

THE IMPACT OF MOTIVATION ON JOB PERFORMANCE: A STUDY OF TEACHERS IN ONDO STATE PUBLIC SERVICE

By

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Abstract

The UNESCO/ILO Recommendation concerning the Status of Teachers was adopted by the UNESCO (United Nations Educational, Scientific and Cultural Organization), in 1994 and it set aside the 5th of October every year as the World Teachers' Day, for celebrating and commemorating the status and giant strides made by Teachers in their organizations and world at large. According to the International Labour Organization (ILO)'s convention, work or job, which may be official or non-official, remunerated or not remunerated, occupies a pivotal role in the lives of people all over the world because it is through it, that men and women assert themselves and their input/roles in the society and while many jobs provide compensation, some pose a lot of risks which include risks to the health and safety of the employees. As a result of this, personal satisfaction which should lead to good job performance becomes a mirage to both the employer and the employee. This study is a comprehensive research of employee motivation and its impact on the job performance of Teachers in Ondo State and Maslow Hierarchy of Needs Theory and Equity Theory are used to measure their job satisfaction and performance. It used exploratory research design to obtain data from the Local Government Areas with the aim of analyzing their organizational policies and structures and the effectiveness of their motivational tools and strategies. It recommended that the management should ensure that salaries are paid promptly, organize regular training, and ensure that the safety and psychological needs of the Teachers particularly those who are exposed to risks in the course of performing their jobs are prioritized.

Key words: Motivation, Performance, Satisfaction, Employee, Organization

Introduction

The UNESCO/ILO recommendation document highlighted the rights and responsibilities of Teachers as well as international standards for their education, recruitment, teaching and learning conditions of their working environment. This is because the job of a Teacher provides a unique and rare opportunity for them to make a lasting impact on the lives of others, especially that of their students, by contributing to help in shaping promising futures and on the other hand, also giving personal fulfillment to the employee.

However, the world and in particular States face an unprecedented decline and mass exodus from the profession which is due to a massive decline in their working conditions, status and motivation to work. Hence, the imperative to Government on all levels to reverse the Teaching profession's job apathy by advocating for an enviable and well-remunerated profession and professionals. This will be achieved by analyzing their challenges and inaugurating and establishing tools which will attract, retain and motivate Teachers to achieve job satisfaction. If all these are ensured, it will lead to motivation, increase in Teacher retention and high job performance.

The American Heritage Dictionary of English Language (2006) defined an employee as “a person who works for another in return for financial or other compensation”. So, likewise, Teachers do not work only

because they want to earn money but for other numerous reasons like making new friends, job security, have a sense of fulfilment, to boost their ego, and most importantly to achieve goals that surpass financial gains from their employment which is to have job satisfaction.

In the early 20th century, money was regarded as the most important reason of employee's involvement in the production of goods and services (Kreitner, 1995). However, after a series of researches, for example, the "Hawthorne Studies" conducted by Elton Mayo from 1924 – 1932 at the Hawthorne Works of the American Western Electric Company in Chicago, it was discovered that employees were not motivated only by monetary rewards or compensation but their behaviour was linked to the level of motivation that the job offered to them (Dickson, 1973). The Hawthorne studies thus led to the Human relations approach to management, whereby the needs and motivation of employees became the primary focus of Managers and it paved the way for discovery and application of other theories and definitions on motivation and performance at the work place.

There have been various definitions of motivation from different disciplines in the academia ranging from the fields of management, psychology to allied sciences. According to Kreiner and Kinieki (1988) and Ramlall (2004), motivation is derived from the Latin word "movere" which means to move. Butkus and Green (1999) also stated that motivation is derived from the word "motivate" which also means to move, push or

persuade someone, especially an employee to act to satisfy a need or to help him to achieve a personal goal or target.

Mol (2002) differentiated between the terms “movement” and “motivation” and described movement as accomplishing a task in order to be rewarded or remunerated while motivation is the voluntary involvement and decision of a person to carry out a task. Page (2008) in his article on non-monetary incentives in the workplace, defined motivation as the process that accounts for an individual’s intensity, and persistence of effort toward attaining a goal. In Cole (1996), motivation is essentially about what drives a person to work in a particular way, and with a given amount of effort.

Motivation has also been explained as a decision-making process through which an employee chooses defined outcomes and sets in motion the behaviours that will assist him to achieve his goals (Huezyński & Buchanan,1991). Linder (2004) also sees motivation as a psychological process that gives behaviour a purpose and sense of direction.

Robins (2015) defined motivation as the “willingness to exert higher levels of efforts towards the realization of organizational goals, which is also driven by the desire to satisfy some of the individual’s needs. A need is an internal state that makes certain outcomes appear negative and an unsatisfied need creates tension that stimulates some drives within an individual. These drives lead employees to develop and acquire some

behaviours in their quest to discover goals that if attained, will lead to their satisfaction and subsequent reduction of tension and dissatisfaction encountered on the job.

