

Impact of Motivational Factors on Secondary Schools Teachers' Job Performance in Adamawa State

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ABSTRACT

This study investigated the impact motivational factors on job performance of teachers in secondary schools of Adamawa state. It utilized descriptive survey research design. Three hypotheses were tested at 0.05 level of significance. The population comprised 465 teachers and principals in the 6 public (state government owned) secondary schools in the State. The sample comprised 210 teachers and principals, drawn using simple random sampling technique. Data were collected using developed instrument titled 'Motivational factors and Teacher Job Performance Questionnaire' It was duly validated by three experts who are all lecturers in the Faculty of Education, Adamawa state University, Mubi. A reliability index of 0.679-0.710 was obtained using Cronbach's Alpha. Out of 210 copies of the instrument administered, 197 copies representing 93.8% were duly completed, retrieved and used for data analysis. Data were analyzed using multiple regressions. The findings revealed that there is a positive and significant impact of salary, promotion and staff development on job performance of teachers in Admawa state secondary schools. Based on the findings, it was recommended among others that since teachers are happy with their jobs if they receive living salary, have promotion when due and attend teacher training.

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INTRODUCTION

In today's global economy, education and teachers are considered not only paramount but also bedrock upon which socio-economic stability can be achieved. However, this is not the case in Nigeria where government at all levels pay lip service towards revitalization of public schools and enhancing teachers' welfare (Alzubi, et al., 2021; Lawal, 2024)). The story of decadence of Secondary education in Nigeria had reached a very great height that there were doubts of their effectiveness as the bedrock for molding future leaders. The unprecedented decay in public secondary schools emanates from government years of neglect and lack of adequate commitment to education sector in terms of poor funding of education sector, poor conditions of service, poor working conditions of teachers', infrastructural deficiency, large digital divide, political interference in education, non-compliance in agreement inconsistency in policy formulation and implementation and

unnecessary delay in payment of salaries and some other allowances of teachers (Kumarai & Kumar, 2023)..

The present motivational factors of secondary school teachers in Adamawa State remained an issue despite the recent attempt by this current State Government which is depicted in the recent intuiting policy of free education across the state, attempt to employ teachers in both primary and secondary schools, prompt payment of teacher's salaries, building and construction of classrooms, payment of scholarship (Emmanuel, et al., 2021).

Teacher's productivity and satisfaction with conditions of service in educational system appears to complement each other. Teacher's productivity is a systematic effort geared towards bringing about positive change in learners' performance and ultimately output. Muheeb (2014) found out that teachers are the initiators and facilitators of teaching and learning activities and can act as agents of change in any school system. It is imperative to

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note that if teachers are to be productive, due attention must be accorded to their satisfaction on the job by providing them with favorable, attractive and commensurate remunerations as well as enabling environment that includes promotion as at when due, regular payment of fringe benefits, job security which may boost their morale and improve their productivity.

Salary which is an aspect or indicator of job satisfaction is one of the conditions of service and also a necessity towards meeting employee needs. Therefore, salary forms an employee psychological contract with an employer, hence bound to be dissatisfied when such psychological contract are breached by an employer. Chaudry et al. (2017) described salary or pay as a form of episodic compensation from a firm to its workers, which is completely stated in an employment contract. In the context of this study, salary is defined as all sequences of events in which compensation particularly monetary rewards plays a major role. This is to say that an individual pay is an important factor in job satisfaction discourse. This corroborates with assertion of Singh and Loncar (2016) that employee dissatisfaction with pay can have important and undesirable impact on the overall employee performance. This is because through equitable and fair salary, teachers' are able to fulfill their economic needs.

Since teachers' motivational factors as well as teachers' job performance is important, the need for provision of adequate motivational incentives remains paramount by the school management. According to Takwate (2021) high productivity and good performance in schools cannot be realized without teachers support and contributions because teachers are expected to render a very high job performance and all the stakeholders are curious regarding the teachers' job performance, loyalty, patriotism, dedication, hard work and commitment. One may wonder if teachers, whose responsibility is to impart knowledge and inculcate discipline are really doing their work (Oni et al., 2017). To gain high teachers performance in secondary schools, there is need to examine the impact of motivational factors on job performance of teachers especially in Adamawa state.

