

**ASSESSMENT OF TEACHERS' MOTIVATION AND JOB SATISFACTION FOR  
SCHOOL PERFORMANCE IN KOGI STATE, NIGERIA**

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**Abstract**

*Motivation and job satisfaction are believed to be part of veritable determinants of success in any organisation, just as they are also crucial to the long term growth of any educational system all over the globe. However, the seemingly poor conditions of service and neglect suffered by teaching professionals in Nigeria which resulted into exodus of many from the profession over the years in urban areas could only make one imagine what it is like in rural settlements. The paper assesses the effect of teachers' motivation factors on school performance and determines the differences between job satisfaction of teachers in both urban and rural suburbs of Kogi State. A self-structured questionnaire was designed and used to elicit relevant information from the sample population of the paper. The primary data collected were analysed using regression, and Duncan multiple range test statistical methods. The results revealed that there was a positive effect of motivation factors on school performance while teachers in rural settlements are as dissatisfied with their condition of service as their urban counterparts. The paper concluded that the government (State and Local Government) can attain better performance in education by improving on the monetary and non-monetary motivation factors of teachers as the paper's outcome revealed that there was a positive and statistically significant effect of motivation factors on school performance. It was, however, recommended that government should improve teachers' welfare so as to attract and retain quality teachers for better school performance both in urban and rural settlements.*

**Keywords:** Job Satisfaction, Motivation, School Performance, Teachers.

**Introduction**

The teaching profession had long been known to be a noble profession that stands out distinctively among other professions. Teachers are nation builders and national aspirations can be enhanced through articulate and result-oriented teaching procedure. However, owing to the dynamism in teaching and its design to bring about positive behavioural changes in people, it would be expected that the profession gains more priority from government and school leavers. But as time passed by, the teaching profession had been relegated to the background such that it became less attractive to new generations in Nigeria.

The educational institution is one of the essential human organisations as its resources which are mainly its teachers and students are inputs for the development of other institutions. The World Bank (1998) also supports that teachers are a very important group of professionals for

any nation's educational sector. This is because teachers inculcate knowledge, attitude and skills in students and prepare them to take up roles in national development. This makes education to be a very important factor to most governments. Teachers as human capital impact knowledge more efficiently, even the best of facilities cannot be substituted for the teacher's role as these facilities require well-trained instructors to make good use of them (Ahinchikha, 2005). In order to really access some of the complex contemporary problems of the Nigeria's school system, it is pertinent to pay particular attention to the motivation of teachers so that they can be satisfied with their jobs and eventually become more productive.

According to Peck, Fox and Morston (2007) teachers' job satisfaction may have strong implications on students' achievement just as improvement in teachers' motivation has benefits for both students and teachers. Sergiovanni (1995) views job satisfaction as an individual's affective relations to his work role which is a function of the perceived relationship between what one wants from one's job and what one perceives it is offering. Brady (2001) aligns with this view and posits that job satisfaction has an emotional and affective response derived from one's job. These feelings are not limited to salary, but can also include factors like the way employees are treated and valued by management, and the degree to which the company takes their input into consideration. Long and Swortzel (2007) adds that job satisfaction is any combination of psychological, physiological and environmental circumstances that causes a person to say that he/she is satisfied with his/her job. Ignoring teachers' job satisfaction thus places efficiency at stake and asserts that the teaching profession is in a serious jeopardy if majority of its members are dissatisfied with the job of teaching and/or do not regard matters pertaining to their work as being of central concern (Kooi, 1990).

The instability in the teaching profession and low morale in performing teaching activities are also reasons for unsatisfactory performance in the daily school duties and responsibilities which have led to low productivity in the sector. Armstrong (2009) opines that productivity in an organisation is a function of how well the employees perform their various tasks, which is dependent upon job recruitment, selection and job placement of employees. The individual performance is a function of the ability and the willingness of the worker to perform the job.