Human motivation studies seek to discover the actions that triggers performance. Cole (1996) opines that motivation is the term used to describe those actions, both intrinsic and rational by which people seek to satisfy their basic drives, perceived needs and personal goals which trigger performance.

Motivation is a human psychological characteristic that contributes to a person's degree of commitment to every set task and goal. It is a very important criterion of the performance and output of employees in organizations and is essential to organizational effectiveness and the performance of their employees (Stoner, 2012).

Many organizations desire that their employees should perform to the best of their abilities, yet motivation remains a difficult factor for them to manage. Mullins (209) observed that employees' goals and aims do not always conform or align with what their employers can provide and it has been suggested that proper motivation of employees can significantly influence the attitude of workers towards their jobs and also improve and raise the performance of such employees to high levels on the job. If Organizations can successfully motivate their staff, it translates to less absenteeism and high employee turnover, greater satisfaction and

commitment and ultimately higher productivity or performance in the workplace.

Employers should understand why some employees choose to perform satisfactorily, and vice versa. Also of importance is the need to discover the rewards and incentives that employees value or place a premium on so that if it were possible, it would be provided. Employees are willing to work harder when they are assured that they will be adequately recognized, compensated or rewarded for doing so. In other words, they will exert their efforts only if it will help them to also meet some of their own personal needs. Hence, the level of commitment of an employee to an organization is a product of the motivation he derives from his job and employer.

There are two types of motivation; the extrinsic and intrinsic motivation and by extension, we have the positive and negative motivation. Extrinsic motivation is aroused or brought to the fore by external factors which are primarily financial rewards. These incentives and rewards have been a subject of debate in order to discover if they really motivate the employees to higher levels of productivity or it just simply moves them to work and perform routine tasks. According to Ryan and Deci (2000), the term 'extrinsic motivation' is the attainment of a separable outcome from the performance of an activity. It encourages staff to complete their task in

order to receive the reward. In other words, rewards, especially financial ones, motivate people to get rewards and recognition from the organization.

Intrinsic motivation involves the carrying out of an activity for the inherent satisfaction that it gives. It is a personal “internal” response, such as satisfaction or pride in completing a task and it is synonymous with a desire to work hard solely for the pleasure of task accomplishment.

Job satisfaction is therefore an attitudinal variable that shows how people feel about their jobs. It emphasizes the specific task environment where an employee performs his/her duties and reflects the more immediate reactions to specific tangible aspects of the work environment. There are many facets of job satisfaction with common classifications like salaries, promotion, profits, supervision, coworkers and job conditions, nature of the work itself, communication and job security. If an employee experiences a discrepancy between what he expected and what he received in one or more of these facets, the employee may experience a decrease in job satisfaction, especially if these facets were rated very highly by the employee (Robinsin, 1994).

However, when Employee perceives the outcomes as unfair e.g., contract violations, they are likely to engage in behaviours such as protests, non-compliance and confrontational behaviours that are unproductive and costly to the organization which may include incidences of absenteeism, tardiness and low turnover which elevates expenses and lower productivity.

Low commitment is also linked to decreased motivation, low levels of morale, decreased measures of altruism and compliance, impoverished feelings of belonging, security, efficacy, goals and purpose in life and a negative self-image (Cooper-Hakim, 2015).

Motivation is promoted when employees receive accurate and regular information about the activities of their organization and are assured of the organization's interest in the workers' lives and livelihood. Hence, Participative management is a catalyst to positive motivation because it stimulates acceptance of orders from superior officers and gives the subordinates a feeling of pride in the organization. Also, when Employees are entrusted with greater responsibilities, it boosts their morale and motivation and the use of rewards in the form of money or symbols and other forms of recognition is the most obvious application of positive motivation. This shows that there is a wide variety of methods available to organizations for motivating and recognizing the employee's achievements and it may be as simple as saying "Thank you" to more complex ones like monetary rewards (Torrington, Hall & Taylor, 2008). This was emphasized by Drecher and Dougherty (2002) that the way an organization manages its workforce determines its ability to establish and maintain a competitive advantage over other organizations. Therefore, this study appraised the impact of personnel motivation on their job performance in the Teaching Service Commission of Ondo State, Nigeria.

Statement of problem

The achievement of the goals and objectives of an organization and the successful implementation of its labour policies depend to a large extent on the level of motivation of its employees. According to Bernard (2011), Employers must bear it in mind that its success is hinged on the efficiency of its workers. And this can only be guaranteed by striking a balance between the inner desires and aspirations of an employee and the external inputs from the employer.

This means that a lack of this awareness by organizations will lead to problems like loss of productivity and high job turnover. So, there is a need to be proactive by providing a healthy and productive environment for their employees in order to forestall many uncivil behaviours like lateness, leaving early, abdication of duty and other unlawful behaviours.

