

Motivation and its Impact on Teachers' Productivity in Secondary Schools in Njikoka L. G. A. of Anambra State, Nigeria

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Abstract

This research is carried out to study the impact of motivation on teacher's local government in secondary schools in Njikoka Local Government Area of Anambra State. Simple random sampling technique was used to select 10 out of thirteen schools. Questionnaires were designed for data collection. The one questionnaire on teachers productivity scale (TPS) were administered to rate job productivity of teachers. Pearson Product Moment Correlation was used to find out the impact of motivation on teachers job productivity in secondary schools in Njikoka Local Government Area of Anambra State. The findings of the study indicated that the motivation variables were found to be related significantly to the productivity of teachers. Based on the findings it was recommended that educational administrations should pay high attention to teacher's welfare, prompt pay method, encouragement and promotion as well as involvement of teachers in the school administration for effective decision making process.

Keywords: Motivation, Teachers' productivity, Promotion, School administration, Secondary school.

Introduction

The will to work comes from the enjoyment of the work itself or from the desire to achieve certain goals, for instance, to earn more money or achieve promotion. An attempt to increase the output of such work or achievement will require motivation. Some managers of organizations study their staff in relation to their productivity and spend considerable time working out how best to motivate their workers and there are a number of different opinions about how this can best be done. Some organizations introduce financial rewards and non-financial rewards to their staff in order to increase their productivity.

Education requires motivation in secondary schools in Nigeria. The teachers, the students and the school Boards have to be motivated in order to improve the standard of education in Nigeria. The government should not underrate the improvement on the conditions of service for the teachers and encourage the students

too to learn. A motivated employee will achieve a great deal. An unmotivated employee will be slow, prone to error and not likely to achieve much.

Statement of the Problem

The standard of education in Nigeria now especially in our public secondary school is diminishing, hence the increase in establishment of private secondary schools. Nigerian teacher have enjoyed low social status, teaching has been locked down upon, it is seen as an occupation which many people take as a last resort.

Also, many of the nation's public secondary schools lack well qualified teachers and this lead to poor performance of the students in their external examinations. Schools with qualified teachers lack financial and non-financial amenities to encourage them perform their duties. Likewise the students too lack proper encouragement from their parents and the community. Past pay systems paid little attentions to incentives it is only in recent years that some systems have provided for differentiation based on performances. These and other things enhance the study of the topic "motivation and its impact on teachers' productivity.

Purpose of the Study

The main purpose of this study is to investigate the influence of motivation on teachers' productivity in Njikoka Local Government Area of Anambra state.

Other specific objectives are as follows:

1. To examine the effect of prompt payment of salaries and wages on teachers productivity in secondary schools in Njikoka L.G.A. Anambra state.
2. To examine the contribution of promotion on teachers productivity in secondary schools in Njikoka L.G.A. of Anambra state.
3. To identify whether welfare packages impact on teachers productivity in secondary schools in Njikoka L.G.A. of Anambra state.
4. To find out if supervision has any impact on teachers productivity in secondary schools in Njikoka L.G.A. of Anambra state.

Research Hypotheses

The following hypotheses guided the study. The main

Ho: There is no significant relationship between motivation and teachers productivity in Njikoka L.G.A of Anambra State.

Ho1: There is no significant relationship between salaries / wages and teachers productivity in secondary schools.

Ho2: There is no significant relationship between promotion and teachers productivity in Njikoka L.G.A. secondary schools.

Ho3: There is no significant relationship between welfare package of teachers and productivity of job.

Ho4: There is no significant relationship between supervision and teachers productivity in secondary schools.

Concept of Motivation

The term motivation is originally derived from the Latin word “movere” which means “To Move” it is usually applied to describe the fact involved in the operation of drives, incentives and motives. The behaviour towards ends or goals, consciously understood for example, one is motivated to seek for food, sex, wealth, social relations and prestige in job or profession. All the above instances of human behaviour are goal directed, such behaviour arises out of thoughtful actions and considerable planning.

Motivations are those inner drives that activate or move an individual to action. It is a concept which has been used in several ways to explain why people behave the way they do some times, it refers to something that comes from within the individual, a kind of driving force or desire that makes the individual to perform, often these inner forces are described as attempts of the individual to meet basic needs and establish state of equilibrium. Adeyemo (2001) said motivation is the force that energizes somebody into action and the force can be from the inner-self of the action which he called intrinsic or could be from another person moving somebody into action and he called this extrinsic type of motivation.

