

## **Influence of Motivation on the Performance of Secondary School Teachers in Shagari Local Government, Sokoto State, Nigeria**

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### **Abstract**

*This study investigated the influence of motivation on the performance of Secondary school teachers in Shagari Local Government Area Sokoto state, Nigeria. The researchers used ex-post- facto design. All the four schools in the area were included in the study. The sample size used was 121 teachers and the sample was selected using simple random sampling. Reliability Coefficients yielded a Cronbach's alpha of .8. The data was analysed using regression analysis. The main finding of the study was that motivation has statistically significant influence on the performance of secondary school teachers in Shagari Local Government Area. The findings further indicated that nonmonetary motivation had greater contribution than monetary motivation on school teachers' performance in Shagari local government. In order to boost teachers motivation to perform efficiently and effectively, the study recommended that the teachers' monetary rewards should be maintained at the level that can satisfy their basic need' and all the other teachers entitlement should be given to the teachers handsomely. Implementation of all the above recommendations will boost the morale of teachers to perform effectively.*

**Keywords:** motivation, teacher performance, monetary rewards, non-monetary rewards

Today in the global world the universal challenges for organizational managers is how to keep their staff well motivated, and performing well in the workplace. Maicibi (2003) stressed that the needs drive is what motivates employees to act in a particular way. It is therefore important for managers to understand this simple but crucial fact which will make it easier to get things done towards achieving the goals of the organisation. Fredric Herzberg observed that there are other sets of value motivation called motivators. When they are present, they increase productivity of workers (Maicibi, 2005).

In understanding the various needs of employees, managers should be familiarized with type of rewards to be used to motivate them. In work and other

contexts generally motivation is often described as being either intrinsic or extrinsic in nature, monetary motivation or non-monetary motivation. (Sansone and Harackiewicz, 2000). The monetary rewards include; salary/wages, bonus, profit sharing scheme, pay rise, and payment by result, honorarium, overtime pay and other profit related payments (Micibi, 2003). Non monetary rewards are the rewards that are not paid as part of wages/salaries (Maicibi, 2003).

Teachers 'job performance is a concern of everybody in the society. Oxford Advanced Learner's Dictionary defines performance as "the act or process of carrying out something or execution of an action or a repetitive act or fulfilment or implementation" In this respect, teacher performance connotes the teachers 'role of teaching students in class and oversight outside the class. The key aspects of teaching involve the use of instructional materials, teaching methods, regular assessment of students, making lesson plans, assessment of pupils, conduct of fieldwork, teachers' participation in sports, attending school assembly and guidance and counselling (Hornby, 2000). Therefore, teacher job performance is the teacher's ability to integrate the experience, teaching methods, instructional materials, knowledge and skills in delivering subject matter to students in and outside the classroom.

Nigeria has several educational institutions starting from ivory tower down to the elementary level, and all the three tiers of government must abide by the National policy of education, from the federal government down to the local government. Unfortunately in Shagari Local Government, a report by the Western Zonal Education Office in January (2012) revealed that teachers were devoting less and less time to extra-curricular activities, teaching preparation, and marking. Therefore, deteriorating standards of professional conduct, including serious misbehaviour (in and outside of work), and poor professional performance have been observed in some secondary schools.

Furthermore the Association of Shagari Local Government Parent Teachers Association (SLGPTA) described the attitude of teachers as unprofessional because teachers in those schools were not carrying out their duty effectively in checking and marking students' exercise books and the teachers used to be seen coming to school late and leaving the school during working hours, all this was contained in a letter which the association forwarded to the Education Secretary of Shagari Local Government in 2012.

However this might not be unconnected with the mass failure of Sokoto state students in 2010, 2011 and 2012 in their West African Examination Council (WEAC). The 2011& 2012 WAEC results released, showed that 80% failed English and Mathematics.