Beyond motivation, in order to achieve success in today's highly competitive environment, many organizations should know the importance of engaging their workforce in productive ventures, therefore employee engagement has become an increasingly popular topic for researchers and practitioners in recent years and current research findings have shown the positive effects that it has on the performance of organizations, which includes prompt payment of salaries, bonuses and allowances, compensation for hazard, customer satisfaction, which leads to high

productivity and the realization of organizational goals and visions (Smith & Maeko, 2014).

This means that a correlation between motivation and employee engagement exists, and the development of motivational schemes including intrinsic and extrinsic motivational factors can improve employee engagement within an organization. Many researches have been carried out on the concept of employee engagement and motivation as separate theories but the relationship between motivation and employee engagement has not been researched extensively-(Putra et al, 2015).

Research Questions

- (i) What are the key motivational tools used for Teachers in Ondo State?
- (ii) What were the effects of these motivational tools on the productivity of Teachers in Ondo State?
- (iii) Are there alternative tools and strategies that could have been more effective than those that were applied?

Objectives of the study

To investigate the type of motivational tools and strategies used on the staff of Teaching Service Commission, Ondo State. The specific objectives are to:

- (i) find out the key motivational tools and strategies used for Teachers (that is, job hazard allowance, promotion, good retirement policy, housing policy, monetization of fringe benefits, etc) to motivate them.
- (ii) find out the impact of these tools and strategies on the productivity of the Teachers
- (iii) find out if there are alternative tools and strategies that could have been more effective than those that were used by the organization

Research Hypothesis

Ho1: There is no relationship between motivation and organizational effectiveness in Ondo State Teaching Service Commission

Ho2: The employees' motivation level does not correlate positively with work performance and general work behaviour among teachers in Ondo State.

Literature Review

Concept of Motivation

Baron (1963) defined motivation as a set of processes concerned with a kind of force that energizes behaviour and directs it towards achieving specific goals. It further states that it is not only motivation that can influence performance, but performance can also influence motivation if followed by rewards. Carreher et al (2006) advocates that there should be an effective reward system to retain the high performers in organizations and reward should be related to their productivity. Baron (1983) therefore

concludes that organizations could benefit from implementing total reward programmes that focuses on formal reward policies.

Shah and Shah (2010) defined motivation as a means of inspiring people to work, either individually or in groups in such a way as to produce best results. It further states that motivation is a general term applied to the entire class of drives, desires, needs, wishes and similar forces and so Managers should motivate their subordinates is to do those things which will satisfy these drives and also encourage their subordinates to act in a desired manner.

According to Werther and Davis (1981), motivation can be defined as a person's drive to take an action because that person wants to do so. This means that if a person is pushed to act and he acts, his action is a reaction to a pressure. In other words, he acts because he feels that he had to do so.

However, if he is motivated to act, the action would be based on a particular choice to do something that is meaningful to him. Therefore, no matter how well or effectively an enterprise is organized and equipped, not much progress will be made until the human resources of the organization are motivated to perform.

Wallace and Andrews Zilagy (1994) opine that “motivation is a dynamic process that motivates, energizes, directs and determines a change in behavior’ and it must be noted that motivation is not only about rewards

and punishment, it also includes ideas, expectations, and experience and when it comes to motivation, people act mostly on perception and not on reality.

Every organization performs roles that will help it to achieve sustained and high levels of performance through its workforce. This means that it will devise methods and tools that will keep them highly motivated and they may include incentives, rewards, leadership positions, trainings, etc. and most importantly, the organizational environment in which they carry out the work (Armstrong, 2006).

Motivation is also related with why people choose a particular course of action in preference to others, and why they continue with those chosen actions, often over a long period of time even in the face of difficulties and problems (Mullins, 2005). Arnold et al (1991) established three components of motivation namely; Direction: what the person is trying to do. Effort: how hard a person is trying. Persistence: how long a person keeps on trying.

The underlying concern of motivation is the driving force within individuals through which they attempt to achieve a specific goal in order to fulfill some personal needs or expectations. This means that people's behaviour is determined by what motivates them. For example, during a debate about financial rewards as a motivator and their influence on productivity. It was discovered that in a job where there is little pleasure

derived from it or if it offers little opportunity for career prospects, personal challenge or growth, many employees in the organization may not be motivated primarily or exclusively by money. Their performance and output therefore will be a product of both their ability and the level of monetary motivation. So, organizational success is dependent upon the employees being motivated and directed to use their full potential, talents and abilities and perform their tasks well. According to Mullins (2005), the most important reason for productivity loss is poor working morale, absence of a positive team spirit, low motivation, poor sense of belonging, feeling undervalued and poor reward or remuneration.

When there is a positive motivation philosophy on ground in an organization, the quality of work and service will improve because motivation helps people to achieve goals, gain positive perspective, create the power for change, build self-esteem and capability and manage their development and also help other employees. Kreitner et al (1999) however states that although motivation is necessary contributor to job performance, it is not the only factor required, but it is a combination of high level of skill, knowledge about how to complete a task, feelings and emotions, and also facilitating and inhibiting conditions which are not under the individual's control.

