



## Impact of Motivation on Teachers' Job Performance in Post-Basic Education and Career Development (PBECD)

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**Abstract:** The paper discussed the impact of motivation on teacher's job performance in Post-Basic Education and Career Development (PBECD) in Nigeria. Secondary data were used in the paper. Content analysis was adopted to eliminate invalid journals and papers. The paper concluded that motivation has an impact on teacher's job performance in Post-Basic Education and Career Development (PBECD) in Nigeria. Based on this finding, the paper recommended that the government should provide training programmes for Principals on the importance of motivation and various motivational strategies. Principals should learn how to use various motivational strategies on their teachers. Principals should provide a conducive environment for teachers.

**Key words:** Motivation, Teacher's job performance.

### Introduction

Post-Basic Education and Career Development (PBECD) is the education children receive after successful completion of ten years of Basic Education and passing the Basic Education Certificate Examination (BECE) and Junior Arabic and Islamic Studies Certificate Examination (JAISCE). It includes (i) senior secondary education, (ii) higher school; and (iii) continuing education given in Vocational Enterprise Institutions (VEIs) to either Basic Education graduates who are not proceeding to Senior Secondary Schools, or Senior Secondary graduates who are not proceeding to the tertiary level, as a means of preparing them for the world of work, wealth creation and entrepreneurship (Federal Republic of Nigeria, 2013).

The objectives of Post-Basic Education and Career Development (PBECD) are to: provide holders of the Basic Education Certificate and Junior Arabic and Islamic Studies Certificate with opportunity for education of a higher level, irrespective of gender, social status, religious or ethnic background; offer diversified curriculum to cater for the differences in talents, disposition, opportunities and future roles; provide trained manpower in the applied sciences, technology and commerce at sub-professional grades; provide entrepreneurial, technical and vocational job-specific skills for self-reliance, and for agricultural, industrial, commercial and economic development; develop and promote Nigerian languages, art and culture in the context of world's cultural heritage; inspire students with a desire for self-improvement and achievement of excellence; foster patriotism, national unity and security education with emphasis on the common ties in spite of our diversity; and

raise morally upright and well-adjusted individuals who can think independently and rationally, respect the views and feelings of others and appreciate the dignity of labour. The realization of the objectives of secondary school education depends on adequate professionals and motivated school administrators, teachers and students (Olowonefa & Ogunode, 2021; Mohammed, Ogunode, Yahaya 2021).

Josiah, Audu, & Ogunode, (2023) conceptualized motivation as the force that influences an individual to give his or her best in institutions and the realization of goals. Motivation is the drive that influences an individual to achieve the maximum output for himself or an institution. Motivation is defined as a driving force that compels an individual to take some actions to achieve certain goals. The motivational level of everyone is different just like the perception and the attitude of everyone are different. For example, a person feels hungry, and as a response that particular person eats so the feelings of hunger get diminished (Inayatullah & Jehangir, n.d). Motivation according to Ogunode, Salman, & Ayoko (2023) is the force driving an individual towards the attainment of certain goals or achievements. Motivation is an invisible drive that influences the action of an individual towards a particular goal. Motivation can be viewed as a force that propels an individual to carry out some tasks or production. Motivation also takes part in an important role for teachers because it helps to achieve their targets efficiently. Teacher motivation is essential. It improves the skills and knowledge of teachers because it directly influences the students' achievement (Mustafa & Othman, 2010).

Shrestha (2020) observed that motivation contributes to a dynamic class environment. It increases interest in students in learning particular knowledge i.e. they pay more attention and exhibit eagerness to perform an activity again and again. Motivation even boosts students' energy levels contributing to the effort a student puts forth. Educational psychologists say that motivation enhances the quality of learning in students i.e. they pay attention more and retain more information. Such motivates students not only to create an engaging learning environment for themselves but also their eagerness helps them to develop positive attitude towards teachers, who put their heart and soul into teaching, are as well encouraged. Thus, in turn benefits the students, as enthusiastic teachers positively affect student learning (smith, n.d).

It has been observed that there appears to be poor teacher job performance in most Post-Basic Education and Career Development (PBECD) schools across the country today due to poor motivation. Many teachers do not teach with passion. They are avoiding work. The attitude of most teachers towards school work is negative due to poor motivation such as poor salaries, allowances, and staff training programmes. Also, many school principals lack the right quality leadership to apply to motivate the teachers. Most principals do not know the actual motivational strategies to adopt and use to motivate the teachers. All these factors contributed to poor job performance in Post-Basic Education and Career Development (PBECD) schools. Based on this, this paper aims to find out the impact of motivation on teachers' job performance in Post-Basic Education and Career Development (PBECD) schools in Nigeria.

## **Literature Review**

### **Concept of Teachers' Job performance**

Ogunode, Ahmed, Gregory, & Abubakar (2020) also observed that teachers are fundamental to the effective delivery of the teaching programme in educational institutions. The teachers' place in the educational institutions cannot be replaced. Teachers are the implementers of the curriculum. The teacher plans the lesson, organizes the instructional resources and delivers the lesson. The teachers ensure the students learn the right knowledge and skills through the process of teaching and learning.