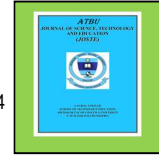
Statement of Problem

Study has shown that one of the contributing factors to high performance in the teaching profession is teachers' motivation (Petronolla, & Jeremiah, 2018) However, there have been deteriorating standards of professional conduct, including serious misbehavior in and outside work, poor preparation of teaching material especially lesson notes, lack of continuous student assessment and general poor professional performance among teachers in Adamawa State which can be probably due to lack of enough motivational incentives prompt this research to determine the impact of condition of service on Senior Secondary Schools teachers' job performance in Adamawa State, Nigeria. This study therefore, examined the impact of motivational factors on Secondary job performance of teachers in Adamawa State secondary schools.

According to Singleton and Straits (2018) lack of proper funds or low teacher salary is associated with factors that affect the motivation of teachers in their daily lives. According to Kumarai and Kumar (2023) the absence of motivation among teachers is one of the main factors affecting student's performance. Teachers' living conditions need to be highly strengthened in order to improve their performance and the quality of education (Emmanuel et al., 2021; Lawal, 2024) every effort must be made to ensure teachers are well motivated to achieve their professional goals (Vulley, 2021). Based on these reviews several studies have shown that more research work have been carried out in the educational sector in developed and developing countries. However, a scanty number of works has been carried out in the Adamawa state education sector especially in the secondary schools. Therefore, this study fills these gaps by examining the impact of motivational factors on job performance of teachers in Adamawa state secondary schools.

Objectives of the Study

The main objective of this study is to determine the impact of motivational factors on job performance in Adamawa State's secondary schools. Specifically, the study seeks to:



1. Assess the impact of salaries on the job performance of teachers' in Adamawa state secondary schools.
2. Examine the impact of promotion on the job performance of teachers in Adamawa state secondary schools.
3. Evaluate the impact of staff development on the job performance of teachers in Adamawa State secondary schools.

LITERATURE REVIEW

Teachers' Motivation

Motivation was described as emotional characteristics that influence the employees to achieve its expected results and provokes control, follows up and withstands objective directed behavior (Kumarai & Kumar, 2023; Wigfield et al, 2014). Motivation was explained in the context of emotional procedures that provides determination and course of action (Kreitner, 2015), a tendency to perform judgmental way for the attainment of particular task. Buford and Lindner (2015) stated that internally, there are forces that fulfill the discounted expectation of an internal stimulator to meet unsatisfied need (Higgs, 2014; Lawal, 2024; Vulley, 2021). However, motivation is what teachers want to achieve the best and that can be performed if and only if the right skilled and knowledgeable person was placed in sense of the responsibilities. According to Emmanuel et al. (2021), teacher motivation is also referred as motivation related to teaching. Dornyei and Ushioda (2011) indicated that the purpose of improving the people' intrinsic motivation to teach and sustain to teach is to strengthen teachers' effort devoted to the process of teaching. Han and Yin (2016) revealed that teacher motivation in secondary schools is extremely influential to job performance as it is considered to be significant to students and making conducive classroom environment. According to Dornyei (2018), motivation given to teachers in secondary schools improve the attitudes of teachers in their profession thus leads to innovation and creativity in their working environment.

Teaching motivation in secondary like having medial allowance and self-control, getting standard salary and wages can be constituted by a prominent internal spirit to educate academically and socially speaking

known as vocational or intrinsic component which should directly lead to workforce development activities (Emmanuel, et al., 2021; Vulley, 2021). On the other hand, Dornyei (2018) added that motivation given to secondary schools teachers make them not only being motivated to perform the assigned tasks effectively but also being motivated to involve in the process of becoming a teachers as a lifelong career that sustain their welfare.

Motivation and Teachers Job performance

Individual performance, according to Davidson, (2005), Kumarai and Kumar (2023), is influenced by three factors: ability and motivation (Lawal, 2024)), Humans have wants that must be met in order to improve effectiveness (Dartey et al., 2021). These were all basic or survival needs including food, water, shelter, and clothing, as well as safety, love, esteem, and consciousness. According to Ehineni (2023) in order for teachers to perform, the work must be enjoyable, as well as provide opportunities for increased authority, recognition, and advancement. Wigfield et al (2014), on the other hand, believe that money is the most important motivator for workers. Nevertheless, studies have found money does not always enhance performance (Emmanuel, et al., 2021). Teachers would feel happier and perform effectively if they believe their boss is logical and sensible (Dornyei (2018). Teacher's motivation can be greatly influenced by leaders who build and express a compelling vision for their schools (Vulley, 2021). Workers want for a good job, which includes being noticed and praised for their efforts (Han &Yin, 2016). But, more often than not, nothing happens, or worse, additional work is assigned.