Therefore, motivation strategy is needed and necessary for accomplishing daily tasks and motivating the employees to achieve

common goals. It shows that it does not consist of only a decision or simple words used to describe the goal but also includes the usage of a set of skills to achieve it (Palmer, 2005). It must also follow certain defined steps which as a continuum needs to be periodically reviewed and strategized to ensure its proper renewal for the maintenance and sustenance of employees' motivation for a long period of time.

Types of Motivation

There are two types, that is, the intrinsic and extrinsic motivation which both show the different types of incentives that have a distinct impact on employee's level of motivation. Whereas, intrinsic motivation is concerned with rewards as the source of the activity itself, the source of extrinsic motivation are external controlling variables e.g. money, threat. (Herzberg, 2003).

McCullauh (2005) defines intrinsic motivation as an individual's desire and need to have a feeling of competency and pride in a task while extrinsic motivation is defined by the performance of an activity in order to attain some outcomes. Therefore, people can be both intrinsically and extrinsically motivated.

Hackman and Oldham (1980) argued that strong intrinsic motivation occurs when three psychological states are created, and these are the realization of the:

- meaningfulness of the work,
- responsibility for outcomes of the work, and
- actual results of the work activities.

They urged employers to restructure employees' roles in order to induce intrinsic motivation through greater skill variety, task identity, and task significance which will increase the meaningfulness of their work and role in the organization, the level of their responsibility and adequate feedback should be given which will give them the results of their job at the end of every specified period.

Intrinsic motivation includes doing work for its own sake, provides psychological benefits of accomplishment, increases responsibility, self-actualization and is self-sustaining.

It should be noted that Money is a poor motivator and can impede intrinsic motivation by reducing creativity and innovation. Hence, Bishop (1987) suggested that wages should be directly related to an employees' productivity and the reward system adopted should depend on the size of the organization. Therefore, when an activity is intrinsically appealing (challenging), the positive effects can be undermined if extrinsic rewards are also linked to the activity because it will crowd out intrinsic motivation.

Concept of Job Satisfaction and Job Performance

Job satisfaction is the way employees feel about their jobs or the extent to which they like (satisfaction) or dislike (dissatisfaction) their jobs.

(Speactor,2000). This means that positive and favorable attitudes towards a job indicates job satisfaction while negative and unfavorable attitudes indicate job dissatisfaction. According to Armstrong (2010), high morale is linked to job satisfaction and it is the extent to which an individual's needs are satisfied and the extent to which the individual perceives that satisfaction as stemming from his total work situation.

Souza-Poza and Souza-Poza (2000) based his definition on the assumption that there are basic and universal human basic needs and that, if an individual's needs are fulfilled in their current job, then, that individual will be happy. So, job satisfaction depends on the balance between work-role inputs such as education, working time, effort and work-role outputs such as wages, fringe benefits, status, working conditions, and other intrinsic aspects of the job. Therefore, if work-role outputs (pleasures) increase relative to work-role inputs (pains), then job satisfaction will increase.

For many years, organizational researchers have been intrigued by employee satisfaction with their work and many studies have shown that among many individual antecedents that influence employee's performance are attitudes, cognitive styles, personality and demographic characteristics such as age, education background and prior R&D experience. For organizational antecedents on the other hand, expenditure on R&D, leaders'

affluence, and reward system are factors that affect individual's performance.

Also, other factors that affect job performance include the effect of experience, salary, education, working conditions, and job satisfaction on job performance. Likewise, the position or level of an employee in a company, working conditions and environment, have a high and positive effect on his or her performance. Therefore, highly educated and qualified employees show dissatisfaction for bad working conditions and this affects their performance negatively but on the other hand, employees with low qualifications, show high performance inspite of the bad working conditions.

According to Wheelan (2010), organizations that focus on the education and training of their employees about the technical aspects of their jobs and effective group participation will increase the likelihood that their organizational groups will become high performance teams.

Theoretical Framework

Theories have been propounded to examine the factors that contribute to employee motivation in an organization and they are important because they provide explanations to the reasons why employees are motivated, therefore, if properly applied, will lead to better motivated

employees which will ultimately lead to increased productivity in organizations.

These motivation theories (pre-1960s) include Abraham Maslow's Hierarchy of Needs theory (1954); Homans (1950); Fredrick Herzberg's Two-factor theory (1959); B.F. Skinner's Reinforcement theory (Skinner, 1953); have led to the understanding of motivation. An understanding and application of Motivation theory adds value to employees and simultaneously, the value of their output exceeds the cost of generating it. Hence, these unrestricted efforts are a key component in organizational performance.

In this study, two theories of employee motivation are discussed; Maslow's hierarchy of needs theory and Equity theory.

Maslow's theory on the hierarchy of needs is a popular theory of motivation and defines a need as something that a person requires and satisfaction occurs only when that need is fulfilled and motivation is the key to satisfy that need.

Maslow (1954) identified five (5) levels of needs of employees and they are outlined in the form of a hierarchy; from a descending (the lowest) level to an ascending (the highest) level.

