

**RELATIONSHIP BETWEEN MOTIVATION AND JOB PERFORMANCE AMONG GOVERNMENT  
DAY SECONDARY SCHOOL TEACHERS IN AKKO LOCAL GOVERNMENT AREA, GOMBE STATE**

**BY**

**Dr. Samuel Alfayo Boh: Department of Educational Foundations, Federal University of Kashere, Gombe  
State; E-mail: samuelalfayoboh02@gmail.com**

**Abstract**

*This study investigated the relationship between motivation and job performance among government day secondary school teachers in selected schools in Akko Local Government Area, Gombe State. The study adopted a descriptive survey research design of an ex-post facto type. Four research hypotheses were formulated and tested at 0.05 level of significance. Data were collected using a self-developed questionnaire tagged “motivation and job performance in government day secondary schools (GDSS)”. The questionnaire was validated and the Cronbach’s alpha was 0.81 while the reliability was confirmed at 0.78 using a split-half correlation coefficient. The sample size is 100 using a randomly sampling technique from three selected schools in Akko L.G.A. Data were analyzed using Pearson Product Movement Correlation. The findings of this study reveal a significant positive relationship between teachers’ job performance and motivation in ensuring quality education in secondary schools ( $r = .567$ ;  $p > .05$ ). The study also indicated that reward system, professional training and development, work situational factors accounted for 10.4%, 29.1%, and 13.9% respectively of the variance in the motivation of teachers in government day secondary schools. It was therefore concluded that the importance of motivation in the day-to-day performance of teachers cannot be overemphasized, especially when it comes to being rewarded for a job done and being happy on the job.*

**Keywords:** *Relationship, Motivation, Intrinsic, Extrinsic and Job performance*

**Introduction**

One of the most important factors that move every human being to achieve his or her goal is motivation. Indeed, motivation is that guiding principle that enable people to stay focused on the path of success regardless of the challenges that may be encountered. This includes personal as well as professional goals and targets (Bello, 2017). Some scholars in the field believe that if this driving force did not exist, people would live in the rut of monotony and no great discoveries or interventions would have happened. According to Yahaya (2014), early conceptions assumed that work was an intrinsically undesirable pursuit and that workers naturally sought to do as little as possible which then translated into a sort of carrot-and-stick managerial policy. According to Ali (2019), motivation refers to a process governing individual choices among different forms of voluntary activities. Samuel (2018) posited that motivation is the process that accounts for an individual’s intensity, direction and persistence of effort toward attaining a goal. This means that motivation determines how much efforts a person puts in his or her work, the direction to which those efforts are geared and a measure of how long a person can maintain effort.

Motivation, therefore, may answer the question of why the workers do what they do. Motivation could be intrinsic or extrinsic. Intrinsic motivation derives from within the person. It refers to the direct relationship between a worker and the task, and is usually applied. Examples of intrinsic motivation are achievement, accomplishment, challenge and competence which are derived from performing one’s job well (Boni, 2016). Extrinsic motivation comes from the work environment, external to the person and his or her work. Good salary, fringe benefits, enabling policies and various forms of supervisions are good examples of this type of motivation (Victor, 2013). Current notions of employee motivation started to take roots in the 1960s and sought to tailor the work environment and incentive structures to harness as much as possible workers’ untapped reserves of skills, ideas and other potential benefits to an organization (Bonn, 2012). Daniel (2016) suggested that a motivating job must allow a worker to feel personally responsible for a meaningful portion of the work accomplished. It must also provide outcomes which have intrinsic meaning to the individual and finally it must provide the employee feedback about his or her accomplishment.

Organizational psychologists have been wrestling with the question of the relationship between motivation and job performance for at least 50 years (Fada, 2016). Some researchers have however put a considerable amount of effort into attempts to demonstrate that the two are positively related in a particular fashion: a happy worker is a good worker (Tomas, 2017). Motivation is critically important for workers. Among other things, it puts staff into action. It also improves the level of efficiency of employees. Apart from that, it leads to the achievement of organizational goals; it builds friendly relationship and finally it leads to stability of workforce. Since individuals are unique in their own ways, it is essential that management should identify the individual needs of their employees and motivate

them accordingly so as to bring out the best in them. Ayo (2011) argued that job performance is related to the willingness and openness to try and achieve new aspects of the job which in turn will bring about an increase in the individual's productivity. Job performance can be defined as "all the employees engage in while at work". Man (2019) stated that a fair amount of the employees' displayed at work is not necessarily related to job-specific aspects. A good employee performance is necessary for the organization, since an organization's success is dependent upon the employee's creativity, innovation and commitment.