It is important to note that in June (2013), Sokoto State Government approved and implemented new salary scale of minimum wage with an aim of motivating teachers to improve their performance. According to the state Ministry of Education Sokoto the teachers on the government payroll were 85.1% in 2013 (Yasser, 2013). Government has improved the teachers' salary from eight thousands to twenty one thousands Naira as minimum wages especially those

teachers under the Sokoto State Primary Board and made resources available. Most teachers under the Teachers Service Board are paid an equivalent monthly salary ranging from 250 to 350 dollars (Shagari Local Governments Secondary School Teachers' Schedules of Salary Payment, 2013/2014). In addition to salary increment, government constructed teachers' houses using the School Facilities Grant (SFG).

In line with these various motivational factors put in place by the state governments, teachers are expected to be motivated and propel their performance to the maximum level in the process of teaching and learning throughout the schools in Sokoto state. These phenomena prompted the researchers to conduct a study to find out the influence of motivation on the performance of secondary school teachers in Shagari Local Government Area Sokoto state. Specifically the study looked at; the influence of monetary motivation and non monetary motivation on the performance of secondary school teachers in Shagari Local Government Area.

The study was carried out in secondary schools in Shagari Local Government Area. The schools were selected for study because of the decline in teachers' performance as reported by the Zonal Education Inspection Report (2012).

Regarding the content scope, the study investigated whether motivation of teachers – which consisted of both monetary and non monetary rewards – influenced their morale to perform. Indicators of motivation assessed by the study included; recognition, compensation, promotion, rewards, salary, allowances, free meals, free accommodation, weekly duty and extra teaching allowances, advance payments in case of financial problems, leave of absence, free medical care among others and teaching as one's goal in life. The study covered the period 2013 to 2014 because in this period the state government made efforts to motivate teachers with an aim to improve their performance.

### **Hypotheses**

The study was guided by the following hypotheses:

1. Motivation does not have significant contribution on secondary school teacher performance in Shagari Local Governments Area Sokoto state, Nigeria.
2. Monetary motivation does not have significant contribution on secondary school teacher performance in Shagari Local Governments Area Sokoto state, Nigeria.
3. Non-Monetary motivation does not have significant contribution on secondary school teacher performance in Shagari Local Governments Area Sokoto state, Nigeria.

### **Extrinsic and intrinsic motivation theory**

Most successful companies have understood very well self-determination theory and framework which create a share-knowledge culture that enhances firm's performance. According to self-determination theory of Deci and Ryan

(1985; 2000), there are two types of motivation which are intrinsic motivation and extrinsic motivation that influence the performance of employees within an organisation. Intrinsic motivations include the inborn needs for mastery, autonomy, and purpose, while extrinsic motivations are usually offered or suggested by organisations in incentivising a task such as money, promotion, and other forms of rewarding. There are various types of extrinsic motivation and they can vary significantly in the degree to which it is autonomous (Deci & Ryan, 1985).

The best companies, once proven to be successful are those that have a strategic plan and appropriate methods to reward and recognize their employees, and balance and encourage their employees to feel both kinds of motivation. These companies intend to utilise all human resource skills effectively and actively, which enhance and allow them to attain the competitive advantages (Buchana & Huczynski, 1991). By doing that a company reduces the risks and harmful effect of extrinsic motivation to rise. This study focuses on extrinsic and intrinsic motivation and its influence on teacher performance.

### **Monetary Reward and Performance of Teachers**

Adeyemi (2010) investigated the relationship between the leadership styles of principals and teachers' job performance in secondary schools. He found that the principals mostly used democratic leadership style in schools as compared to autocratic style. It was the most commonly used leadership style by principals in the schools. His study also determined that there is a direct relationship between leadership styles used by Principals and teachers job performance. His study concluded that the performance of teachers is better in those schools where principals are having autocratic leadership styles as compared to those schools where Principals are having democratic style of leadership. Thus the autocratic style is the best style of leadership that can improve the productivity and performance of teachers in schools. He also recommended that the principals should use both autocratic and democratic leadership styles in their schools from situation to situation in order to improve teachers' job performance. In contrast this study investigates the influence of motivation on teachers' performance.

