

Influence of Motivational Variables on Teachers' Job Productivity in Grace Junior Academy, Jalingo, Taraba State, Nigeria

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Abstract

The study investigated the influence of motivational variables on teachers' job productivity at Grace Junior Academy, Jalingo. Three specific purposes, and three hypotheses were formulated to guide and direct the study. Case study research design was used and the total population of teachers' in the study area was 44 which covered kindergarten, Nursery, Primary and secondary schools sections. The study made use of the entire population as sample since the population was manageable. Extrinsic Motivation Questionnaire (EMQ) and Teachers Productivity Questionnaire (TPQ) were developed and used as the instrument for data collection. The instrument was validated by one Senior Lecturer and two Associate Professors in the faculty of Education, Taraba State University. Chi-square statistics was used to test the three null hypotheses at (0.05) level of significance. The findings revealed that positive influence was found on prompt payment of salary, salary bonuses and recognition of teachers-on-teachers job productivity. The study concluded that motivational variables which covered prompt payment of salary bonuses and teachers' recognition have significant positive influence on teachers' productivity at Grace Junior Academy, Jalingo. The study recommended among others that the management of Grace Junior Academy, Jalingo should maintain the status quo in the prompt payment of teachers salary as at when due to continue to encourage teachers productivity at the school.

Keywords: Motivational Variables, Job Productivity, Teachers', Grace Junior Academy, Jalingo, Taraba State

Introduction

Human beings by their nature need to be encouraged, commended and appraised to achieve more successes in their organizations or places of assignments. Individuals who achieve greatness in their chosen careers or brought tremendous achievement to their organizations may be attributed to either internal or external motivation that comes within or outside those individuals. Motivational theories explore the internal and external factors that drive individuals to take actions, set goals and persist in behaviour that led to desired outcomes.

Various institutions of higher learning have adopted different motivational forms to improve the productivity or performance of their staff, by giving deserving staff bonuses, gifts, recognition and which distinguish them from others who were selected within the stated criteria. Motivation as a psychological construct is seen differently by different scholars, but arriving at the same point. Mamman (2008) sees motivation as internal energies which are geared towards various goals or objectives in an individual's environment. Maslow (1954) (as cited in Erdoo, 2012), states that man's behavior is controlled by both internal and external factors, in addition to the teaching and learning situation, the teacher is expected to motivate the students/pupils by manipulating both

physical and social environment in such a way to evoke the tension and desire to learn and solve problems. Since motivation enhances achievement, the students in a teaching and learning situation need to be motivated. External motivation is not only important in getting students engaged in academic activities, it is also important in determining how much students will learn from the activities they perform or the information to which they are exposed to individuals at all levels need to be externally motivated in order to attain higher achievement and productivity.

Onyere (2000) (as cited in Oni *et al*, 2022) affirm that effective staff motivation demands that on one hand, a through engineering of incentives and reward structures to get high devotedness are required to achieve the objectives of the organization as well as to satisfy the needs of individuals. This implies that the more the needs of the workers are satisfied within the organization, the more they are motivated to work towards the satisfaction of the needs of their organization.

Nkuocha (1998), Sees motivation as an interest stimulated to achieve and sustain the desire objectives. Chierry (2023) conceptualizes motivation as the driving force behind our actions. He further affirms that motivation describes why a person does something. It is the process that initiates, guides and maintains goal-oriented behaviour.

Employee or staff job productivity refers to the quantifiable measure of an employee's output or efficiency in completing their assigned tasks or responsibilities within a specific period. This can be measured in terms of the work's quantity, quality or timeliness. A good number of organizations, including private institutions reward or promote staff and teachers' based on their prolificacy or productivity that lift the organizational status interns of income generation to the higher level on that basis, appointments and promotions are determined for staff and teachers' based on the grants won or promised to be won when given the opportunity to head a section or the entire institution. Therefore, the institution provides the enabling environment with adequate motivational packages for both staff and administrators in order to enhance productivity and efficiency of the organizations.

