

TEACHERS' SCHOOL INTERNAL MOTIVATION AS PREDICTORS OF TEACHERS' JOB PERFORMANCE IN SENIOR SECONDARY SCHOOLS IN MALUMFASHI ZONAL EDUCATION QUALITY ASSURANCE (ZEQA), KATSINA STATE

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Abstract Teachers' School Internal Motivation as Predictor of Teachers' Job Performance in Senior Secondary Schools in Malumfashi Zonal Education Quality Assurance (ZEQA), Katsina State aimed at achieving the following objections: examine, assess and evaluate the relationship of school's internal motivation to teachers and teachers' job performance in senior secondary schools under ZEQA Malumfashi, Katsina State. Descriptive research design was used for the study, the population of the study is 49,845 and the samples are three hundred and eighty four (384) Respondents in line with the roasoft online calculator for determining sample size. The instrument used was Questionnaire consisted of seven sections. Section A is the demographic data of the respondents and B-G sections contains items used in testing the hypothesis formulated. The finding: there was no significant difference in opinion of respondents on the relationship between School's Internal Motivation to Teachers and Teachers' Job Performance base on the calculated Pvalue ($p=.848$) which is greater than the fixed probability level of $0.05(p>005)$; therefore, school's internal motivation to teachers enable teachers perform their duties better, enhance their innovative skills, create better enabling teaching and learning environment, improve teacher students relationship, increase teachers punctuality and commitment to duty also rise their interest level. The study base on the objective, analysis and findings offered the following recommendations: Government should provide package to schools for providing incentives to teachers through incorporating the fund in the school's running costs. The school Managers should try to lead by example and partner with all stakeholders in educational industry to provide motivation to teachers in their respective schools.

Keywords: Teachers' School Internal Motivation, Teachers' Job Performance

Introduction

Education in Nigeria is regarded as an instrument per excellent for the progress, advancement and effective National development. This is a ground incorporated and built into the Country's educational philosophy reflected and stressed in the predetermine objectives of each level of education system of the Nation (Yakubu, 2021). Making Teachers motivated internally in school is through effective means of providing sound exemplary leadership style that is democratic and providing kind and material incentive to the

outstanding performance. This obviously improves the motive, enhance productivity and quality in service delivery among the teachers in the Nigerian Secondary Schools. Any School which neglects such motivational aspects in its school system and doesn't integrate it as part of the school system, it will neither be successful in its regulations nor in its academic undertakings and achievements. Thus, any school that want to record success in all aspects of the life of the students must incorporate into its school's philosophy a motivational means to the implementers of the of the school curriculum. Consequently upon the above, the National Policy on Education (NPE) on system strengthening, monitoring, evaluation and in administration of the school leadership emphasized on motivating and giving incentive to teachers by the Government, Ministries, Quality Assurance Units and the school itself. Today, with the prevailing milieu in the teaching profession; the country is dear in need of teachers that possess the requisite skills, knowledge and motive to improve the standard of education in the country (Ikeotuonye, 2003). A corollary expectation is that, if teachers are well motivated in kind and in material gestures and incentives by the school it will help in developing strong motive, love and passion of teaching job which will translate into benefit of the learners in term of academic performance and achievement. Therefore, this study focuses attention to find out and assess the relationship between school's internal motivation to teachers and the teachers' job performance in senior secondary schools under ZEQA office Malumfashi, Katsina State.