However Maicibi (2003) conducted a study in secondary school in Uganda, and found out that teachers prioritize issues revolving around money. This was because most of the teachers in Uganda are not able to fully meet their physiological needs. Salary remains the major way of meeting their needs. Good remuneration together with good working conditions had a stabilizing effect on labour in any organization.

According to Dörnyei (2001) cited in Aswappa (2013) the following factors affect teacher motivation: the school's general climate and the prevailing school norms, the class sizes, the school resources and facilities, general expectations regarding student potential, the school's leadership and decision-making structure. Restricted autonomy is believed to be one of the negative

influences on teacher motivation. In a similar development Education for All (EFA) report of 2005 revealed that teachers in developing countries often receive earnings that are insufficient at providing them with a reasonable standard of living. Bennel (2004) also remarked that teachers' pay and other material benefits were too low for individual and household survival needs to be met in developing countries. Indeed, careful analyses of the literature seem to suggest that salary is crucial in teacher satisfaction among the developing countries.

Tasnim (2006) cited in Wanyama (2014) in a study conducted in Asia found Bangladeshi teachers being dissatisfied with their salary levels and as such they were performing poorly. Also, Zembylas and Papanastasiou (2004) in their study of Cyprus teachers found that salary was one of the issues which dissatisfied teachers. These studies were carried out in Europe and Asia hence justifying this study in Nigeria. Furthermore all the studies did not talk about the non monetary rewards which have influence on teacher's performance.

Zakiyya (2010) cited in Awoyemi (2010) in a study conducted at government secondary schools in Kwara state Nigeria, revealed that teachers need monetary rewards to motivate them to perform very well at work, more than any other rewards, because monetary rewards satisfied their basic needs. The inadequate remuneration has led to situations whereby the majority of them can no longer fulfil their social obligations such as paying their children's school fees, feeding, clothing and even providing shelter for their families. The situations has degenerated to such a stage that no landlord wants the teachers as tenants nowadays.

### **Non Monetary Rewards and Teachers' Performance**

Other non-financial reward could be used in supplementing money in motivating the workers, For example fringe benefits given to employees like housing teachers, providing free health care to them and their immediate family, giving motor cycles and car loans or transporting them to and fro from work place and sabbatical leaves this will make them feel happy, Maicibi (2005) agreed with such a view especially as was the case in Nigeria and most third world countries, here the lacuna that existed is how teacher performance in the situation of inadequate motivation could be significantly enhanced remain an issue of concerned in Shagari Local Government Area.

Gabriel (2002) cited in Chandramohan (2009) argued that compensation and promotions were very vital in teachers' performance and commitment. However Meir (1972) noted that while workers are interested in advancing their financial position, there are many other considerations such as opinions of their fellow workers, their comfort and enjoyment on the job and their long range security that prevents them from making a direct automatic positive response to an incentive plan. This implies that for employees to perform and have better results they must be motivated by a token of appreciation. Bennell (2004) noted that most teachers want to be posted to urban schools for both professional and personal reasons. The size of the rural-urban divide in most countries creates enormous disincentives to being posted to a rural school. He indicated that

teachers want to remain in urban areas for a variety of reasons, most notably the availability of good schooling for their own children, employment opportunities for spouses and other household members, the desire to maintain often close knit family and friendship networks, opportunities for further study, and poor working and living conditions in rural schools. The much greater opportunities for earning secondary incomes in urban locations are also a major factor.

On the influence of psychological rewards on staff performance, Stone (1988) found that the job performance and psychological reward relationship follows the social exchange theory; employees' performance is giving back to organizations from which they get their satisfaction.