According to Oni (1997) motivation can simply be described as the will to work. He however said that this definition has a lot of implications. That a mere ability to work is not enough to make a person work. He stressed that a manager may have the ability but the will may be lacking. He said that when one is appointed to hold a position it implies that he has ability to work but we cannot say that it is a guarantee that he will make adequate use of his ability to do the work.

It can be said that even where we have adequate ability a person may intentionally avoid his job. He may not show interest in his job and also run away from responsibility. Berenson and Steiner (2010) defined motives as an inner state that energize or activates (hence motivation) and directs or channel behaviour towards goal. In other words, motivation is a general terms applying to the entire class of drives, desires, needs and similar forces likewise to say that managers motivates their subordinates or employees is to say that they do these things which they hope will satisfy these drives and desires and make the subordinate to act in a desired manner. It is strongly believed that motivation leads to job satisfaction of workers and this could enhance productivity.

Types of Motivation

There are two specific types of motivation that operates in the classroom or at ones place of work. Intrinsic motivation is the desire to be effective and perform behaviour for its own sake while extrinsic motivation is being moved by external and punishments.

Intrinsic Motivation: - This refers to internally generated motive resulting from an internally determined need to achieve a particular goal by the organism (person).

Extrinsic Motivation: This is externally stimulated and influenced factor that induces an individual to develop a felt need to participate in specific objective that could satisfy such derived needs. For example, clapping of hands by some students in the class to reward a student who performed very well in class. Those people that participate in organized sports do so much for extrinsic reward, as for enjoyment and for the sense of accomplishment of beings.

Spence and Robert (1983) after studying the motivations and achievements of thousands of college students, scientist, business people and athletes concluded that intrinsic motivations fuels achievements which extrinsic motivations (such as a desire for a high paying job) appear often does not.

A motivation can then be said to be something that influences an individual behaviour. It makes a difference in what a person will do. What an employer must do is to use those motivations which will lead people to perform effectively for the organization that employs them.

Theories of Motivation

In discussing the types of motivation, it is pertinent to also look at the theories of motivation in view of the fact that there are two arguments on what really motivates a worker. Most theories are classified under content theory approach and the simple attempt to determine what motivates people to work.

The approach stressed that it is the factors within individual that cause them to act in certain ways. The approach tries to provide answers to those questions such as:

1. What needs do people try to satisfy in joining an organization?
2. What move people into action in doing job?

According to Maslow, hierarchy of needs, his theory of human motivation is based on the idea that need form hierarchy and that as ones need is satisfied, the needs at next higher level emerges (Maslow, 1943)

Maslow's Hierarchy of Needs

I. Physiological need:-

These are the basic needs for sustaining human life itself such as (food, water, clothing, shelter, sleep and sexual satisfaction) Maslow (1943) took the position that until these needs are satisfied to the degree necessary to maintain life other needs will not motivate people.

ii. Safety needs:-

Safety emerges when the physiological needs are satisfied. The healthy normal adults in our culture are largely satisfied in his safety needs. Safety needs beyond this point are death with by buying life insurance looking for a job with tenure and economic security.

iii. Social needs:-

This comes when safety has been gratified it refers to joining different types of association and clubs for the purpose of recognition and social interaction with various people in the society.

iv. Esteem needs:-

This is the desire for self-respect and respect for others people want to achieve and be recognized for their achievements. Esteem needs leads to self-confidence and a feeling of worth.

v. Self-Actualization need:-

Maslow regards this as the highest need in his hierarchy. It is the ability to do what an individual planned to do.

In summary, the context approach is concerned with identifying the needs that people have and how those needs are arranged. They are also concerned with the kind of incentives or good that people strive to attain in order to be satisfied or perform well.

The context approach was first propounded by Fredrick Winslow Taylor, Henry Grant and Frank in the 1900 they proposed a sophisticated way of increase and to motivate workers.

The diagram below is drawn from Harold Koontz (1980)

Teacher's needs and morale are very crucial elements which influences individual and group to perform in order achieve the school objectives. An employee is someone who works for remuneration). In school situation, they include the teaching and non-teaching staff. The employer in this case in the school will want him to put in his best since the primary aim of work is production. Such expectation can be attained when the employee's needs and morale are satisfied.

Productivity may increase when the needs of the teachers are met and this in turn may enhance their morale. Work to some people has intrinsic value but to others it is a derived means. Nevertheless, the teacher can be encouraged to produce more through effective communication, better physical environment, adequate training, and provision of recreational facilities and payment of adequate incentives. According to Adeyemo, (2001) motivation is that energizing forces that lead or compel and maintain behaviour He added that it is not easy to motivate an individual for the success of any motivation depends on the extent to which the motivation meets the needs of the individual employee for whom it is intended. Alamu (2004) expressed that teachers motivation should be through increase in and prompt payment of salary, promotion prospect and staff welfare.