Motivation can be understood from both psychological and management perspective. Psychological perspective refers to the internal mental state of an individual relating to the internal initiation, direction, persistence, intention and termination of behaviour (Mullins, 2005). Motivation process consists of needs which are geared towards achieving desired goals. The drivers are actively oriented to approach certain goals to alleviate an individual needs. In management, motivation is an activity that managers utilise in an attempt to boost their employees' productivity in the organisation. It is the process of activating the willingness potentials of the employees which is in terms of outward behaviour. Those motivated exert extra-efforts to perform given tasks unlike those not motivated.

The issue of how best to attract high quality teachers, encourage and retain these category of people as teaching staff for a long time has been a major challenge in the school system. Hence, series of protest and strikes by various teaching groups on the peasantry nature of

their salaries and its non-payment on time among others have been the demand for a long time without any sign of remedy. Some studies (Ololube, 2005; Njiru, 2014; Waga&Simatwa, 2014) have identified that to build a high level of job satisfaction and motivation, certain factors are essential such as the opportunities to accomplish something, recognition for accomplishments, chances for advancement and growth, chances of increased responsibility, among others. These factors relate to the context of the job itself. Performance of teachers then can be achieved through building motivation factors into their jobs. In turn, motivation of teachers affects the performance of students, that is, when teachers are highly motivated their productivity is likely to be high. One of the main goals of most schools is to ensure that students perform well academically. When school results are poor, accusing fingers are usually pointed at the teachers.

The problem of what to do to make teachers work hard for the interest of the students is a fundamental one. This problem varies with individual characteristics and the school working environment. Effective teachers' motivation demands that the teachers are engineered to devote themselves to achieve the objectives of education. Since job satisfaction depends on the prevailing conditions of work, individual perception of life, the society and economic value of the society, the problem of meeting the teachers' needs is thus significant. However, it seems teachers agitations and demands for higher pay and better working condition is beyond the resources of the local, state and federal governments, as government at various levels have argued that present economic realities in the country cannot sustain the demanded increase in salaries, benefits and improvements in working conditions (Premium Times, 2019). This had severally led to cases of delayed salary payments which often times results to strikes and job boycott whose multiplier effect is low school performance.

### **Objectives of the Study**

The major objective of the paper is to assess teachers' motivation and job satisfaction for school performance in Kogi State, Nigeria. Other specific objectives include:

- i. To examine the effect of factors that tend to motivate teachers on school performance
- ii. To determine the differences between job satisfaction of teachers in rural and urban settlements

### **Literature Review**

Several studies have committed considerable efforts and resources in identifying and testing the relationship that exists among job satisfaction, motivation and performance (Oshagbemi, 1999; Dinham& Scott, 2000; Koustelios, 2001 ). Teachers that are not motivated are likely to spend little or no effort in their jobs, avoid the workplace as much as possible and produce low quality work. On the other hand, teachers that are motivated to work are more likely to be productive, persistent and willingly undertake work with better output.

### **The Concept of Teacher Motivation, Job Satisfaction and School Performance**

Educational researchers and practitioners recognise that school motivation is vital for academic achievement and persistence (Pintrich, 2003). This has opened the way to a recent series of intervention programmes specifically designed to improve teachers' and students'

motivation at school (Wigfield&Wentzel, 2007). When examining the role of teachers' or students' motivation, one may consider it as either a general construct (motivation towards school performance in general) or specific to school subjects (motivation towards subject performance). Both foci are important to consider in understanding general as well as specific academic outcomes (Bandura, 1997; Pintrich, 2003; Elliot, 2005; Green, Martin, & Marsh, 2007).

Motivation is the derivative of the word "motivate", which means to convince to take action for need satisfaction (Butkus& Green, 1999). Hanson (2003) defines motivation as, "an inner state that energises, moves, channels and sustains behaviour towards goals". Motivation includes a set of internal as well as external forces that activate the speed of doing any task until aim is achieved (Draft, 2006). Motivation can then be said to mean a set of processes concerned with a force that energizes behavior and directs it towards achieving some specific goals. A motivated employee has the consciousness of the objectives of the organisation and work hard to achieve those objectives.

Motivation has a deep impact on the performance of employees. Smithers and Walker (2000) have the viewpoint that motivation has a big contribution in improving productivity. According to Malik (2010), motivation improves the performance of employees and in return employee motivation develops the organisation.