According to Lawal (2024) when schools do not take the time to actively reward recognized high performance, teachers' enthusiasm for their jobs dwindles. Therefore, teachers are driven to perform well when they receive positive comments on their work. Teachers involvement in decisions that affect them (Ehineni, 2023), not only enhances their personal dedication, but also drives them to be champions for their choices. Teachers, who are involved in decision making and planning the implementation of changes that affect them (Emmanuel, et al., 2021), implement changes faster and perform better than employees who

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are just informed about the change. Teachers want the resources, training, support, and authority to make decisions and do their jobs (Kumarai & Kumar, 2023).

Theoretical Framework

This study is anchored on the two factor theory as its framework. The hygiene or two Factor theory was developed by Herzberg's (1959). The theory is also known as the Dual Factor Theory, or Hygiene/Maintenance Theory of Motivation. The premises of the theory are that, there are certain factors, known as motivators or satisfiers in the workplace that cause job performance and satisfaction, and a separate set of factors known as dissatisfiers cause dissatisfaction (Dartey-Baah & Amoako, 2021).

The hygiene factors meet man's needs to avoid unpleasantness but do not motivate them to take more interest in the work or get engaged in their work (Tan & Waheed, 2017). Hygiene factors are related to the conditions under which a job is performed. When an employer is unable to provide enough of these factors to his employees, there will be job dissatisfaction (Burton, 2021). Such hygiene factors are; organization's policies and administration, supervision, working conditions, interpersonal relations with supervisors and other subordinates, salary, job security, status, personal life, and employee benefits (Dartey-Baah & Amoako, 2021).

On the other hand, motivating factors or satisfiers are intrinsic factors in the job and act as forces of job performance as well as satisfaction. These factors are achievement, recognition for accomplishment, increased responsibility, opportunity for growth and development, and creative and challenging work (Lee, 2017). Motivating factors motivate teachers' to take more interest in the work (Nabi, et al., 2017). This theory shows that remuneration as hygiene factor might lead to employee performance. Therefore, Herzberg's Two Factor Theory was the basis for examining the impact of motivational factors on employee job performance.

METHODOLOGY

The study will employed descriptive survey research design to gather data from a representative sample of the population under

study. The population of the study consists of teachers of six selected secondary in schools in the six educational zone in Admawa state thus; Government secondary school Mubi, Mubi zone, Government secondary school Gombi, Gombi zone, General Murtal Mohemmed college Yola, Yola zone, Government secondary school Numan, Numan zone and Government secondary school Ganye, Ganye Zone; which comprises of 465 teachers and principals. Therefore, the sample size of the study was 210 teacher and principals of the six secondary schools as determined by sample table of Krejcie and Morgan (1970). This study used simple random sampling procedure because it will not be feasible to cover the entire secondary schools in the area due to constraints of time, mobility, material resources among others. The instrument that will be used in this research is a structured questionnaire titled "Impact of motivational factors on Job Performance Secondary School Teachers (IMFJPT). The questionnaire is divided into five Sections (A, B, and C). The questionnaires was scored using the modified Likert 4-point scale rating of Strongly Agree (SA), Agree (A), Strongly Disagree (SD), Disagree (D) with assigned value of 4,3,2 and 1 respectively. The instrument was given to two experts in Faculty of Education, Adamawa State University, Mubi to review the content, adequacy of the items and their relevance to the study. To test for reliability of the instrument Cronbach's alpha coefficient method was used. The responses obtain was subjected to Cronbach's alpha internal consistency test, the reliability coefficient of 0.670-0.719 respectively was obtained. Data collected was analyzed using multiple regression analysis with the help of SPSS version 29.

RESULT AND DISCUSSION

Reliability Analysis

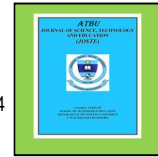
Reliability analysis allows examination of the properties of measurement scales and the variables making them up. The reliability analysis procedure calculates a number of commonly used measures of scale reliability and provides information on the relationship between individual variables in the scale. This study carried out a reliability analysis to establish the reliability of the independent and dependent variables in the study. As indicated

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in Table 1. Cronbach's Alpha value of the variables in Table 1 are as follow; salary = 0.700, promotion = 0.710, staff development = 0.701, and teacher job performance = 0.670.