Job performance refers to how well someone performs at his or her work. Job performance has been defined as work performance in terms of quality and quantity expected from each defined job performance as the executed in line with the set objectives of the organization. Crucial in a high job performance is the ability of the employee himself (Salanova et al., 2005). Motivation is an employee's intrinsic enthusiasms about and drive to accomplish activities related to work. According to (Simon, 2015), motivation is the interior drive that causes a person to decide to take action. Now and then managers neglect to comprehend the significance of inspiration in fulfilling their central goal and vision. Actually when they comprehend the essentialness of motivation, they do not have the expertise and learning to give a workplace that can cultivates employee motivation.

Employee motivation is a process whereby one individual has the willingness to fulfill their needs. Individual needs can be in term of survival needs, safety, social, esteem and self-actualization. This need will lead the individual to perform better in their career. Performance can be on their customers, salary or others. Joe (2018) argued that motivated employees are inclined to be more productive than non-motivated employees If employee is satisfied and happy, then he/she will do his/her work in an extremely amazing manner. The result will be good, and to add motivated employee will motivate other employees in office. Simon (2015) states that, study shows that the employee motivation has direct effect on gainfulness and development. A highly motivated employee tries his or her best in carrying out each and every aspect of his or her duties and responsibilities. Improved job performances of the employee will increase the value to the organization itself and to the employee's productivity. In order to increase work effectiveness and performance, it is important to address a number of issues, including increasing motivation among employees, making them feel satisfied with their job and increasing their-job related well- being in general (Wale, 2019). A motivated person has the familiarity with particular goals must be accomplished in particular ways, according on how he or she coordinates the push to attain that such goals (Sani, 2016). It means that motivated person is best fit for the goals that he/she wants to achieve, as he/she is fully aware of its assumptions. Therefore, when workers are motivated, their ability to increase productivity will be high (Bally, 2017). Employees' motivation is one of the policies managers take to increase effectual job amongst employees in organizations (Ayo, 2011). From the foregoing, it means that researching into motivation and job performance variable is worthwhile venture.

### **Statement of the Problem**

Teacher in Nigeria have expressed a lot of dissatisfaction about the lack of human resource development, poor working conditions, poor remuneration and poor human relations that exist in schools. This has resulted in high teachers turnover coupled with poor result in academic performance of students in government secondary schools due to lack of commitment towards work. Some newly recruited teachers stay at post for barely one year. The operating conditions of service appear to fall short teachers expectation manifesting in resignations, vacation of post, non-resumption at post after teachers leave of absence and study leave. The general mood of those remaining is not encouraging as they exhibit other forms of withdrawal such as absenteeism, lateness and passive job. Unfortunately, in spite of the importance and complexity of these issues, there is very limited good quality literature has been published on them (Kali, 2015). Having these problems in mind, this study intend to examine the relationship between motivation and job performance among Government secondary school teachers in some selected secondary schools in Akko local Government area Gombe state.

### **Purpose of the Study**

The study was conducted to:

1. Identify problems associated with job performance among teachers in Tumo, Pindiga and Kashere in Akko local Government area, Gombe state;
2. Determine the effects of motivation on job performance of male teacher in Tumo, Pindiga and Kashere in Akko local Government area, Gombe state
3. Determine the relationship between motivation and job performance of female secondary school teachers

### Research Hypotheses

1. There is no significant relationship associated with job performance among teacher in Tumu, Pindiga and Kashere In Akko Local Government Area of Gombe State.
2. There is no significant relationship between motivational interventions of employees in Akko Local Government Area.
3. There is no significant relationship between motivation and job performance of female secondary school teachers.

