Motivation, Teachers’ Job Performance and Students Academic Performance in Post-Basic Education and Career Development (PBECD), Nigeria

Olamoyegun, Stephanie Olabisi
oduyemiolabisi09@gmail.com
Department of Science and Environmental Education, Faculty of Education, University of Abuja

Okolo, Michael Monday
mikeokolo67@gmail.com
Department of Guidance and Counseling, University of Abuja, Nigeria.

Niyi Jacob Ogunode
Ogunodejacob@gmail.com
Department of Education, University of Abuja, Nigeria.

ABSTRACT
This paper looked at the impact of motivation on teachers’ job performance and students’ academic performance in Post-Basic Education and Career Development (PBECD) in Nigeria. The paper employed secondary data. The secondary data were collected from online publications and print materials. The paper concluded that motivation have led to improved teachers’ job performance and students’ academic performance in Post-Basic Education and Career Development (PBECD) in Nigeria. The paper based on this findings recommended that administrators of Post-Basic Education and Career Development (PBECD) in Nigeria should provide teachers with conducive teaching and learning atmosphere for better performances. There should be regular training, workshops and seminars for the principals of Post-Basic Education and Career Development (PBECD) on the use of different motivational techniques for the improvement of teacher’s job performance. Motivational techniques should be administered properly by the principals of Post-Basic Education and Career Development (PBECD) in order to improve the students’ academic performance. Government at various levels should endeavor to adequately motivate the principals of Post-Basic Education and Career Development (PBECD) by providing instructional materials to schools in due time which could result to better students’ academic performance.

Keywords: Motivation, Teachers’ Job and Students academic performance

Introduction
The Nigerian secondary school also known as Post-Basic Education and Career Development (PBECD) is the education children receive after a successful completion of nine years of Basic Education and passing the Basic Education Certificate Examination (BEC) and Junior Arabic and Islamic Studies Certificate Examination (JAISE). It includes: (i) senior secondary education, (ii) higher school; and (iii) continuing education given in Vocational Enterprise Institutions (VEIs) to either Basic Education graduates who are not proceeding to Senior Secondary Schools, or Senior Secondary graduates that are not proceeding to the tertiary level, as a means of preparing them for the world of work, wealth creation and entrepreneurship (National policy on education 2014).

The objectives of Post-Basic Education and Career Development (PBECD) according to (National policy on education 2014) are to: a. provide holders of the Basic Education Certificate and Junior Arabic and Islamic Studies Certificate with opportunity for education of a higher
level, irrespective of gender, social status, religious or ethnic background; b. offer diversified curriculum to cater for the differences in talents, disposition, opportunities and future roles; c. provide trained manpower in the applied sciences, technology and commerce at sub-professional grades; d. provide entrepreneurial, technical and vocational job-specific skills for self-reliance, and for agricultural, industrial, commercial and economic development; e. develop and promote Nigerian languages, art and culture in the context of world's cultural heritage; f. inspire students with a desire for self-improvement and achievement of excellence; g. foster patriotism, national unity and security education with emphasis on the common ties in spite of our diversity; and h. raise morally upright and well-adjusted individuals who can think in dependently and rationally, respect the views and feelings of others and appreciate the dignity of labour. (National policy on education 2014; Ogunode, & Josiah, 2021; Ogunode, & Atiga, 2021)

The realization of the objectives of secondary schools education depends on adequate professionals and motivated school administrators, teachers and students (Olowonefa & Ogunode, 2021; Mohammed , Ogunode, Yahaya 2021). According to (Ahaotu and Ogunode 2021) observed that school administrator means different thing to different people. School administrator can be referred to as school leader, school head, head-master, and head-mistress, principal. School leader is a trained or professional person appointed to head the school for the purpose of executing the following functions: planning, organizing, controlling, coordinating and supervising the human and materials resources in order to achieve the general objectives of the schools. (Ogunode 2021), submitted one of the cardinal function of the school administrators is motivation of teachers and students.