The teacher according to Ogunode & Paul (2021) is an important figure in the realization of the objective of educational institutions. The teacher is responsible for the training and production of manpower for social, economic and technological advancement.

Teachers' job performance according to Zaifada, Olowonefa & Ogunode (2023) is the degree to which teachers execute their official responsibilities in the school. Teachers' job performance is the capacity to effectively inculcate the three domains such as cognitive, psychomotor and affective in the learners. Teachers' job performance covers the roles of the teachers to substitute for the parent's roles in the schools (Ogunode, Olowonefa and Ayoko 2023). Al- Omari and Okasheh, (2017) defined Job performance as the result of individual or group work that shows the level of achievement of job qualifications in organizations that aim to meet organizational goals. Ogunode (2023a) viewed teacher job performance as the implementation of a teacher's assigned responsibilities in the school. Teacher job performance is the extent to which the teachers are carrying out their official responsibilities in the schools. Teacher job performance refers to the execution of the instructor's responsibilities and tasks in educational institutions (Ogunode 2023). Kahler (2006) viewed teachers' job performance as the performance of teaching tasks and the rendering of expected teaching services by teachers. It has to do with the ability of the teacher to fulfil his/her duties as a teacher. As these definitions suggest; job performance among teachers are actions used in carrying out job requirement that often progresses the aims and objectives of any educational system. Thus, effective teacher job performance connotes the ability of the teacher to do his or her work very well so that the objective of teaching and learning is achieved and this is not an easy task.

Teacher job performance as stated by Ogunode & Josiah (2023) affected the performance of a student in an examination and the general performance of the school. Teacher performance at both individual and collective levels is one of the toughest determinants of student achievement. Many factors influence the teachers' job performance in the school. Some of the factors include the availability of instructional materials, motivation, professional qualifications, experiences, infrastructure facilities, the health status of the teachers, level of social relationship in the office, training and team members.

### **Methodology**

This study employed the review method. This study depends on secondary data. The secondary data were collected from both online and print publications. A total sum of 56 empirical papers and review papers were collected on the subject matter. Content analysis was employed to eliminate insignificant literature. 45 valid and narrowed empirical papers and review papers were finally used for the study.

### **Data Analysis**

Secondary data on the impact of motivation on teacher's job performance and students' academic performance were analyzed in this section. Olabisi, Okolo, and Ogunode (2023) concluded that motivation has led to improved teachers' job performance and students' academic performance in Post-Basic Education and Career Development (PBECD) in Nigeria. Also, Josiah, Audu, & Ogunode (2023) identified decision-making, payment of salaries and allowance, provision of a conducive environment, provision of instructional resources, promotion and award, appreciation, praise, and commendations as motivational strategies for improving the job performance of teachers in Post-Basic Education and Career Development (PBECD). Inproma (undated) and Josiah, et al (2023) concluded that motivation can come in the form of monetary and non-monetary. Monetary

incentives may offer short-term benefits but involve significant downsides. Non-monetary incentives, on the other hand, can shift your company culture, especially if the benefits package is constructed with your employees in mind. Monetary incentives can help you recruit and reward employees, to an extent.

Agu, Oputa, & Umeh (2021) conducted a study that examined the principals' motivational techniques for effective teacher job performance in public secondary schools in Awka South L.G.A. of Anambra State. A total of 2 research questions were formulated to guide the study. The population comprised all the 640 teachers in all the public secondary schools in Awka South Local Government Area of Anambra State. The sample size was 250 respondents. The instrument for data collection was a questionnaire that was validated by 3 experts from Nnamdi Azikiwe University Awka. The reliability coefficient was 0.82 and the data was analyzed through mean rating. The study found out among other things that principals use the provision of welfare packages, a conducive environment, adequate teaching materials and leadership behaviours as motivational techniques to influence teacher job performances in Awka South L.G.A.

Ezema, & Ogunshola, (2020) carried out a study that investigated the impact of principals' motivational techniques on students' academic performance in Federal Capital Territory (FCT) junior secondary schools, in Abuja, Nigeria. Two research questions were raised while one null hypothesis was tested. The study adopted descriptive survey and ex-post facto research designs. The findings of this study revealed that there was a significant relationship between principals' motivational techniques and students' academic performance in FCT junior secondary schools. The findings led the researcher to conclude that principals' motivational techniques could enhance students' academic performance in FCT junior secondary schools.

Chukwuemeka, & Manafa (2020) did a study that examined principals' motivational strategies for improving teacher job performance in public secondary schools in Enugu East LGA. The data was analyzed through mean rating. The study found out among others that principals use principal leadership behaviour, welfare packages and provision of a conducive environment as motivational strategies to influence teacher job performance in Enugu East LGA.

