

## Effect of Motivation on the Performance of Private School Teachers within Jos Metropolis

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### Abstract

*This paper examines the effect of motivation on the performance of private school teachers. This study was found to be of importance in this era of universal education, especially now that Nigeria needs motivated staff if performance is to be enhanced at this level. The sample of the study was constituted by fifty teachers of diversified societal status, through a 5 point-Likert scale modified survey where each teacher self-rated himself, while their performance was assessed by the school principal on a scale that varied from 0 as a minimum to a 50 as maximum. The researchers have used the frequency, percent, average and the correlation coefficient. Several factors were found to influence the level of teacher motivation. The factors included: level of training, job security, student performance, promotions among others. The researcher also found that in the highly performing schools, all the teachers including those hired by the Board of Management were trained while the schools with low performance had hired some teachers without training. Results have revealed that teachers of the sample lack of motivation and that it is correlated with their performance. The researcher hereby recommends the principals to directing their focus and effort on motivating their teachers to achieve a better performance.*

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**Keywords:** Motivation, Private, Universal Education, Promotions, Training, Management

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### 1.1 Background of the Study

Education is largely a matter of a learning process that involves interactions between teacher and learner and it is one of the vital tools for emancipating mankind, such that each society puts a lot of capital on it to ensure that the entire generation acquires the necessary skills, knowledge and the desired attitudes critical for future survival. However, owing to its value, the extent to which education is measured greatly anchors on examination scores, yet academic achievement also corresponds to teachers' job performance. When this process works well, real learning takes place.

Motivation may mean different things to different people depending on the field of application. Motivation therefore is the act of getting people to do things more efficiently or quickly with a sense of responsibility (Analoui, 2018). The relationship between motivation and humans' performance is widely recognized in the literature. For the past decades and for

many, motivation remained a critically and significantly topic associated with humans' performance, just like with the employees in the enterprises and the teachers in schools (Han, Yin, & Boylan, 2016; Ramlan, 2020).

Ogundele (2017) thinks of motivation as a push or inspiration given to a person so that he or she can bring out his or her best. It is that type of behavior needed that enables one to achieve anything desired in life, without which a person would give up so easily with the first sign of adversity.

Michael Armstrong (2019) referred the term 'motivation' as various goals individuals have, the ways in which individuals chose their goals and the ways in which others try to change their behavior. Motivation is also refers to internal and external factors that stimulate desire and energy in people to be continually interested and committed to a job, role or subject, or to make an effort to attain a goal.

Snowman, Mcown and Biehler (2018) observe that teacher motivation is a concept that assists us understand why teachers behave the way they do. According to Snowman, Mcown and Biehler (2018) motivation is "a complex construct easier to define than to understand." Motivation cannot be observed directly but rather deduced from the observable behavior such as gestures, task presentation and goal-directed activities (Bennel, 2016).

Bennel (2016) defines teacher motivation as all the psychological processes that drive the teacher towards achieving the educational goals. However, according to Bennel, these psychological processes are immeasurable and at the same time cannot be observed directly since the process of achieving the educational goals is influenced by other external factors including the environmental and organizational challenges. In the education sector, educational goals have always been set at the national level and passed to the teachers to achieve them, it is therefore right to conclude that the teacher plays a key role towards the achievement of the educational goal. Internationally, a collection of research on motivation.

Additionally, many researchers through their studies revealed that humans' lack of motivation contributes to their low performance, not to mention the concerns regarding its detrimental effect on the work quality, clients/students' satisfaction, productivity and team work (Bean, 2018; Perrin, 2016); and just like the employees in the firms, many researchers pointed out at the importance of motivating teachers in schools for a better performance inside the classroom and outside it (Vella, Newby, & McEwan, 2017). Even more, leadership is vastly known for its importance in making any organization, like a school, a true story of success and motivation is known to be its central (Journey to Leadership, 2018). For that, the leader has an essential role in motivating his employees/teachers, which as a result positively influences their performance, engagement, stability and productivity (Bain, 2019).

The developed world has realized the invaluable contribution of education to the development of nations. The United Nations Educational Scientific and Cultural Organization's (UNESCO) recommendation on the status of teachers as far back as 1966 is an eloquent attestation to this recognition. In this regard, Ogundele (2017), observed that no nation rises above the level of its education and no educational system outgrows the quality and status of its teachers and no nation can afford to pay lip service to the education of its people. The nation which fails to realize this importance of education, does so at its own peril. This assertion attempts to correct the erroneous impression that teachers' rewards are in heaven. This is supported by section 9 No. 59 of the Federal Republic of Nigeria, National Policy on

Education.

FRN, (2016) stated that teachers' education will continue to be given a major emphasis in all our educational planning because no educational system can rise above the quality of its teachers. The section also added that all teachers in our educational institutions from pre-primary to university will be trained. The school can change the society for better through the agency of the teachers, but the society has to first empower the teacher and enrich the climate of the school.

It is generally assumed that motivation influences people's attitude and performance at work. Hence, it is right to say that the motivation level of the teacher directly influences his/her desire to participate in the instructional processes and urge to share the already acquired knowledge with their learners. It really does determine whether or not the teacher gets involved in the teaching – learning process. It is constructive to embrace the fact that teacher's motivation is affected by a diverse range of factors including compensation, classroom performance, the training they receive, future prospect of promotion, the perception of the community about them among others.