Besides, job satisfaction is an affective, cognitive or attitudinal response to work with significant organisational outcomes (Spector, 1997). It has been defined as the extent to which people enjoy their jobs (Fritzche& Parrish, 2005) Organisational psychology has been concerned with its consequences such as productivity, role engagement or withdrawal and turnover (Fritzche& Parrish, 2005). According to Weiss and Cropanzani (1996), job satisfaction represents a person's evaluation of the job and the work context. It captures the most popular view that job satisfaction is an evaluation and represents both belief and feelings.

Job satisfaction has been defined as the extent to which an employee has favourable or positive feelings about work and work environment (De Nobile, 2003). In general, researchers perceive job satisfaction as a general attitude, rather than specific or actual (Jex, 2002). Referred to as one of the best-researched concepts in work, job satisfaction mediates the relationships between one individual worker with work conditions, and organisational and individual outcomes (Heller & Judge, 2002; Jex, 2002). In general, job satisfaction is highly correlated to performance in complex jobs, in relevance to the relationship in less complex jobs. This could be explained by greater autonomy in complex jobs (Judge &Hulin, 1993; Johnson & Johnson, 2000). Numbers of recent studies have looked at personality trait as a correlate of job satisfaction (Judge, Higgins, Thoresen, &Barrick, 1999). What seems to be lacking is a fairly comprehensive approach to examine, in a single study, personal correlates of job satisfaction.

Research on teachers' job satisfaction suggests that educators are most satisfied with the teaching itself and their supervision but dissatisfied with their salary and promotional

opportunities (Oshagbemi, 1999; Dinham & Scott, 2000; Koustelios, 2001). School performance can be measured by its effectiveness and efficiency. School performance characteristics are what help to create a fertile school culture that facilitates learners' achievement. Several researchers (Rutter, 1983; Berliner, 1990; Henson & Eller, 1999) have identified such characteristics. Their findings indicate that learners excel when the following factors are present (Rutter, 1983; Berliner, 1990, and Henson & Eller, 1999): strong leadership is provided by a principal who works with the staff to communicate the mission of the school; provide reliable support for staff; and meet with teachers and other members of the staff frequently to discuss classroom practices. High learner achievement is the foremost priority of the school, and the school is organised around this goal as shown by teachers who demonstrate high expectations for learners' achievement and make learners aware of and understand these expectations. Parents are aware of, understand, and support the basic objective of the school and believe they have an important role to play in their children' education. Teachers work together to provide an orderly and safe school environment. Schools use evaluation to measure learners' progress and promote learning.

### **Motivating Factors**

Some researchers have concluded that the most important reason of demotivation of employees is low salaries. According to Nbina (2010), secondary school teachers become demotivated due to low salaries and poor facilities like lack of developmental programmes. Money alone does not fulfil the needs of human beings. According to Mullins (1996), worker's productivity increases when satisfactory feedback is provided for them. Hoy and Miskel (2004) also support the above viewpoint by saying that feedback plays a crucial role in the motivation of teachers. Like Hoy & Miskel, Kyriacou (1995) also conducted a research on teachers and concluded the same result that feedback plays an imperative role in improving the morale of teachers.

Some other researchers, who conducted their researches on employee motivation, especially on teacher's motivation, conclude that appraisal contributes much in employee motivation. Appraisals have a great input in motivating employees at work (Mullins, 1996). In addition, Monyatsi (2006) has concluded that appraisals play an important role in modifying teacher's behaviour. According to many researches, environment has vital contribution in employee motivation. Employees are motivated when such a work environment that is friendly and pleasurable is created (Nelson, 1996). Kazeem (1999) supports the same viewpoint by saying that excellent working conditions also motivate the motivational level of teachers.