Statement of the Problem

Nigerian secondary schools teachers have been criticized and challenge over time for not doing well in improving the academic standard of the senior secondary education which brings questioning and crises of quality at the level (Yakubu, 2020). As a matter of fact, the low performance, high rate of misconduct and indiscipline, the apparent decline in of interest in teaching job and the constant desire of job change by teachers, suggest that teachers need to be motivated internally in school and externally by the major stakeholders, by doing so the standard and quality of the service delivery would improve upon. However, it was observed that, at the present incentives, gifts and prizes to the best performing teacher(s) both at the school and by external bodies is no longer there and becoming the narrative of the past. Therefore; despite different complexities, challenges in financing the country's educational industry, the issue of motivation to teachers by the school has to be given a priority. Hence, there is the belief that well motivated teacher delivered effectively and efficiently in service delivery. Thus, the success of the entire curriculum implementation in a school rest on the shoulder of the school teachers available and the services they will render. Efforts and attempts should be made to bring new different forms of motivating and rewarding teachers to strengthen their interest, courage, motive, and ensure leisure and pleasure in carrying out their duties. It is therefore against this ground the researchers found it necessary to examine the relationship between school's internal motivation to teachers and teachers' job performance in senior secondary schools under zonal education quality assurance office Malumfashi, Katsina State.

Objective of the Study

To examine the relationship between school's internal motivation and teachers' job performance in senior Secondary Schools in ZEQA Malumfashi, Katsina State.

Research Question

Does school's internal motivation to teachers relates to the teachers' job performance in senior secondary schools under ZEQA office Malumfashi, Katsina State?

Research Hypothesis

Ho: There is no significant difference between school's internal motivation to teachers and the teachers' job performance senior secondary schools under ZEQA Malumfashi, Katsina State.

Literature Review

Motivation and Incentive

Motivation and incentive given to teachers are encouragement to service delivery. Motivation as a word according to Dictionary definition is define as an incentive or reason for doing something. Motivation or giving incentive to teachers is perceived as effective approach and way of making teaching job attractive and interesting for both the teachers and the potential ones. It portrayed a nice and suitable committed school leadership style that geared toward effective service delivery which will eventually result ultimate success in achieving the desired goals and objectives of education by the school and the learners. School Managers or administrators needs to develop and expanded various means through which their teachers can internally been motivated to ensure good efforts and attempts by the teachers. Teachers in schools are rewarded to encourage consistency in good performance and triggered competitions among teachers for excellent service delivery, initiatives and punctuality in service (Huang, 2011).

It is important to motivate staff, teachers motivation is fundamental effort that enhance individual performance in maintaining a positive school culture and atmosphere. Motivation and reinforcement to staff determine are duties of school leaders, how to influence the behaviors of teachers to achieve desired outcomes is difficult and complex because what works for one school may not be applicable to another or a few teachers may not be for all the teachers in the school. Teachers can be motivated in school through: making them know they are important in words, in actions and note, building professional commitment, building feedback system by appreciation and rewards to those that perform their duties and responsibilities with a touch of excellence, and understanding the teachers need. Teachers most often need peace and quiet environment to get their work done (meeting, quest should not disrupt their schedule), help them help their kids, take every opportunity to give verbal praise. Introduce new technology when you can e.g report card generation, grading, smart massaging, debt tracking, online payments (Osem, Maduabuchi & Omamoke, 2019). Motivating teachers is a positive mechanism for school leadership or management and one of the professional skills expected to be possess by a school administrator, while those staff subjected to school internal motivation gain sprit and motive in carrying out their respective duties, responsibilities and assignment in the school. The school leaders should give consideration to issues concerning the teachers motivation, reinforcement and incentive giving on the ground of equal and independent chance for any teacher that perform worth of acknowledgement should be appreciated with all deserved form of motivation for the reoccurrence of the effort or attempt. Motivation to teachers influences production of qualitative teaching force that is capable of bringing comprehensive education in the country at large.