The key mandate of the teacher is to assist the learner to use and apply concepts by giving instructions and presentations in the classroom. This role is always formal and continuous that usually happens in a school setting or in any other place where formal education is disseminated. There are more duties that are associated with being a teacher than just executing lesson plans. Other responsibilities that teachers attend to include being surrogate parents, disciplinarians, mentors, counselors, role models, planners and many more. As a result of these responsibilities teachers play an important part in shaping the behavior and future educational successes of learners. For the teacher to exhibit enthusiasm while executing these responsibilities he/she must be attracted to the teaching profession and be well trained.

The teacher is mainly responsible for the learners' attention and interest towards classwork and as a result he/she is key to the formation of the desired academic behaviors in the learners; formation of such behavior in the learners can be attributed to the level of teacher motivation. The educational performance of any generation is directly proportional to teacher's performance. It is therefore mandatory for any country that pays attention to its economic growth to have a keen interest on the factors that affect teacher motivation as this has direct influence on the quality of the educational results which in turn will influence the country's human resource. Bennell (2016) in his study of teacher motivation and incentives in sub-Saharan Africa cities that teachers' absenteeism from schools in Sub-Saharan Africa can highly be attributed to poor teacher motivation as well as lack of accountability from the teachers; thus leading to reduced syllabus coverage and academic performance in most of the schools that were measured. He also got concerned with the teachers' compensation in Sub-Saharan Africa which he emphasized was very little forcing teachers into side hustles like going into entrepreneurship in addition to the teaching job. According to the research by Bennell, the overall levels of teacher job satisfaction and motivation were low both in primary and secondary schools. Mainly, the dissatisfaction was about remuneration and working conditions. Most stakeholders; members of the community, parents and students included agreed to the fact that poor incentives and working conditions had reduced the morale to work in teachers that made them perform poorly in their teaching job.

A well-motivated teacher shows goal- directed behavior with actions and activities directed in

one way so as to achieve the required results, makes deliberate effort to achieve the set targets, persistent in actions and behavior that produce results, committed and consistent, is a team player, relates well with learners and colleagues among other characteristics.

(Agezo, 2019; Coagneau, 2017; Dolton et.al, 2019) has found out that teacher motivation is associated with student learning outcomes. In a cross-country analysis of the relationship between teacher motivation and learner performance, Dolton (2019) observed that most countries that lacked teacher motivation indicated to have teachers who performed poorly and in turn, the educational performance results were poor.

Despite being motivated, people could be unable to perform a certain task due to their lack of ability in doing so or due to the absence of resources, information and support; and in spite of that, motivation remains a key influence for our performance (University of Minnesota, 2016).

### **1.2 Statement of the Problem**

The purpose of every organization is to achieve set goals and objectives. This achievement of goals is dependent to a large extent on the quality of workers employed in such organization. Every employer/manager is supposed to ensure that every worker discharge his or her duties effectively. To get the best out of workers, it is not out of place to motivate them by consistent payment of their salaries, wages, allowances and other incentives likely to trigger their dedication, willingness and boost their morale to work.

However, it has been observed that many workers especially teachers, are left to regret choosing teaching careers due to poor promotion schemes, part payment or non-payment of teachers' salaries, and other incentives that accrue to them. This has made many teachers to withdraw from discharging their duties, develop truant attitude to work, unwillingness to work and absenteeism. All these poor attitudes to work by teachers is a consequence of poor motivation from the government and educational managers. Studies carried out in some regions on teacher motivation, and its impact on students' performance indicates that the results of a motivated teacher are exponentially higher than a demotivated teacher. Other than teacher motivation, some other factors contribute to the academic performance of learners within and without the school institution. However, a well-motivated teacher has the greatest influence on the academic performance of learners within the school and its environs. If the issue of teacher motivation within Jos metropolis is not treated with the seriousness it deserves, then the good results and opportunities that could otherwise be available for deserving learners will go to waste. This in the long run will make it difficult for the region to achieve equity in education and resource mobilization.

### **1.3 Objective of the Study**

The study specifically tends to:

1. Find the extent to which government pays salaries as at when due to the teachers.
2. Find out the role of motivation in enhancing performance of teachers.
3. Find out the correlation between motivation and teachers' performance.

### **1.4 Research Question**

In accordance with answers of the fifty teachers in the sample of the study and the scale

performance provided by their principal:

4. To what extent does irregular payment of teachers' salaries affect teachers' performance?
5. To what extent does the role of motivation enhance the performance of teachers.
6. To what extent does correlation motivate teachers' performance?

### **1.5 Hypothesis**

7. There is a significant relationship between teacher's motivation and job performance.
8. There is a significant difference between public and private school teacher's performance.
9. There is a significant difference between decision making and teacher's performance.

## **Literature Review**

### **Teachers' Compensation**

In the absence of compensation, collaborative education reforms fail. Every teacher is supposed to be paid at regular intervals for work done over the course of time. This is to ensure their seriousness, willingness and readiness to work and deliver effectively. Teachers in a particular school have little incentive to join a school reform team or advance the goals of the team by changing their teaching practice or collaborating in the implementation of reforms. Conventional salary schedule provides no incentives for teachers to collaborate or exert the required effort on the teaching which require additional effort on the part of teachers (Lewis and Michael, 2016)

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Owen (2016), said that, performance-based rewards improve the governance of schools by increasing the efficiency of resource allocation. Performance-based pay motivates teachers to perform at their best. There is increased collegiality between teachers and administration.

Dessler (2017) examined that from the perspective of teachers in schools, job performance and motivation are different. Motivation is an input to work, and job performance is an output from this motivation. From a teacher's perspective motivation and job performance may be difficult to distinguish and motivation is often inferred from the output produced, the possibility of high motivation and low output or low motivation and high output is often not considered.

