



THE ROLE OF MOTIVATION ON STAFF PRODUCTIVITY IN SELECTED SECONDARY SCHOOLS IN TORO LOCAL GOVERNMENT OF BAUCHI STATE-NIGERIA

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ABSTRACT

This study was designed to examine the Role of Motivation on Staff Productivity in Selected Secondary Schools in Toro Local Government of Bauchi State. Related literatures that have direct bearing with the study were reviewed. The survey research method was adopted for the study. The population of the study comprised both teaching and non-teaching staffs in the selected secondary schools in Toro Local Government Area of Bauchi state. The

Introduction

School Administrators widely agree that Motivation is a critical determinant of performance in organizations, but there is less agreement on the definition of the word motivation. Motivation is one of the constructs psychologists have propounded in their quest for understanding an individual. Motivation is the willingness to exert high levels of efforts towards organizational goals conditioned by the efforts and ability to satisfy some individual needs. Motivation is a mysterious concept including both directing and energizing behavior. While controlling people's behavior can produce quick and dramatic results, the desired behavior tends to vanish when external controls fade away. Motivation is the process of arousing, directing and maintaining behavior towards a goal. Motivation is the willingness to do something and is continued by this action's ability to satisfy some needs for the individual. Well-motivated citizens are those with clearly defined goals who take action which they expect will achieve those goals Robbins et al (2015).

Research Questions

To hamper the investigation of this study, the following questions were asked:



total numbers of 90 staffs were randomly selected from 6 selected secondary schools of the study area. After collection of the distributed questionnaires, the responses were tailed to each of the questions. Simple percentage (%) was used in analyzing the data collected which were based on Yes or No responses. The findings indicated that motivational factors such as good salaries, conducive working environment, remunerations, reward, incentives just to mention but a few which aids productivity are lacking in schools. Therefore, the study recommends among others that staff salary package be reviewed and conducive working environment be provided so as to increase high productivity among staffs in schools.

Keywords: Role, Motivation, Productivity, Staff and Working Environment.

1. What are the motivating factors that affect secondary school staff in Toro Local Government Area?
2. How can secondary school staffs be motivated?

Hypothesis: There is no significant relationship between motivation and staff productivity in secondary schools.

Objectives of the Study:

1. To identify the motivating factors of secondary school staff.
2. To determine the relationship between motivation of staff and staff's job performance in some secondary schools.

Significance of the Study

It is hope that the recommendations of this research will be useful to:

1. Stakeholders to realize the importance of motivation of staff toward increasing productivity.
2. Government and Policy makers to emphasis and promote motivation among secondary school staff so as to uphold high standard in schools.
3. School Administrators in appraising staff' motivation and the evaluation of incentives desired for secondary school staffs generally.
4. General Public in understanding the role of motivation towards enhancing productivity among staff and workers in the society at large.

Methodology

For the purpose of this study, the researchers adopted Questionnaire method. The target population of this research composes of secondary school staff both Teaching and Non-



Teaching staff. Considering the size of the population and the time frame, six secondary schools were selected for sampling, fifteen in each of the selected schools. They were randomly selected. A total number of 90 questionnaires were distributed with the help of some teaching staff. The data collected were then analyzed and presented using simple percentage (%) which was based on Yes or No responses.

Related Literature

Definition of Motivation

Motivation is defined as the process that initiates, guides and maintains goal-oriented behaviors. Motivation is what causes us to act, whether it is getting a glass of water to reduce thirst or reading a book to gain knowledge. It involves the biological, emotional, social and cognitive forces that activate behavior. In everyday usage, the term motivation is frequently used to describe why a person does something. For example, you might say that a student is so motivated to get into a clinical psychology program that she spends every night researching.

According to Hornby (2000) motivation is seen as an incentive to act or move. Webster's dictionary (2002) defines the concept of motivation as the act or process of moving or a drive, or an incentive. In this research, the variable motivation involved both intrinsic and extrinsic motivators.

According to Thomas (1997), clearly biological aspects of motivation were obviously experience a powerful drive to keep him alive, before he lost. But cognitive and social factors, such as desire to his family and friends, also helped fuel his will to survive. The complexity of motivation had led to the development of a variety of conceptual approaches. Although they vary in the degree to which they focus on biological, cognitive, and social factors, all seek to explain the energy that guide people's behavior in particular direction.