The teachers according (Ogunode & Paul 2021) is an important figure in the realization of the objective of educational institution. The teacher is responsible for the training and production of manpower for the social, economic and technological advancement. (Ogunode, Ahmed, Gregory, & Abubakar 2020) also observed that teachers are fundamental to effective delivering of teaching programme in the educational institutions. The teachers’ place in the educational institutions cannot be replaced. Teachers are the implementer of the curricular. The teacher plans the lesson, organizes the instructional resources and delivers the lesson. The teachers ensure the students learn the right knowledge and skills through the process of teaching and learning. (Atiga & Ogunode (2021) opined that teachers are the implementers of school curriculum. Their functions include to teach, prepare lesson note and lesson plan, to evaluate the students, sets exam questions and marks answer sheet. Their functions also include providing leadership in classes, perform academic services, relate with parents on feedback on students’ progress and sometime carry students for excursion with school permission. The teachers are very important factors in the management of educational institutions especially the secondary schools. The teachers’ roles cannot be replaced in delivering of teaching programme. (Agu & Manafa 2019) observed that teachers are important figures in the nation and are authorities at all level of the education system. This is because apart from their primary role in curriculum implementation, their feelings or opinions about their job as well as their behaviour towards the students in the classroom are issues of great concern. The opinion or feelings they have about their job as well as the behaviour patterns displayed in doing their job determine how motivated, committed and effective they will be in doing their job. (Agu & Manafa 2019) concluded that the teachers need motivation to carry out their functions.

The students according (Ogunode 2021) and (Ogunode 2020a) are the kings in the schools. The students are special stakeholders in the educational institutions. Everything in the educational institutions is centered on the students. The students’ academic performance is the priority of every stakeholders. Students’ academic performance refer to outcome of teaching and learning of the students over a given time. It is the academic achievement of the students in the school. Motivation plays a greater roles in students’ performance. (Ryan et al 2000) maintained that motivation is what causes students to take profitable actions, whether to go to school on time,
pay maximum attention in the class while the lessons are going on, and passionately study their books independently in order to pass well in their examinations or exhibit good behaviours which form the foundation of their character as future leaders in the society.

The job of the school administrators to ensure that the teachers perform their jobs in the schools require motivational strategies and the teachers also need to motivate the students to read to improve their academic performance in the schools. Therefore for teachers to perform very well in their schools, there must be effort to motivate them by the principals using different strategies.

It has been observed that the educational institutions in Nigeria are faced with many problems and one of the major problems is poor motivation. School administrators and teachers are treated badly and the level of motivation is very poor especially in the public Post-Basic Education and Career Development (PBECD). Observation from visits to the school by the researchers revealed that some of the staff rooms are unconducive, there was lack of teaching materials, at times, salaries are not promptly paid and some principals were autocratic among others. Hence teachers prefer to teach in extra moral classes than the normal school lesson, shy away from their duties, prefer to do other businesses than their teaching job and coming late to school. These lead to poor performance of the students (Agu & Manafa 2019). Based on this observation, the paper seeks to examine the impact of motivation teachers’ job performance and students’ academic performance in the public Post-Basic Education and Career Development (PBECD) in Nigeria.

Theoretical Framework
This paper is anchored on Frederick Herzberg, two factor theory of 1959, a behavioural scientist who proposed a two-factor theory or the motivator-hygiene theory. According to Herzberg, there are some job factors that result in satisfaction while there are other job factors that prevent dissatisfaction. According to Herzberg, the opposite of “Satisfaction” is “No satisfaction” and the opposite of “Dissatisfaction” is “No Dissatisfaction”.

1. Hygiene factors: Hygiene factors are those job factors which are essential for existence of motivation at workplace. These do not lead to positive satisfaction for long-term. But if these factors are absent/if these factors are non-existent at workplace, then they lead to dissatisfaction. In other words, hygiene factors are those factors which when adequate/reasonable in a job, pacify the employees and do not make them dissatisfied. These factors are extrinsic to work. Hygiene factors are also called as dissatisfiers or maintenance factors as they are required to avoid dissatisfaction. These factors describe the job environment/scenario. The hygiene factors symbolized the physiological needs which the individuals wanted and expected to be fulfilled.

