor (2010) views teachers' job performance as the duties performed by a teacher at a particular period in the school system in

achieving organizational goals. The variables of job performance as identified by Adeyemi (2008) are: effective lesson notes preparation, effective use of scheme of work and disciplinary ability, engaging students in extracurricular activities and class control. Adeyemi observes that it is when teachers' needs are satisfied that the teachers would perform their duties effectively towards enhancing quality assurance in secondary school education. Teachers' job performance is the level at which the teachers in public secondary schools do their duties based on the level at which they are satisfied with teaching job.

Quality is the degree of excellence and that which is relative with attributes and characteristics. Quality assurance as defined by Ayodele (2010) is the quality of teaching personnel; quality of available instructional materials, equipment and facilities, school environment and pupils and quality education delivery. It embraces all functions and activities that will ensure that quality of the academic (teaching, curriculum) and structures (buildings, infrastructures) will allow an objective review of the quality of the programme/instructional delivery. Nigeria's National Policy on Education, Section 8, Sub-section 70 (FRN, 2014:30) expresses that "no nation can rise above the quality of its teachers, if the quality of existing stock of teachers in Nigeria is inadequate, insufficient and ineffective and teaching in low esteem; raising the level of societal enlightenment and the educational standard may be in jeopardy.

Unfortunately, Etuk cited in Imo (2013) laments that in AkwaIbom State for instance, secondary school teachers lack motivational incentives such as housing, transport and medical allowances; nonpayment of leave allowances for many years, lack of recognition, merit awards, bonuses and in-service training. In a similar manner, Ogunndeke (2008) notes that teachers in public secondary schools in Kwara State are not performing their duties effectively because there is incessant teachers' strike, truncated school calendars and high rate of examination

malpractices in the public secondary schools. The rationale for this study is to investigate the influence of motivation on teachers' job performance for quality assurance in public secondary schools in North Central, Nigeria with particular reference to some motivational indices such as: payment of regular salaries and provision of welfare packages.

Statement of the Problem

The researchers as indigenes in North Central, Nigeria observe that teachers in public secondary schools seem to encounter performance challenges. They (teachers) seem to be ineffective in carrying out their responsibilities. There seems to be laxity among the teachers in preparing professional and the necessary teaching documents such as scheme of work, lesson plans and supervision of school activities are seen to be ignored. Learners are seen to be left on their own which seems to affect the quality of education in public secondary schools in the study area leading to public outcry about the standard of education in the schools. Teachers often embark on industrial action because of irregular payment of salaries.

The researchers also observe that the standard of education in some states in the North Central, Nigeria for example, Benue State seems to have fallen. The researchers therefore wonder what could have been responsible for teachers' poor attitude to work. Some concerned stakeholders in education, such as parents, have observed that teachers cannot perform well on their jobs if they are not well motivated to work. The researchers were therefore challenged to investigate the influence of motivation on teachers' job performance for quality assurance in public secondary schools in North Central, Nigeria with particular reference to payment of regular salaries and provision of welfare packages.

Purpose of the Study

The purpose of this study was to investigate the influence of motivation on teachers' job performance for quality assurance in public secondary schools in North Central, Nigeria. Specifically, the study intended to:

1. determine extent of influence of payment of regular salaries on teachers' job performance for quality assurance in public secondary schools in North Central, Nigeria.
2. ascertain extent of influence of provision of welfare packages on teachers' job performance for quality assurance in public secondary schools in North Central, Nigeria.

Research Questions

The following research questions guided the study:

1. To what extent does payment of regular salaries influence teachers' job performance for quality assurance in public secondary schools in North Central, Nigeria?
2. To what extent does provision of welfare packages influence teachers' job performance for quality assurance in public secondary schools in North Central, Nigeria?

Statement of Hypotheses

The following null Hypotheses were tested at 0.05 level of significance.

1. Payment of regular salaries does not significantly influence teachers' job performance for quality assurance in public secondary schools in North Central, Nigeria.
2. Provision of Teachers' welfare package does not significantly influence teachers' job performance for quality assurance in public secondary schools.