Family has a great importance in the life of every employee. Many employees do low working hours jobs because they want to give time to their family members. It means that work-life balance is also a motivator for the employees. So far, only extrinsic motivators have been discussed. But intrinsic motivators also have a vital part in the motivation of employees. Even in some conditions, only intrinsic motivators can improve the motivational level of different employees. Employee engagement to their work can motivate the employees. According to Gallup Management Group (reported in Dernovsek, 2008), employees that are engaged in their work had a turnover rate of 51% less as compared to other employees; absenteeism rate was 27% less, Productivity level was 18% greater and profitability was 12%

higher as compared to other employees. Employee engagement means employees should understand that their workplace is a place for work not for money (Al-Aamri, 2010).

According to Herzberg (1959), only the intrinsic factors can cause motivation in the employees. Extrinsic factors only eliminate the job dissatisfaction. Intrinsic factors that cause motivation are achievement, recognition, the work itself, responsibility, advancement and growth. He further explained that the external factors like salary, environment, and supervision have effect on job dissatisfaction level not on motivational level (Gagne & Deci, 2005).

Motivational factors differ from industry to industry (Gay, 2000). He emphasised that employees of every industry are motivated in different ways. For hospitality workers, salary is a valuable motivator; for industrial workers interesting work is an important motivator (Gay, 2000). But for school teachers, small class size, distance from school, availability of learning resources, type of school (Moleni & Ndalama, 2004) and prompt salaries (Ayeni, 2005) are effective motivators.

Different researchers have offered different combinations of motivators that can motivate the employees. According to Luthans (1994), when monetary rewards are combined with proper feedback and recognition, motivational level of employees will be increased. Houran and Kefgen (2007) gave another combination of different motivators. According to them, money may be the most important motivator when it is combined with non-monetary rewards.

Uwachukwu (2007) observed that the major problems confronting management is that of motivating workers to perform assigned tasks to meet or surpass predetermined standards. Performance can be enhanced by the monetary and non-monetary motivating factors. Monetary motivation factors motivate employees by giving them rewards or incentives for performance through the payment of money. This factors include adequate and prompt salaries / wages, fringe or employment benefits such as housing allowance, medical allowances, holiday allowances, retirement benefits, end of year bonus among others.

Non-monetary motivation factors are other motivating factors which are not monetary. They are non-financial incentives which satisfy the ego and self-actualization needs of employees. Examples include good working conditions or conducive working environment such as proper ventilation, illumination, sanitation, participation in decision making; employee training and development, recognition and commendation, fair agreement, health and safety.

### **Theoretical Review**

In adopting the theories applicable to the paper and understanding of motivation and job satisfaction, the hierarchy of needs theory, the expectancy theory and Herzberg's two-factor theory were reviewed.

### **Theory of Hierarchy of Need**

Maslow (1970) opined that individuals' experience various needs, and will be motivated to fulfil whichever need is the most paramount at that time. What he termed the lower order

needs are dominant until they are at least partially satisfied. Then, Maslow predicted that a normal individual will turn his/her attention to satisfying the needs at the next stage, and so on, so that their higher order needs would gradually become dominant; he referred to these needs as being arranged in a hierarchy viz:

- i. Physiological needs: these are the basic needs of an individual which includes food, clothing, shelter, air, water etc. These needs are essential to the survival and maintenance of human existence.
- ii. Safety needs: refers to those needs that ensure the security of human survival, such as job security, safety of lives and property, etc
- iii. Social needs: these needs erupt from the society in which man exist. Man being a social animal desires love, affection, friendship, sense of belonging, interaction, among others.
- iv. Esteem needs: these relates to man's desire for self respect, recognition and respect for others.
- v. Self-actualization needs: these are the needs of the highest order and they are dominant in a person who has satisfied the four previous needs stated above. An example of this includes reaching ones dreams or one's personal potential.

### **Expectancy Theory**

Vroom (1964) propounded the expectancy theory of motivation. The theory assumes that individuals have different needs and so their value outcomes differ. Individuals also make conscious choices about which course of action they are to follow. They also choose between alternative actions based on the livelihood of action resulting in an outcome they value and that behaviour results from conscious choices among alternatives whose purpose it is to maximize pleasure and to minimise pain.

