

Impact of Motivation on Teachers' Productivity in Public Secondary Schools in Zaria Local Government, Kaduna State

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Abstract

The study explored the impact of motivation on teachers' productivity in public secondary schools in Zaria Local Government in Kaduna State. This study was set out to find out the impact of regular payment of salary on teachers' productivity in public secondary schools in Zaria Local Government in Kaduna State; and to determine the impact of in-service training on teachers' productivity in public secondary schools in Zaria Local Government in Kaduna State. These objectives were transcribed into two research questions and two hypotheses respectively. The study employed the use of survey research design. The target population of the study was made up of 46 principals, 1183 teachers and 12 education officials from Zaria Local Government Area, Kaduna State. A sample size of 9 principals, 237 teachers and 2 education officials, totalling 248 respondents were used in the study. The study sample size represented 20% of the entire population drawn using random sampling technique. The instrument titled "motivation and teachers' productivity questionnaire (MTPQ)" was used for data collection in the study. The instrument was pilot tested and reliability coefficient of 0.84 was obtained. The data collected in study was analysed using descriptive statistics of frequency, mean and standard deviation to answer the research questions, while Pearson Product Moment Correlation statistics was used to test the hypotheses at 0.05 level of significance. Findings of the study showed that regular payment of salary results in high teachers' productivity in public secondary schools in Zaria Local Government in Kaduna State; and Sponsorship toundertake in-service training improve teachers' productivity in public secondary schools in Zaria Local Government in Kaduna State. Based on the findings of the study, it was recommended among others that Kaduna State Government should always try as much as possible to pay teachers' salaries promptly and regularly. There should be regular training of teachers through workshops and refresher courses to motivate them for higher productivity.

Introduction

Education 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' productivity. To be able to give excellent services, it is most important that teacher feel good about themselves and their jobs. In essence, motivation, commitment and engagement levels are key system for what teachers do and can motivate them to be productive as well. Motivation is concerned with the factors that influence people to behave in certain ways.

Teacher motivation has become an important issue given their responsibility to impart knowledge and skills to learners. It is argued that well motivated teachers are generally more productive and can influence students' achievement (Mertler, 1992). Motivation guide teachers' actions and behaviours toward achievement of goals (Analoui, 2000). In work and other contexts therefore, motivation is often described as being intrinsic or extrinsic in nature (Sansone & Harackiewicz, 2000). Intrinsic motivation, deriving from within the person or from the activity itself, positively affects behaviour, performance, and wellbeing (Ryan & Deci, 2000). Extrinsic motivation on the other hand, results from the attainment of externally administered rewards, including pay, material possessions, prestige, and positive evaluations among others. In contrast to extrinsic motivation, intrinsic motivation is said to exist when behaviour is performed for its own sake rather than to obtain material or social reinforcers.

Motivation is the willingness of an employee to contribute high levels of effort towards his or her work, conditioned by the capacity of the effort to satisfy needs as well as his or her personal environment. A motivated employee willingly tries hard to contribute his or her best performance towards accomplishing his or her work (Ngirwa, 2006). Harry (2005) defined motivation as a person's active participation and commitment to achieve the prescribed results. Basically, from the above definitions, employee motivation was seen as the inner drive or push that led to a certain human action or inaction in a given time, given specific prevailing conditions. It is a force that considers individual inner drive in the pursuit of pushing people to do something in turn.

Teacher productivity plays an important role in the school performance. It comprises what the teacher does or doesn't do. Productivity involves quality of output, quantity of output, timeliness of the output, cooperation and the presence at work (Gungur 2011). Teacher productivity can be defined as the record of outcomes achieved for each job function during a specified period of time (Macky & Johnson, 2000). However, productivity could be measured by variety of parameters which show teacher's pattern of performance over time.

According to Farazmand (2007), employees who receive the same salary regularly with some incentives are more likely to perform better than employees who do not receive their salary regularly. Increasing salary motivates employees in the organization and makes it easy for them to perform well. Another indicator of remuneration is health insurances scheme, which is not offered by all companies and varies as to quality and cost. Companies typically pay part of the insurance premium. Health insurance may or may not extend to immediate family members like spouses and minor children. Dental and life insurance could also be offered as part of a remuneration package (Babagana, & Dungus, 2015). Transport allowance is granted to an employee to meet his expenditure for purpose of commuting between place of his residence and place of duty (Abhishek in Babagana, & Dungus, 2015). In the context of this study this implies that if teachers work beyond stipulated time, they should be entitled to additional pay or over time allowance but this is very rare in the Nigerian context.