Several studies by Forson, Owamema and Evergreen (2021), James (2022), John (2023) and Sa'ad (2024) indicate the positive correlation between motivational factors and performance of teachers' in secondary and higher institutions. Productivity or performance of teachers' as it has been proven that motivation leads to satisfaction and high productivity or performance. The standard of education continues to be major concern in the educational setup of every country of the world.

Maslow is credited for being part of the early contributors of human motivation. Maslow classifies human needs that motivate them in to two: homeostasis and finding that appetites (preferential choices among food). The former refers to the body's automatic efforts to maintain a constant, normal state of the blood stream. The latter concept on the other hand is of the view that if the body lacks some chemical, the individual will tend (in an imperfect way) to develop a specific appetite or partial hunger for that missing food element. Thus, Maslow was of the view that any of the physiological needs and the consummatory behaviour involved with them served as channels for all sorts of other needs. Relating this assertion to teachers and the need for motivation, it should be pointed out that a person who thinks, he is hungry may actually be seeking more for comfort, or dependence and managers in the educational sector ought to know this.

Researchers had submitted that for an organization to thrive and be efficient certain conditions ought to be available in order for managers to get the best out of its human resources. Employees of an organization are the greatest asset in a dynamic and competitive environment. If an organization wants to be effective and aims to sustain the success for a longer period of time, it is important for it to have a motivated workforce made up of employees ready to learn. The study

therefore, intends to investigate the influence of motivational variables on teachers' job productivity in Grace Junior Academy, Jalingo Taraba State, Nigeria.

Statement of the Problem

Presenting out of experience that most of the private school proprietors in Nigeria and Taraba State in particular, misinterpreted the role of education to nation building in establishing private nursery, primary, secondary and tertiary institutions' by allowing their self-aggrandizement to cover the overall interest of the nation. This attitude has reflected in the actions of most private schools' owners by emphasizing on revenue drive with minimal expenditure to realize profits for the sole aim of dividend sharing at the end of every financial year. This might not give room for those proprietors to integrate the components of motivation, most especially by external regulation to improve or influence productivity or performance of teachers in those schools, which constitutes the problem of the study. The consequences of absence of motivation include the use of harsh and stringent techniques of teaching to pupils/students in the classrooms, laboratories and other places where teaching and learning occur. The learners generally will be at the receiving end of teachers' maltreatment which affects both students and teachers' performances.

As researchers observed that prompt salary payment is becoming an issue in educational sector, which covers both public and private schools not only in Taraba State rather country as a whole. Teachers find it difficult to plan what they can use their salary for future investment which in the long run affects their job performance. It is an open fact, a person who is poorly paid and the payment is always delayed with incessant fluctuation make teachers hardly plan from what they earn and can lead to thinking on where to get more money at the end of the month to take care of their needs and the needs of their families, thereby giving little attention to the students in school. This singular act of teachers can create a vacuum that cannot be filled easily without addressing the problem at hand. On the other hand, most private school owners rely heavily on the profits that their investment can generate to share divided at the end of financial year or generate profit and classify that as a business return, will find it difficult to go extra mile to provide salary bonuses and reward for recognized teachers', outside their initial personnel cost budget, which might lead to upward review of that budget to accommodate teachers' salary bonuses and gifts for those recognized. Thereby viewing upward review of expenditure as extra spending that is not necessary for the management of school, which constitutes serious problem of teacher motivation to give out their best for productivity or performance.

Purpose of the Study

The main purpose of the study is to investigate influence of motivational variables on teachers' job productivity in Grace Junior Academy, Jalingo, Taraba State, Nigeria the specific purpose includes:

- i. To determine the influence of prompt salary payment on teachers' job productivity in Grace Junior Academy, Jalingo
- ii. To examine the influence of Salary bonus on teachers' job productivity in Grace Junior Academy, Jalingo
- iii. To find out the influence of recognition on teachers' job productivity in Grace Junior Academy Jalingo

Research Hypotheses

H₀₁ There is no significant Influence of prompt salary payment on teachers' job productivity in Grace Junior Academy

H₀₂ There is no significant Influence of salary bonus on teachers' Job Productivity in Grace Junior Academy