Elerge (2004) stated that for institutions to retain employees, it must determine rates of compensations to employee and administrators and intensify efforts at motivating their academic staff towards ensuring high productivity. Alabi (2004) suggested that to motivate teachers, government should improve salaries and allowances, social security and other fringe benefits.

Characteristics of a good system of Motivation

The characteristics of a good system of motivation are as follows:

- a. **Flexibility:** Any motivational system that has the intention of improving employees productivity must be flexible in nature in order to account for varying requirements of people who need different stimuli for example, some employees work hard for increase pay while others for status only.
- b. **Provision:** This must be made for financial opportunities particularly those given more personal freedom e.g. employees having shares in the company.
- c. **Security:** This is more than the promise of a job wage but that the job are continuous overtime. This plays an important role in motivation because it increases the morale of workers.
- d. **Leadership:** It relates to leadership of supervising staff which is the dominating factor a leader worth the name has the ability to lead and not to derive participative supervision is more encouraging and motivating to employees.
- e. **Environment:** The place and condition in which employee work can increase or weaken motivation to considerable degree. For example, if an employee works in a very clean and ventilated environment with the availability of social facilities, he will be encouraged to work hard.
In addition to these there are many other benefits of motivation that are desirable in order to enhance increased and improved productivity. These includes:
 - i. Better and quick response to customer's request.
 - ii. High quality service
 - iii. Greater effort to please the employer
 - iv. There will be less truancy at work in form of absenteeism or illness and complaints.
 - v. Meeting the job deadlines and positive attitude to work in an organization.

Motivation Tools

The methods of motivating staff differ from one establishment to the other. It is also true that at different periods in lives, different needs may be of a great value e.g. age, location and environment contribute to the motivational factors. They are:

- i. Regular payment of salaries and allowances
- ii. Provision of free medical services and recreational services
- iii. Granting of study leave with pay, this help the employees to develop and improve their level of productivity.

- iv. There is need for promotion and job security like gratuity and retirement benefits.

Motivating organizations' employees or workers should be seen as a process and pursuing them with opportunities to satisfy their needs as a result of performing productive behaviour within the organization that will enhance the overall performance of the organization. The employees should also devote their time, knowledge and expertise to the realization of the organizations goal and objectives. Every organization has a mission which they want to achieve. And workers that are well motivated will focus on the mission and provide the means to achieve it.

The low level of motivation affects performance, attention, interest and vigour, all these that encourage better performance will also be lacking. On the other hand, if motivation is high performance will be positively affected. This is because when one becomes anxious to perform, the person is likely to control and co-ordinate his actions to enhance better productivity. So, a moderate level of motivation results into better performance.

Also, the level of aspiration affects performance. It is sure that the level which one hopes to attain in a task influences the amount of effort put in and the output in performances will be at its best.

Methodology

The research design that was used in this study was the descriptive survey.

Sample and Sampling Techniques

The study focused on the influence of motivation on teacher's productivity in some selected secondary schools in Njikoka Local Government Area of Anambra State. The sampling technique in this study was simple random sampling where ten secondary schools were selected out of forty-four schools in Njikoka Local Government Area of Anambra State that has a total population of 1,200 teachers. In each school, twenty teachers were again randomly chosen which made up the total number of teachers to be two hundred for the research.

Research Instrument

The research instrument for data collection was questionnaire and students' academic results for the last five years, 2014-2018.

The teacher's questionnaire – “Job motivation factor scale” comprises 20 items depicted in order to elicit teacher's response on motivation and to determine the level to which it has contributed to teachers' productivity.

Analysis of Data and Discussion

Main Hypothesis

There is no significant relationship between motivation and teachers productivity in secondary schools in Njikoka Local Government Area of Anambra State.

Table I
Teacher's motivation and productivity

SCHOOL	X	Y	X=X-Y	Y-Y-Y	X ²	Y ²	XY
A	502	175	-25	-27	625	729	675
B	514	190	-13	-12	169	144	156
C	550	185	23	-17	529	289	391
D	554	240	27	38	729	1444	1026
E	494	195	-33	-7	1089	49	231
F	564	205	37	3	1369	9	111
G	506	180	-21	-22	441	484	462
H	540	220	13	18	169	324	234
I	528	225	1	23	1	529	23
J	522	200	-5	-2	25	4	10
TOTAL	5274	2015			5146	4005	2928

SIMPLE 527 202

Mean

r=0.64

The calculated value is 0.64 while the table value is 0.602 (O'level 0.05).