Training is the process by which knowledge and skills are imparted in individuals for purpose of effectively addressing the challenges of life (Ramsley, 2005). In the view of Kizito (2004), training is perceived as the process that results in effective preparation of individuals capable of performing tasks competently. Door (2010) views training as an endeavour that mould people to develop desirable knowledge, skills and attitudes needed in solving real life problems. Seen from another perspective, training is the process by which individual's ability to execute a task is enhanced through acquisition of skills, knowledge and positive attitude necessary for harmonious co- existence in a social set up (Hommer, 2008). Since training is perceived as the process of acquisition of knowledge, skills and desirable attitudes needed in addressing threats in real life, an institution that seeks to solve its job performance (productivity) challenges must consider investing in human capital (Njeri, 2010).

The indispensable and noble profession of teaching is confronted with the problem of poor morale, low and late payment of salary, infrastructural deficit (like well-equipped laboratories, libraries etc.), incommensurate reward for the extent of work, low budget or funding of school operations, constant agitation for salary increase, incentives, and better working conditions. Therefore, this leads to poor planning and disillusionment of teachers. Also, it further translates into inefficient professional conducts and students' underachievement in Zaria Local Government in Kaduna State.

Optimum productivity is the desire of government and education stakeholders, but motivating teachers who are regarded as one of the ingredients to achieve greater productivity in school is usually not given the necessary attention. Many reasons are cited for this insensitive attitude of employers. For example, some management think it is a complete waste of financial resource to sponsor teachers on in-service training. Others too are of the view that it is an additional cost of production to grant promotion at certain appropriate intervals in the teaching service. To some, the right strategy to adopt in ensuring conducive working environment and prompt payment of salary is not known. This and many more are the reasons for problems associated with motivation.

Seminars, conferences and workshops to improve on teachers' productivity have been held yet there has been deteriorating standards of professional conduct, including serious misbehaviour (in and outside of work), poor preparation of teaching materials especially lesson notes, lack of continuous student assessment and general poor professional performance. Teacher absenteeism is unacceptably

high and rising, time on task is low and falling, and teaching practices are characterized by limited effort with heavy reliance on traditional teacher-centred practices. It is such a situation that prompted the researcher to conduct a study to establish how regular payment of salary, in-service training, conducive working environment and promotion would lead to an optimized teachers' productivity in public secondary schools in Zaria Local Government in Kaduna State.

Objectives of the Study

This study was set out to:

1. find out the impact of regular payment of salary on teachers' productivity in public secondary schools in Zaria Local Government in Kaduna State;
2. determine the impact of in-service training on teachers' productivity in public secondary schools in Zaria Local Government in Kaduna State;

Research Questions

The following research questions were answered in the study:

1. What is the impact of regular payment of salary on teachers' productivity in public secondary schools in Zaria Local Government in Kaduna State?
2. What impact does in-service training have on teachers' productivity in public secondary schools in Zaria Local Government in Kaduna State?

Research Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

H₀₁: There is no significant impact of regular payment of salary on teachers' productivity in public secondary schools in Zaria Local Government in Kaduna State.

H₀₂: There is no significant impact of in-service training on teachers' productivity in public secondary schools in Zaria Local Government in Kaduna State.

Method

The study employed the use of survey research design. The target population of the study was made up of 46 principals, 1183 teachers and 12 education officials from Zaria Local Government Area, Kaduna State. A sample size of 9 principals, 237 teachers and 2 education officials, totalling 248 respondents were used in the study. The study sample size represented 20% of the entire population drawn using random sampling technique. The instrument titled "motivation and teachers' productivity questionnaire (MTPQ)" was used for data collection in the study. The instrument was pilot tested and reliability coefficient of 0.84 was obtained. The data collected in study was analysed using descriptive statistics of frequency, mean and standard deviation to answer the research questions, while Pearson Product Moment Correlation statistics was used to test the hypotheses at 0.05 level of significance.