H₀₃ There is no significant Influence of teachers' recognition on teachers' Job productivity in Grace Junior Academy, Jalingo

Motivation and Teachers' Job Productivity

The need to understand the general concepts of motivation and teachers' job productivity is important this study, as underlying factors in determining the school peoples' behavior is determined by what motivates them. Their performance is a product of both ability level and motivation. Obidigbo (2000) (as cited in Erdoo, 2012) refers to motivation as the psychological processes that carouse, direct and maintain behavior towards a goal. Productivity is a situation where one agrees to do a task and do it efficiently or ability to move, quickly and operate efficiently or faithful in the performance of one's duty. There is a relationship between the productivity of teachers and the motivational variables inherent in their jobs. Ogbonnaya (2004) (as cited in Oni *et al*, 2022) defines productivity as an action or achievement considered in relation to how well or how successful a person has done or executed an action for instance a secondary school principal has performed well if he attracts and maintains his staff has a warm and cordial relationship with the school community, supervised instructional programmes of his subordinates level of job performance first by raising their level of work motivation. Job productivity increases when one perceives that increased performance leads to more reward. Olowo (1983) (as cited in Karma, 2022) remarked that good remunerations not only attract teachers but also retain them and make them perform more effectively. He added that unless attractive terms of service enjoyed by teachers are extended to their equally qualified Business Educators will be ready to quit the teaching service at the earliest opportunity. Ojo (1980) (as cited in Chierry, 2023) suggests that the best way to make qualified teachers more effective in the productivity of their teaching function, should be to motivate them through harmonization of the conditions of service, fringe benefits, in-service training and promotion. This will ensure a mutual and need satisfaction acceptable to the teacher and the organization also. In other words, this seems to assert that effective motivation system will elicit an effective job productivity.

Methodology

Research Design: The study adopted a case study research design. The design was adopted because of an intensive study of a single unit or a small number of units (cases), for the purpose of understanding a larger class of similar units (a population of cases). The study was centered in Grace Junior Academy as an organization with good number of units (Pre-Nursery, Nursery, Primary and Secondary Schools). All these units have peculiar cases that made up the study's specific and main objectives of the study, there by using the entire population of the units. One important attribute of a case study survey research design is that the design is primarily using both qualitative and quantitative methodologies used to examine an identifiable problem confirmed through research. The design used to investigate an individual, group of people, organization or events.

Population of the Study

The total population of the study consists of teachers' of pre-primary, nursery, primary and secondary schools of Grace Junior Academy, Jalingo.

The Academy has a total of (44) teaching staff, which cut across the four sections mentioned above. Therefore, the total population of this study is (44) teachers' adopted from pre-primary, nursery, primary and Secondary schools of Grace Junior Academy. The number of teachers' was obtained from the record office of the school and was given by public relations officer of the Academy.

Sample and Sampling Technique

Since the study population is manageable the researchers made use of the entire population as the subjects studied for influence of motivational variables on teachers' productivity in Grace Junior Academy, Jalingo. Therefore, no sampling technique required in this study.

Instrument for Data Collection

The instrument was designed using four point scale of strongly agree with 4 points, agree 3, disagree 2, and strongly disagree with 1 point for positive items. There was no negative reversal, since negative items were eliminated from the instrument.

The study requires two (2) questionnaires that used for data collection.

The two separate questionnaires were self-developed by the researchers which were validated by a Senior Lecturer and Associate Professors from faculty of Education, Taraba State University, Jalingo. The first questionnaire was "titled Extrinsic Motivation Variables Questionnaire (EMVQ) and the Second Questionnaire titled "Teachers' Productivity Questionnaire" (TPQ). The MVQ consists of two sections (A&B), section A, is the Bio-data section which has only one item, while the second section was further divided into three (3) clusters. Clusters A-C. Each cluster has eight (8) items to measure the sub-independent variables of the study. The TPQ consists of only one section with a single cluster that has fifteen (15) items which dwelled on teachers' Job Productivity as a dependent variable of the study.