Vroom realised that an employee's performance is based on individual factors such as personality, skills, knowledge, experience and abilities. He stated that effort, performance and motivation are linked in a person's motivation. He uses the variables Expectancy, Instrumentality and Valence to account for this.

**Expectancy** is the belief that increased effort will lead to increased performance. For instance, if I work harder, then this will be better. This is affected by such things as:

- i. Having the right resources available (like raw materials, time);
- ii. Having the right skills to do the job;
- iii. Having the necessary support to get the job done (e.g. supervisor support, or correct information on the job).

**Instrumentality** is the belief that a valued outcome will be received if one performs well. It is the degree to which a first level outcome will lead to the second level outcome i.e. if I do a good job, there is something in it for me. This is affected by such things as:

- i. Clear understanding of the relationship between performance and outcomes – e.g. the rules of the reward 'game';

- ii. Trust in the people who will take the decisions on who gets what outcome;
- iii. Transparency of the process that decides who gets what outcome.

**Valence** is the importance that the individual places upon the expected outcome. For the valence to be positive, the person must prefer attaining the outcome to not attaining it. For example, if someone is mainly motivated by money, he or she might not value offers of additional time off.

The three elements are important behind choosing one element over another because they are clearly defined: effort-performance expectancy (E>P expectancy) and performance-outcome expectancy (P>O expectancy).

E>P expectancy: our assessment of the probability that our efforts will lead to the required performance level.

P>O expectancy: our assessment of the probability that our successful performance will lead to certain outcomes.

### **Herzberg' Two-Factor Theory**

Herzberg, Mausner and Snyderman (1959) are the pioneers who assumed working environment as one of the determinants affecting employees' job satisfaction. They discovered that factors affecting employees' satisfaction were different from those of dissatisfaction. From these findings, Herzberg et al (1959) developed Motivation-Hygiene Theory to explain these results. In Herzberg's works (Herzberg et al, 1959; Herzberg, 1966; Herzberg, 1976), factors of job satisfaction are divided into two domains: motivation and hygiene factors. Motivators refer to the nature of work and are the sources of job satisfaction. These include achievement, recognition, the work itself, responsibility, advancement, and growth. Hygiene factors, however, are the factors extrinsic to the central purpose of the employees and jobs such as company policies, supervisory practices, work conditions, salary, or relationship with co-workers or supervisors. Hygiene factors tend to contribute to the dissatisfaction of the employees. Furthermore, Herzberg and his colleagues argued that the factors contributing to job satisfaction are not the negative or opposite of job dissatisfaction and vice versa. Furthermore, the negative of job satisfaction is not job dissatisfaction but no satisfaction. Similarly, the negative of job dissatisfaction is not job satisfaction, but rather, no dissatisfaction.

This paper concludes that Maslow and Herzberg looked at the relationship between internal needs and the resulting effort expended to fulfil them, while Vroom's expectancy theory separates effort (which arises from motivation), performance, and outcomes. The paper adopts the Vroom's theory as it best suits the research objective.

### **Empirical Review**

There is a proper link between motivational level and job satisfaction of teachers (Kadzamira, 2006). Sense of responsibility increases the motivation of employees (Josefowitz, 1983). According to Osterloh and Frey (2002), employees can intrinsically get motivated when their



relationships improve within an organisation. Different researchers ranked different motivators differently. Malik (2010) conducted his research on the University of Balochistan. After data analysis, he ranked different motivators in this sequence from most effective to least effective: living in a safe area; good salary; promotions; interesting work; conducive working conditions; sympathetic help with personal problems; appreciation of work done; and personal loyalty to employees, respectively.

Ali, Abdulkadir and Ali (2016) carried out a survey on 80 teachers of secondary schools in Mogadishu. They found out that lack of motivation could lead to dissatisfied and uncommitted teachers who may have higher rates of turnover. Based on their finding, they recommended that both extrinsic and intrinsic motivation be applied among the teaching staff in order to improve job satisfaction and schools’ performance in the end. Akuoku, Dwumah and Baba (2012) found in their study of 20 public basic schools from the urban and peri-urban areas of Tamale, Ghana that there was no significant difference in terms of motivation between urban and peri-urban teachers. They thus recommended that the living and working conditions of teachers should be improved upon and the opportunity for career advancement be simplified for teachers to upgrade their professional knowledge and skills.