### **Effect of Motivation on the Teacher's Performance**

Every organization hires people to do well with their performance (Campbell et al, 2019). Therefore, performance cannot be evaluated by the activities of an individual but several evaluative processes account for one's performance, hence only those activities that are measurable make up for performance. The consequences of one's behavior are called the outcome but important to note is that the outcome is also influenced by other factors that do not make up the individual's behavior. These other factors include the working conditions, the relations with other workmates and the community as well.



Charlton (2016) argues that any organization's performance is impacted positively by effective leadership. The achievement of organization's goal is always work and performance of several individuals added together since leadership influences each individual's performance effective leadership contributes a lot towards the performance of the whole organization. There are very many existing leadership theories that can be employed in the competitive business world, but it is important that the organizations choose the theories that promise them survival given that the environment they work in is dynamic (Maritz, 2018). Motivation helps to direct and regulate both the teacher and learner behavior. A motivated student is always directed, exhibits purposeful and persistent behavior. Even when he fails the task, he does not get discouraged but rather puts more effort towards the achievement of his goals (Maritz, 2018).

### **Motivation Strategies for Teachers**

Smith (2018) believes that people work primarily for money and they are motivated to do only that which provide them with the greatest rewards. Jennis (2016) investigated the effects of persuasive communication which attempt to motivate teachers to conform to a set of recommendations by stimulating fear reactions. Taylor (2016) emphasized on psychological and sociological factors in making a teacher do his work better. For instance, in school if the principal shows appreciation for a teacher's performance, the act makes the teacher feel that his contribution is valued, and, therefore, he is encouraged to do even more. In such a case, the teacher could have been psychologically motivated to continue his work as efficiently and effectively as possible.

### **Head teachers use of reward and fridge benefits to motivate teachers**

Head teachers should be concerned about the long-term development needs of teachers. This implies that the head teachers should establish a good working relationship with the teachers. This is by making sure the avenues or effective communication are available and can be utilized (Cheptok, 2018). The school principal has a unique role in fulfilling teachers needs as well as organization goal and own value system. Teacher's motivation has to do with teachers attitudes to work. Teachers have both intrinsic and extrinsic needs (Nambasa, 2018). A teacher who is intrinsically motivated may be observed to undertake a task for its own sake, for the satisfaction it provides or for the feeling of accomplishment and self-actualization. Chepkoek, (2015) states that motivation of teachers is the responsibility of head-teachers to some extent, this is because motivation includes the internal state plus all the other internal and external factors that determine the amount of energy and enthusiasm an individual puts in the job. Head teachers needs to provide the right organizational climate to ensure that their teachers can see that working towards the organizational and institutional goals they are also achieving their own. Performance can be very good when person performed their responsibilities. When head teacher motivates teachers, teachers fulfill the responsibilities adequately (Namhasa, 2019).

## **Methodology**

### **3.1 Data Collection**

It is very useful when there is a need for an in-depth understanding of a phenomenon, an event or a real life every day issue (Crowe, et al., 2019). Generally speaking, the researcher arranges his hypotheses based on the theoretical studies and the formulation of problems. However, if formulated, the hypotheses used for quantitative research are called statistical hypotheses, which means that they must be tested according to statistical rules (Hidayat Huang, 2020).

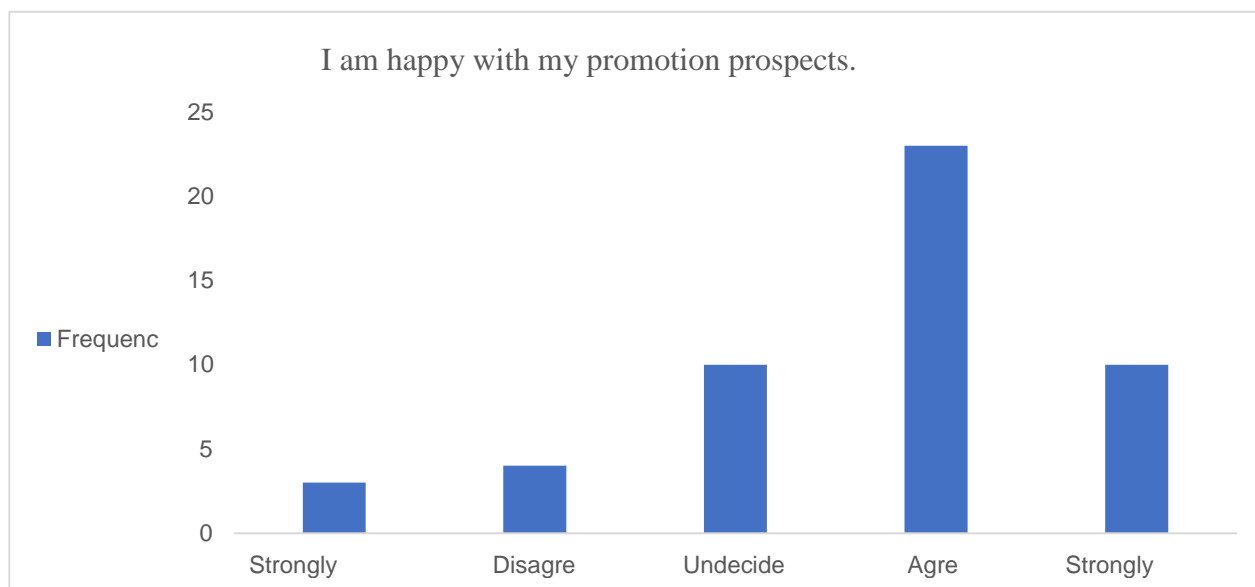
Even more, the convenient sampling is a non-probability sampling technique used to select the samples when they are convenient with the objectives of the research. Ideally speaking, in researches, it is much better to construct samples that could represent a large population. Unfortunately, it cannot be done constantly and for that, researchers rely on different sampling techniques, like the non-probability convenient sampling technique that reduces the costs and eases the availability of the sample because of its speed (Hidayat Huang, 2020). Based on that, the school was selected through the convenient sampling technique, after which all fifty teachers filled the 5-point survey and the principal provided their performance scale scores. The researchers have used a 5 point-likert scale survey of ten questions on a scale from 1 to 5 in the following way: 1 = strongly disagree, 2 = disagree, 3 = undecided, 4 = agree and 5 = strongly agree. The survey was then validated by two experts, parties in the field of the study. The first expert was familiar with the topic presented and evaluated if the questions successfully captured the designated topic. The second review came from an expert who in the construction of the questions and made sure that they are not double-barred and that the survey did not contain common errors that could mislead the participants or confuse them (Langsfeld, 2020). Finally, after filling the survey by the fifty teachers in the school, the principal provided the researchers with the performance score related to each teacher with minimum of zero and a maximum of fifty.