Results

Research Question One: What is the impact of regular payment of salary on teachers' productivity in public secondary schools in Zaria Local Government in Kaduna State?

Opinions of principals, teachers and education officials were gathered in order to provide answer to this research question. The summary of analysis made in respect to research question one is presented in table 1.

Table 1: Impact of Regular Payment of Salary on Teachers' Productivity in Public Secondary Schools in Zaria Local Government in Kaduna State

SN	Item	Respondents	SA	A	U	D	SD	Mean	SD
1.	Prompt payment of salary can be regarded as good motivators for teachers.	Principals	3	2	-	-	4	2.666	1.000
		Teachers	74	94	12	43	14	2.778	1.244
		Edu Officials	-	2	-	-	-	4.000	0.001
2.	Salary and fringe benefits are important motivating factor that influences the attitude of teachers on the job.	Principals	5	-	1	-	3	3.777	0.971
		Teachers	1	106	30	23	77	4.708	1.335
		Edu Officials	2	-	-	-	-	4.611	0.122
3.	Teachers who receive over time allowance regularly are more	Principals	4	2	-	3	-	2.911	1.166
		Teachers	80	84	21	34	18	2.658	1.272

	likely to perform better than those who do not receive.	Edu Officials	1	1	-	-	-	4.500	0.707
4.	Inconsistent salary is a constant source of frustration and can result to decline in teacher productivity.	Principals	5	-	-	3	1	2.888	0.927
		Teachers	6	111	49	55	16	3.651	1.026
		Edu Officials	-	1	-	1	-	2.500	2.121
5.	Regular payment of wages results in high productivity and effectiveness in the job performance of teachers.	Principals	4	-	2	3	-	2.988	0.928
		Teachers	114	61	2	48	12	3.194	0.941
		Edu Officials	-	1	-	1	-	2.550	2.121
6.	Holiday pay increases the productivity of teachers in secondary school.	Principals	4	1	2	-	2	2.900	0.500
		Teachers	86	6	58	65	22	2.953	1.054
		Edu Officials	-	-	-	2	-	2.900	1.000
7.	Accurate and prompt payment of bonuses go a long way to determine how teachers perform their job.	Principals	4	1	1	3	-	2.666	1.118
		Teachers	7	102	42	71	15	3.063	1.049
		Edu Officials	-	2	-	-	-	2.800	0.005
8.	Regular payment of commissions helps teachers to focus more attention on their primary work role.	Principals	4	-	2	1	2	3.711	0.333
		Teachers	45	98	21	54	19	2.594	1.250
		Edu Officials	-	-	-	1	1	3.500	0.707
9.	Class teachers' allowance influences the attitude and willingness of teachers on the job.	Principals	4	1	4	-	-	2.777	0.971
		Teachers	2	110	40	40	45	2.932	1.194
		Edu Officials	-	1	1	-	-	3.500	0.771
10.	Regular payment of salary and fringe benefits help teachers to focus more attention on their primary work role.	Principals	5	-	2	-	2	3.555	0.527
		Teachers	68	87	19	61	2	2.633	1.169
		Edu Officials	-	1	1	-	-	3.640	0.754
Average Mean								3.21	0.94

Table 1 showed that regular payment of salary had positive impact on teachers' productivity in public secondary schools in Zaria Local Government in Kaduna State. The table presents the average response mean of 3.21 which is higher than the rating mean of 3.0. This result implies that, regular payment of salary and fringe benefits are important motivating factor that influences the attitude of teachers on the job. Therefore, item number 2 on the table attracted the highest response mean of 3.777 for principals, 4.708 for the teachers and 4.611 for education officials. Detail shows that a total of 5 principals strongly agreed with item number 2, while 1 stayed undecided, against 3 principals that strongly disagreed with item number 2 on the table. Also, a total of 1 teacher strongly agreed, while 106 teachers agreed, against 30 that stayed undecided while 23 disagreed and 77 teachers that strongly disagreed. In like manner, 2 education officials strongly agreed with item number 2 on the table.

Research Question Two: What impact does in-service training have on teachers' productivity in public secondary schools in Zaria Local Government in Kaduna State?

