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## **School Resources as Management Motivation Strategies on Teacher's Job Performance in Secondary Schools in Katsina Zonal Education Quality Assurance Katsina State, Nigeria**

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### **Abstract**

The study investigated the school resources as management motivation strategies on teacher's job performances in Katsina Zonal Education Quality assurance in Katsina State, Nigeria. The study has two objective, two research question was raise in line with the stated objective and one null hypothesis was formulated for test at 0.05 level of significance. The research design was descriptive survey research design. A sample of 291 teachers was selected from the population of 1443 of 25 public Senior Secondary School using simple random sampling techniques. A self-designed questionnaire was used for data collection. The questionnaire items were rated using a four point likert scale of measurement. SPSS version 23.0 was used and the data obtained was analysed using PPMC and multiple regression analysis at 0.05 level of significance. The finding showed that, there is significant relationship between school resources as indices of management motivation strategies on teachers Job performance in Katsina State. The study recommended that: provision of adequate school resources enhance teachers Job performance in public Secondary School in Katsina State.

**Keywords:** School Resource, Management, Motivation Strategies, Teachers, Job Performance

### **Introduction**

Motivation refers to the internal processes that initiate, direct and sustain goal-directed behaviour. It is what causes individuals to act in a certain way or to persist in their actions over time. Motivation can be intrinsic (arising from within the individual, such as personal satisfaction or interest) or extrinsic (driven by external rewards or pressures, such as money or recognition). Motivation is the process that initiates, guides, and maintains goal-oriented behaviours (Schunk, Pintrich, & Meece, 2008). Motivation refers to reasons underlying behaviour (Ryan & Deci, 2000).

Motivation strategy refers to the methods or techniques used to enhance, direct, or sustain motivation in oneself or others. These strategies are often applied in educational, organizational, or therapeutic contents to improve performance, engagement, or goal achievement. Motivational strategies are techniques used to encourage and maintain individuals' goal-directed behaviour and engagement (Dorneyi, 2001). Motivational strategies are deliberate actions taken to initiate and maintain motivation toward learning or task completion.

Greenburg and Baron (2012) stated that, teacher motivation strategies play an important role

in the promotion of teaching and learning quality. Motivation strategies involves both characteristics of the individual and external factors. Robbins in [Judge \(2011\)](#) defines it as “the processes that account for an individual’s intensity, direction, and persistence of effort toward attaining a goal.” Similarly, motivation is the set of processes that arouse, direct, and maintain human behavior toward attaining some goal.

According to [Latham \(2015\)](#), motivated teachers are more likely to motivate students to learn in the classroom and hence ensuring achievement of educational reforms and satisfaction. The importance of job performance and motivation are essential to the long term growth and development of any educational system all over the world. Job performance and motivation to work are very essential in the lives of teachers because they form the basic reason for working in life. Notably all teachers’ work in order to achieve their basic needs while constantly agitating for their needs satisfaction. According to [Latham \(2015\)](#), teachers job performance and motivation improve their teaching.” This implies that motivated teachers can contribute significantly to the improvement of students’ academic performance and school effectiveness at large.

Similarly, [Shann \(2011\)](#) asserts that job performance helps to retain teachers and makes them committed to their job and through this also makes their schools very effective. In other words, job performance contributes to improvement of teaching, students’ learning and teacher retention. Student achievement is expected to be high to satisfy parents and stakeholders, and to match with the present world of technology. Teachers’ dissatisfaction at work place has been seen to be one of the problems drawing this dream away from reality. The quest for teachers’ motivation and job performance for effective classroom instruction is a major issue facing Nigeria today.

[Aghenta, \(2012\)](#) stated that some external factors, such as bad roads (leading to the schools), lack of funds, poor infrastructures and instructional materials determine the efforts of teachers. Poor payment of teachers and lack of instructional materials as responsible for low job performance of teachers and poor performance of students, while [Fafunwa \(2014\)](#) pointed accusing fingers at lack of financial assistance. Hence, how effective the principal is in motivating their teachers has been a matter of concern to many educationists.

In line with this, [Gung \(2011\)](#), asserted that, teachers performance plays a very important role in schools. It comprises what an individual does or doesn’t do. Performance involves quality of output, quantity of output, time lines of output, cooperation and the presence of work. [Campbell \(2014\)](#) proposed in his model that performance was assumed to be a function of a person’s ability, personality, interest, educational training, experience and aptitude. Therefore, performance is usually defined as the extent to which an organizational member contributes to achieving the organizational goals. It however involves an organization communicating its mission and strategies to its employees, setting individual performance targets to meet the employee as well as the organization goals.

Against the back ground study, the researcher intended to examine the relationship between management motivation strategies on teacher’s job performance in public secondary schools in Katsina Zonal Education Quality Assurance of Katsina State.