## Results

**Table 1: I am happy with my promotion prospects.**

	Frequency	Percent
Strongly Disagree	26	52.0
Disagree	16	32.0
Undecided	5	10.0
Agree	3	6.0
Strongly Agree	0	0
Total	50	100

According to the table of frequency and percent above, out of fifty participants, 42 teachers (26 and 16) were not happy with their promotion prospects, only 5 teachers were undecided, and only 3 teachers were happy with them.



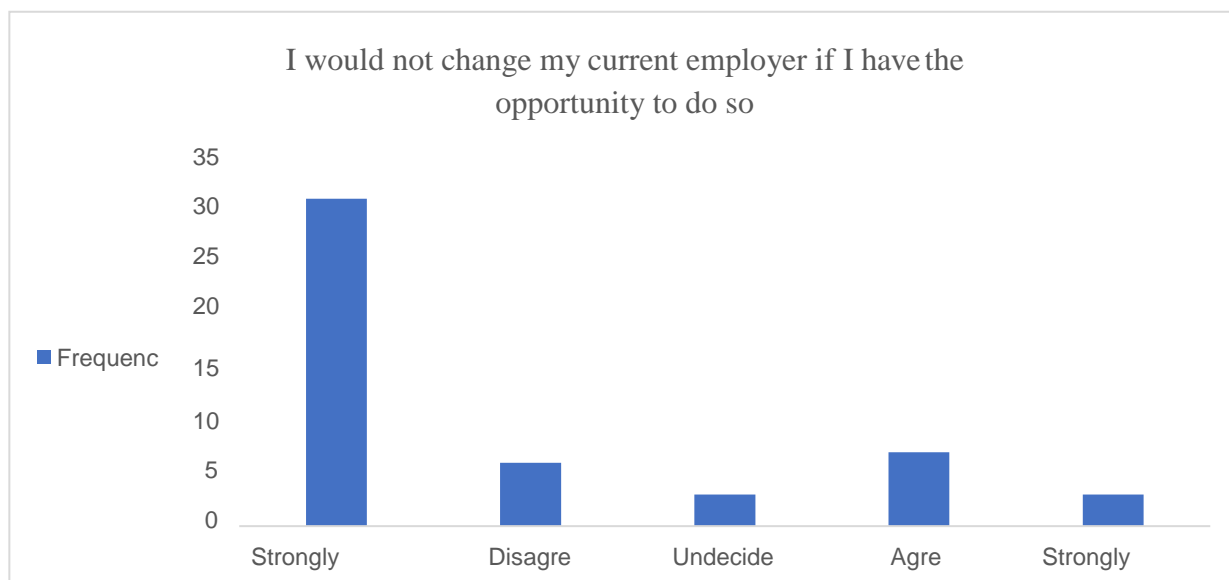
According to the above bar diagram, the largest number of participants was not happy with their promotion prospects.

**Table 2: I would not change my current employer if I have the opportunity to do so.**

	Frequency	Percent
Strongly Disagree	31	62.0
Disagree	6	12.0
Undecided	3	6.0
Agree	7	14.0
Strongly Agree	3	6.0
Total	50	100

According to the table of frequency and percent above, out of fifty participants, 37 teachers (31 and 6) would change their current employer if they had the opportunity to do so, only 3 teachers are undecided, while 10 teachers (7 and 3) would remain with their current employer even if they had an opportunity for a change.



