RELATIONSHIP BETWEEN MOTIVATIONAL FACTORS AND JOB PERFORMANCE OF TEACHERS IN ILORIN METROPOLIS

BY
Abdulmalik Iyabo B: Department of Economics, Kwara State College of Education, Ilorin;
E-mail: iyaboabdulmalik76@gmail.com

Abstract
Education as a vehicle for developing has placed teachers in an important position of nation – building. Hence, the nature of motivation and motivational factors then becomes an important issue in enhancing job performance among teachers. The main objective of this study is to investigate into the motivational factors that influence teachers’ job performance as well as students’ academic performance in some selected public secondary schools in Kwara state using simple random sampling techniques. Questionnaire and oral interview were used in collecting the relevant data. The statistical method used was Chi- square ($X^2$) The result reveals that motivation enhances good job performance in the school system through job security, regular salary payment, regular promotion, leave bonus, conducive office, teaching materials and free medical facility. The paper therefore suggested that teachers’ conditions of service should be attractive to improve their productivity.

Keywords: Motivation, Productivity, Job performance, Teachers

Introduction
The success and failure of an organization to meet its objectives is significantly related to the type and skills of its leader. The use of reinforcement for a job well done in an organization goes back to the leader. However, the pattern and leadership behaviour or style of leadership differs from one organization to the other (Yissa, 2004). The major problem faced by the managers in an organization is how to make workers feel committed to their job and put their maximum efforts into their work activities to make sure that the organization achieved its objectives. In order to achieving the highest level of motivation, Robbins, Cenzo and Coulter (2011) suggested that it is necessary for managers to pay more attention to employees’ different needs and goal. Satisfied employees do high quality work performance and absent less (Bhambra, Chaturvedi & Wolfe, 2011).

Motivation is essentially made up of individual basic needs and the conscious efforts made to gratify these needs. These needs help in explaining the actions that are taken to satisfy them. Motivation issues constitute a remedy to most of the administrative problems in the Nigeria Educational institutions. According to Aina (1992), motivation in the school system explains the gap between what the school personnel can do and what they actually do in a given situation. Motivation is then defined as the process of arousing enthusiasm in an employee in order to perform his duties with high spirit (Flippo, 1980). Thierauf (1993) also defined motivation as those inner drives that activate or move an individual to action. Psychologists, economists, and hygienists take into consideration the motivational factors related to job satisfaction (Ahmed, et al., 2010).

Psychologists like Gregor (1960), Robert (1991), Atikson (1998), among others postulated that motivation influenced higher productivity. Man produces at its best when he is highly motivated.
In an organization, the conditions of service, the working environments, his salary and bonuses, incentives and fringes benefits are the real things that increase workers’ productivity. Psychologists have however grouped motives into two major types namely; primary or physiological motive and secondary or psychological motives. Motive is physiological, if it met to satisfy hunger, thirsty, shelter, happiness etc. The other sets of motives are said to be psychological. These motives are acquired and learned, and it is subject to the influence of experience, culture, age and philosophy of life. Examples of these motives include desire for status, prestige, success, political power and so on. Thus, psychological motives are more involved in classroom learning and influence learning to a considerable level (Ajayi, 2015).

The performance of educational system depends on the quality and caliber of teachers handling the system and since no educational system can rise above the quality of its teachers (FRN, 1981). It follows therefore that the success or failure of students depends largely on the attitude of teachers to work. However, Nigerian teachers have been on low status. Teaching itself has been looked down upon, disrespected and seen as an occupation which many people take to as a last resort. Teacher’s conditions of service go a long way in determining teachers’ effectiveness. Motivating Nigerian teachers in getting satisfied with their job remains an area not being adequately explored by the school managers and administrations. Unlike the previous studies, this research work is unique in the sense that it attempts to investigate the relationship between motivation and job performance of the teachers.

Research Hypotheses
The hypotheses to be tested for this study include:
H01: There is no significant relationship between motivation and job performance in some selected public secondary schools teachers in Ilorin metropolis.
H02: There is no significant relationship between teachers’ qualifications and job performance in some selected public secondary schools teachers in Ilorin metropolis.