Since the calculated value of r is greater than the table value, the null hypothesis is rejected. It shows that there is a significant relationship between motivation and teachers productivity in Njikoka Local Government Area.

Hypothesis 1

There is no significant relationship between salaries and wages and teachers productivity in secondary schools in Njikoka L.G.A. of Anambra state

Table 2
Motivation through salaries and wages and productivity on the job.

SCHOOL	X	Y	X=X-Y	Y-Y-Y	X ²	Y ²	XY
	212	175	-10	-27	100	729	270
B	208	190	-14	-12	196	144	168
C	220	185	-2	-17	4	289	34
D	232	240	10	38	100	1444	380
E	218	195	-4	7	16	49	28
F	230	205	8	3	64	9	24
G	210	180	-12	-22	144	484	264
H	226	220	4	18	16	324	72
I	242	225	20	23	400	529	460
J	222	200	0	2	0	4	0
TOTAL	2,220	2,015	-	-	1,040	4,005	1,700

Simple 222 202

Mean

The r calculated value (0.83) is greater than the table value of 0.602 (O'level 0.05). The null hypothesis is rejected. This reveals that motivation through salaries and wages are significantly related to productivity in secondary schools in Njikoka Local Government Area of Anambra State.

It is an open secret that motivation through salaries and wages enhances productivity. Good wages makes workers perform better in their jobs. This is a very crucial aspect of motivation and it is in line with Abraham Maslow's hierarchy of needs in area of acceptance needs.

Hypothesis 2

There is no significant relationship between promotion prospects of teachers and productivity on the job.

SCHOOL	X	Y	X-X-Y	Y-Y-Y	X ²	Y ²	XY
A	356	175	-33	-27	1089	729	891
B	384	190	-5	-12	25	144	60
C	388	185	-1	-17	1	289	17
D	396	240	7	38	49	1444	286
E	386	195	-3	7	9	49	21
F	430	205	41	3	168	9	123
G	358	180	-31	-22	961	484	702
H	426	220	37	18	1369	324	666
I	392	225	3	23	9	529	69
J	370	200	19	2	361	4	38
TOTAL	3,886	2,015			5,554	4,005	2,873

Simple 389 202

Mean

R = 0.61

The calculated value is r = 0.61 and table value is 0.602 (O'level 0.05). The calculated value is greater than the table value. The null hypothesis is rejected. This means that motivation through promotion of teachers' increases productivity of teachers significantly in secondary schools in Njikoka Local Government Area of Anambra State.

Hypothesis 3

There is no significant relationship between welfare package of teachers and productivity in secondary schools.

Table 4

Teacher job motivation through welfare package and productivity on the job.

SCHOOLS	X	Y	X-X-Y	Y-Y-Y	X ²	Y ²	XY
A	500	175	-23	-27	529	729	621
B	528	190	5	-12	25	144	60
C	506	185	-17	-17	289	289	289
D	540	240	17	38	9	1444	646
E	520	195	-3	7	81	49	21
F	514	205	-9	3	841	9	27
G	494	180	-29	-22	1681	484	638
H	564	220	41	18	1369	324	738
I	560	225	37	23	441	529	851
J	502	200	-21	2	144	4	42
TOTAL	5,228	2,015	-	-	5,554	4,005	3,657

Simple 523/202

Mean

R = 0.78

The calculated value of $r = 0.78$ while the table value is 0.602 (O'level 0.05). The null hypothesis is rejected. Hence the job motivation through welfare package of teachers and productivity on the job were significantly related.

In line with Maslow's hierarchy of needs the educational managers must ensure that the needs of teachers in terms of welfare package are satisfied from the basic level to the higher order.

Interestingly, welfare package of teachers is a crucial area of motivation in job productivity hence the educational administration should do everything humanly possible to ensure that teacher's welfare package is well enhanced.

Hypothesis 4

There is no significant relationship between supervision and teachers productivity.

