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## INFLUENCE OF MOTIVATIONAL STRATEGIES ON TEACHERS' PERFORMANCE IN THE IMPLEMENTATION OF UNIVERSAL BASIC EDUCATION PROGRAMME IN MAKURDI METROPOLIS, BENUE STATE

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### Abstract

*The study focused on the influence of motivational strategies on teachers' performance in the implementation of the universal basic education programme in Makurdi Metropolis, Benue State. To guide the study, two research questions were formulated. The descriptive survey research design was employed. The population of the study comprised 756 teachers in all public junior secondary schools in Makurdi Metropolis, Benue State, Nigeria. The sample size of 248 was selected using a stratified random sampling technique. The instrument constructed was face and content validated by three experts in the Department of Educational Foundations and Curriculum Ahmadu Bello University, Zaria. The reliability of the instrument was obtained through a pilot study. The data collected from the pilot study was analysed using Cronbach alpha statistics and a reliability coefficient of 0.85 was obtained. This indicated that the instrument is reliable for use in the study. The 248 copies of the questionnaire were distributed to the participant in their various schools through the help of two trained research assistants. Data collected were analyzed using frequency count and meanwhile, chi-square was used to test the hypothesis. Findings revealed that in-service training and regular payment of teachers' salaries aid teachers' motivation towards the implementation of the universal basic education programme in Makurdi Metropolis, Benue State, Nigeria. Recommendations were made, among which that teachers' salaries and other entitlements should be paid regularly to enhance performance on the job so that the objectives of basic education for all citizens can be realized.*

**Keywords:** Motivation strategy, Teacher performance, Universal Basic Education.  
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## **Introduction**

The concern of every nation is to provide for the educational needs of her citizen for individual growth and development and for the development of the nation in general. For the government to realize this objective there is a need to design educational programmes that do not require only an increase in the number of schools and other school facilities but also provide incentives to those who facilitate the achievement of these good intentions of the government towards educating her citizens.

Teachers are the life of any educational institution and the most important catalyst for man's intellectual development, yet their welfare and condition of service in the society are neglected to the background. The title "Teachers" in the colonial days can open a lot of doors to the bearer (Edem, in Gbenu, 2012), though the attention to the teaching job was never to drawn by monetary involvement nor the teachers being classified as the rich men, teachers in the past were not wallowing in poverty in the society, since they were thankfully appreciated by their employers and voluntary organizations. Unfortunately, the teaching profession which used to be prestigious is presently seen by so many teachers as a stepping stone to other lucrative jobs. But when and how the change in the perception of the teaching profession occurs is disturbing. Observation shows that the sudden change in the economy of Nigeria as a result of the fall in oil revenue created financial constraints in every sector, especially in education.

Evidence around has indicated the invaluable role of teachers in the educational system of any nation. In Nigeria's case, there is growing concern about the declining standard of education, which can be buttressed by many indices, such as the increasing trend of failure in internal and external examinations, low quality of outputs of the educational system, high rate of examination malpractice, indiscipline of pupils/students, non-professional practices of teachers. It is however no doubt that of the determinants of the quality of education, the teacher is very unique. In the same line of thought, teachers are the main determinants of quality in education and if they are apathetic, uncommitted, uninspired, lazy, unmotivated, immoral and anti-social, the whole nation is doomed, if they are also ignorant in their disciplines and impact wrong information, they are not only useless but dangerous. Therefore, the kind of teachers trained and posted to schools may well determine what the next generation will be like. Nigeria education system has objectives it aims to achieve. The level of achievement of such objectives will dictate how the citizen is fairing. It is not a gainsaying that teachers occupy a unique position in an educational institution. Admittedly, Eduese in Nwogu and Esobhawan (2014) asserted that they are the fulcrum on which the lever of the educational system rests. Teachers need to be motivated so that the schools and educational system as a whole can enjoy their fullest contribution.

In Nigeria, the low status of teachers, coupled with the ineffectiveness, low commitment and negative attitudes displayed by some teachers, the poor academic performance of students in schools, as well as the falling standard of education, calls for adequate motivation of teachers. Motivational strategies for teachers for improved performance in the implementation of Universal Basic Education (UBE) programme, include: allowing teachers to participate in decision making, attending to teachers' personal and on the job problems, recognizing, praising and rewarding teachers with outstanding performance, assigning responsibilities to teachers, providing incentives

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for teachers, improving the school environment, providing instructional materials for teachers, regular promotion of teachers, sponsoring teachers to conferences, seminars, and workshops, prompt payment of teachers salaries and allowances, payment of special salary for teachers, as well as the professionalization of teaching are very necessary if the aim of UBE is to be achieved.