In another study in sub-Saharan Africa Bennell (2004) noted that incentives for schools and teachers in the public education system to perform well are frequently weak due to ineffective incentives and sanctions. This was particularly the case when teachers cannot be effectively disciplined for unacceptable behavior (absenteeism, lateness, poor teaching, and abusive behavior towards pupils) by school managements because it was very difficult to dismiss them and beside pay and promotion are largely unrelated to actual performance. Concerning this situation Carron (1996) observed that where teacher pay is very low, there is normally de facto recognition that the labour process in schools has to be organized in such a way that enables teachers' autonomy to generate additional income.

Okumbe (1998) and Musaazi (1982) believe that the more people are informed about their performance, the more motivated they become. All these are psychological rewards and affect the workers as they carry out their daily routine in the school. From the above citation, it is clear that it may not necessarily be money that motivates staff as such. One needs to involve staff in making decisions that affect them, inform staff of their performance and recognize their contribution. This could be by use of appraisal words like, "well done; wonderful!" according to the authors cited above; this would motivate the staff towards better performance in their service. However, denial of such remarks often de-motivates staff and the situation could be worsened if they are instead insulted or scolded.

Other ways of motivating and propelling workers to greater productivity is job enhancement, job rotation and job enlargement. Job enhancement means giving the worker work which is meant for a higher post than his but not too difficult for him; this is vertical leading of a job, while job enlargement is giving the employee more work load. Job rotation is availing the worker other high status without corresponding financial attachments.

Kasaija (1991) studied about the effects of monetary and psychological rewards on performance of teachers. He established that both monetary and psychological rewards are motivators to teachers. Grusky (2008), cited in Salim (2012) was of the view that rewards are among the most important factors which influence the strength of a person's attachment to an organization. He said that if a person discovers that he cannot obtain the rewards he originally desired, he

either leaves the organization or joins another, or if it is not feasible, he accepts those rewards which he can obtain and at the same time feels less committed to that organization. On the other hand, obtaining rewards sought operates to further his felt obligation to the organization and this commitment is strengthened.

In line with this, the study sought to find out whether the psychological rewards which comprise, recognition, promotion, job satisfaction etc. have any influence on motivating the performance of teachers in secondary schools in Shagari Local Government Area.

### **Methodology**

The study used “ex-post facto” (type of descriptive research) that describes conditions that already exist. It is a form of investigation in which the researcher has no direct control over independent variable as its expression has already occurred or because they are essentially non-manipulatable. It also attempts to identify reasons or causes of pre-existing differences in groups of individuals because of the nature of the variables that were at hand, to produce data, which will be required for analysis and to allow simultaneous description of views, perceptions and beliefs at any single point in time (Salkind, 2010).

The study was carried out among 160 teachers in 4 secondary schools in Shagari Local Government Area. The sample size used was 121 teachers and the sample was selected using simple random sampling. Reliability Coefficients yielded a Cronbach’s alpha of 0.8. Data was analysed using regression analysis.

### **Findings and Discussions**

This study was aimed at finding out the influence of motivation on the performance of secondary school teachers and which type of motivation best predict staff performance in Shagari Local Government Area Sokoto state, Nigeria. A total of 121 questionnaires were distributed out of which 111 were fully completed and returned. Regression analysis was carried out to analyze the data and adjusted R<sup>2</sup> value, Sig F change; standardized beta value, t-value and significance measured at 0.05 levels were used as tabulated below.

The study was guided by the following hypotheses:

1. Motivation does not have significant influence on secondary school teacher performance in Shagari Local Governments Area Sokoto state, Nigeria.

Table 1

*Anova table to show significance influence of motivation on staff performance*  
**ANOVA<sup>b</sup>**

| Model |            | Sum of Squares | df  | Mean Square | F      | Sig.              |
|-------|------------|----------------|-----|-------------|--------|-------------------|
| 1     | Regression | 4.911          | 2   | 2.456       | 20.663 | .000 <sup>a</sup> |
|       | Residual   | 12.834         | 108 | .119        |        |                   |
|       | Total      | 17.745         | 110 |             |        |                   |

a. Predictors: (Constant), Nonmonetary motiv, Monetary motiv

b. Dependent Variable: staff performance

The ( $p < 0.05$ ) indicates that there is statistically significant influence of motivation on the staff performance of secondary school teachers in Shagari Local Government Area.