Opinions of principals, teachers and education officials were gathered in order to provide answer to this research question. The summary of analysis made in respect to research question two is presented in table 2.

Table 2: Impact of In-Service Training on Teachers' Productivity in Public Secondary Schools In Zaria Local Government In Kaduna State

SN	Item	Respondents	SA	A	U	D	SD	Mean	SD
1.	Provision of financial assistance tovarious schools for hosting of in-house training result to increase teacher productivity.	Principals	6	-	-	3	-	2.900	1.500
		Teachers	74	67	32	57	7	3.924	1.235
		Edu Officials	-	2	-	-	-	3.000	0.000

2.	The more a teacher is motivated the more productive he/she becomes.	Principals	4	1	1	-	3	3.711	1.224
		Teachers	65	53	45	67	7	2.964	1.258
		Edu Officials	1	1	-	-	-	3.000	0.707
3.	Study leave with pay increases teachers productivity.	Principals	3	2	2	-	2	2.833	1.247
		Teachers	2	88	55	28	64	2.730	1.239
		Edu Officials	-	-	1	-	1	3.520	0.771
4.	Teachers who fail to participate in refresher courses, always encounter setbacks in their job performances.	Principals	3	-	3	-	3	3.001	0.002
		Teachers	80	45	30	81	1	2.852	1.280
		Edu Officials	-	2	-	-	-	3.780	0.002
5.	Staff in secondary schools in Zaria LGA are regularly sponsored to undertake in-service training to improve their productivity.	Principals	4	-	2	-	3	2.883	1.414
		Teachers	56	43	51	86	1	2.717	1.196
		Edu Officials	-	2	-	-	-	4.000	0.041
6.	Teachers who attend workshops regularly, have better chances of improving their job productivity.	Principals	4	-	3	-	2	3.734	0.781
		Teachers	111	44	22	59	1	4.835	1.242
		Edu Officials	2	-	-	-	-	4.800	0.041
7.	Induction training programme at the school level, assists teachers to understand their jobs.	Principals	3	1	2	-	3	2.779	1.092
		Teachers	65	-	50	62	60	2.506	1.144
		Edu Officials	1	-	1	-	-	3.500	0.707
8.	Lack of financial assistance to secondary schools to organize and host workshops in Zaria LGA decreases productivity.	Principals	3	3	2	-	1	2.988	1.054
		Teachers	19	109	53	1	55	3.075	1.013
		Edu Officials	-	1	1	-	-	3.510	0.171
9.	Regular orientation programmes motivate teachers to perform better towards productivity.	Principals	4	1	4	-	-	3.227	0.971
		Teachers	45	104	56	31	1	2.936	1.160
		Edu Officials	1	1	-	-	-	3.055	0.117
10.	Secondary schools in Zaria LGA in collaboration with educational agencies such as NTI, NCCE and TRC organize seminars for teachers to improve on their productivity.	Principals	-	-	-	4	5	2.556	0.527
		Teachers	131	20	19	6	61	2.388	1.285
		Edu Officials	-	1	-	1	-	2.885	2.121
Average Mean								3.22	0.88

Table 2 showed that sponsorship of teachers on in-service training had impact on productivity in public secondary schools in Zaria Local Government in Kaduna State. The table presents the average response mean of 3.22 which is higher than the rating mean of 3.0. This result implies that, teachers who are sponsored to attend workshops regularly, have better chances of improving their job productivity. Therefore, item number 6 on the table attracted the highest response mean of 3.734 for principals, 4.835 for the teachers and 4.800 for education officials. Detail shows that a total of 4 principals strongly agreed with item number 6, while 3 stayed undecided, against 2 principals that strongly disagreed with the item. Also, a total of 111 teachers strongly agreed, while 44 teachers agreed, against 22 that stayed undecided while 59 disagreed and 1 teacher that strongly disagreed. In like manner, 2 education officials strongly agreed with item number 6 on the table.

Hypotheses Testing

The result of the hypotheses tested in this study using Pearson Product Moment Correlation statistics at 0.05 level of significance.

Hypothesis One: There is no significant impact of regular payment of salary on teachers' productivity in public secondary schools in Zaria Local Government in Kaduna State.