Method of Data Collection

The researchers had visited the case study institution having known as a P.T.A official of the school. The request was presented to conduct a survey research in the institution and appeal for the use of teachers' and some of their valuable records for research purposes only. Research Assistants were engaged in the school to assist in the distribution and retrieval of the questionnaires from (44) respondents. Wait and take approach was used to avoid missing of questionnaires from the school. The exercise was done within (2-3 hours) of the day. Only (37) questionnaires were filled and returned. The collated data were subjected to statistical analysis for results.

Method of Data Analysis

The data collected were described and analyzed using inferential statistics to test the (3) three null hypotheses using χ^2 chi-square statistics.

Data Presentation, Analysis and Interpretation

Table 1: Mean and Standard Deviations Rating of Responses on the Influence of Prompt Payment of Salary on Teachers' Job Productivity

S/N	Item statement	N	Mean	Std. Dev.	Decision
	I tidy up my students records regularly.	37	3.43	0.60	Agreed
	I have confidence to carry out my tasks diligently.	37	3.49	0.65	Agreed
	I regularly motivate pupils in my class using tangible rewards.	37	3.00	0.71	Agreed
	I discharge my responsibility with utmost sincerity.	37	3.62	0.55	Agreed
	I make roll call twice every day to fulfil requirements of the school.	37	2.95	0.78	Agreed
	I organized extra mural classes for interested pupils	37	2.65	0.95	Agreed
	Categories of pupils in my class catch up with my lesson.	37	3.57	0.60	Agreed
	I mark scripts of my students few days after the conduct of test, assignment and examination.	37	3.35	0.86	Agreed
	Cluster Mean/ Standard Deviation	37	3.26	0.71	Agreed

Table 1 presents mean and standard deviation ratings of responses on the influence on prompt payment of salary on teachers' job productivity. All the items have mean in the region of 2.50 to 4.00; this shows that respondents agreed that prompt payment of salary influences teachers' job productivity. The cluster has a mean of 3.26 and a standard deviation of 0.71; the cluster mean implies that prompt payment of salary has influence on teacher' job productivity. The cluster standard deviation signifies that the respondents are similar on their opinion.

Table 2: Mean and Standard Deviation Rating of Responses on the Influence of Salary Bonus on Teachers' Job Productivity

S/N	Item statement	N	Mean	Std. Dev.	Decision
	I complete my schools tasks regularly with the sole aim of getting bonus from the school management.	37	2.35	0.92	Disagreed
	The school I teach gives bonuses to teachers in compensation of Job well executed.	37	2.43	1.04	Disagreed
	I strive hard as a teacher to update pupils/students record in good time	37	3.38	0.68	Agreed
	I performed my assigned tasks as directed.	37	3.46	0.73	Agreed
	I initiate new skills of teaching to enable slow learners in my class understand the lesson.	37	3.41	0.64	Agreed
	I am satisfied doing my assigned tasks.	37	3.38	0.59	Agreed
	I successfully complete my job tasks as part of my daily routine.	37	3.41	0.60	Agreed
	I am able to save part of my salary to meet up with financial demand.	37	2.78	1.00	Agreed
	Cluster Mean/ Standard Deviation	37	3.08	0.78	Agreed

Table 2 presents mean and standard deviation ratings of responses on the influence of salary bonus on teachers' job productivity. Respondents agreed to all the items except to item 1 and 2. The cluster has a mean of 3.08 and standard deviation of 0.78; the cluster mean implies that salary bonus has influence on teachers' job productivity. The cluster standard deviation signifies that the respondents are similar on their opinion. The result implies that respondents agreed that salary bonus teachers' job productivity.