Whereas motivation is concerned with the forces that direct future behavior, emotion pertains to the feelings we experience throughout the course of our lives. In the past years, a lot of scientist and psychologist have conducted several studies and also researches into the area of motivation. Teacher motivation naturally has to do with teachers' attitude to work. It has to do with teachers' desire to participate in the pedagogical processes within the school/college environment (Dornyei and Ushioda, 2011). It has to do with teachers' interest in student discipline and control particularly in the classroom (Aacha 2010; Bennell 2004). Therefore, it could underlie their involvement or non-involvement in academic and non-academic activities, which operates in secondary schools.

Motivation is the willingness to do something and is continued by this action's ability to satisfy some needs for the individual. Motivation guides people's action and behaviours of individuals toward achievement of any goals (Analoui, 2000). Well-motivated people



are those with clearly defined goals who take action which they expect will achieve those goals. Motivation is concerned with the strength and direction of the behaviour (Analoui, (2000), Durmaz and Ibrahim, (2011) that makes effective contributions at work because of strongly developed feelings of behavioural commitment.

Motivation is concerned with the strength and direction of the behavior. That makes effective contributions at work because of strongly developed feelings of behavioral commitment. They must acknowledge that their efforts are required to further boost the need of the organization and their own interests. In other words motivation is a management function that stimulates individuals to accomplish laid down institutional goals. It is purposive, designated and goal-oriented behavior that involves certain forces acting on or within the individual in order to initiate, sustain and direct behavior.

Significance of Motivation

Motivation is psychological feature that arouses an organism to act towards a desired goal and elicits, controls, and sustains certain goal directed behaviors. It can be considered a driving force; a psychological drive that compels or reinforces an action toward a desired goal. For example, hunger is a motivation that elicits a desire to eat. Motivation has been shown to have roots in physiological, behavioral, cognitive, and social areas.

Motivation is an inner drive to behave or act in a certain manner. These inner conditions such as wishes, desires, goals, activate to move in a particular direction in behavior.

School administrators today more than ever strive to pursue teacher's in the institution to perform at high levels. They tend to make them work hard, punctual to work, avoid absenteeism, and to make positive contributions to the institutional objectives. However, motivation is the most difficult factors to school administrators. If a teacher lacks the ability to perform, he can be sent to training programs to learn new job skills, if the person cannot learn he can be transferred to the simpler position or replaced with a more skilled teacher. Motivation plays a critical role in achieving goals and educational objectives and is equally as important for schools that work in a team-based environment or in a workplace comprised of workers who work independently. Making sure each employee's workplace goals and values are aligned with the organization's mission and vision is important for creating and maintaining a high level of motivation. That can lead to high productivity and improve the quality of work and financial gain across all departments.

Tactics of Improving Motivation

You can use a variety of strategies to improve motivation. Managers who serve as leaders within the school can help convey the right messages to engage employees and help them grow within their positions. Motivation can be increased with incentives, feedback, rewards programs and ensuring that the workplace meets basic needs and requirements



for each employee. Common types of motivational tactics include: events that raise employee's morale; training and education to help employees learn new skills and grow within their positions; recognition programs highlight hard work and reinforcing positive messages during company or team meetings.

Benefits of Motivation

Motivational strategies can help to improve teacher performance, reduce the chances of low employee morale, encourage teamwork and instill a positive attitude during challenging times. Employees with a high level of motivation typically work harder and can overcome common workplace challenges with ease; this helps the organization reach its objectives and improve operations overall Sansone, (2000)

Classification of Motivation

There are two types of motivation, Intrinsic and Extrinsic motivation.

i. Intrinsic Motivation

Intrinsic motivation means that the individual's motivational stimuli are coming from within. The individual has the desire to perform a specific task, because its results are in accordance with his belief system or fulfills a desire and therefore importance is attached to it. Our deep-rooted desires have the highest motivational power.

ii. Extrinsic motivation means that the individual's motivational stimuli are coming from outside. In other words, our desires to perform a task are controlled by an outside source. Note that even though the stimuli are coming from outside, the result of performing the task will still be rewarding for the individual performing the task.