Motivation is those things, situations, and conditions that encourage an individual or worker to perform better in an organization. Motivation can be tangible or intangible. Tangible motivations are the physical objects/materials such as gifts and money. Intangible motivations are non-visible objects, things or conditions, such as promotion, commendation (written or verbal), achievement, regular payment of salaries, participation in decision making. The issue of motivation is relative, depending on an individual's priority in an organization. The concept of individual differences does not come into focus while discussing motivation. It is what noting that what can motivate Mr. 'A' to perform better in a given job might vary from that of Mr. 'B'. Some individuals can be motivated by money and gifts. Money is thus believed not to be an end in itself but a means to an end. To some individuals, no amount of money can push them towards an improved performance whereas, to others, it can.

Universal Basic Education (UBE) is a reform programme, which was launched by Obasanjo led federal government on 30<sup>th</sup> September 1999 in Sokoto with Obanya as National Coordinator (Federal Ministry of Education, 2000). It is meant to eradicate illiteracy, ignorance, and poverty among the citizens as well as stimulating and accelerating national development, political consciousness, and national integration. It is also meant to provide free and compulsory basic education for all school-aged children, irrespective of their physical and gender status. It was launched as evidence of Nigeria's commitment to increase the access of the citizens to basic education, in line with the global crusade of Education for All (EFA) and the Millenium Development Goals (MGDs). It was launched to achieve a particular vision. It is expected that at the end of the 9-year training (including six in primary and three in secondary school), every child would have acquired the basic literacy, numeracy, communicative, and manipulative skills, which could make him/her survive in society and contributing his/her quota to national development, without depending on the white-collar job, which is peculiar to the old system. Such a child should further be able to display good moral, ethical and civic values within the society in which he or she lives.

The objectives of the UBE include among other things, the provision of universal access to basic education, the provision of a conducive learning environment, eradication of illiteracy as well as the ability to communicate effectively. The objectives also include laying of a sound basis for scientific and reflective thinking, development of sound attitudes, giving every child the opportunity of developing manipulative skills that would enable him or her to function effectively in society (Babalola, 2000). Since the UBE scheme includes the junior secondary schools to include effective thinking, communication skills, making of relevant judgment, making the pupil a useful member of one's family, understanding basic facts about health and sanitation, understanding and appreciating one's role as a useful member of the country (Babalola, 2000).

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The federal government outlined nine implementation guidelines to facilitate the successful achievement of the stated objectives of the programme. These include public enlightenment and social mobilization for full community involvement; data collection and analysis of human and material resources; planning, monitoring and evaluation; teacher recruitment, education, training, re-training, motivation; provision of infrastructural facilities; provision of enriched curricula; provision of textbooks and instructional materials; improved funding; and management of the entire process of the UBE programme (FRN, 2009). Of these nine guidelines, stakeholders have expressed concerns over the lack of serious attention to the implementation of the UBE programme, especially in four of the guidelines namely; public enlightenment and social mobilization for full community involvement, teacher recruitment, education, training, retraining and motivation, infrastructural facilities as well as monitoring and evaluation (Oguche, 2006).

For UBE or any educational programme or policy or innovation to be translated into reality and success, it must reach the classroom, the heart of teaching, teachers; in our present-day reality hold the key, thus, they can either unlock the classroom door for the programme, if they are well motivated to and enthusiastic about it or slam the door against it. Hence, no educational planner should underrate the teachers' factors in any programme before it takes off (Ijaiya, 1997), thus, in April 2004, the Federal Government enacted the compulsory, free Universal Basic Education Act (Federal Republic of Nigeria- FRN, 2009). The Act was to put the programme into law to enable all states and local government areas in the country to enforce the implementation of the programme especially in the area of teachers' motivation. There is a great need therefore to carry out this study so as to find out the influence of motivational strategies on teachers' performance in the implementation of universal basic education programme in Makurdi Metropolis, Benue State, Nigeria.

### **Objectives of the Study**

The study was carried to:

1. Find out the influence of in-service training on teachers' performance in the implementation of the universal basic education programme in junior secondary schools in Makurdi Metropolis, Benue State, Nigeria.
2. Determine the influence of prompt payment of salaries and allowances on teachers' performance in the implementation of the universal basic education programme in junior secondary schools in Makurdi Metropolis, Benue State, Nigeria.

### **Research Questions**

The study was guided by the following research questions:

1. What influence does in-service training have on teachers' performance in the implementation of the universal basic education programme in junior secondary schools in Makurdi Metropolis, Benue State, Nigeria?
2. To what extent does the prompt payment of salaries and allowances influence teachers' performance in the implementation of universal basic education

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programmes in junior secondary schools in Makurdi Metropolis, Benue State, Nigeria.

### **Research Hypothesis**

The following null hypotheses were formulated for the study:

1. In-service training has no significant influence on teachers' performance in the implementation of the universal basic education programme in junior secondary schools in Makurdi Metropolis, Benue State, Nigeria.
2. Prompt payment of salaries has no significant influence on teachers' performance in the implementation of the universal basic education programme in junior secondary schools in Makurdi Metropolis, Benue State, Nigeria.