Table 3: Mean and Standard Deviations Rating of Responses on the influence of Staff recognition on teachers Job Productivity

S/N	Item statement	N	Mean	Std. Dev.	Decision
1.	In my School, priority is given to the first teacher who completes computation of pupils result for recognition at the end of the session or term.	37	2.08	1.01	Disagreed
2.	Teachers who are doing well in discharging their duties in school are always recognized.	37	2.54	1.04	Agreed
3.	Parents of children that I teach, recognize me because of the way and manner I handle students in class.	37	2.92	0.95	Agreed
4.	School authority has identified me as serious teacher who performs assigned tasks based on prescribed rules	37	2.95	0.74	Agreed
5.	Pupils in my class and those outside my class do recognize me as in town as a teacher who is willing to assist learners.	37	3.30	0.66	Agreed
6.	School management recommend me among teachers to parents for extra mural lesson of their wards	37	2.73	0.80	Agreed
7.	Any time inspectors visitors come to school for interaction with teachers, I am always among the teachers selected to interact with them.	37	2.57	0.80	Agreed
8.	Timely completion of tasks is a strong catalyst	37	2.78	1.00	Agreed
	Cluster Mean/ Standard Deviation	37	3.08	0.78	Agreed

Table 3 presents mean and standard deviation ratings of responses on the influence of staff recognition on teachers' job productivity. All the items except item 1 have mean in the region of 2.50 to 4.00; this shows that respondents agreed that staff recognition influences teachers' job productivity. The cluster has a mean of 2.76 and a standard deviation of 0.84; the cluster

Hypotheses Testing

Hypothesis One: There is no significant influence of prompt payment of salary on teachers' Job productivity in Grace Junior Academy, Jalingo

Table 4: Influence of prompt payment of salary on teachers' Job productivity in Grace Junior Academy, Jalingo

	Value	Df	A symp. Sig (2) sided
Person Chi-Square	12.413	36	.015
Likelihood Ratio	12.955	36	.011
Linear by linear Association	9.785	1	.011
Number of Valid Cases	37		

Chi –square test of significance of the influence of prompt payment of salary on teachers' job productivity (χ^2 12.413, df = 36, p = .015). The result shows that there is significant influence of prompt payment of salary on teachers' job productivity. On the basis of the data the null hypothesis which states that there is no significant influence of prompt payment of salary on teachers' job productivity is here by rejected. Therefore, prompt payment of salary significantly influences teachers' job productivity in Grace Junior Academy, Jalingo.

Hypothesis Two: There is no significance of influence of salary bonus on teachers' Job productivity in Grace Junior Academy, Jalingo

Table 5: Influence of salary bonus on teachers' Job productivity in Grace Junior Academy, Jalingo

	Value	df	A symp. Sig (2) sided
Person Chi-Square	48.701	36	.000
Likelihood Ratio	27.763	36	.001
Linear by linear Association	15.029	1	.001
Number of Valid Cases	37		

Chi – square test of significance of the influence of salary bonus on teachers' Job productivity ($\chi^2 = 48.701$, $df = 36$, $p = .000$). The result shows that there is significant influence of salary bonus on teachers' job productivity. On the basis of data the null hypothesis which states that there is no significant influence of salary bonus on teachers' job productivity is here by rejected. Therefore, salary bonus has significant influence on teachers' job productivity in Grace Junior Academy, Jalingo.

Hypothesis Three: There is no significant influence of staff recognition on teachers' job productivity in Grace Junior Academy, Jalingo

Table 6. Influence of staff recognition on teachers' job productivity in Grace Junior Academy, Jalingo

	Value	Df	A symp. Sig (2) sided
Person Chi-Square	25.950	36	.002
Likelihood Ratio	32.566	36	.000
Linear by linear Association	14.853	1	.001
Number of Valid Cases	37		

Chi-square test of significance of the Influence of Staff Recognition on Teachers' Job Productivity ($X^2 = 25.950$, $df = 36$, $p = .002$). The result shows that there is significant influence of staff recognition on teachers' job productivity, on the basis of data the null hypothesis, which states that there is not significant influence of staff recognition on teachers' Job productivity is here by rejected. Therefore, staff recognition has significant influence on teachers' job productivity in Grace Junior Academy, Jalingo.