Motivation and Teachers’ Job Performance
Teaching has been described by various authors. Olaitan and Aguisiobo (1981) refer to teaching as an attempt to bring about desirable changes in human learning abilities and behaviour. The aim of teaching therefore is to influence leaders to make those desirable changes in their behaviour that contribute to better living. A teacher with good job performance contributes to the individuals understanding, helps him to improve his abilities and develops in him more desirable attitudes and behaviour. Similarly, Durojaiye (1976) postulated that a teacher is said to be of good performance when he excites student towards growth and development. The teacher job performance as demonstrated in the classroom is measured through the senior secondary school certificate examination result. There are a number of ways through which teachers are made to put up their best in the classroom for better job performance leading to effectiveness. These ways are characterized with boosting of teachers condition of service like regular payment of salary, fringe benefits, promotion etc.

Fagbamiye (2000) noted that most teachers are very unhappy with their remuneration and conditions of service. Teachers can only be effective when they are happy with their job because is a function of human frame of mind, and motivation is a necessary requirement for effectiveness in the long run. For teachers to be effective, he suggested they must be in the right frame of mind, free from distraction and appropriately motivated through conditions of service. Atikson (1983)
related behaviour and performance to three basic drives which vary significantly among individuals. The need for affiliations on close association, need for achievement, and the need for powers. Stoner (1995) holds the view that if work environment is not friendly, then the individual affiliation need will not be met in the work place, and so motivation to come to work might be low. He claimed that there was a considerable evidence of the relationship between high achievements need and performance. According to McClalland (1987), people who succeed in competitive occupation were well above average in achievement motivation similarly, Weiner (1991) found that performance of companies with managers had lower achievement needs.

Inspite of the usefulness of the motivation theories, motivating workers is a very complicated issue and as such has continued to be a thorny problem to management in an organization. The main reason for this, according to Agyres (1982) is the fact that human being who the objective of motivation is is complex and very difficult to predict or understand. He observed that there was great individual difference among people at work. This reflects in how well they can do different jobs, how hard they can work, and how much they enjoy different kinds of work. Workers with motivational needs for Maslow’s highest order factors tend to work harder (Hackman & Bawler, 2007). Based on this conceptual position, Hog and Miskel (1982) concluded that motivation is positively related to performance. Thus, the design of this work in light of the above is to observe the relationship that exists between motivation of teachers at public secondary school in Ilorin metropolis and their job performances.

Theoretical Framework
A theory of motivation refers to the explanation or description of the phenomenon of motivation. Several theories of motivation exists because there are various schools of psychology. These schools give rise to different theories of motivation which includes: Abraham Maslow’s theory of motivation, Herzeberg’s theory of motivation and Douglas Mc. Gregor’s theory of X and Y. Abraham Maslow’s theory of Motivation is based on the idea that needs form a hierarchy and that as one need is satisfied, the needs at the next higher level emerges. Maslow (1954) categories human needs as – physiological needs, safety needs, social needs, safety-esteem needs and self-actualization or achievement needs. According to him, management can focus on the five categories of need to motivate workers and improve their productivities.

Herzberg, Snyderman, and Mausner, (1966), proposed a two-factor theory (Herzberg's motivation-hygiene theory) which examined the impact of job on workers’ dissatisfaction and satisfaction. According to him, responsibility, growth, achievement, advancement and recognition are regarded as motivational factors (satisfiers or hygiene factor) while some others are classified as non-motivational factors (dissatisfies), they include working conditions, company policy, salary and job security as well as supervision. If the hygiene factors did not reach a certain standard, workers will feel bad about their jobs. Motivation and a feeling of wellbeing could be achieved, not just improving the hygiene factors but by improving motivational factors.

Dougles Mc Gregor propounded theory X and Y. Theory X deals with the traditional view of direction and control while theory Y deals with integration of individual and organization goals. Theory X assumes that workers are naturally lazy and need to be coerced before they work while theory Y assumes that workers are responsible and can work on their own to achieve organizational goals. An authoritarian principal will normally make use of theory X while a
democratic principal will make use of theory Y. However, it has been discovered that a blend of the two theories are necessary to achieve better performance.

The theoretical basis for job satisfaction lays on the work done by Hackman et al., (1975), Hackman & Oldham (1976). According to the model, job characteristics including skill variety, task identity, task significance, autonomy, and job-based feedback can be combined to form a single index as Motivating Potential Score (MPS) for a job (Yaverbaum & Culpan, 2011). MPS can be used to assess the capacity of a job to motivate, high motivation potential level suggests high job satisfaction, and jobs with low MPS may be considered for redesign to increase motivation (Moorhead & Griffin, 2013). Researchers have focused on various aspects of work motivation and satisfaction. Hood and Smith (1994) concluded that the manager’s attention to the staff promote the productivity and satisfaction and also facilitate their permanent development.