Extrinsic motivation is external in nature. The most well-known and the most debated motivation is money. Below are some other examples:

- Employee of the month award
- Benefit package
- Bonuses
- Organized activities

Motivation of Staffs to Improve Productivity

It is strongly believe that the best way of motivating staff is by putting in place a comprehensive welfare package for them designed to better their lot as members of the society in which they live. The welfare package must include the followings according to Bankole (2002).

i. Promotion of Staff

Both academic and Non-Academic staff should be promoted as and when due. Their regular promotion is part of the fruits of their labour and it enhances their performance. It is sad to note that many staffs are forced to stay on the same salary level for several



years. Babatunde, (1993) Laments that “promotion exercises for teachers have been embarked on several occasions”. It is advocated there that teachers should be promoted every three years as is done currently in some Federal Education Institutions.

ii. In-service Training

In-service training is needed mostly by the academic staff to update their knowledge of subject that they teach. Government should be actively involved in pre-service and in-service programmes for teachers. Babatunde (1993) observe that professionalization training of teachers will require the “introduction of in-service training programs for teachers generally”. The in-service training being suggested should be with full payment.

iii. Granting loan to Staffs

Loan should be granted to all the teachers. It is been done in some Federal Educational Institutions. The loans should be enough to buy the teachers furniture, second hand vehicles or motorcycles and also to buy some shares in some companies. Nwangbo, (1995) says that giving staff their fair shares of the national cake will create a conducive working atmosphere for them. Extending the same services to the teacher will greatly boost their morals, besides increasing their effort in teaching - learning.

iv. Adequate Office Accommodations

Staffs needs spacious and well equipped offices in order to perform their job well. At times, one sees academic staff especially newly employed loafing about due to lack of offices accommodation. Offices of academic staff should be provided with basic amenities such as table, chairs, and air conditioners.

v. Providing of Enough Classrooms and Basic Teaching Facilities

No academic staff teaches effectively when the classroom is not well equipped for the comfortable seating of the students with basic teaching materials such as chalk, chalkboard, and duster. Enough classroom blocks should be provided to accommodate all the pupils and the students. Again, sufficient seats and desk should be available for them to be comfortably seated. The provision of all these will greatly enhance the performance of the teachers (Nwangbo 1995).

Motivational Factors of Staffs:

This includes different means all items such as payment, performance, incentives etc. (Dada 2006). Payment of salary, this section applies to all employees’ teachers and others earn basic monthly salaries of N18,500.00 and below. Salary refers to all remuneration including allowances payable to an employee with respect to work done under the contract of service. It is for the of accommodation or quarters, supply of light, water, medical attendance or other amenities; Pension or provident fund contribution paid by the employer;



a. Travelling Allowance;

Payments to defray special expenses incurred in the course of duty; gratuity payable on discharge or retirement; or retrenchment benefits (if provided). There is no minimum wage/salary in Singapore. Salary is subject to negotiation and mutual agreement between an employer and an employee or the trade union representing the employees.

b. Frequency of Staffs Salary Payment

A staff must be paid at least once a month. However, employers are allowed to pay salaries at shorter intervals. In general, all salary components must be paid within 30 days after the end of the salary period. The following are exceptions:

i. Overtime work: With 14 days after the end of the salary period.

ii. Dismissal/Termination: On the last day of employment. If a staff is dismissed on grounds of misconduct; he must be paid within 3 working days from the date of dismissal/termination by the Employer.

In conclusion, it appears that there is no research has been conducted on the "An Investigation into the Impact of Motivation in promoting productivity among secondary school staffs in Toro Local Government Area of Bauchi State. Therefore the researchers consider it necessary to carry out this unique research as an attempt to bridge the gap left by the previous studies

Motivation Factors that affect Secondary School Staff

S/No	Variables	Responses	%
1.	Is your salary promptly paid?	YES -70 NO - 20	77.8% 22.2%
2.	Is your salary sufficient to meet your basic needs?	YES -08 NO -82	8.9% 91.1%
3.	Do you often receive remunerations when due?	YES -13 NO - 77	14.4% 85.6%
4.	Are you rewarded for good job performance?	YES -12 NO - 78	13.3% 86.7%
5.	Is the condition of your service conducive?	YES -12 NO - 78	13.3% 86.7%
6.	Are you often promoted when due?	YES -43 NO - 47	47.8% 52.2%
7.	Do you often render your service to the core?	YES -25 NO - 65	27.8% 72.2%
8.	Do you have job security?	YES -52 NO - 38	57.8% 42.2%
9.	Do you have opportunity for in-service training?	YES -36 NO - 54	40% 60%
10.	Do you often attend seminars and workshops?	YES -34 NO - 56	37.8% 62.2%
11.	Do schools have adequate instructional material?	YES -36 NO - 44	40% 60%



On the Salary Promptly Paid and financial status of the respondents a few 20 (22.2%) agreed that their salaries are promptly paid while majority, 70 (77.8%) indicated that their salaries are not promptly paid. This revealed that salaries of the secondary school staff are not promptly paid which may virtually affect their performances in the job.