Hygiene factors include:
  a) Pay: The pay or salary structure should be appropriate and reasonable. It must be equal and competitive to those in the same industry in the same domain.
  b) Company Policies and administrative policies: The company policies should not be too rigid. They should be fair and clear. It should include flexible working hours, dress code, breaks, vacation, etc.
  c) Fringe benefits: The employees should be offered health care plans (mediclaim), benefits for the family members, employee help programmes, etc.
  d) Physical Working conditions: The working conditions should be safe, clean and hygienic. The work equipments should be updated and well-maintained.
  e) Status: The employees’ status within the organization should be familiar and retained.
  f) Interpersonal relations: The relationship of the employees with his peers, superiors and subordinates should be appropriate and acceptable. There should be no conflict or humiliation element present.
  g) Job Security: The organization must provide job security to the employees.

2) Motivational factors: According to Herzberg, the hygiene factors cannot be regarded as motivators. The motivational factors yield positive satisfaction. These factors are inherent to work. These factors motivate the employees for a superior performance.
These factors are called satisfiers. These are factors involved in performing the job. Employees find these factors intrinsically rewarding. The motivators symbolized the psychological needs that were perceived as an additional benefit. Motivational factors include:

a) **Recognition:** The employees should be praised and recognized for their accomplishments by the managers.

b) **Sense of achievement:** The employees must have a sense of achievement. This depends on the job. There must be a fruit of some sort in the job.

c) **Growth and promotional opportunities:** There must be growth and advancement opportunities in an organization to motivate the employees to perform well.

d) **Responsibility:** The employees must hold themselves responsible for the work. The managers should give them ownership of the work. They should minimize control but retain accountability.

e) **Meaningfulness of the work:** The work itself should be meaningful, interesting and challenging for the employee to perform and to get motivated.

The implications of two-factor theory as related to this paper implies that the school administrators of Post-Basic Education and Career Development (PBECD) must stress upon guaranteeing the adequacy of the hygiene factors to avoid employee dissatisfaction. Also, the school administrators must make sure that the work is stimulating and rewarding so that the employees are motivated to work and perform harder and better. This theory emphasize upon job-enrichment so as to motivate the employees. The job must utilize the employee’s skills and competencies to the maximum. Focusing on the motivational factors can improve work-quality.

**Literature Review**

**Concept of Motivation**

Motivation is an inner drive which prompts people to act in a certain way. Motivation involves a number of psychological factors that starts and maintains activities toward the achievement of a personal or corporate goal (Agu, Oputa, & Umeh 2021). Motivation means to inspire people to work individually or in groups to produce best result (Getange, 2016). (Wallace 2008) defined motivation as the process that arouses, energizes, directs and sustains behaviour or performance. That is, it is the process of stimulating people to action and achieves a desired task. One way of stimulating people is to employ effective motivation which makes teachers more satisfied with and committed to their job. Money is not the only motivator. Motivation is the willingness to exert high levels of effort towards organizational goals, conditioned by the efforts and ability to satisfy some individual needs (Orodho, 2013). Motivation according to (Kreitner 1995) is the psychological process that gives behaviour purpose and direction.

(Rubbins 2003) opined that “motivation is the willingness to exhibit persistent and high level of effect toward organizational goals, conditioned by effort and ability to satisfy some individual need”. He went further to explain that the effort element of motivation is a measure of intensity. Someone who is motivated will definitely be persistent. People who are persistent almost always sustain their high level of effort despite barriers or difficulties and of course persistence and effort is likely to lead to favourable job performance and outcome which is also applicable in school settings. Motivation in this paper can be defined as force capable of pushing and pulling an individual toward a particular direction and attainment of goals. Motivation is a drive that influences an individual to carry out tasks for himself and for others.