Table 2  
*Model Summary of Influence of motivation on the performance of secondary school teachers*

Model Summary<sup>b</sup>

| Model | R                 | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1     | .526 <sup>a</sup> | .277     | .263              | .34473                     |

- a. Predictors: (Constant), Nonmonetary motiv, monetary motiv
- b. Dependent Variable: staff performance

Analysis of the model summary indicates  $R^2$  (.277) which means that motivation explains 27% of the variation on staff performance in Shagari Local Government Area. Therefore the rest of the percentage is explained by other factors.

- 2. Monetary motivation does not have significant contribution on secondary school teacher performance in Shagari Local Governments Area Sokoto state, Nigeria.
- 3. Non-Monetary motivation does not have significant contribution on secondary school teacher performance in Shagari Local Governments Area Sokoto state, Nigeria.

Table 3  
*Coefficient table indicating type of motivation that best predicts staff performance in Shagari Local Government Area*

Coefficients<sup>a</sup>

| Model             | Unstandardize d Coefficients |            | Standardized Coefficients |       | t    | Sig.  | 95% Confidence Interval for B |             | Correlations |         | Collinearity Statistics |       |
|-------------------|------------------------------|------------|---------------------------|-------|------|-------|-------------------------------|-------------|--------------|---------|-------------------------|-------|
|                   | B                            | Std. Error | Beta                      | t     |      |       | Lower Bound                   | Upper Bound | Zero-order   | Partial | Tolerance               | VIF   |
|                   |                              |            |                           |       |      |       |                               |             |              |         |                         |       |
| Monetary moti     | .185                         | .106       | .211                      | 1.745 | .084 | -.025 | .394                          | .470        | .166         | .143    | .457                    | 2.188 |
| Nonmonet arymotiv | .214                         | .074       | .351                      | 2.897 | .005 | .068  | .361                          | .506        | .269         | .237    | .457                    | 2.188 |

- a. Dependent Variable: staff performance

**Source: Researchers, 2015**

The statistical analysis in table 3 established that monetary motivation had ( $p > .05$ , and Beta = .211) meaning that monetary motivation did not have



significant contribution to teachers' performance in Shagari Local Government Area. While statistical findings on non-monetary findings indicated ( $p < 0.05$ , Beta = .351) meaning that non-monetary rewards have statistically significant influence on teachers performance in Shagari Local Government Area.

In order of importance between Monetary reward (Beta= .211) and Non-monetary (Beta .351), the non-monetary reward was the best predictor of staff performance in Shagari Local Government Area. This finding is in agreement with Mayo (1933) and Herzbag (1954) cited in Maicibi (2005) who argue that money is a weak motivational tool and that more than pay motivates people (fringe benefits). Furthermore these findings are in line with Grusky (2008) who is of the view that rewards are among the most important factors which influence the strength of a person's attachment to an organization. He says that if a person discovers that he cannot obtain the rewards he originally desired, he either leaves the organization or if it is not feasible, he accepts those rewards which he can obtain and at the same time feels less committed to that organization.

### Conclusions

The social interaction and cost of living amongst the teachers are ever increasing, therefore teachers need both monetary and non-monetary rewards to invigorate and inspire them to work harder. Teachers are motivated to work effectively and efficiently when their basic needs are satisfied accordingly.

In line with these it is highly recommended that the present non-monetary rewards given to the teachers should be maintained and if possible be increased in order to enhance teachers' performance at work. The schools need to work on monetary rewards which include, loans, extra load allowances amongst others in order to motivate them to carry out their daily school activities effectively.

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