**Methodology**

The population of this study is made up of public secondary school teachers in Ilorin metropolis. One hundred teachers were sampled from 10 different public secondary schools in Ilorin metropolis using simple random sampling techniques. Questionnaire and oral interview method were used in collecting the relevant data. One hundred questionnaires with sixteen items were developed on the relationship between motivation and job performance. The data gathered are analyzed to address the hypotheses proposed for the study.

**Results**

**Hypothesis 1**: There is no significant relationship between motivation and job performance in some selected public secondary schools teachers in Ilorin metropolis.

**Table 1**: Shows the degree of responses of the participants on the relationship between motivation and teachers’ job performance

<table>
<thead>
<tr>
<th>Chi-square Tests</th>
<th>Value</th>
<th>Df</th>
<th>A symp. Sig (2 sided)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Chi-square</td>
<td>68.161</td>
<td>12</td>
<td>0.000</td>
</tr>
<tr>
<td>Likelihood Ratio</td>
<td>63.373</td>
<td>12</td>
<td>0.000</td>
</tr>
<tr>
<td>Linear-by-linear Association</td>
<td>2.963</td>
<td>1</td>
<td>0.085</td>
</tr>
<tr>
<td>N of valid cases</td>
<td>100</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This analysis shows that strongly Agreed column has the highest figure of 53 meaning that more than half of the respondents supported that there exist a significant relationship between motivation and teachers’ job performance. This also, goes in line with the value of Pearson and Likelihood Ratio of 0.000 which signifies the rejection of Null hypothesis (Ho).

**Hypothesis 2**: There is no significant relationship between teachers’ qualification and their job performance in some selected public secondary schools in Ilorin metropolis.
Table 2: Shows the response of the respondents on the relationship between teachers’ qualification and their job performance

<table>
<thead>
<tr>
<th>Chi-Square Tests</th>
<th>Value</th>
<th>Df</th>
<th>A symp. Sig (2 sided)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Chi-square</td>
<td>62.9333</td>
<td>12</td>
<td>0.000</td>
</tr>
<tr>
<td>Likelihood Ratio</td>
<td>65.543</td>
<td>12</td>
<td>0.000</td>
</tr>
<tr>
<td>Linear-by-linear Association</td>
<td>23.178</td>
<td>1</td>
<td>0.000</td>
</tr>
</tbody>
</table>

N of valid cases  100

Null hypothesis (Ho) is rejected since Pearson and Likelihood Ratio is equal to 0.000. This means that there exist a significant relationship between teachers’ qualifications and their job performance.

Discussion

The result of the investigation shows that motivation enhances good performance in the school system. Therefore, regular payment of salary and promotion provided are the most effective way of improving the service rendered by the teachers. This supports the findings of Aina (1992), Akintoye (1997), Fagbamiye, (2000), Fashiku (2002) and Taiwo (2002). Atikson (1983) related behaviour and performance to three basic drives which vary significantly among individuals. The need for affiliations on close association, need for achievement, and the need for powers. Stoner (1995) holds the view that if work environment is not friendly, then the individual affiliation need will not be met in the workplace, and so motivation to come to work might be low. He claimed that there was a considerable evidence of the relationship between high achievements need and performance.

Another discovery from the study is that teachers’ qualification also plays a significant role in teachers’ job productivity. This supports the findings of Adeniyi (1990) and Durojaiye (1976) as is generally believed that performance of educational system depends on the quality of teachers. According to McClalland (1987), people who succeed in competitive occupation were well above average in achievement motivation similarly, Weiner (1991) found that performance of companies with managers had lower achievement needs.

Conclusion

Motivation is the most crucial factor affecting human performance in carrying out task activities. High-level of motivation can be obtained through increased job satisfaction. This study was conducted to discover the relationship between motivation and teachers’ job performance in some selected secondary schools in Ilorin metropolis. One questionnaire with sixteen items was constructed where chi-square test was used in data analysis. The result reveals that motivation enhances good job performance in the school system.

Suggestions

It therefore suggested that:

1. Teachers’ salary should be increased and paid regularly, since teacher patronize the same market with other workers as such, there is need for teachers to enjoy the same wages as other professionals.
2. Teachers in the rural areas should be given special compensation in form of fringe benefits so as to check the concentration of teachers in urban areas.
3. Adequate teaching materials should be given to the teachers.
4. Teachers behaviour can be controlled by allowing them to enjoy the leave bonus, study leaves among others.

References
Herzberg, F. (1950). *The motivation to work* New York: John wiley