Discussion of Findings

The first finding of the study reveals that prompt payment of salary has significant influence on teachers' job productivity in Grace Junior Academy, Jalingo. The report from the field indicated that teachers are overwhelmed when salaries are paid as at when due, which goes a long way to increase their efficiency in the job they do. Teachers put extra effort in discharging duties if they are confident that by the end of the month their salary will not be delayed and will be paid as at when due. A good number of teachers testified that with regular payment of salary enables teachers' draw a long-term budget plan that will be executed or implemented for self enhancement. The finding corroborates that of Sa'ad (2024) which reveals that external motivation as an external regulation in which prompt salary payment inclusive goes a long way to improve job productivity and enhancement of teachers'. The finding also corroborates that of Adekambi and Ukpere (2021) which reveals that prompt payment of salary and fringe benefits have significant, Independent and join influence on teachers' effectiveness in public secondary schools. Also, finding of Melaiye (2023) indicates that prompt payment of salaries results in teachers' increased interest in the job enthusiasm and increased productivity. The finding is in accord with the finding of Odeleye *et al* which reveals that prompt salary payment

is a determinant of teachers' Job Satisfaction. All related studies to this very finding did not contradict the finding in anyway or direction.

The second finding of the study reveals that salary bonus has significant influence on teachers' productivity in Grace Junior Academy, Jalingo. The report from the field revealed that teachers derive more pleasure when salary bonuses are being paid to them by their employers or school management. This has made them put extra effort in realizing the goals of the school. Among the eight items raised in the instrument for data collection only one of the items was collectively rejected or disagreed by the respondents with a mean score that was less than the mean magnitude, which indicated the strong correlation between salary bonus and teachers' productivity in school. The finding is in accord with that of Apay *et al* (2024) which revealed that salary bonuses to teachers' have been found effective in promoting teachers' productivity across all levels of education and teachers' gender. The finding also corroborates that of Emeka *et al* (2018) which revealed that salary bonuses, leave allowances, regular salary payment and other fringe benefits have positive influence on teachers' productivity and happiness.

The present finding corroborates also that of Cowan *et al* (2018) which revealed that targeted bonuses were found significant to improving teachers' retention and productivity. No previous findings found contradicting the current finding. This shows that bonuses are major indicators for teachers' productivity without controversy.

Another finding of the study, which emanates from the third research hypothesis, reveals that staff recognition significantly influences teachers' productivity in Grace Junior Academy, Jalingo. The report generated from the field revealed that, teachers responded positively to recognition that emanates from positive and highly cherished attitude and behaviour for praises, gifts and exemplary figure for other to see. The report indicated that due to the recognition given to teachers' they multiplied what they normally do in the school. The present finding corroborates that of Khaemba *et al* (2024) which revealed that teachers' recognition has positive and significant relationship with employees' performance. The present finding also corroborates that of Karwai *et al* (2022) which revealed that teachers' recognition has positive significant influence on teachers' contribution in school. No related study found that contradicted the present finding. This shows that teachers' recognition is a major indicator of teachers' productivity in the school environment without controversy.

Conclusion

The study concludes that motivational variables which include prompt payment of salary, salary bonuses and teachers recognition have significant positive influence on teachers' productivity in Grace Junior Academy, Jalingo. Also, prompt payment of teachers' salary, salary bonuses and teachers' recognition have significant positive influence on teachers' productivity in Grace Junior Academy, Jalingo. This indicates that when teachers receive salary regularly, receive salary bonuses efficiently and promptly and duly recognized by school administrators' and Parent Teachers Association of Grace Junior Academy, Jalingo productivity of teachers will be maximally improved.

Recommendations

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

- i. The management of Grace Junior Academy, Jalingo should continue with the good work it does, on the prompt payment of teachers' salary as at when due, to encourage teachers' productivity in the school.
- ii. The management of Grace Junior Academy, Jalingo in collaboration with the parents teachers association should improve or completely review the teachers' bonuses for effectiveness in duty, which in the long run pupils and students benefit from their action
- iii. The management Grace of Junior Academy, Jalingo should also review the way recognition of teachers' is made in the school, it has to be in every term not in session as being done by most private schools in the state. The packages for the recognized teachers be improved to trigger competition among teachers for the betterment of Grace Junior Academy, Jalingo

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