- Physiological needs: focuses on needs that sustain human life such as oxygen, food, water and sex and it is only when they are

satisfied to a large extent, that other motivating factors can operate.

- Security or Safety needs: focuses on an individual been free of physical danger, or the fear of losing a job, property, food or shelter as well as protection against emotional disappointment.
- Social needs: it is the desire to belong and be accepted by others and also the need for love, affection and acceptance as part of belonging to group
- Esteem needs: is the desire to be held in high esteem by oneself and by others. This kind of need produces satisfaction through the acquisition of power, prestige, status and confidence and includes esteem factors such as self-respect, autonomy, achievement and external factors such as status, recognition and attention.
- Self –fulfilment (self-actualization) needs: it is the highest need in the hierarchy and it is the desire and drive to become what one is capable of becoming and to also maximize one's full potential and to accomplish something in life such as intellectual growth, achieving one's potential and self-fulfillment.

He emphasized that no need can be fully gratified or satisfied and it stops being a motivating factor and when it is substantially satisfied, and this leads a person to seek another higher level of need. (Drummond,2000).

According to Maslow, the higher needs for Esteem and Self-fulfilment always provide the impetus for motivation, and they grow in strength when they are satisfied, but on the other hand, the lower needs decline in strength when they are satisfied, so, the Esteem-need level is an important transition area for human incentive (Smith, 1994).

The Esteem- need level shows a clear dividing point within the hierarchy with respect to the locus of the source of the need's fulfillment. For the lower half of the Esteem stage and for those needs below, the accomplishment of these needs fulfillment is outside the person's efforts and can only be achieved through the manipulation of objects or people in the environment or through interpersonal contact (Armstrong, 2012).

However, in the satisfaction of Self-esteem and Self-actualization needs, the emphasis is on an individual's internal reaction to external events and sensations such as the pleasure derived from the successful achievement of a goal, the exercise of a personal skill, and the acceptance of responsibility.

He theorized that the lower-level needs have to be satisfied first before the next level would motivate an employee and the employer should understand the hierarchy of need to which the employee belongs. This theory can therefore be a useful tool in determining the kind of rewards that could be effective in motivating employees and the key to achieving this is to recognize every employee as an individual, and also for Managers to

remember that employees need differ or changes from time to time. (Butkus &Green,1999).

Equity theory on the other hand infers that individuals are concerned not only with the absolute number of rewards that they receive for their efforts, but also with the relationship of that amount to what others receive (Armstrong, 2012). It is based on one's input such as effort, experience, education and competence, which one can compare with outcomes such as levels or position, recognition and other factors. Therefore, when employees perceive an imbalance in their outcome-input ratio relation to their peers in the organization, tension is created and it provides a basis for motivation because people strive for what they perceive as equity and fairness. (Robbins, 2005). One of the prominent theories with respect to Equity theory was developed through the work of J.S. Adams. Adam's theory is perhaps the most rigorously developed statement of how individuals evaluate social exchange relationships which focuses specifically on inputs and outcomes. For example, when an employee exchanges his or her services for wages, his inputs may include previous work experience, education, efforts on the job and training. So, the outcomes are those factors that results from the exchange and the most important outcome is wages and other rewards such supervisory roles, job assignments, and fringe benefits.

Equity theory has three main assumptions:

- Employees develop beliefs about what constitutes a fair and equitable return for their contribution to their jobs;
- Employees compare what they perceive to be the exchange ratio they have with their employers;
- Employees believe that their own treatment is not equitable, or fair to what their peers are earning for the same tasks or roles, they will be motivated to take actions that they deem appropriate. This concept of equity is interpreted in work organizations as a positive association between an employee's efforts or performance on the job and the pay that the individual receives.

Adams (1965) suggested that individual's expectations about equity or "fair" correlation between inputs and outputs are learned during their process of socialization and through their comparison with the inputs and outcomes of others.

Summary of Literature Review

When employees feel that a psychological contract has not been fulfilled, they may become less satisfied with their jobs, may experience cognitive manipulation of the perceived inequities, and may change their behaviours by decreasing the amount of extra-roles behaviour that they perform (Jensen, 209). In addition, employees may even consider resigning from their jobs. For example, some years ago in Ondo State, employee's

salary, allowances and other bonuses were withheld by the State government for some months. This incident led to Banks refusal to grant them loan facilities because their salaries were not regular nor paid on time and this adversely affected the employees with many of them planning to resign their appointment due to frustration coupled with hyper-inflation in the nation's economy. It was quite unfortunate and worrisome that majority of those employees that were planning to quit their jobs were highly trained and experienced Teachers with best teaching practices. This action, if it was allowed to be taken would have not only affected the Commission's effective service delivery by dampening the productivity of the employees but would have also worsened the education sector of the State by leading to high absenteeism and defiance amongst the Teachers.