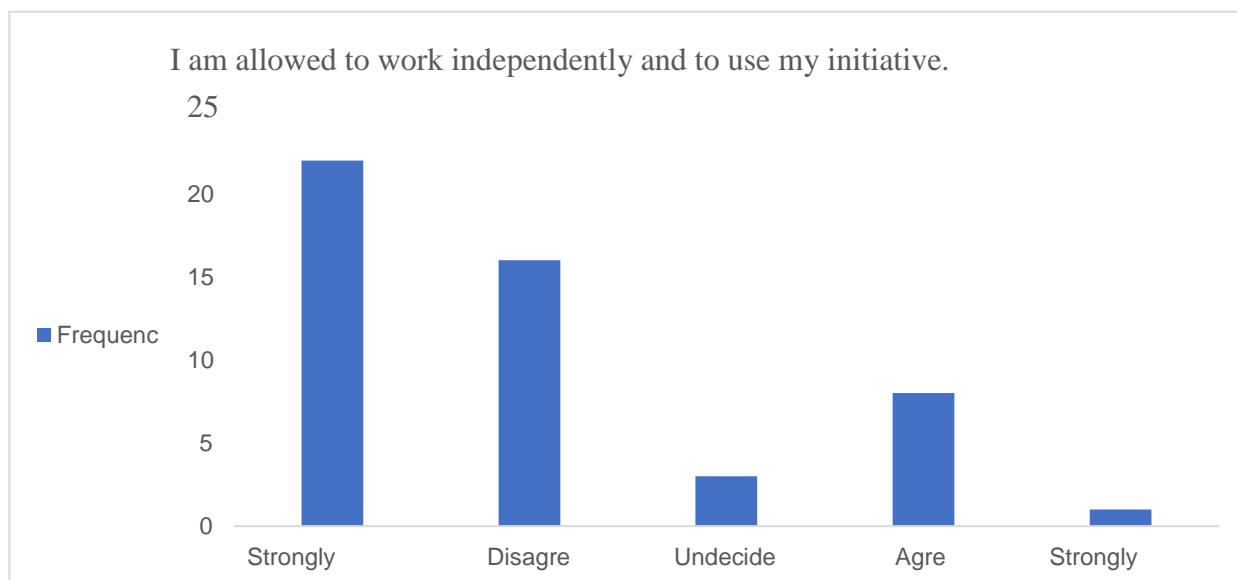


According to the above bar diagram, the largest number of participants would change their employer if they had the opportunity to do so.

**Table 3: I am allowed to work independently and to use my initiative.**

	Frequency	Percent
Strongly Disagree	22	44.0
Disagree	16	32.0
Undecided	3	6.0
Agree	8	16.0
Strongly Agree	1	2
Total	50	100

According to the table of frequency and percent above, out of forty participants, 38 teachers (22 and 16) were not allowed to work independently and use their initiatives, only 3 teachers were undecided, while 9 teachers (8 and 1) were allowed to do so.

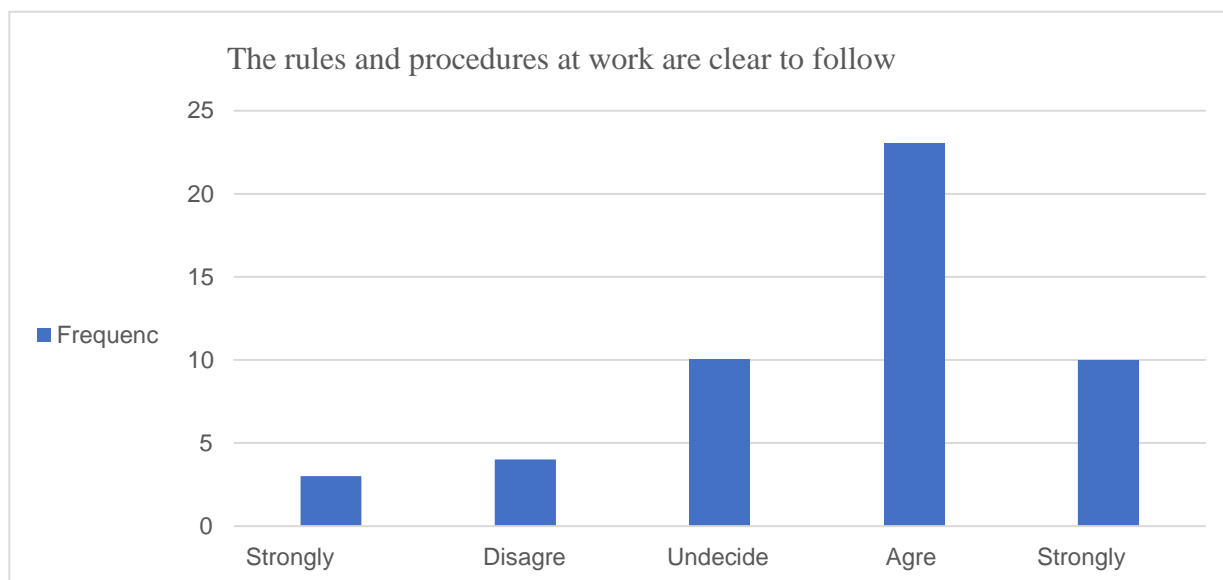


According to the above bar diagram, the largest number of participants were not allowed to work independently and use their initiatives.

**Table 4: The rules and procedures at work are clear to follow**

	Frequency	Percent
Strongly Disagree	3	6.0
Disagree	4	8.0
Undecided	10	20.0
Agree	23	46.0
Strongly Agree	10	20.0
Total	50	100

According to the table of frequency and percent above, out of fifty participants, only 7 teachers (3 and 4) believed that the rules and procedures at work were not clear to follow, 10 teachers were undecided, while 33 teachers (23 and 10) believed that they were indeed clear to follow.