**Study Model**

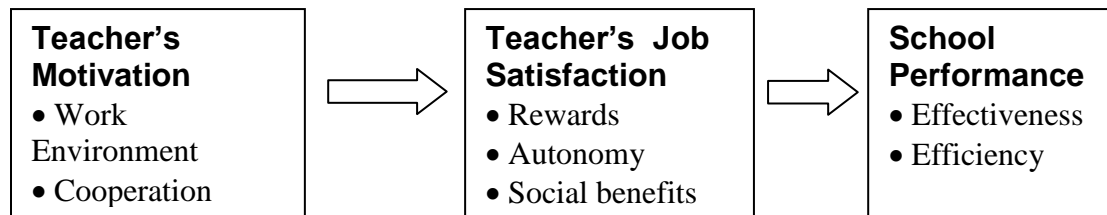


Fig 1.1: Diagram showing link among the study variables

Source: Adopted from Ali, Abdulkadir and Ali (2016).

**Methodology**

The study is a survey-based research which made use of primary data. Structured questionnaire was designed and copies were administered to obtain data for analysis. Samples were drawn from the study population which comprised public primary and junior secondary school teachers in the 21 Local Government Areas of Kogi State. Adavi, Ajaokuta, Ankpa, Dekina, Ibaji, Idah, Kabba-Bunu, Kogi(Lokoja), KotonKarfe, Okehi, Okene, and Yagba West Local Government Areas (LGAs) were classified as urban settlements. Conversely, Bassa, Igalamela-Odolu, Ijumu, Ofu, Ogori/Magongo, Olamaboro, Omala, Mopa-Muro, Yagba East were classified as rural settlements based on the characteristics of available basic services/condition of infrastructural facilities, presence of standard housing and building infrastructure, population, living conditions of residents, poverty and social exclusion as opined by Owoye and Obayomi (2015). The quota sample technique was used for the study

while Cochran’s (1963) formula for large population was used to determine the minimum number of respondents the questionnaires could be administered to.

$$n_0 = \frac{Z^2 pq}{e^2} = \frac{(1.96)^2(0.5)(0.5)}{(0.05)^2} = 385 \text{ teachers}$$

Where:

- $n_0$  = sample size
- $Z^2$  = the abscissa of the normal curve that cuts off an area  $\alpha$  at the tails (1 -  $\alpha$  equals the desired confidence level, e.g., 95%)
- $p$  = estimated proportion of an attribute that is present in the population
- $q$  = 1-p
- $e$  = the desired level of precision

A total number of 20 copies of questionnaires were distributed to teachers in schools selected in each of the 21 LGAs resulting to a cumulative total of 420 questionnaires to make provision for unreturned or unsuitable copies of questionnaires. 396 questionnaires were found to be properly filled among those retrieved from the respondents. This number, therefore, constitutes the basis of the data analysis. To arrive at the intended analysis, the participants’ responses were analysed using the SPSS statistical software and several sets of statistical analysis were performed: Regression, ANOVA and Duncan multiple range test.

**Model Specification**

This model evaluated the effect of factors that tend to motivate teachers on school performance. Motivational factors were proxied by monetary and non-monetary factors which were the independent variables while school performance proxied by school’s examination outcome is the dependent variable.

$$\text{SchPerf} = a_0 + a_1\text{MNT} + a_2\text{NMNT} + \mu$$

Where:

- SchPerf = School performance
- MNT = Monetary motivation factors
- NMNT = Non-monetary motivation factors

**Data Presentation and Analysis**

**Table 1: Motivation of teachers in Kogi State is either monetary or non-monetary**

	Frequency	Percent	Valid percent	Cumulative Percent
Valid				
Strongly Agree	141	35.6	35.6	35.6
Agree	193	48.7	48.7	84.3
Undecided	15	3.8	3.8	88.1
Disagree	24	6.1	6.1	94.2
Strongly Disagree	23	5.8	5.8	100.0
<b>Total</b>	<b>396</b>	<b>100</b>	<b>100</b>	

Source: Authors computation 2018

Table 1 reveals that 141 (35.6%) respondents out of the 396 respondents strongly agreed that teachers’ motivation is either monetary or non-monetary in nature, while 193 (48.7%) of the respondents simply agreed. Only 15 (3.8%) respondents were undecided, 24 (6.1%) respondents disagreed while 23 (5.8%) other respondents strongly disagreed that teachers’ motivation is either be monetary or non-monetary in nature. This implies that Kogi State teachers receive both monetary and non-monetary motivation from their employers.