(Agu, Oputa, &Umeh 2021) and (Ormord 2003) noted that motivated teachers are determined to give their best to achieve the maximum output. Motivation can be in the form of regular payments of salary, fringe benefits and incentives such as allowance, bonuses on the job training, promotion provisions of good work condition, maintaining high level of mutual and good relationship among employees and between employees and management. Thus any teacher that enjoys the aforementioned benefit from the principal under which he works is bound to discharge his duty to the best of his knowledge for his conscience will prick him if he does not. (Orphitims 2002) is of the view that motivated teachers always look for better ways to do their
teaching job and are more productive.

Eden (2001) noted that motivation is very crucial in our school system, he explained that when teachers are given their due benefit, both material benefit like salaries, traveling allowances, bonuses, and retirement allowance and non-material benefits which are health care, material and annual leave, study leave, insurance police against accident, and death, job security and protection against dismissal, unprepared retirement as well as adequate teaching materials they will be highly motivated and will bring out the best in them. This refers to the positive quality of producing good products and in this case, it is good and efficient teachers that will perform well in the classroom (Agu & Manafa 2019).

Impact of Motivation on Teachers’ job Performance in Post-Basic Education and Career Development (PBECED)

Teachers’ Job Performance
Teachers’ job performance is the total outcome of tutor activities in the schools. (Casting 2016) defined job performance as execution, conduct, compliance or conformity with stated decisions or directives issued by a super-ordinate or demanded by a job. This shows that performance of any job must be according to the pattern set performing such tasks. Teachers’ job performance is the degree or level by which a tutor executed his or her official teaching function at a particular time. (Ajilabi 2000) opined that teacher job performance is a judicious devotion and dedication to the achievement of standards within and outside the school setting. (Cambell 2015) job performance can be seen as an individual level variable or something a single person does. Therefore an employee’s performance is determined during job performance interviews. Teachers’ job performance in secondary schools is highly influenced by many factors such as motivation, qualifications, school climate, among others (Atiya & Palwasha, ND). Teachers’ job performance has been described as their level of involvement in the day to day running of school. It is referred to as the measure of teacher’s level of effectiveness in relation to their expected responsibilities in their school. It is used to assess whether a teacher carries out his or her job well or not in terms of teaching, discipline, lesson plan, lesson delivery and commitment (Awodiji, 2018).

There are many factors that influenced or determined teachers’ job performance in Post-Basic Education and Career Development (PBECED) and some of them include work environment, teachers’ qualifications, experiences, instructional aids, leadership styles and motivation (Atiga, & Ogunode, 2021; Zaifada, Olowonefa, & Ogunode, 2023).

Motivation is capable of improving job performance of teachers in Post-Basic Education and Career Development (PBECED). Literatures showed that school administrators that have used motivational strategies in their schools saw improved teachers job performance. (Ude 2016) carried out a research on job perceived influence of motivation on teacher’s job performances in Anambra State and discovered that that regular payment of salaries and in-service trainings motivates teachers in the secondary schools. Also, (Akpan 2013) conducted a research on the influence of teachers’ job performances on student’s academic performance in biology in Akwa Ibom State and found out that that teachers that are motivated teach more effectively than teachers that are not motivated. (Agu, Oputa, & Umeh 2021) ascertained that provision of welfare packages as a technique for influencing teachers’ job performances principals set up welfare associations, provide soft loans, encourage savings, encourage cooperatives and set aside money for attending staff occasions. (Eden 2001) in supporting this, Eden noted that when teachers are given their due benefits like salaries, travelling allowances, bonuses and non-material benefits, they will be highly motivated and bring out their best at their work while (Chandrasekar 2011) concluded that workplace environment impacts on teachers’ job performance positively and negatively and if the environment is tense the teachers will not be motivated and their performance also affected. (Agu & Manafa 2019) found out among others
that principals use principals’ leadership behaviour, welfare packages and provision of conducive environment as motivational strategies to influence teacher job performance in Enugu East LGA. (Ogunode, & Adanna, 2022; Ogunode, Johnson, & Olatunde-Aiyedun, 2022; Ogunode, Chijindu & Jegede 2022) observed that adequate funding of education will improve teachers’ motivation in schools.