Methodology

It adopted qualitative and quantitative methods. According to Malthora (2017), qualitative research is exploratory in nature, based on small samples and utilizes qualitative techniques such as focus groups (group interviews), word association (asking respondents to indicate their first responses to stimulus words), and in-depth interviews (one-on-one interviews that probes the respondents' thoughts in detail). Using qualitative and quantitative method reduces the weakness and improves the

quality of the study (Malhotra, 2007). By triangulating the qualitative data, it was used to determine the outcome of the research.

The study employed a descriptive and exploratory research in a comparative analysis of employee motivation and work performance in Ondo State Teaching Service Commission. Descriptive research has the process of transforming raw data into understandable information so that it is easier to interpret. The researcher therefore explores the relationships and differences about employee motivation amongst the Teachers to provide significant insight into the study.

The sample population comprised the entire teachers in Ondo State. Structured questions and face to face interviews were conducted to gather information from the participants. The questions contained in the questionnaire were closed and open-ended which gave the participants the chance to provide additional information.

Probability and non-probability sampling methods was adopted and a simple sample of 148 employees were targeted from the entire workforce population of Teachers with a focus on all levels of the organization.

The Statistical Package for Social Sciences (SPSS) was employed for the analysis of all the data that was received and descriptive statistics was used to run the basic statistical measures such as the Mean, Median and Standard Deviation. Inferential tests were used to infer whether differences

or relationships between samples of data are significant or whether they reflect real effect in populations (Coolican, 1999).

Data presentation

Table 1:

Q1: What is the Sex of the respondents.

Sex	Frequencies	Percentages
Female	97	66%
Male	51	34%
Total	148	100%

Table 2:

Q2: Motivational incentives are required for the motivation of workers

Responses	Frequency	Percentages
Strongly agree	38	26
Agree	91	61
Disagree	13	09
Strongly disagree	06	04
Total	148	100

The findings from this question Two showed that a positive correlation exists between the type of incentives and motivational factors that an

organization or employee introduces in relation to workers' productivity and performance

Table 3:

Q3: Teachers work best whether they are paid little or no incentive package.

Responses	Frequency	Percentages
Strongly agree	23	16
Agree	21	14
Disagree	48	32
Strongly disagree	56	38
Total	148	100

The result obtained showed that there is no significant relationship between the motivational factors and employees approach to work because most of the respondents were well advanced in age and for most of them, and they believed that time was not in their favour particularly in a depressed economy where salaries are not valuable enough to fulfill all their financial obligations. This has led to a high degree of disenfranchisement and disenchantment among the workers, especially for the old, experienced and

almost retiring ones, who believe that there is nothing to be happy about except for their retirement and pension benefits.

Table 4:

Q4: A well-motivated Teacher will have a positive attitude towards work

Responses	Frequency	Percentages
Strongly agree	48	32
Agree	68	46
Disagree	18	12
Strongly disagree	14	09
Total	148	100

Majority of the respondents agree that the attitude of Teachers is more productive when they are well motivated. This is because incentives like salary, cash gifts compensations or a holiday is a major input in motivating employees and encouraging them to achieve higher goals and targets. Other motivation tools like appreciation, positive feedback and praises also makes employees feel like an important part of the organization and encourages them to put in more efforts which increases their job satisfaction and job performance.

When compensating employees, some of the factors that should be used are employees' daily tasks, degree of morale or enthusiasm, punctuality,

willingness to accomplish a task, ability to think outside the box and come up with novel strategies that will help the organization to fulfil its goals, and not just financial incentives. Therefore, the organization too, should create an environment that the employees would like to come to work because they enjoy their jobs and are looking forward to contribute their own quota.

Table 5:

Q5: Teachers will still perform their duties well even if wages are not paid promptly

Responses	Frequency	Percentages
Strongly agree	23	15
Agree	20	14
Disagree	68	46
Strongly disagree	37	25
Total	148	100

Many employees depend on their salaries and always look forward to “pay day” so that they can take care of their families. Therefore, if salaries are delayed, it will affect their morale and lead to underperformance because of the pressures from their immediate family and other dependents who are hoping to get something from them at the end of the month.

It is discovered from the results that more than half of the respondents disagreed with question while the employees who are agreed are the management staff who have other incentives like Office Imprest which they can fall back on for sustenance even when salaries are delayed by their employer.

Table 6:

Q6: Teachers work best when their working environment and safety from harm is assured by the organization

Responses	Frequency	Percentages
Strongly agree	73	49
Agree	29	20
Disagree	28	19
Strongly disagree	18	12
Total	148	100

Majority of the respondents agreed that Teachers work best when an enabling working environment is adequately provided by their organization who has the sole responsibility of ensuring the high motivation and boosting the morale of their employees.

Table 7:

Q7: Receiving credit and praises for work done increases motivation

Responses	Frequency	Percentages
Strongly agree	63	42
Agree	41	28
Disagree	18	12
Strongly disagree	26	18
Total	148	100

The above table shows that employees love to be praised because it boosts their morale to achieve higher productivity.