Osegbue, Ohamobi, & Manafa, (undated) did a study that examined principal's motivational strategies that will enhance teachers' productivity in secondary schools in Anambra State. The study adopted a descriptive survey design. Two research questions guided the study and one hypothesis was tested. A structured questionnaire developed by the researchers and titled Principal's Motivational Strategies and Teachers' Productivity Questionnaire (PMSTPQ) was used for data collection. The population of the study comprised 789 teachers in secondary schools in the Onitsha education zone of Anambra State. A sample of 120 teachers was purposively drawn for the study. The instrument was validated by three experts, who are lecturers, two in Educational Management and one in Educational Measurement and Evaluation all in the Faculty of Education, Chukwuemeka Odumegwu Ojukwu University. Mean scores and standard deviation were used to answer the research questions while the t-test was used in testing the hypothesis at a 0.05 level of significance. The reliability of the instrument was established using Cronbach Alpha. It yielded a reliability coefficient of 0.79 which was considered adequate for the study. The findings showed among others that motivation leads to teacher's professional growth, job satisfaction and realization of the target goals of the school.

Ude (2016) researched job perceived influence of motivation on teachers' job performances in Awka South L.G.A. of Anambra State. The research work was aimed at finding out the perceived influence of motivation on teachers in Awka South. Four research questions guided the research and the study adopted a descriptive survey research. The population of the study was 609 teachers while the sample was 124 selected through a random sampling technique. The instrument was a research

question validated by two experts from Educational Management and Policy and one from Educational Foundations Nnamdi Azikiwe University, Awka. The reliability coefficient of the instrument was 0.78 and the method of the data analysis was mean rating. The findings showed that regular payment of salaries and in-service training motivates teachers in the secondary schools in Awka South.

Akpan (2013) researched the influence of teachers' job performances on student's academic performance in biology in Ikot-Ekpene L.G.A. of Akwa Ibom State. The research work was aimed at finding out the influence of motivation on teachers' and students' academic performance in Ikot-Ekpene. Five research questions were used for the research and the study adopted a descriptive survey research. The population of the study was 150 respondents while the sample was 30 selected through random sampling technique. The instrument was a research question validated by two experts from Educational Management and Policy and one from Educational Foundations Nnamdi Azikiwe University, Awka. The reliability coefficient of the instrument was 0.78 and the method of the data analysis was through the use of t-test analysis to test hypothesis at a 0.05 level of significance. The findings revealed that teachers who are motivated teach more effectively than teachers who are not motivated.

Ogbogu (2017). Found that "regular payment of salary and provision of welfare packages, conducive working environment, the opportunity for autonomy, creativity and innovative thinking which the job provides and the regular training which employee is exposed to motivated them to perform their jobs better. Results of her analysis further revealed that the motivational strategies preferred by the staff and which would make them more efficient and effective include: ensuring that the project staff attain tenure, recognizing and rewarding outstanding performance, making the existing retirement plan more reliable, providing modern working facilities, increase in salary with welfare packages and bonuses, amongst others. Her study concluded that motivation is pivotal for enhancing staff job performance and a driving force for the overall efficiency of an organization. Hence, there should be diversity in the motivation techniques adapted to meet the needs of the staff as well as the changes in the work environment".

Khan (2012) did a study on the impact of training on the performance of employees. The study concludes that training contributes greatly to employee performance in comparison with other factors like motivation, technology, management behaviour, and the working environment. There is a positive relationship between the employee's performance training and motivation. The study shows that training and motivation have a positive impact on the performance of employees. This study concluded that an organization having good training plans for employees can enhance the performance of employees All organization that wants to enhance their employee performance should focus on training as it also motivate employees to achieve higher performance levels.

Velnampy (2007). The finding of the study reveals that "the perceived level of motivation of the employees in both public and private sectors is high. The factors influencing motivation, wages and salaries, physical working conditions, job descriptions, dependency, friendly working atmosphere, interpersonal relationships, prestige and work assignment, incentives and bonuses, work facilities, security, power, challenge and advancement and personal growth are the most important factors of motivation. Moreover, lower level employees in both the sectors give more importance to lower level needs while middle and higher-level employees emphasize higher level needs".

### **Discussion of Findings**

The study established that motivation has an impact on teacher's job performance in secondary schools. This finding is in line with Yahaya, Jamari, Mustapha, Abubakar & Inuwa (2019) concluded that variables such as promotion opportunities, job enrichment, performance appraisal, relationships and job security, authority in decision-making, recognition and appreciation for work done,

relationship with superiors, peers and job security, employee behaviour and attitude, employee responsibility, employee relationship, teamwork, increase in salary, overtime allowance, holiday with pay, provision of welfare packages, conducive work environment, recognizing and rewarding outstanding performance, strengthening the retirement plan, are applied as motivational tools to improve employee performance and almost all the articles reviewed affirmed that the above-mentioned variables and other motivational tools have a positive impact on employee performance in working places.

### Conclusion and Recommendations

The study concluded that motivation has an impact on teacher's job performance in secondary schools. Based on this finding, the paper recommended that the government should provide training programmes for Principals on the importance of motivation and various motivational strategies. Principals should learn how to use various motivational strategies on their teachers. Principals should provide a conducive environment for teachers.

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