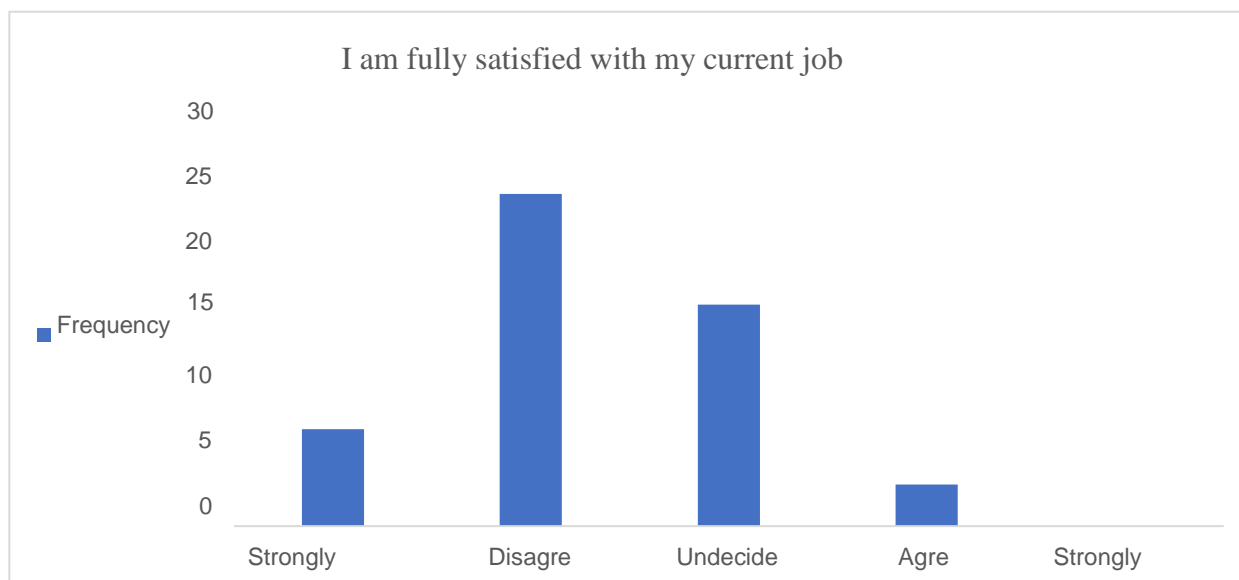


According to the above bar diagram, the largest number of participants thought that the rules and the procedures were clear to follow.

**Table 5: I am fully satisfied with my current job.**

	Frequency	Percent
Strongly Disagree	7	15.0
Disagree	24	48.0
Undecided	16	32.0
Agree	3	6.0
Strongly Agree	0	0
Total	50	100

According to the table of frequency and percent above, out of forty participants, 31 teachers (7 and 24) were not fully satisfied with their current job, 16 teachers were undecided, and only 3 teachers were happy with it.



According to the above bar diagram, despite many being undecided, the largest number of participants were not fully satisfied with their current job.

**Table 6: I am happy with the professional development opportunities offered in teaching.**

	Frequency	Percent
Strongly Disagree	22	44.0
Disagree	18	36.0
Undecided	7	15.0
Agree	2	4.0
Strongly Agree	1	2.0
Total	50	100

According to the table of frequency and percent above, out of forty participants, 40 teachers (22 and 18) were not happy with their professional development opportunities offered in teaching, only 7 teachers were undecided, and only 3 teachers (2 and 1) were happy with it.

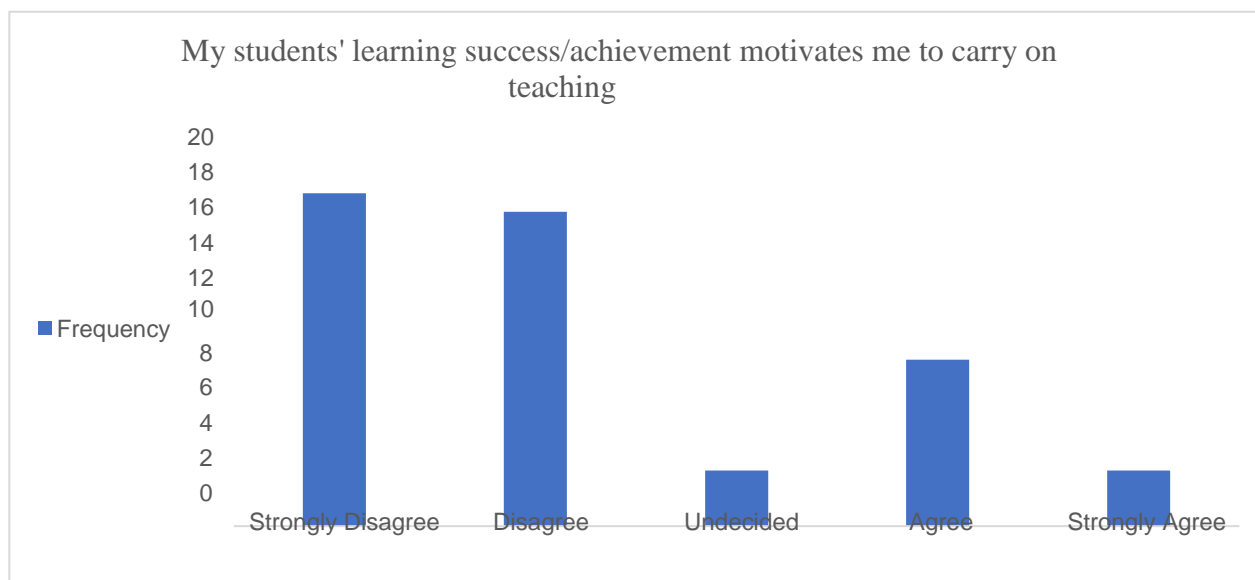


According to the above bar diagram, the largest number of participants were not happy with their professional development opportunities offered in teaching.

**Table 7: My students' learning success/achievement motivates me to carry on teaching.**

	Frequency	Percent
Strongly Disagree	18	36.0
Disagree	17	34.0
Undecided	3	6.0
Agree	9	18.0
Strongly Agree	3	6.0
Total	50	100

According to the table of frequency and percent above, out of forty participants, 35 teachers (18 and 17) were not motivated to carry on teaching because of the success/learning achievements of their students, only 3 teachers were undecided, while 12 teachers (9 and 3) were motivated because of it.