**Table 2: Teachers’ derive satisfaction from their working environment**

	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Valid				
Strongly Agree	40	10.1	10.1	10.1
Agree	68	17.2	17.2	27.3
Undecided	84	21.2	21.2	48.5
Disagree	111	28.0	28.0	76.5
Strongly Disagree	93	23.5	23.5	100.0
<b>Total</b>	<b>396</b>	<b>100</b>	<b>100</b>	

Source: Authors’ computation, 2018

Table 2 shows that 40 (10.1%) respondents out of the 396 respondents strongly agreed that they derive satisfaction from their working environment, 68 (17.2%) respondents agreed, 84 (21.2%) were undecided, 111(28.0%) disagreed while 93(23.5%) strongly disagreed. This implies that most of the teachers’ were not enjoying their working environment in Kogi State.

**Table 3: Teachers’ conditions of service is better in urban settlements than rural settlements**

	<b>Frequency</b>	<b>Percent</b>	<b>Valid percent</b>	<b>Cumulative Percent</b>
Valid				
Strongly Agree	112	28.3	28.3	28.3
Agree	103	26.0	26.0	54.3
Undecided	26	6.6	6.6	60.9
Disagree	110	27.8	27.8	88.7
Strongly Disagree	45	11.3	11.3	100.0
<b>Total</b>	<b>396</b>	<b>100</b>	<b>100</b>	

Source: Authors’ computation, 2018

Table 3 discloses that 112 (28.3%) respondents out of the 396 respondents strongly agreed that teachers’ condition of service is better in urban settlements than rural settlements, 103 (26.0%) respondents agreed, 26 (6.6%) were undecided, 110 (27.8%) disagreed while 45 (11.3%) strongly agreed. With this information, we can infer that there is almost a balanced perception from the teachers in agreement and disagreement of the statement, which could

mean that there is a misconception of the condition of service of both urban and rural teachers in Kogi State.

**Test of Hypotheses**

**Hypothesis I**

H<sub>0</sub>: There is no significant effect of factors that tend to motivate teachers on school performance

**Table 4: Model Summary**

Model	R	R Square	Adjusted square	R	Std. Error of the Estimate
1	0.952	0.907	0.904		0.40991

Source: SPSS output, 2018.

The model summary in table 4 shows that 91% of variation in the dependent variable (school performance) was explained by variation in explanatory variable (motivation factors), while the remaining 8% is explained by other factors which are not included in the model. This shows that the result of the model was of good fit and is useful for making predictions, since R<sup>2</sup> is close to 1.

**Table 5: ANOVA<sup>a</sup>**

Model	Sum of squares	Df	Mean square	F	Sig.
Regression	106.020	1	53.010	315.489	.000 <sup>b</sup>
Residual	208.656	92	1.008		
Total	354.646	94			

Source: SPSS output, 2018.

The calculated ANOVA table is analysed to see if the variables are significant. The F statistics is compared with 1 and 92 degrees of freedom using stats tables. From the ANOVA table, F = 315.489, P-value = 0.000 ≤ 0.05 (sig). Since the p-value = 0.000 ≤ 0.05 (critical value), the null hypothesis is rejected and the alternative hypothesis accepted. This implies that motivational factors have significant impact on school performance.