As shown in the above table a negligent 08 (08.9%) of the respondents agreed that salaries meet their basic needs while majority 82 (91.1%) indicated that salary is not sufficient to meet their basic needs. This revealed that the salary of the secondary school staffs is not sufficient to meet their basic needs requirements.

On staff remuneration, only 13 (14.4%) respondents agreed that they receive remuneration while, 77 (85.6%) respondents were disagreed. This statement above revealed that most of the schools do not give their staff allowances or remuneration which may lead to low productivity.

On whether staff are you rewarded for good job performance a few 12 (13.3%) respondents agreed that they are often rewarded for good job performance while majority 78 (86.7%) disagreed. This revealed that most of the secondary school staffs are not rewarded for good job performance a strong factor that promotes productivity.

On the condition of service, a few 12 (13.3%) respondents agreed that the condition of service is lucrative while majority, 78 (86.7%) disagreed. From the fore going it can be concluded that the staff condition of service is not lucrative.

On staff promotion, 43 (47.8%) agreed that they are often promoted while, 47 (52.2%) respondents disagreed. This revealed that secondary school staffs are not duly promoted. On staff rendering their services to the core a few 25 (27.8%) respondents agreed that they render their services to the core while majority, 65 (72.2%) disagreed.

This result revealed that majority of the staff does not render their services to the core.

On job security, 38 (42.2%) respondents indicated that there is no job security while, 52 (57.8%) indicated that there exist job security. Based on that it can be concluded that job security exist in schools.

In an analysis of the responses as to whether staff are given much opportunity for in-service training, 36 (40%) agreed while 54 (60%) disagreed. The result revealed that majority of the secondary school staff does not have the opportunity for in-service training. However, most of the teachers are in need of further education in order to enhance the quality of teaching - learning.

On seminars and workshop's participation 34 (37.8%) agreed that they often attend workshops majority, 56 (62.2%) respondents disagreed. This revealed that majority of the secondary school staff do not attend workshops, while a good number of the staff require training in various fields and disciplines in order to update their knowledge.

On the existence of adequate instructional material and facilities 36 (40%) respondents agreed that they have adequate instructional materials and facilities while, 44 (60%) respondents disagreed. This revealed that most of the secondary schools do not have adequate instructional material and learning facilities, a negative sign of low motivation and performance.



Findings

The research revealed that:

1. Majority of the secondary school staff does not have reasonable salary, especially in public schools in the state which virtually affect their performance.
2. A good number of the secondary school staffs are not receiving their salary promptly.
3. The salary of most the secondary school staff is not sufficient to meet their basic needs requirements.
4. Most of the schools do not gives their staff allowances or remuneration; while they are entitling to get it which contributing negatively to efficient motivation.
5. Most of the staff does not receive the increment at the end of the term or session.
6. Most of the secondary school staffs do not have the opportunity for in-service training. However, most of the staffs are in need of further education in order to enhance the quality of the teaching.
7. Most of the secondary schools' staffs do not have adequate teaching and learning facilities, a negative sign of low motivation.

It is necessary for Government and stake holders to provide basic modern materials and facilities for schools to maintain standard.

Testing of Hypothesis

Based on the analysis of the above data, the null hypothesis formulated for this research was tested, below is the result:

Hypothesis: There is no significant relationship between motivation and staff productivity in secondary schools. The stated Hypothesis was rejected as it was confirmed that there is strong relationship between motivation and staff productivity in secondary schools.

Recommendations

As the respondents expressed their views on the need of academic enhancement and professional growth, it is therefore recommended that:

1. Workshops and in- service training should be arranged for the staff at regular intervals of time so as to update their knowledge.
2. The ministry of education is recommended to work out incentive packages to increase staffs' motivation in secondary schools.
3. Special attention should be put at increasing staffs' salaries; this will virtually increase their morale to be more productive.
4. Staffs should be promoted when they are due; this is part of the fruits of their labour.
5. Government should improve the condition of service for secondary schools and make the working environment comfortable by providing adequate modern instructional materials and facilities.
6. A number of the respondents were of the view that both academic and non-academic staffs should be given incentives and rewarded on showing good job.



Conclusion

The research concluded that motivational factor could undoubtedly promote the level of performance of both academic and non-academic staff. In fact, motivated staffs virtually show their performance very high and fulfill their responsibilities judiciously. In this way educational institutions can attain good standards. The majority of the respondents and educationists view that the motivational factors like rewards and incentives, self-confidence and good economic status of staff affect the performance of staff generally. Most of the respondents were not satisfied with their economic status and salaries and it was concluded that low salaries of the staff affected their input. These lower down their standard of living.

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