System Strengthening and Job Performance

System strengthening and evaluation is one of the viable policy option in education sector. It is of paramount important for the school managers to understand the benefit of motivating their staff as an integral part and factor of the school running (Koki, 2000). Teachers and their services are valuable in education and high quality performance in teaching is indeed essential ingredient of educational improvement and development. "No nation can develop beyond the quality of its education and no education system can rise above the quality of its teachers"; hence, no teacher can deliver above his motivational level (Ikeotonye, 2000; Federal Republic of Nigeria, 2014). Therefore, teachers need to be encouraged to willingly, passionately and diligently perform their task, duty and job. It is necessary to support teachers in school all the time to ensure effective delivery of service. Adequate motivations to teachers in school keep them abreast, committed and dedicated in their job performance. Well-developed experience and motivated teachers motivate good performance among students. High quality job

performance by teachers is required; if at all, the mission of education is to be fulfilled. Motivating and reinforcing teachers played a vital role in providing good, quality and sound instruction to the learners which subsequently sum-up to the nations educational development. Moreover, to have effective teachers an effective motivation is required. So, school managers, educational administrators and all educational stakeholders should take into account the need and importance of system strengthening through motivation to teachers to ensure good job performance.

Methodology

For this study Descriptive Research Design was found suitable to employ to examine and assess the 'Relationship between School's Internal Motivation to Teachers and Teachers Job Performance in Senior Secondary Schools under Zonal Education Quality Assurance Malumfashi, Katsina State'.

Population of the Study

The study population comprises Staff of ZEQA office Malumfashi, all the School Managers (Principals), Teachers, Students of senior secondary schools under ZEQA office Malumfashi. The Malumfashi Zonal Quality Assurance Office comprised schools under Kafur, Kankara and Malumfashi Local Government Areas respectively. The total number of the study population is 49,845 (ZEQA, 2023).

Sample and Sampling Technique

The study used Random Sampling Technique. Since the study consists a large number of populations, this sampling method will ensure equal and independent chance of representation among the respondents (population) as posited by lawal (2010). The sample of 384 respondents were selected as suggested by the roasoft online calculator for determine sample size accessible at www.roasoftonlinecalculator.com which revealed the population of 49,845 the sample of 384 is enough to represent the population. One hundred and twenty eight (128) Respondents were selected from each of the Local Government Areas (Kafur, Kankara and Malumfashi).

Questionnaire was used, the questionnaire consisted of Likert (5) points scale options. The scale consists of: Strongly Agreed, Agreed; Strongly Disagreed, Disagreed and undecided. It also consisted of close end questions where the respondents are expected to respond to the same type of questions. This will give the researchers opportunity to have homogeneity in testing the respondents' opinions. The questionnaire has been divided into A-G sections. The demographic information of the respondents is in the section A of the instrument. B-G sections contained items used in testing the hypothesis formulated for the study. The scoring procedure for the instrument is, for option Strongly Agreed (SA) is scored five (5), Agreed (AD) scored four (4), Undecided (UD) is scored three (3); Strongly Disagreed (SD) was scored two (2), Disagreed (DA) was scored one (1). Mean and Standard Deviation were used to answer the research question raised while to test the hypothesis, the data generated were cited and analyzed using the Statistical Package for Social Science (SPSS). Analysis of Variance (ANOVA), test statistics at (0.005) level of significance were used. This procedure was chosen for the study due it nature Descriptive research (Uguduluwa in Musa, 2019). The researchers used (3.00) as the mean otherwise known as decision mean. Therefore a mean score of (3.00) and above indicate positive response to the research question and means acceptance while mean score below (3.00) indicate negative answer to the research question and regarded rejected. The Respondents were divided into four categories: the ZEQA Staff, Principals, Teachers, and Students.

Result

Research Question

Does School's Internal Motivation to Teachers Relates to the Teachers' Job Performance in Senior Secondary Schools under ZEQA Malumfashi, Katsina State.