Impact of Motivation on Students’ Academic Performance in Post-Basic Education and Career Development (PBECD).

Students’ Academic Performance
(Bello 2006) perceived academic performance to mean all things a learner achieves or acquires during and after undergoing some academic activities. He went further to state that the things a learner gain can be in the form of marks obtained from a test or an examination, new skills, new techniques, behaviour acquired. Bello identified some factors that might affect the academic performance of learners, such as lack of learning and teaching materials, learners’ parents’ attitude, level of poverty of the learners’ parents, learners’ experience, and conduciveness of the environment as well as teachers’ poor attitude to work. Students’ academic performance refers to the level of academic attainment of the students in the school over a given time. Students’ academic performance is the level of achievement the students attained through academic activities in the school within a set time. Students’ academic performance is the extent of positive changes that a learner received within a period of time in the school. Students’ academic performance can be defined as learners’ capacity to approaching and solving academic problems confidently as well as having the power with resilience spirit in the stiff competition for space in academic matters. Students’ academic performance is the maximum effort made by a students in an examination which is translated into grades or positions as distinction, excellence, credit and merits. (Ricarda, Anja and Anne 2017) believed that academic performance represents achievement outcomes that indicate the extent to which a person has accomplished specific goals that were focus of activities in instructional environments, specifically in school, college, and university. (Arinde 2010) observed that students’ academic performance is the result obtained creditably or otherwise by students at both internal and external examinations. (Ijaiya 2004) asserted that student academic performance refers to the standard which students should be able to know and be able to do. For (Ogunsaju 2004), student academic performance has been a major determinant of schools’ effectiveness. (Foster and Young 2004) conceptualized student academic performance as the parameter for determining the worth and carrying capacities of the students. (Abdul 2002) considered academic performance as the students’ level of attainment in the grade point average of courses offered in their yearly examination. In other words, it is the outcome of students’ assessment through comprehensive, systematic, diagnostic, progressive, formative, summative and cumulative evaluation of what they had gone through in a school setting. It is the main focus in the overall educational performance.

Motivation has the potential to improve students’ academic performance in Post-Basic Education and Career Development (PBECD). (Maimoona and Fauzia (2013) discovered that motivational techniques by head teachers directly impact on learners’ academic achievement. (Ezema, & Ogunshola, 2020)’ study revealed that there was a significant relationship between principals’ motivational techniques and students’ academic performance in junior secondary schools. The findings led the researchers to conclude that principals’ motivational techniques could enhance students’ academic performance in schools. (Shrestha 2018) observed that motivation contributes to a dynamic class environment. It increases interest in students in learning particular knowledge i.e. they pay more attention and exhibit eagerness to perform an activity again and again. Motivation even boosts up student’s energy level contributing to the effort a student put forth. Educational psychologists say that motivation enhances the quality of learning in students i.e. they pay attention more and retain more information. Such motivate students not only create an engaging learning environment for themselves but also their eagerness helps them to develop
positive attitude towards teachers, who put their heart and soul in teaching, are as well encouraged.

Conclusion and Recommendations
This paper examined the impact of motivation on teachers’ job performance and students’ academic performance in Post-Basic Education and Career Development (PBEC) in Nigeria. The paper concluded that motivation has led to improved teachers’ job performance and students’ academic performance in Post-Basic Education and Career Development (PBEC) in Nigeria. The paper based on this findings, the paper hereby recommended that;

1. Administrators of Post-Basic Education and Career Development (PBEC) in Nigeria should provide teachers with conducive teaching and learning atmosphere for better performances. There should be a regular training, workshops and seminars for the principals of Post-Basic Education and Career Development (PBEC) on the use of different motivational techniques for the improvement of teacher’s job performance;

2. Motivational techniques should be administered properly by the principals of Post-Basic Education and Career Development (PBEC) in order to improve the students’ academic performance. Government at various levels should endeavor to adequately motivate the principals of Post-Basic Education and Career Development (PBEC) by providing instructional materials to schools in due time which could result to better students’ academic performance.

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