**Table 6: Regression Coefficients**

Model	Unstandardized coefficient		Standard Coefficient	T	Sig.
	B	Std. Error			
(constant)	.378	.158		2.398	.019
Motivation factors	.507	.077	.589	6.615	.000

Source: SPSS output, 2018

Table 6 provides information on the effect of individual variables (Estimated Co-efficient or Beta) on the dependent variables. The t-test of motivation factors 6.615 with Beta 0.589 and P-value of 0.000 is less than 0.05 (critical value), this implies that motivation factors have a highly significant effect on school performance. i.e the intercept and slope are 0.378 and 0.507 respectively which could be written in model form as  $Y = 0.378 + 0.507X$ . The positive value of 0.378 and 0.507 indicate that the teachers’ motivational factors, if adopted, can improve school performance in Kogi State.

**Hypothesis II**

H<sub>0</sub>: There is no significant difference between teachers’ job satisfaction in rural and urban settlements in Kogi State

**Table 7: Teachers are more satisfied with their job conditions in urban settlements than rural settlements of Kogi State**

Duncan Test: Urban Settlement

	N	Subset for alpha = 0.05		
		1	2	3
Strongly Disagree	112	3.4000		
Disagree	103		4.0000	
Undecided	26			4.6000
Agree	110			5.0000
Strongly Agree	45			5.0000
Sig.		1.000	1.000	.0124

Means for groups in homogeneous subsets are displayed.

Source: Authors’ computation, 2018.

**Table 8: Teachers are more satisfied with their job conditions in rural settlements than urban settlements of Kogi state**

Duncan Test : Rural Settlements

	N	Subset for alpha = 0.05		
		1	2	3
Strongly Disagree	86	3.6000		
Disagree	72		4.0000	
Undecided	123		4.0000	
Agree	55			4.8889
Strongly Agree	33			5.0000
Sig.		1.000	1.000	.0357

Means for groups in homogeneous subsets are displayed.

Source: Authors’ computation, 2018.

The Duncan multiple range tests was used to analyse the responses in both regions so as to achieve hypothesis two which states that “there is no significant difference between teachers’ job satisfaction in the rural and urban settlements of Kogi State”. In Table 7 and Table 8, the results revealed that both regions are not statistically significant at 5% level. Therefore, the paper accepts the null hypothesis and concludes that there are no differences in the regions understudied.

### **Discussion of Findings**

The paper revealed that motivation factors have a highly positive significant effect on school performance at co-efficient of 0.589 with F-test at 315.489 (P-value  $0.000 < 0.05$ ). This affirms of Malik’s (2010) and Ali, Abdulkadir and Ali’s (2016) finding that motivation factors affect school performance.

The paper also revealed that there was a significant difference among the views of teachers of both the urban and rural settlements on their job satisfaction i.e. opinions of respondents from the urban and rural settlements on the conduciveness of their work environment significantly varied; as some agreed, others did not agree that their work environment was conducive. This is depicted by the result of the Duncan multiple range tests which revealed a non-significant level at 5% significant level which implies that there were no differences in responses of both regions studied. This is in tandem with Akuoku, Dwumah & Baba’s (2013) finding that teachers in peri-urban schools job conditions are not better than their urban counterparts.

### **Conclusions and Recommendations**

Based on the findings of this paper, it was concluded that the government (State and Local) can attain better performance in education by improving on the motivation factors of teachers as the study’s outcome revealed that there was a positive and statistically significant effect of motivation factors on school performance. Also, going by Herzberg’s (1959) two-factor theory which states that the factors contributing to job satisfaction are not the negative or opposite of job dissatisfaction and vice versa and that the negative of job satisfaction is not job dissatisfaction but no satisfaction.

The paper thus recommended that the government in Kogi State should focus on adopting more motivation strategies to boost the morale of their teachers for effectiveness and efficiency in their schools. This means that prompt and adequate payment of salaries should be non-negotiable; they should provide necessary work tools; employees should be recognised and commended on meritorious actions and promoted as at when due, among others.

The paper also recommended that regardless of the location of the school, rural or urban settlement, employees should be seen as the same and must be accorded the same conditions of service. Government who are the sole employers of public school teachers should create conducive environment for teaching and learning and raise teachers’ satisfaction on the intrinsic parts of the job, such as making the work challenging and interesting.

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