Table 1.1 Relationship between School's Internal Motivation (Reinforcement and Incentive) and Teachers Job Performance in Senior Secondary Schools under ZEQA Malumfashi, Katsina State

Items	Category	SA	A	U	D	SD	M	SD																									
Through Teachers	73	91	14	0	4	4.31	.728	reinforcement Principals	18	75	3	0	2	4.16	.637	teachers																	
tempt to be Students	13	16	1	1	0	4.29	.824	punctual to school ZEQA	15	13	0	2	4	4.03	1.22	attendance. Staffs																	
Through incentives Teachers	55	104	13	2	8	4.14	.829	teachers develop Principals	16	46	4	2	0	4.09	.748	commitment to Students	12	16	1	2	0	4.16	1.00	Their duties and ZEQA	17	14	1	1	1	4.32	.912	responsibilities. Staffs	
Through reinforcement teachers interest level to job	Teachers	61	96	17	0	8	4.18	.793	Principals	19	42	4	1	2	4.12	.764	Students	11	17	1	1	1	4.16	.898	ZEQA	19	12	1	1	1	4.38	.922	Staffs
Increase and pull them to deliver in their service	Teachers	65	100	9	1	7	4.24	.780	Principals	23	39	3	1	2	4.19	.778	Students	11	17	2	0	1	4.23	.717	ZEQA	13	18	0	0	3	4.21	.745	Staffs
Through reinforcement teachers performance in Classroom improved and enhanced	Teachers	54	95	28	0	5	4.12	.778	Principals	21	43	4	0	0	4.25	.557	Students	10	16	4	0	1	4.13	.763	ZEQA	15	13	1	3	2	4.03	1.24	Staffs
School's internal motivation to teachers promotes good relationship between school's head teacher and staff.	Teachers	64	101	6	0	11	4.23	.796	Principals	20	44	2	2	0	4.18	.752	Students	14	12	2	2	1	4.13	1.12	ZEQA	16	12	1	1	4	4.12	1.11	Staffs
Through reinforcement by school, teachers' relationship with students improved.	Teachers	64	101	6	0	11	4.23	.796	Principals	20	44	2	2	0	4.18	.752	Students	14	12	2	2	1	4.13	1.12	ZEQA	16	12	1	1	4	4.12	1.11	Staffs

Through internal motivation to teachers (incentives and Reinforcement), Principals find it easy to introduce new Ideas and innovation without resistance from teachers.	Teachers	58	100	40	14	1	0	10	2	4.16	.805
	Principals	24	16		0		1	1		4.24	.755
	Students	13	10		2		1	2		4.26	.893
	ZEQA	17					3			4.06	1.28
	Staffs										

School's internal motivation to teachers encourages and triggers innovation and competition among teachers.	Teachers	61	100	11	2	8	4.18	.833
	Principals	22	42	0	2	2	4.23	.920
	Students	13	15	2	2	3	3.94	1.94
	ZEQA Staffs	12	15	1	1	1	4.18	.828
School internal motivation to teachers creates an enabling environment for teachers to render their job diligently.	Teachers	72	93	9	4	4	4.26	.847
	Principals	24	38	3	3	0	4.18	.880
	Students	12	17	2	0	0	4.32	.599
	ZEQA Staffs	15	15	1	3	0	4.15	1.32
Through school internal motivation to teachers both the School's curricular and extra are covered and effectively been delivered by the teachers.curricular activities in school	Teachers	58	109	8	2	5	4.22	.764
	Principals	29	44	1	1	2	4.18	.732
	Students	9	18	2	1	1	4.06	.892
	ZEQA Staffs	15	15	1	3	0	4.15	1.13