### Methodology

This study adopts the descriptive survey research design of ex-post facto type. This is because this research approach entails seeking information from a group or selected individual. Survey design is used when the unity of analysis is individual, either alone or as a member of a group. The purpose is to get information from respondent on his/her opinion, belief or attitude towards an issue. The information from an individual attitude, belief or opinion can be used to generalize a larger group. This is because the manifestations of the variables in this study have already occurred or because they cannot be manipulated. Inferences about relations among variables are made, without direct intervention from associated variation of independent and dependent variables. The populations for this study are all the teachers in the Government Secondary Schools in Akko local government Area, Gombe State, Nigeria. The target population includes both male and female teachers, their average age is between 20-59 years and their mean age is 39.5, the teachers were sample from both junior and senior classes and their qualifications are: NCE, Degree (B.Ed) and others. The sample was selected using stratified random sampling technique from the three selected Government Secondary Schools in Akko Local Government Area, Gombe state. Since the researcher cannot reach all the schools in the local government, only three government secondary schools in the area were randomly selected using stratified random sampling technique. Firstly, a total number of 100 teachers were randomly selected from three secondary schools purposively namely Government Day Secondary School (GDSS) Kashere, Government Day Secondary School (GDSS) Pindiga, and Government Day Secondary School (GDSS) Tumu. Secondly, from the first school 20 teachers were selected from the junior secondary school and 20 teachers from the senior secondary school making a total of 40 respondents, from the second school 15 teachers were selected from the junior secondary school and 15 teachers from the senior secondary school a total of 30 respondents, and from the third school 15 teachers were selected from the junior secondary school and 15 teachers from the senior secondary school a total of 30 respondents were selected through the simple random sampling technique from both junior and senior secondary schools from each of the selected school making a total of 100 participants in all. The instruments used for data collection were Motivation and Job Performance Questionnaire (MJPQ). The research instrument is divided into three parts; section A, B, and C.

**Section A:** comprises of respondent bio data such as gender, age, class thought and qualification. **Section B:** contains items on job performance scale which consist of four-point rating scale such as very good performance=4, good performance=3, poor performance=2 and very poor performance=1. **Section C:** Contains items on work motivation scale which consist of five-point rating scale such as never=1, occasionally=2, not sure=3, frequently=4, and always=5. The questionnaire was developed by the researcher on a four point rating scale of very good performance (4), good performance (3), poor performance (2), and very poor performance (1) and so also the following statement are concern with how well you motivate others to work using the five point scale of never (1), occasionally (2), not sure (3), frequently (4) and always(5) will be developed by the researcher to be tagged Motivation and Job Performance Questionnaire (MJPQ). The question consist of three sections i.e. A-C. The section A contain the bio data of respondents, section B carries items on motivation and section C also carries items on job performance which are expected to be answered by respondent. Reliability refers to how consistent a measuring device is. A measurement is said to be reliable or consistent, if the measurement can produce similar results if used again in similar circumstances. Test-retest method was used to ensure reliability. After administration, individual item on the questionnaire was treated serially on a sample of respondents in order to determine the internal consistency. To test the reliability of the instrument, the researcher administered the instrument in two other schools in Gombe LGA of Gombe State, which was not part of the study. This constitutes the pilot study group. A split-half correlation coefficient was used to determine the reliability of the instrument. A correlation coefficient of 0.81 alpha level was recorded for the scale. The data collected was coded into scale and presented in a tabular form and analyzed using mean, standard deviation, frequency counts and to determine the relationship between motivation and job performance among Government secondary school teachers in some selected schools in Akko Local Government Area Gombe state. Inferential statistics of T-test and analysis significant of 5% error margin (0.05 alpha level) was used to test the stated hypotheses.

**Results**

Demographic survey of school teachers in selected secondary schools in Akko Local Government Area, Gombe State.

**Hypotheses Testing**

**H01:** There is no significant relationship associated with job performance among teacher in Tumu, Pindiga and Kashere In Akko Local Government Area of Gombe State.

**Table 1:** T-test analysis between motivation and job performance of junior secondary school teachers

	Variable	N	Mean	Std. Deviation	Df	t-Cal	t- Crit	Decision
<b>Junior School Teachers</b>	<b>Motivation</b>	36	59.61	7.39	69	24.80	1.99	H0 Rejected
	<b>Job performance</b>	33	40.21	4.12				

There is no significant relationship between motivation and job performance of junior secondary school. From the findings, the hypothesis is rejected ( $t\text{-cal} > t\text{-crit}$ ) i.e. 24.80 is greater than 1.99.

**H02:** There is no significant relationship between motivational interventions of employees in Akko Local Government Area.

**Table 2:** T-test analysis between motivation and job performance of senior secondary school teachers

	Variable	N	Mean	Std. Deviation	Df	t-Cal	t- Crit	Decision
<b>Senior School Teachers</b>	<b>Motivation</b>	59	62.14	7.98	115	30.21	1.98	H0 Rejected
	<b>Job performance</b>	41	38.41	6.94				

There is no significant relationship between motivation and job performance of senior secondary school. From the findings in table 2, the hypothesis is rejected ( $t\text{-cal} > t\text{-crit}$ ) i.e. 30.21 is greater than 1.98.