METHODOLOGY

The study adopted survey research design. The study area is North Central, Nigeria and is made up of six states namely; Benue, Kogi, Kwara, Nasarawa, Niger and Plateau as well as the Federal Capital Territory (FCT) Abuja. The population of the study was 6,560 teachers from 1,250 public secondary schools in North Central, Nigeria (Teaching Service Board, TSB 2016 & Federal Ministry of Education FME, 2016). The sample size for the study was 377 teachers from the total population of 6560 teachers and 303 public secondary schools selected from the total population of 1,250 public secondary schools in North Central, Nigeria. This sample size was based on Taro Yamens Formular. A structured questionnaire developed by the researchers titled “Influence of Motivation on Teachers’ Job Performance for Quality Assurance Questionnaire IMTJPQAQ was used for data collection. The instrument was validated by five research experts from Educational Administration and Planning, Measurement and Evaluation and Mathematics Education all from the Departments of Educational Foundations and General Studies (EFOGENS) and Science Education, University of Agriculture Makurdi who marched the items of the instrument with the research questions in order to determine whether or not the instrument measured what it is supposed to measure. A trial-test was conducted using 30 respondents (teachers) outside the actual sample. The trial test was analysed using Cronbach Alpha Coefficient and reliability of 0.68 was obtained from the instrument which indicated that the instrument was reliable to be used for the study. The descriptive statistics of mean and standard deviation was used to answer the research questions. The cut-off point of 2.50 was used for decision making. Mean scores of less than 2.50 were considered as not having the desired influence while mean scores of 2.50 and above were considered as having the desired influence.

Inferential statistics of chi – square (χ^2) was used to test the hypotheses at 0.05 level of significance.

RESULTS AND DISCUSSION

This section presented, analyzed, interpreted and discussed the findings of the study. Three hundred and seventy seven (377) copies of the questionnaire were administered to the respondents but three hundred and sixty nine 369 copies were retrieved and used for analysis. The presentation, analysis and interpretation were organized around the research questions and hypotheses of the study.

Results

The data of the study were presented and interpreted according to the research questions.

Research Question 1

To what extent does payment of regular salaries influence teachers' job performance for quality assurance in public secondary schools in North Central, Nigeria?

Table1: Mean Ratings and Standard Deviations of Respondents on Influence of Payment of Regular Salaries on Teachers’ Job Performance for Quality Assurance in Public Secondary Schools in North Central, Nigeria

S/N	Items	N	Mean	SD	Decision
1	Payment of regular salaries of teachers in any institution of learning influence their job performance.	369	2.50	0.97	Has influence
2	Increase in salaries leads to teachers’ job satisfaction which influences effective job performance.	369	2.89	1.28	Has influence
3	Irregular payment of salaries of teachers affects their families negatively thereby not enhancing their job performance.	369	2.52	1.11	Has influence
4	Strike actions by secondary school teachers’ is as a result of non-payment of teachers’ salaries and does not influence their job performance.	369	2.61	0.95	Has influence
5	Irregular payment of salaries of teachers demoralizes the teachers thereby not enhancing their job performance.	369	2.66	0.73	Has influence
Cluster Mean and Standard Deviation			2.64	1.01	Has influence

N= number of respondents, \bar{X} = mean of respondents, SD = Standard deviation of respondents.

Data analysis as presented in Table 1 show that items 1 – 5 have mean values of 2.50, 2.89, 2.52, 2.61 and 2.66 and standard deviation of 0.97, 1.28, 1.11, 0.95 and 0.73 respectively. These mean values are clearly above the cut-off point 2.50 and are considered as having the desired influence. The cluster mean of 2.64 with standard deviation of 1.01 is by implication above the cut-off mark. This indicates that payment of regular salaries has influence on teachers’ job performance for quality assurance in public secondary schools in North Central, Nigeria.

Research Question 2

To what extent does provision of welfare packages influence teachers’ job performance for quality assurance in public secondary schools in North Central, Nigeria?

Table 2: Mean Ratings and Standard Deviations of Respondents on Influence of Welfare Packages on Teachers’ Job Performance for Quality Assurance in Public Secondary Schools in North Central, Nigeria

S/N	Items	N	Mean	SD	Decision
6	Availability of fringe benefits such as loan schemes influences teachers’ effective job performance.	369	2.75	1.04	Has influence
7	Provision of medical facilities enhances teachers’ productivity and effective job performance.	369	2.58	0.71	Has influence
8	Provision of sporting and recreational facilities influences teachers towards effective job performance.	369	2.69	0.83	Has influence
9	Poor treatment of retired workers makes teachers demoralized and disenchanted thereby not influencing their job performance.	369	2.84	0.94	Has influence
10	Provision of car/motorcycle loans as a welfare package enhances teachers to be more punctual to their work places.	369	2.94	1.02	Has influence
Cluster Mean and Standard Deviation			2.76	0.91	Has influence

N= number of respondents, \bar{X} = mean of respondents, SD = Standard deviation of respondents.