The data gathered showed that the staff of Ondo State Teaching Service Commission are not unaware of this norm and they like to be credited and praised by their employer for a good job done. 70% of the Respondents, which is about three quarters of the population, agreed that the tools of praise and credit increases employees' motivation and morale and it helps to boost job productivity.

Table 8:

Q8: Job performance is dampened by an unsuitable work environment

Responses	Frequency	Percentages
Strongly agree	43	29
Agree	49	33
Disagree	20	14
Strongly disagree	36	24
Total	148	100

The above Table shows that challenges encountered by employees on the job are numerous and it leads to poor attitude and low morale which will in turn affect the students thereby affect the level of their output and job performance. More than half of all the respondents (60%) agreed to the assertions and stated that they were just utilizing coping mechanisms to adjust to the numerous demoralizing situations and circumstances they are grappling with during the execution of their job.

Discussion of Findings

The various results from the tables above show that there is a high relationship between motivational factors and work productivity for the staff of Ondo Teaching Service Commission.

This relationship is supported by Vroom in his work, "Work and motivation" (1964). He stated that various researches have proved that

performance or productivity increases when adequate reward is given to employees and this is which is hinged on his Expectancy theory which explains that people will be motivated to work if they believe that those actions will lead to the realization or achievement of their goals.

Objective 1. To find out the key motivational tools and strategies used for Teachers (that is, job hazard allowance, promotion, good retirement policy, housing policy, monetization of fringe benefits, etc) to motivate them.

The results obtained showed that motivational incentives are required for the motivation of workers. Therefore, external motivational incentive is the type of motivation that occurs from factors such as bonuses, salary, prestige, and positive evaluation by the organization, so this shows that the employee is motivated by other different factor which did not come from within himself and incudes prizes, working conditions, free nutrition, professional achievement awards and free medical check. This assertion supports the Herzberg theory where he states that there are internal motivational factors motivating the individual and they are characterized by motivational responsibility, cooperation, varieties, opportunity (Kotherja and Rapti, 2015).

Also, in the study conducted by UNDP (2014) on motivation to public service officials, it was stated that the combination of intrinsic and extrinsic motivations will produce high and optimal employee's performance for the organization.

Objective 2: Teachers work best whether they are paid little or no incentive package.

Anyim *et al* (2012) studied the role of motivation on employees' performance in the public and private Sectors in Nigeria and the study analyzed the impact of intrinsic motivation on workers' execution in the society and private segments in Nigeria. It was discovered from the data obtained that introducing a high salary is tempting and it will guarantee workers expanded abilities or obligations to the organization and consistently instill a sense of pride in their work but in another study done by Alnasrallah in 2016, it was inferred that, it is workers' intrinsic inspiration that positively affects work execution, increases the profitability of the organization and in addition ensures workers commitment. So, there is a positive relationship between intrinsic motivation and employee performance.

A well-motivated Teacher will have a positive attitude towards work

A high level of motivation promotes an employee's performance and attitude to work. Aslam (2013). Therefore, satisfaction is the degree to which employees develop a positive attitude towards their work in the organization. If this is ensured, the employee's morale will rise and this will lead to improved performance. The use of Motivational tools like work supervision, pay and promotion will help to boost employees'

satisfaction with their jobs. On the other hand, dissatisfied employees will develop a negative attitude and orientation towards the organization.

Kotherja and Rapti (2015) agree that a high job satisfaction score implies that the employee likes his job and this has helped him to achieve the goals he sets for himself when he was employed.

On the other hand, a basis for predicting an individual's decision whether to be committed or not to his job seems to be a simultaneous measurement of his job satisfaction or dissatisfaction and of his perceived availability of other job alternatives or greener pastures.

Objective 3. To find out if there are alternative tools and strategies that could have been more effective than those that were used by the organization. Receiving credit and praises for work done increases motivation. Therefore, Employers should invest in motivational tools/skills/techniques that will help them to know their employees better, e.g., verbal praise, compliments and approvals and also help to boost and improve the effectiveness of employees. Highly motivated employees do better work than others especially if they are personally energized to do their best to help to achieve the organizational goals.

Hafiza, et al (2011) declares that the use of Promotion which is an intrinsic psychological tool is one of the motivational tools that can be employed to raise an employee's commitment to the organization. Robbins (2001) states that Promotion creates the opportunity for personal growth,

increases the level of commitment and performance and also high social standing amongst his colleagues and co-workers. So, employees should be promoted in lieu of their performance so that they will be more committed to their work. Good managers are therefore performing their roles well when they can recognize and compliment their employees when they perform duties which helps to achieve the organization's goals and objectives.

Likewise, Job performance is dampened by an unsuitable work environment and this is guided by the theory of Herzberg which states that people's attitude about work are influenced by two dimensional paradigms of factors which are either from outside or within the employees' perspective. The theory proposes some external or hygiene factors, for example, company policy and supervision and those from within as intrinsic or motivational factors. The absence of hygiene factors can create job dissatisfaction but their presence does not motivate or create satisfaction. Satisfiers describe a person's relationship with what she or he does which may relate to the tasks being performed, while dissatisfiers on the other hand have to do with a person's relationship to the context or environment in which he or she performs the job.