**H03:** Determine the effects of motivation on job performance of male teacher in Tumu, Pindiga and Kashere in Akko local Government area, Gombe state.

**Table 3:** T-test analysis between motivation and job performance of male secondary school teachers

	Variable	N	Mean	Std. Deviation	Df	t-Cal	t- Crit	Decision
<b>Male</b>	<b>Motivation</b>	46	60.97	7.98	166	38.51	1.97	H0 Rejected
	<b>Job performance</b>	54	39.90	6.32				

There is no significant relationship between motivation and job performance of male secondary school. From the findings in table 7, the hypothesis is rejected ( $t\text{-cal} > t\text{-crit}$ ) i.e. 38.51 is greater than 1.97.

**Table 4:** T-test analysis between motivation and job performance of female secondary school teachers

	Variable	N	Mean	Std. Deviation	Df	t-Cal	t- Crit	Decision
<b>Female</b>	<b>Motivation</b>	13	60.31	7.41	24	18.01	2.06	H0 Rejected
	<b>Job performance</b>	13	40.00	3.58				

There is no significant relationship between motivation and job performance of female secondary school. From the findings in table 8, the hypothesis is rejected ( $t\text{-cal} > t\text{-crit}$ ) i.e. 18.02 is greater than 2.06.

### Discussion

Based on this finding, hypothesis one which states that, there is no significant relationship motivation and job performance of junior secondary school teachers, the results shows that there is a strong association between motivation and job performance of junior secondary school teachers ( $t = 24.08$ ). This correlation is significant since the t-table value is greater than the t-calculated value of 1.99 at 0.05 level of significant, which indicates that the null hypothesis was rejected.

Similarly hypothesis two which states that, there is no significant relationship motivation and job performance of senior secondary school teachers, the results is statistically significant which indicates that there is a strong association between motivation and job performance of senior secondary school teachers ( $t = 30.21$ ). This correlation is significant since the t-table value is greater than the t-calculated value of 1.98 at 0.05 level of significant.

There is strong significance between motivation and job performance of male senior secondary school teachers ( $t = 38.51$ ). This correlation is significant since the t-table value is greater than the t-calculated value of 1.97 at 0.05 level of significant indicating that the null hypothesis was rejected. Therefore, there is a significant relationship between motivation and job performance of male senior secondary school teachers in Akko LGA. In hypothesis four, which states that, there is no significant relationship between motivation and job performance of female senior secondary school teachers in selected secondary school teachers in Akko LGA. This null hypothesis is rejected since the t-table value ( $t = 18.01$ ) is greater than the t-calculated value of 2.06 at 0.05 level of significant. Therefore, there is a significant relationship between motivation and job performance of female senior secondary school teachers. This result was in consonance with an earlier study by Yola (2018) on the importance of motivating academic staff of secondary schools in Benue State, Nigeria that, adequate provision of work incentives by principals was a motivational factor for job performance.

### Conclusion

The study revealed a strong statistically significant relationship between motivation and job performance of secondary school teachers in the selected secondary schools in Akko Local Government Area. Hence the school principals and other responsible quarters should maintain and provide fringe benefits in form of award/prize, stipends and most importantly do promotions as a way of recognizing and appreciating best performing teachers. This would ignite and spark off the teachers' potential to productivity. Working conditions presented a moderate positive and statistically significant influence on teachers' job performance in the selected secondary schools in Akko LGA. In line with that principals and other board of directors should provide ideal and desirable working conditions such as cordial interpersonal relationships well equipped staff rooms. This would make teachers feel comfortable in schools as their second homes to fulfill their organizational obligations.

### Recommendations

Based on the findings of the study, the following recommendations were made:

- (1) The study recommends that, all school administrators in the in Akko LGA, Gombe State, provide an avenue for recognizing teachers' efforts at work place in order to ensure better job performance in public secondary schools in Akko LGA, Gombe State.
- (2) The study also recommends that all school administrators in the study areas should incorporate appreciation for work done by teachers' in schools because it is a potential factor for increasing job performance and productivity.
- (3) Finally, the study recommends that, government through the Ministry of Education should make it mandatory by instituting professional advancement for teachers' in schools in order to increase their job performance in public secondary schools in Akko LGA, Gombe State

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