The Variable-Total statistics in Table 1 reveal that all the variables had a measure of over 0.6, which means all the variables are reliable.

Table 1: Reliability Result

S/N	Variables	Number of items	Cronbach's alpha
1	Salary	10	0.700
2	Promotion	10	0.710
4	Staff development	10	0.701
6	Teacher job performance	10	0.670

Regression

The researcher conducted a linear regression analysis so as to test relationship among variables. The research applied the statistical package for social sciences (SPSS) to code, enter and compute the measurements of the multiple regressions for the study. Table 4.7 provides the summary of the regression model applied in this study.

Hypotheses Testing

Coefficient of determination explains the extent to which changes in dependent variable can be explained by the change in the independent variables (salary, promotion, staff development) or the percentage of the variation in the dependent variable (teachers job performance) that is explained by independent variables (salary, promotion, staff development). According to the regression model applied in this study on Table 2, R square value is 0.205 which implies that the salary, promotion and staff development studied explain 20.5% of the impact of salary, promotion, fringe benefit, staff development and

welfare services on teacher's job performance. Other variables not studied in this research contributed 79.5% variability in teacher's job performance.

The F statistics on Table 2 indicated that the overall significance of the regression model applied in this study indicates that, $p < 0.05$ (Sig. = 0.00) and therefore our model is significant. The F value is 18.205 and the significant level is 0.000. Similarly, Table 2 shows the coefficient of the variables which indicated that salary has $\beta = 0.263$, $t = 5.407$, $P = 0.000$, this means salary has significant impact on teachers job performance, null hypothesis rejected and accept alternate since the calculated value is less 0.005 significance level. Table 2 shows the coefficient of the variables which indicated impact of promotion on teachers job performance that has $\beta = 0.491$, $t = 5.933$, $P = 0.000$, this means promotion has significant impact on teachers job performance, null hypothesis rejected and accept alternate since the calculated value is less 0.005 significance level.

Table 4: test of Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.
	B	Std. Error			
(Constant)	12.958	3.673		3.528	0.000
Salary	0.263	0.049	0.485	5.407	0.000
Promotion	0.491	0.083	0.520	5.933	0.000
Staff Development	0.227	0.044	0.471	5.206	0.000
R	0.452				
R Square	0.205				
Adjusted R Square	0.193				
F	18.205				
Sig.	0.000				

a. Dependent Variable: Teachers Job Performance

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Table 2 shows the coefficient of the variables which indicated impact of staff development on teachers job performance that has $\beta = 0.227$, $t = 5.206$, $P=0.000$, this means staff development has significant impact on teachers job performance, null hypothesis rejected and accept alternate since the calculated value is less 0.005 significance level.

DISCUSSION

Based on findings of hypothesis 1 salary has significant impact on teachers job performance. The findings of this study are in line with study of Kumarai and Kumar (2023) who conducted a study on motivation and teacher's job satisfaction in n private schools in Mirpurkhas, Pakistan. Also the study is consistent with study of Emmanuel, Paul and Kituyi (2021) who conducted a study on effect of motivational factors on job performance in Technical Secondary Schools (TSS) in Rwanda. The findings in respect to hypothesis 2 show that promotion has significant impact on teacher's job performance. The result of this study is in line with study of Vulley (2021) who conducted a study on impact of motivational strategy on Teachers job performance in Ghana. Finally, hypothesis 3 reveals that staff development has significant impact on teachers' job performance. This study is in line with previous study of Emmanuel, Paul and Kituyi (2021) who conducted a study on effect of motivational factors on job performance in Technical Secondary Schools (TSS) in Rwanda.

CONCLUSION

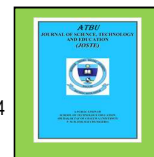
The objective of this paper intended to establish impact of motivational factors and job performance of teacher in secondary schools of Admawa state. The results of the study indicated there is a statistical significance high degree of positive correlation between teacher motivational factors and job performance as it was proved by multiple regression output at 0.005 significant level The study concluded that the periodic increase of salary and wage, promotion and staff development significantly improve the job performance level of teachers and school performance. On the other hand, demotivation of teachers in their daily activities leads to job deployment.

RECOMMENDATIONS

- i. The schools should also give standard salary to teachers as well as other financial supports in order to solve their financial issues.
- ii. They should also enhance themselves the internal motivation and looking additional source of income.
- iii. Teaching materials within the secondary and enforce trainings for teachers in order to improve their quality of service.

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