### **Statement of the Problem**

Schools in Katsina are of two different categories, public and private. Their structure though the same, but differ in scope and operation. Due to school enrollment, over population of school leads to so many challenges which affected their administration, functions and effectiveness. This has so many implications which make it difficult for the school/government

to provide basic teaching and learning process, facilitate, improve teaching welfare and ensure discipline. It also affects the conduct of teachers and their readiness to carry out their official function in schools (teaching, learning, discipline).

However, most of the school in Katsina in particular seem to be experiencing a lot of challenges in their efforts to ensure that school live up to expectation. Some effort were made by Ministry, Zonal Education Quality Assurance office, Communities such as P.T.A, S.B.M.C etc. in an attempt to reduce the problem yet it appears as if nothing is done to address the challenges. It is being suggested that if so many measures are taken such as use of motivation and discipline measures there may be some improvement.

As a result of the challenges facing the schools and teachers output which has serious implicating several gaps appears to remain the major problems. The researcher trained to find out the relationship between school resources as management motivations strategies on teachers' job performance in Katsina Zonal Education Quality Assurance of Katsina State.

### **Objective of the Study**

The objective of this study is to:

1. Determine the relationship between school resource as management motivational strategies on job performance among teachers in public secondary schools in Katsina Zonal Education Quality Assurance.

### **Research Question**

The following research question was answered in the course of this study:

1. What is the relationship between school resources as indices of management motivational strategies on job performance of teachers in public secondary schools in Katsina Zonal Education Quality Assurance?

### **Research Hypotheses**

The following null hypothesis was formulated for the study:

H<sub>0</sub>1: There is no significant relationship between school resource as indices of management motivational strategies on Job performance of teachers in public secondary schools in Katsina Zonal Education Quality Assurance.

### **Methodology**

Descriptive survey design was adopted for this study. This design was used because the study possesses the features of a survey study. The result obtained was used to generate data from the selected population of the study. This assertion is supported by [Offo \(2011\)](#), who defined survey as the structure that guides the researcher on the procedure for generating data and provide the basis upon which the generated data is analyzed. The population of this study is made up of 1443 teachers from 25 public senior secondary schools in Katsina Zonal Education Quality Assurance. The Katsina Zone was selected because it is made up three local governments. These are Katsina, Jibia and Kaita. The sample size of 291 respondents was selected from the total population of one thousand four hundred and forty three (1443) teachers. The sample was estimated based on the research Advisor (2006) recommendation table for determining sample size, using simple random sampling techniques.

**Table 1: Descriptive statistics of respondents’ opinion regarding the Relationship between school resources on teachers’ job performance in Public Secondary Schools**

S/N	Respondents	SA	%	A	%	D	%	SD	%	Total	MEAN	STD
<b>1</b>	<b>School administrators take appropriate measures for ensuring that teachers are secured thereby enhance their job performance.</b>											
	Teachers	111	38%	134	46%	37	13%	8	3%	100%	3.414	.69605
<b>2</b>	<b>School authority offer well equipped and ventilated staff room to motivate teachers to do their work.</b>											
	Teachers	88	32%	113	41%	60	21%	17	6%	100%	3.362	.70883
<b>3</b>	<b>Allotment of duties and responsibilities to teachers is in accordance with their capability and specialization thus, enhances their performance.</b>											
	Teachers	86	31%	125	45%	44	16%	23	8%	100%	3.555	.66377
<b>4</b>	<b>The availability of laboratory equipment motivates teachers to perform their work.</b>											
	Teachers	101	36%	120	43%	39	14%	18	7%	100%	3.617	.71346
<b>5</b>	<b>Provision of adequate instructional facilities and conducive environment enhances teachers’ job performance.</b>											
	Teachers	96	35%	137	49%	30	11%	15	5%	100%	3.417	.69747
<b>6</b>	<b>Over population of students in the class discourage teachers to perform their teaching properly.</b>											
	Teachers	103	37%	138	50%	30	11%	7	2%	100%	4.191	.71834
<b>7</b>	<b>Appropriate placement of teachers in positions where their individual abilities can be fully utilized and motivate their teaching performance and effectiveness.</b>											
	Teachers	94	34%	131	47%	37	13%	16	6%	100%	3.306	.70356
<b>8</b>	<b>Provision of adequate resources in the school encourage and motivate teachers to perform their work.</b>											
	Teachers	97	35%	119	43%	41	15%	21	7%	100%	3.479	.74936
<b>9</b>	<b>The administrators manage to provide appropriate teaching materials to teachers in order to motivate teachers to perform their work.</b>											
	Teachers	78	28%	127	46%	43	16%	30	10%	100%	3.318	.63246
<b>10</b>	<b>Lack of resources in the school discourages teachers to conduct their work.</b>											
	Teachers	104	37%	109	39%	51	18%	14	6%	100%	4.136	.73786

This sampling ensured that all the respondents had an equal chance of being included in the sample. The respondents were selected based on the percentage taken in each selected schools. Secondary schools in Katsina Zonal Education Quality Assurance. A stratified simple random sampling technique was used where two hundred and ninety one (291) teachers were selected out of nineteen public secondary schools of Katsina Zonal Education Quality Assurance. A self-designed (structured) questionnaire was used as instrument for data collection. The instrument was structured on a four (4) point rating scale. The instrument was validated and pilot tested where there liability index of 0.83 and 0.79 was obtained using Cronbach Alpha

technique. Descriptive statistics involving frequency counts, percentage, mean and standard deviations in answering there search questions as well as inferential statistic of Pearson Product Moment Correlation (PPMC) were employed for testing the hypotheses at 0.05 level of significance, which were processed with the aid of SPSS version 23.0.