0

From the above table Respondents views on the impact of school's internal motivation to teachers on teachers' job performance in senior secondary schools under ZEQA Malumfashi, Katsina State. The Respondents accepted the statement in the item one of the instrument with high frequency and percentages, the frequency score and the percentage are 164(90.11%) for Teachers, 63(92.7%) for Principals, 29(93.6%) for Students and 28(82.4%) for the Staff in ZEQA with mean score of 4.31, 4.16. 4.29 and 4.03 respectively. Item two also shows unanimously agreed by all Respondents as proved by the following frequency and percentage scores; 159 (87.4%) for teachers, 62 (91.18%) for Principals, 28 (90.32%) for Students and 31 (91.18%) ZEQA Staff with the mean score of 4.14, 4.09, 4.16 and 4.32 accordingly. Also item three of the questionnaire was accepted by the Respondents and the following frequency and percentage scores explain the views 157 (86.3%) teachers opinions, 51 (89.7%) for principals, 28 (90.32%) students and 31 (91.2%) are the views of ZEQA Staff against the item, it has the mean scores of 4.18, 4.12, 4.16 and 4.36 respectively. However, there was unanimity in agreement by Respondents to item four statement, the corresponding frequency and percentages explained the views, 165 (90.7%) for teachers, 61 (91.2%) for Principals, 28 (90.32%) for the Students and 31 (91.2%) for ZEQA Staff and there was the following mean scores for item: 4.25, 4.19, 4.23 and 4.21 respectively. The statement from

item number five was also accepted unanimously by the Respondents, the level of acceptance to the statement was portrayed by the frequency and percentage scores 149(81.9%) for the Teachers, 64 (94.12%) Principals, 26 (83.9%) Students and 28(83.4%) ZEQA Staff with mean scores of 4.12, 4.3, 4.13 and 4.03 respectively.

Moreover, from the table, item six statement is highly accepted by most of the Respondents as seen from the frequency and the percentage scores 165 (90.7%) as response from Teachers, 64 (94.12) Principals, 26 (83.9%) Students and 28 (83.4%) is the opinion from ZEQA Staff against are the following mean scores 4.23, 4.2, 4.13 and 4.12 respectively. According to the table item seven recorded the following frequencies and percentages 158 (86.82%) as Teachers' views, 64 (94.11%) for Principals, 29 (93.6%) Students and 27 (79.41%) ZEQA Staff with mean scores of 4.7, 4.24, 4.3, and 4.1 in orderly sequence.

Likewise item eight of the instrument have corresponding frequency and percentages as 161 (88.5%) for Teachers, 57 (94.11%) Principals, 28 (90.33%) Students and 27 (79.41) ZEQA Staff with the mean scores of 4.1, 4.1, 4.23 and 3.94 accordingly. Responses to item nine relative views on statement against the item, the frequency and percentages as follow 165 (90.7%) Teachers, 62(91.2%) Principals, 29 (93.6%) Students and 27 (79.41) ZEQA Staff with the mean scores as follows: 4.3, 4.2, 4.32 and 3.9 respectively. Unanimity of agreement is also seen in the views of Respondents to item ten. It has the corresponding frequency and percentages that prove the respondents views as follows; 167 (91.8%) are the opinions of Teachers, 61 (94.12%) Principals, 27 (87.1%) Students and 30 (88.24%) ZEQA Staff in sequential order with mean scores of 4.22, 4.18, 4.06 and 4.15. Base on the Respondents views against the items in the above table, the study deduced that; school's internal motivation to teachers has a great influence toward improving the Teachers' job performance in senior secondary schools under ZEQA Malumfashi, Katsina State.

Test of Hypothesis

Ho: There is no significant difference in the views of Respondents on the relationship between school's internal motivation to teachers and the teachers' job performance in senior secondary schools under ZEQA Malumfashi, Katsina State.

Table 1.2 One-way Analysis of Variance on the Views of Respondents on the impact of School's Internal Motivation to Teachers (Reinforcement, Incentive) on the Teachers' Job Performance I Senior Secondary Schools under ZEQA Malumfashi, Katsina State.

Source of Variation	Sum of Square	DF	Mean Square	F	P Value
Between Group	26.408	3	8.803	.269	..848
Within Group	10279.809	314	32.738		
Total	10306.217	317			

A one-way between groups analysis of Variance was conducted to explore if there is significant difference in views of the Respondents on the impact of school's internal motivation to teachers on job performance by the Respondents category in the study area. There was no statistically significant difference at $P > 0.05$ level in the responses f, the Respondents belonging to four categories of the study Participants: $F(314.3) = .269$, $P = .848$. Therefore; P- Value (.848) is greater than the significant level of (0.05) which indicates that the Null Hypothesis (Ho) is hereby maintained.