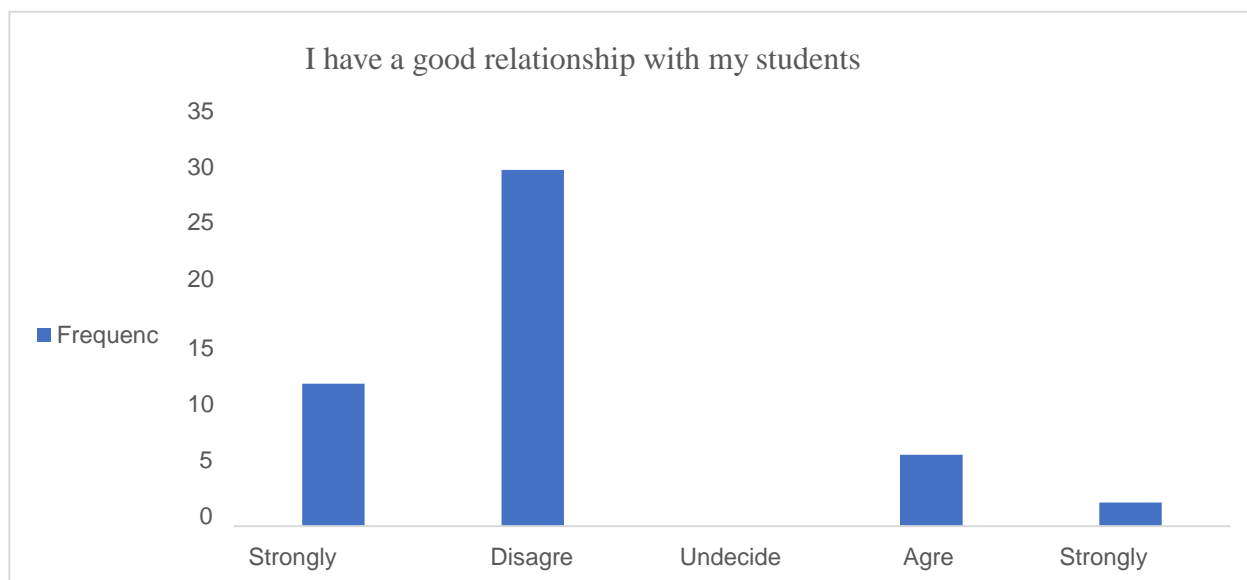
According to the above bar diagram, despite many being undecided, the largest number of participants were not motivated to carry on teaching because of the success/learning achievements of their students.

**Table 8: I have a good relationship with my students.**

	Frequency	Percent
Strongly Disagree	12	24.0
Disagree	30	60.0
Undecided	0	0
Agree	6	12.0
Strongly Agree	2	4.0
Total	50	100

According to the table of frequency and percent above, out of forty participants, 42 teachers (12 and 30) did not have a good relationship with their students, while 8 students (6 and 2) did have it.



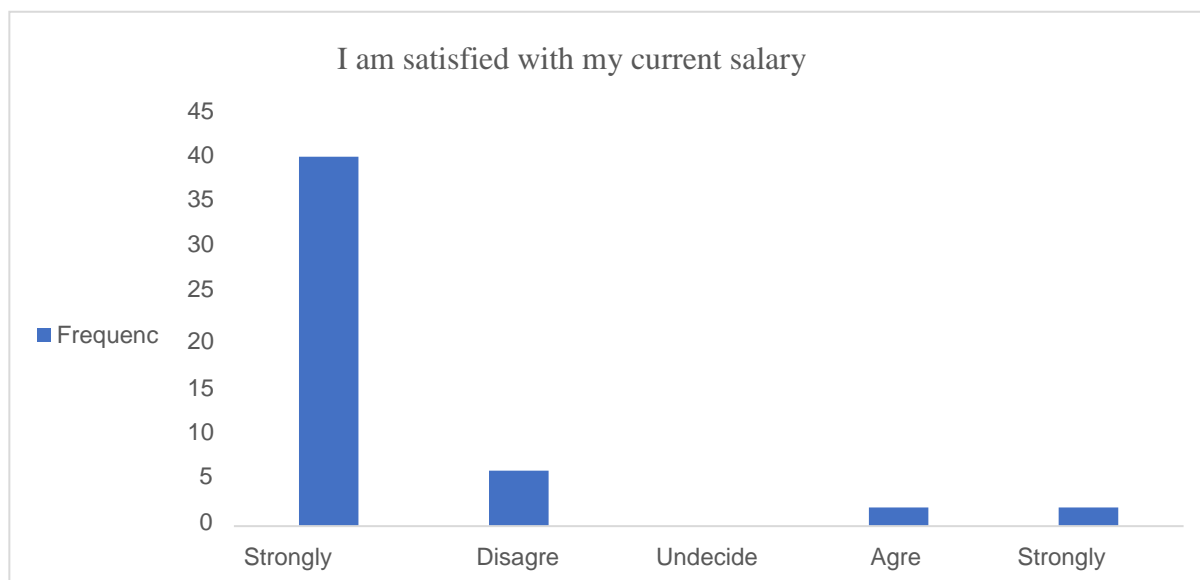


According to the bar diagram, the largest number of participants did not have a good relationship with their students.