The result (data) in [Table 1](#) indicates respondents’ opinions of the relationship between adequate school resource on teachers’ job performance in Katsina Education Quality Assurance Zone, Katsina State. The Mean scores for the respondents in relation to item 31-40 which ranges from; 3.41, 3.36, 3.55, 3.61, 3.41, 4.19, 3.30, 3.47, 3.31, and 4.13 with their corresponding Standard Deviations are above the decision Mean of 2.50. This implies that the respondents agreed with all the items in the cluster as such it is a clear indication that availability of school resources for teachers enhances their job performance.

**Hypothesis One:** There is no significant relationship between school resources on teachers’ job performance in secondary schools in Katsina. In testing this hypothesis, PPMC was used and processed with the aid of SPSS (Version23.0). The detail of the result was presented in tables 2:

**Table 2: PPMC analysis of the relationship between school resources on teachers’ job performance in secondary schools in Katsina**

Variables	N	Mean	Std	r-value	P-value	Decision
School resources	278	31.9245	2.66507	0.112	0.031	Rejected
Teachers’ job performance	278	31.5719	2.97405			

In [Table 2](#) Present PPMC of the relationship between school resources on their job performance. From the results p-value was found to be 0.031 where by r-value is 0.112; the p-value is less than the Alpha value of .05. Therefore, the null hypothesis which states that there is no significant relationship between school resources on teachers’ job performance is rejected. This implies that, teachers’ job performance significantly improves when the resources in which they work is favorable.

**Discussion of Finding.**

The significant relationship has been established between School resources on job performance of teachers. According to an overwhelming majority of the mean respondents 4.19 are of the firm believe that provision of school facilities such as laboratory, desk, chairs, library, staffroom, writing materials and toilet, increases academic teachers job performance. Majority of the teachers have been find it difficult to teach in senior secondary schools, especially science subjects if there is not enough equipment and laboratory to conduct their practical. Equally most of the respondents totaling about 246 representing mean of 4.19 affirmed that students learned a lot from practical rather than teaching in the class which lead to high teacher’s job performance. This implies that the respondents agreed with the indication that availability of school resources for teachers enhances their job performances. [Bennell, Bulwani in Musikanga \(2014\)](#) in their study found that school resources had an impact on teachers job performance. The key factors in their study were workload, general classroom conditions, management support, location, living arrangement and distance to work. On other hand, [Musa \(2013\)](#) says that, when teachers work under poor management condition, they tend to behave like caged animals looking for the slightest opportunity to escape and when such a time comes, they leave the school without looking behind.

[Nzuve \(2012\)](#), argued that the physical environment, for example, availability of facilities like

well stocked library and adequate class-rooms will result into teacher's job performance. For instance, flower gardens will also add to the staffs' job performance. There should be adequate working facilities/ tools of work, the buildings should be safe in order to avoid chances of accidents/ insecurity. [Sekamwa, \(2011\)](#) contends that clean environment, classroom, staffroom, family friendly policies, balance between work and leisure and other fringe benefits are the necessary conditions for the teachers' performance in schools. The lack of these resources in institutions results in teachers finding it difficult to cope up. There exists enough evidence that the teacher is the most important single factor in determining what a school experience will be like for children. [Gardne Mahler \(2013\)](#). Thus, creating resource that motivate teachers to initiate positive interactions with children and a physical environment that is conducive both to teachers' work and children's development is essential.

## **Conclusions**

The study established that the teachers were not satisfied with most aspects of their school resources except for the offices. It demonstrated that most schools do not have adequate supply of teaching and learning resources, physical facilities and the lack of them makes some teachers to be unhappy with teaching. However, if schools would improve the availability of some facilities like the library, classes and staff rooms then more teachers would be more satisfied as a result of their teaching work made easier. According to [Mahler \(2013\)](#) Thus, creating resource that motivate teachers to initiate positive interactions with children and a physical environment that is conducive both to teachers' work and children's development is essential.

## **Recommendations**

1. Adequate school resources are an energizer for effective job performance among the teachers. The government and school management staff should ensure provide and initiate school facilities so that they can help the teachers in demonstration of teaching, this will enhance job performance among the teachers.
2. The government and school management should ensure provide adequate school facilities for teachers job satisfaction
3. The government and school management should motivate teachers by the provisions of well school infrastructural facilities. This will encourage the teachers to be an active member in the school which will spur them to enhance their job performance.

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