Major Findings of the Study

From the analysis of the data, the following were the major findings of the study.

1. There was no significant difference in the opinion of the respondents on the relationship between school's internal motivation to teachers and Teachers job performance in senior secondary schools in ZEQA Malumfashi, Katsina State.
2. Base on the calculated p-value ($P = .8888848$) which is greater than the fixed probability level of 9 (0.005). This implies that; school's internal motivation to teachers enable teachers perform their duties better, enhance their initiatives skills, create better enabling environment for conducting the services of their job, prosper teacher students relationship, increase punctuality and commitment of teachers to job and raised the level of interest of the teachers toward job.

Discussion of the Findings

School's internal motivation to teachers indeed influence the teachers job performance in senior secondary schools as shown by the research question which indicate the overall mean rating of the table 1.1 = (4.172; "Agreed"). To the hypothesis tested also revealed that no significant difference in views of the Respondents: Teachers ($M=4.05$, $SD=6.16$) was not significantly different for the mean score of Principal ($M=41.75$, $SD=4.92$), for Students ($M=41.97$, $SD=4.74$) and the ZEQA Staff ($M=41.21$, $SD=5.42$) at $P=.848$. This implies that Teachers, Principals, Students and ZEQA Staff believed that school internal motivation to teachers enhance teachers' job performance in senior secondary schools as majority agreed with the most items in the questionnaire. This finding is in line with the view of Huang (2011) pointed motivation to teachers encourage consistency in good job performance by the teachers, also Koki (2000) find motivation to teachers by the school develop spirit and motive in carrying out duties and responsibilities by teachers in school. School internal motivation to teachers is of paramount important to development of teachers, school and the learners in general. Ikeotonye (2003) also give an assertion that is in line with this research finding, no teacher can perform beyond the motive and interest he/she has for the teaching job. To this assertion motivation is of high demand for teachers in carrying out their services in school. Therefore; to made teachers record outstanding performance in their job, there should be adequate motivation to them through different means. For teachers to do their job and duties willingly, passionately and diligently there should be adequate support and motivation especially in the place of assignment (school) that will keep them abreast, committed, and dedicated in giving the instruction to the learners and in coming up with new ideas, initiatives and development for achieving the predetermined objectives and goals of education.

Conclusion

Base on the views of the Respondents and the analysis, findings of the study in respect to the Relationship between School's Internal Motivation to Teachers and Teachers' Job Performance in Senior Secondary Schools under Zonal Education Quality Assurance Malumfashi, Katsina State. The study concluded that school's internal motivation to teachers greatly enhances, improve and increase teacher performance in delivering their basic (primary) and extra duties in schools. Therefore, for any school(s) to attain a tremendous achievement and success its teachers must be motivated internally in the school.

Recommendations

The study offered the following recommendations:

1. There should be packages for schools with regard to teachers' motivation from the ministry; this means school managers (Principals) should be given found for providing material incentives to teachers and also used their leadership style and skills to reinforce teachers. The funds can be incorporated into the school's running cost.

2. School leadership should be based on one's experiences, specialization, and performances to encourage, improve and maintain the standard in teachers' service delivery in school.
3. School Principals should develop different ways and means of motivating their teachers in school using available resources at their disposal and given best of the circumstances.
4. Materials things, kindness, gesture and cash can be used as motivational tools in school.
5. School Principals should do their best to introduce new ideas, initiatives and innovation in school as regard to doing things different and unique such as introducing the use of internet, gift, prize to outstanding performing teacher(s) and negatively reinforcing those that are found one thing in laxity on performing job.
6. The schools should partner with Parents Teachers Association (PTA), School Base Management Committee (SBMC), and the entire community members in providing motivation to teacher(s) that shows commitment and record an outstanding performance in school.

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