This means that if the motivating factors are appropriately manipulated in the design of jobs, it will result in satisfaction for the job done, whereas the manipulation of hygiene factors will not bring satisfaction but merely

bring the employee to a point of zero dissatisfaction. Like Maslow's model, Herzberg two factors tend to suggest that needs have to be satisfied before the employee can be adequately motivated. However, Herzberg argues that only the higher levels of the Maslow's Hierarchy of needs that is self-actualization and esteem needs can act as motivators or else the remaining needs can only cause dissatisfaction if not adequately addressed.

This theory resembles Maslow's hierarchy of needs which states that everything from physiological, safety and social needs essentially are hygiene factor and everything from self-actualization and esteem are motivational factors. That is the first factor will be the hygiene factor that needs to be present to ensure reasonable level of satisfaction. That is to say good leadership should result from equal balances of Hygiene factor and Motivators.

Moreover, in conclusion, monetary incentives and rewards are not the most important motivating factor that organizations should employ. This means that salaries and wages do not entirely motivate employees, but it could induce them to high performance and achieve equity in the organization. This is due to the fact that motivation is a human psychological characteristic that contributes to a person's degree of commitment to every set task and goal. It is a very important criterion of the performance and

output of employees in organizations and is essential to organizational effectiveness and the performance of their employees (Stoner, 2012).

Hence, money (salary) or financial incentives is not the only right that is accruable to workers, with the exclusion of other factors such as job security, recognition, effective communication channels, good leadership style, consultation. The findings have further revealed that every employee wants recognition and respect and the Teacher is no different and even wants it in more quantities. So, the government at all levels should recognize and reward Teachers for their efforts and which will lead to high job performance and job satisfaction.

It is a common practice in organizations that when employees perform their jobs well, it usually attracts little or no commendation from their employers but when the slightest mistakes are made, there is loud condemnation and negative comments and immediate sanctions. This is the reason why there are more dissatisfied Teachers with less zeal or productivity in Ondo State Teaching Service Commission. The creation of a stimulating, productive and satisfying work environment which involves the personal and active involvement of Employees in managing motivational processes at work is therefore highly necessary if the organization wishes to improve job performance and productivity. Furthermore, the organization should take a keen interest in variations in employees' needs, abilities and traits and it

should not adopt nepotism or sectionalism approach to issues because employees differ in their educational background and qualifications, personal attitudes and expectations. These differences should be taken into consideration during the selection of the best incentives to employ to motivate its workers. This is because employee want their work to provide opportunities for personal need satisfaction and also assigned the tasks or schedule of duties that they must accomplish everyday due to their nature of avoiding of taking responsibility for any mistakes that they make.

Also, Employers should be proactive and this is necessary due to the fact that aside monetary incentives, the non-involvement, support or cooperation of employees in processes aimed at attaining organizational effectiveness will result in a great deal of loss and wastage of material time, efforts, energy and materials.

Conclusion

The study revealed that employees motivational process in Ondo State Teaching Service Commission has undergone tremendous changes over the years than what was obtainable in the past e.g. non-recognition of Teachers performance, delay in payment of salaries, low salary scale, job hazards and lack of security of lives.

The Organization should continue to make efforts to develop more motivational incentives to increase Teachers confidence in the teaching profession and likewise improve their administrative system in order to

restore and boost the morale of their employees which will increase their commitment and job performance.

Recommendations

The Ondo State Teaching Service Commission should take note of the following;

- When disciplining Teachers, due process of punishment and correction which are stated in the Ondo State Civil service rules and procedures should be followed and they should be given a fair hearing and opportunity to defend themselves of accusations of misconduct that are leveled against them.
- Consultations between the Commission and the Teachers should be regular and encouraged between employees and the organization.
- Programmes that will stimulate job satisfaction, self-fulfilment, job productivity and job performance should be made a deliberate policy and be routinely organized for Teachers
- There should be an overhaul of the leadership and promotion styles used by the Commission and efforts/ guidelines that drift more towards the capability, and performance of eligible employees should be put in place to promote only productive and effective Teachers rather than on brotherly relationship or godfathers.

- Teachers with rare talents and good job performance credentials should be recognized, celebrated and rewarded with incentives in order to inspire others to aspire to also achieve great feats in the Commission.
- The Commission should introduce means of transportation, Staff clubs, so as to provide better and suitable relaxation environments that will promote efficiency, sense of belonging and enhance job performance and productivity.

If the organization takes calculated efforts and steps, the Teaching profession will regain its lost glory, achieve higher productivity. Likewise, Teachers' morale and motivation and dedication to duty will be increased and they will contribute their own quota assisting the organization for the attainment and realization of organizational policies, objectives and programmes.

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