Data presented in Table 2 show that items 6-10 have mean values of 2.75, 2.58, 2.69, 2.84, 2.94 and standard deviation of 1.04, 0.71, 0.83, 0.94 and 1.02 respectively. These mean values are clearly above the cut-off point of 2.50 and are considered as having the desired

influence. The cluster mean of 2.76 and standard deviation of 0.91 are by implication above the cut-off mark. This indicated that provision of welfare packages as a strategy has influence on teachers’ job performance for quality assurance in public secondary schools in North Central, Nigeria.

Hypotheses Testing

The null hypotheses are tested using the inferential statistics of chi-square (χ^2) test at 0.05 level of significance.

Hypothesis 1

Payment of regular salaries does not significantly influence teachers’ job performance for quality assurance in public secondary schools in North Central, Nigeria.

Table 3: Chi-Square Test of Influence of Payment of Regular Salaries on Teachers’ Job Performance for Quality Assurance in Public Secondary Schools in North Central, Nigeria

		Df	χ^2_{cal}	χ^2_{crit}	Sig.	Alpha Level	Remark
Pearson	Chi-square	15	238.0	25.00	0.000	0.05	S, R
	Number of Valid Cases	369					

Df = degree of freedom, χ^2 = chi-square calculated, Chi-square critical Sig. = P-value; $P < .05$, S= Significant, R= rejected.

Table 3 presented a summary of chi-square (χ^2) test on influence of payment of regular salaries on teachers’ job performance for quality assurance in public secondary schools. The result showed that χ^2 calculated value of 238.0 is greater than the critical value of 25.00 at 0.05 level of

significance at 15 degrees of freedom. Therefore, the null hypothesis which states that payment of regular salaries does not significantly influence teachers’ job performance for quality assurance in public secondary schools was rejected. This indicates that payment of regular salaries significantly influences teachers’ job performance for quality assurance in public secondary schools.

Hypothesis 2

Provision of welfare packages does not significantly influence teachers’ job performance for quality assurance in public secondary schools.

To test the above hypothesis, the mean ratings of secondary school teachers were analyzed using chi-square statistical tool and presented in Table 4.

Table 4: Chi-Square Test of Influence of Welfare Packages on Teachers’ Job Performance for Quality Assurance in Public Secondary Schools

		Df	χ^2_{Cal}	χ^2_{Crit}	Sig.	Alpha Level	Remark
Pearson	Chi-square	15	245.63	25.00	0.000	0.05	S, R
	Number of Valid Cases	369					

Df = degree of freedom, χ^2 = chi-square calculated, χ^2_{Crit} = Chi-square Critical Sig. = P-value; P < .05, S= Significant, R= rejected.

The result on Table 4 showed that χ^2 calculated value of 245.63 is greater than the critical value of 25.00 at 0.05 level of significance at 15 degrees of freedom. Therefore, the null hypothesis which states that provision of teachers’ welfare packages does not significantly influence teachers’ job performance for quality assurance in public secondary schools was rejected. This

indicates that provision of teachers' welfare packages significantly influence teachers' job performance for quality assurance in public secondary schools.

Discussion of Findings

The findings of this study are discussed in line with the research questions and hypotheses formulated for study.

The first finding of this study showed that regular payment of salaries significantly influences teachers' job performance for quality assurance in public secondary schools in North Central, Nigeria. The study showed that regular and increase in salaries of teachers can influence their job performance, and that irregular payment of salaries leads to strike actions which in turn impede job performance. This supports the finding of Orok (2014) who establish that irregular payment of salaries affects teachers' performance and most of them are longing for transfer to other sectors with regular payment of salaries.

The second finding revealed that welfare packages for teachers have significant influence on teachers' job performance for quality assurance in public secondary schools in North Central, Nigeria. The result showed that availability of fringe benefits such as loan schemes influences teachers' effective job performance, and the provision of medical facilities enhances teachers' productivity and effective job performance. The finding is supported by Fadeyi, Sofoluwe and Gbadeyan (2015) who found that fringe benefits in form of car loan, housing loan and bus allowance paid to teachers would go a long way in motivating them to perform better on job and would enhance quality assurance in public secondary schools education.

Conclusion

Based on the findings of this study, the following conclusion was made.

Motivation packages such as payment of regular salaries and provision of welfare packages have significant influence on teachers' job performance for quality assurance in public secondary schools in North Central, Nigeria.

Recommendations

Based on the findings of this study, the following recommendations were made;

1. Government (Federal, States and Local) should provide adequate funds and ensure that teachers' motivation needs in such areas like payment of regular salaries are met.
2. Teachers' welfare scheme should be of paramount focus to education policy implementers and administrators.

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