Opinions of principals, teachers and education officials were gathered and tested using Pearson Product Moment Correlation statistics. The summary of the hypothesis tested in respect to hypothesis one is presented in table 3:

Table 3: Summary of Pearson Correlation Statistics on The Impact of Regular Payment of Salary on Teachers' Productivity in Public Secondary Schools in Zaria Local Government in Kaduna State

Variables	N	Mean	S.D	t-cal	Df	r-critical	Prob
Motivation	248	2.6667	.89878	.370*	246	.174	.000
Productivity	248	30.8831	3.7561				

Table 3 revealed that regular payment of salary and teachers' productivity were significantly correlated. The observed correlation coefficient for the test is 0.370 at 246 degrees of freedom while the critical value is 0.174. The observed significant level is 0.000 ($P < 0.05$) level of significance. Therefore, the hypothesis which stated that there is no significant impact of regular payment of salary on teachers' productivity in public secondary schools in Zaria Local Government in Kaduna State is rejected.

Hypothesis Two: There is no significant impact of in-service training on teachers' productivity in public secondary schools in Zaria Local Government in Kaduna State.

Opinions of principals, teachers and education officials were gathered and tested using Pearson Product Moment Correlation statistics. The summary of the hypothesis tested in respect to hypothesis two is presented in table 4:

Table 4: Summary of Pearson Correlation Statistics on The Impact of In-Service Training on Teachers' Productivity in Public Secondary Schools In Zaria Local Government In Kaduna State

Variables	N	Mean	S.D	t-cal	df	r-critical	Prob
Motivation	248	2.6667	.89878	.119*	246	.174	.029
Productivity	248	31.5192	2.65726				

Table 4 revealed that in-service training and teachers' productivity were significantly correlated. The observed correlation coefficient for the test is 0.119 at 246 degrees of freedom while the critical value is 0.174. The observed significant level is 0.029 ($P < 0.05$) level of significance. Therefore, the hypothesis which stated that there is no significant impact of in-service training on teachers' productivity in public secondary schools in Zaria Local Government in Kaduna State is rejected.

Discussion

The findings on research question one showed that regular payment of salary had positive impact on teachers' productivity in public secondary schools in Zaria Local Government in Kaduna State. This result implies that, regular payment of salary and fringe benefits are important motivating factor that influences the attitude of teachers on the job. However, hypothesis one which stated that there is no significant impact of regular payment of salary on teachers' productivity in public secondary schools in Zaria Local Government in Kaduna State was rejected. This finding corroborated the finding of Emeya and Antiaobong (2016) that motivation and regular payment of salary jointly contributes to teachers' commitment in Port Harcourt Local Government Area of Rivers State. The finding also upheld the outcome of the research conducted by Babagana and Dungus (2015) which revealed a strong and positive relationship between staff remuneration and performance of Ramat Polytechnic Maiduguri students.

The findings on research question two showed that sponsorship of teachers on in-service training had impact on productivity in public secondary schools in Zaria Local Government in Kaduna State. This result implies that, teachers who are sponsored to attend workshops regularly, have better chances of improving their job productivity. However, hypothesis two which stated that there is no significant impact of in-service training on teachers' productivity in public secondary schools in Zaria Local Government in Kaduna State was rejected. This result agreed with the finding of Nyakongo (2015) which affirmed that motivation was crucial in enhancing teachers' commitment

to job performance, given that most public secondary schools had qualified teachers and were therefore expected to perform their tasks well, yet this remained a tall order as a result of the presence of motivation gaps. It was concluded that motivation strategies such as frequent in-service training, regular promotion and the general improvement of the working conditions that formed the major study variables, were critical in enhancing teachers' commitment to their task's performance.

Conclusion

Conclusion was reached that regular payment of salary and fringe benefits are important motivating factor that influences the attitude of teachers on the job. Teachers who are sponsored to attend workshops regularly, have better chances of improving their job productivity.

Recommendations

Based on the findings of the study, it was recommended that;

1. Kaduna State Government should always try as much as possible to pay teachers' salaries promptly and regularly.
2. There should be regular training of teachers through workshops and refresher courses to motivate them for higher productivity.

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