SCHOOLS	X	Y	X-X-Y	Y-Y-Y	X ²	Y ²	XY
A	620	175	-7	-27	49	729	189
B	614	190	-13	-12	169	144	156
C	610	185	-17	-17	289	289	289
D	640	240	13	38	169	1444	494
E	632	195	5	7	25	49	35
F	644	205	17	3	289	9	51
G	630	180	3	-22	9	484	66
H	622	220	-5	18	25	324	989
I	670	225	43	23	1849	529	90
J	650	200	23	2	529	4	46
TOTAL	6,272	2,015	-	-	3,402	4,005	2,280

Simple 627/202

Mean

R = 0.62

The Calculated value is 0.62 while the table value is 0.602 (O'level 0.05). The null hypothesis is rejected. It shows there is significant relationship between supervision and teachers productivity in Njikoka Local Government Area of Anambra State.

Supervision has great impact on secondary schools teachers' job productivity. Supervision in secondary schools enables the teachers to be more devoted in their duties. Supervision styles enable the teacher to use appropriate teaching techniques which in turn contribute to students' academic performance. As a result of supervision, teachers plan their lesson, prepared their scheme of work, create sound teaching environment, adopt appropriate techniques and initiate ideals. Supervision ensures teachers punctuality regularity in schools.

Discussion of Findings

The researcher chose four job motivational variables and assessed their relatedness to job productivity. The first one which is salaries and wages play an important role in determining workers performance. However the available evidence on the relationship between job motivation through the method and job performance of teachers shows that the salary increase always has positive impact on the teachers job performance as well as when payment are made regularly.

On the impact of promotion prospects on the performance of teachers in secondary schools, from the result the findings teachers perceived positive relationship between two variables. Herzberg also confirms in his postulation in which promotion is regarded as part of achievement, recognition, opportunities, advancement and responsibility.

The need for status caused striving for promotion in an organization, salary increment or possession of material things and also the need for advancement, achievement and recognition for competence. The evidence reveals that promotion is a feedback that teachers have satisfactorily performed. This results accords with Vroom's Hypothesis that organizations in which promotion is based on performance will be more productive than those in which promotion is on the bases of relationship, particularly affiliation or ethnicity.

It can therefore be concluded that receiving a desired promotion at the proper time would lead to increase in the extent to which a worker is urged to perform his or her job effectively.

One of the leadership roles which could promote high performance is supervision style. The findings indicate that supervision was perceived by the teachers as aiming for professional improvement by the supervision.

This is opposed to the findings of Jasabi (1988) that supervision or leadership style is planned to create fear, intimidate and to generate outward show. The findings also negate the believe of many that emphasis on supervisions was laid on record keeping rather than actual job performance and the supervision was done to bring up teachers incapability instead of given them advice on the job.

So teachers as worker in the area perceived teaching duties as not only record keeping but working in agreement with others including supervisor.

McGregor's theory X was not in line with the type of supervisory style which Herzberg described as hygiene. This means that the supervision does not provide positive motivation to teachers.

The result of the analysis of data on the relationship between motivation through welfare package of staff and job productivity indicates that there is a significant relationship between them. Welfare package gives a sense of responsibility, advancement and recognition, teachers prefer a good welfare packages and where this opportunity is given to them, the intrinsic motivation is aroused. Hence they efficiently and effectively perform, when they are satisfied.

Conclusion

The study indicated that there is significant relationship between motivation and teacher job performance in the four motivational selected variables. Finding in this study have pointed out that teachers productivity depends on the job motivation. This is so because findings have shown that according to Maslow, every worker needed to be satisfied. These include attainment, opportunity, recognition, good relationship with co-workers and students.

It is very important to have a truly effective motivational system which must be incorporated in both the intrinsic and extrinsic aspects. Since satisfaction of needs is a root factor, it is necessary for motivation to be enhanced so as to increase productivity.

Recommendations

The findings have given a positive relationship between motivation and teachers job productivity in secondary schools in Njikoka Local Government Area of Anambra State. Then, there is a need to put motivation into effect for all academic staff in order to get the best out of them at all times.

Stemming from the findings of this study, it is specifically recommended that:

1. Teachers should be motivated by making sure their salaries and wages are paid regularly and not only that, there should be raise in their salary structures, enough to bring about commitment so that naturally their performance on the job becomes high, hence increase on their productivity.
2. Teachers promotion should never be delayed since findings from this study has shown a positive relationship between promotion and productivity. The promotions should come at the right time so as to retain a teacher's interest on the job and this impacts productivity.
3. The importance of welfare packages should not be looked down upon. Teachers who go home with welfare packages are happy teachers and this is enough motivation to cause high productivity.

4. A good and effective supervision will bring about productivity in the work place if only the principals who are charged with this responsibility do it with respect and with the aim of supporting teachers and helping them to become better and experts in their fields. This will definitely increase productivity in the work place.

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