**Table 9: I am satisfied with my current salary.**

	Frequency	Percent
Strongly Disagree	40	80.0
Disagree	6	12.0
Undecided	0	0
Agree	2	4.0
Strongly Agree	2	4.0
Total	50	100

According to the table of frequency and percent above, out of forty participants, 46 teachers (40 and 6) were not satisfied with their current salary, while only 4 teachers (2 and 2) were satisfied with it.

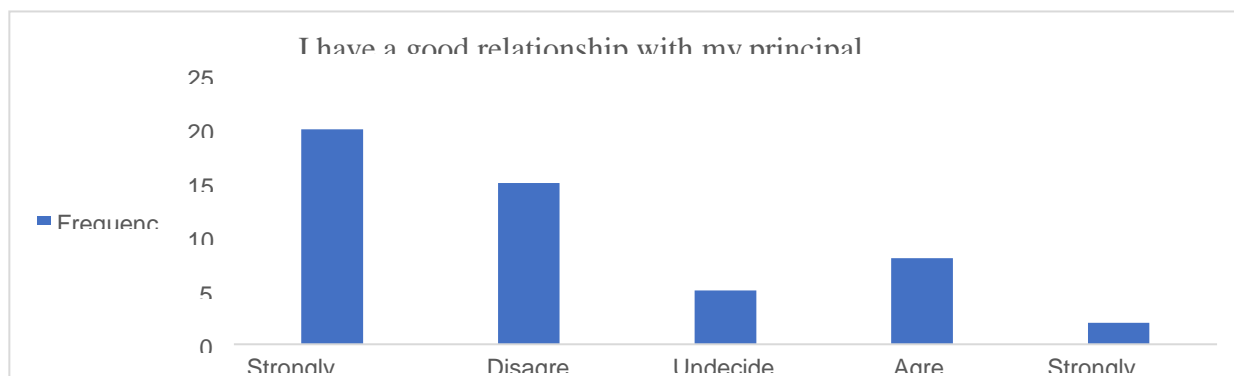


According to the above bar diagram, the largest number of participants were not satisfied with their current salary.

**Table 10: I have a good relationship with my principal.**

	Frequency	Percent
Strongly Disagree	20	40.0
Disagree	15	30.0
Undecided	5	10.0
Agree	8	16.0
Strongly Agree	2	4.0
Total	50	100

According to the table of frequency and percent above, out of forty participants, 35 teachers (20 and 15) did not have a good relationship with their principal, only 5 teachers were undecided, while 10 teachers (8 and 2) did have it.



According to the bar diagram, the largest number of participants did not have a good relationship with their principal.

Motivation of the employee	Scale of Performance
Pearson's Product Moment Correlation	0.119
Significant (2-tailed)	0.000
Total	50

According to the table above, there is a positive correlation between teachers' motivation and their performance at the Pearson's value of 0.119 (Pammer, 2019). In addition, at  $p < 0.05$ , there is a significant association between the independent and dependent variables.

### Summary

The study assessed the effect of motivation and teacher's performance in private secondary schools. The researcher was able to study each variable in relation to perceptions so as to generate findings on the motivation of teacher's performance in private secondary school in Jos Metropolitan. Jos metropolitan area was chosen as area of my study where by 50 respondents participated fully and where responsible to answer the questionnaire given, all the respondents are teachers who were responsible to answer the interview questions. The data collection tools; questionnaires, observation, interview and documentary analysis were used to gather the required data. The data gathered from the questionnaires were analyzed by the aid of SPSS version 23 for windows, where the percentage was used to determine the teacher's perceptions on motivation and teacher's performance.

### Conclusion

According to the results of the study, the researchers have concluded that the teachers, who constituted the sample of this study, are not motivated in teaching and that they are doing their

job just to please their principal and not because he told them to do so. In addition, they have concluded that teachers' motivation is strongly and positively correlated with their performance.

### **Recommendation**

The principals of the schools should focus on providing incentives rewards for their teachers or putting special attention in increasing their salaries to meet their needs. Especially that, according to the survey of this study, 46 teachers out of fifty are not satisfied with their salaries, the extrinsic reward, and 42 teachers are not happy with their promotion prospects. Increasing their salaries will motivate them and definitely increase their morale to teach. According to the literature here, if they are not motivated, then they cannot reach the level of performance they are required to.

Even more, people tend to rise their level of competence in a hierarchy that uses promotions for rewards only, this is why the compensation plan is so popular among the employees (Wong, 2019). As a profession, teaching also implies a long-term commitment on the part of the teacher, and this is due to the fact the teachers can advance in their work during their years of service through a pre- established hierarchy in work, also known as the promotion system that has a powerful influence on their performance because it defines their status, posts, money income and prestige (Wong, 2019).

The government should work on constructing and implementing a promotion system that can satisfy teachers' prospects, which as a result enables them to perform and teach better. Professional development aids the teachers at staying organized and becoming better in planning their time.

Thus, they become more efficient in their work and more focused on the progress of their students. They gain more knowledge about their topic, which is a very critical point for every teacher because students expect their teachers to be experts in the topics they teach (Queens University of Charlotte, 2020).

Professional development provides teachers with the opportunities to go above and beyond their knowledge in the topic they teach because they can learn new ways that help their students to become more engaged and successful. It provides them with the opportunities to assess their teaching and work on improving its quality, which helps students' learning, introduces them to the world of technology and helps them becoming better educators (NIXON, 2020). Government should ensure regular payment of teacher's salaries and prompt promotion when due to ensure teachers in the study area are motivated to ensure teaching effectiveness to improved students' academic performance and teachers in the study area should be specially trained to enhance their pedagogical efficiency.

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