### **Methodology**

The study adopted a descriptive survey method. The population of the study consisted of 768 teachers of public junior secondary schools in Makurdi Metropolis that are involved in the Universal Basic Education programme in Benue State. A sample size of 248 was drawn from the population of 768 teacher's in Makurdi metropolis, Benue State which was used for the study. The stratified random sampling technique was used in this study. A questionnaire developed by the researchers was used to obtain data for the study. The items on the questionnaire were structured on a 4-point scale weighted as follows: Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2 and Strongly Disagree (SD) = 1. The instrument was validated by three experts in the Department of Educational Foundations and Curriculum, Faculty of Education, Ahmadu Bello University, Zaria. The questionnaire was trial tested using 50 teachers who were not part of the sampled population. The data collected were analyzed using Cronbach Alpha statistics to establish its reliability which yielded a reliability coefficient of 0.85. The coefficient indicated high internal consistency. The statistics used in the analysis included frequency count and mean ratings for the research questions. The hypothesis were tested using Chi-square at 0.05 level of significance. A mean cut-off point of 2.50 was used for decision making. Any mean score of 2.50 and above was accepted as been significantly different while any mean score below 2.50 was rejected as not been significantly different.

### **Results**

Research Question One: What influence does in-service training have on teachers' performance in the implementation of the universal basic education programme in junior secondary schools in Makurdi Metropolis, Benue State, Nigeria?

**Table 1: Mean rating on the influence of in-service training on teachers' performance in the implementation of universal basic education programme in Junior Secondary Schools in Makurdi Metropolis, Benue State, Nigeria**

SN	Items	SA	A	SD	D	x	Remark
	In-service training makes teachers not be relegated to their profession.	205	43	-	-	3.8	Agreed
	In-service training increases the teachers' knowledge on how to break the scheme into units.	203	45	-	-	3.8	Agreed
	In-service training updates teachers' knowledge in preparing the lesson outline.	177	50	-	21	3.5	Agreed
	In-service training introduces the teachers to the current issues in their subject areas.	220	26	-	2	3.9	Agreed
	In-service training equips the teacher with the best modern ways of lesson delivery or teaching methods.	96	131	-	21	3.2	Agreed
	Total					3.7	Agreed

Table 1 showed that the items from 1-5 on the responses scored above 2.50 indicating a strong agreement with the statements by the respondents. The grand mean of 3.7 showed that the responses were strongly acceptable which indicated in-service training of teachers will enhance teachers' performance in the implementation of universal basic education programme in junior secondary schools in Makurdi Metropolis, Benue State, Nigeria.

Research Question Two: To what extent does the prompt payment of salaries and allowances influence teachers' performance in the implementation of the universal basic education programme in junior secondary schools in Makurdi metropolis, Benue State, Nigeria?

**Table 2: Mean rating on the influence of prompt payment of salaries and allowance on teachers' performance in the implementation of universal basic education programme in Junior Secondary Schools in Makurdi Metropolis, Benue State, Nigeria**

SN	Items	SA	A	SD	D	x	Remark
	Regular payment of teachers' salaries and other entitlements motivates teachers to put in their best in the work.	135	113	-	-	3.5	Agreed
	It helps bring harmonious relationships among teachers, and school management thereby preventing the incessant strike actions.	39	203	6	-	3.1	Agreed
	Irregular payment of teachers' salaries and other entitlements makes teachers feel that they are not important, thus deprive their joy in doing their work.	172	50	5	21	3.9	Agreed
	Payment of allowances to teachers enables them to be patient in handling students' different problems	17	198	24	9	2.9	Agreed
	Late payment of teachers' salaries and other entitlements forces teachers to be in debt and this reduces their concentration in the school.	38	210	-	-	3.2	Agreed
	Total					3.3	Agreed

Table 2 showed that all the items were rated highly above 2.50 indicating a strong agreement with the statement by the respondents. The grand mean of 3.3 shows that the responses were strongly acceptable revealing that regular payment of teachers' salaries and other entitlements will enhance teachers' performance in the implementation of the universal basic education programme in junior secondary schools in Makurdi Metropolis, Benue State, Nigeria.

Hypothesis One: In-service training has no significant influence on teachers' performance in the implementation of universal basic education programmes in junior secondary schools in Makurdi Metropolis, Benue State, Nigeria.

**Table 3: Summary of Chi-square ( $\chi^2$ ) statistics on the influence of in-service training on teachers' performance in the implementation of universal basic education programmes in Junior Secondary Schools in Makurdi Metropolis, Benue State, Nigeria**

N	$\chi^2_{cal}$ .	A	df	$\chi^2_{crit}$ .	P-value	Decision
248	117.3	0.05	12	57.08	.002	rejected

table 3 revealed that in-service training has significant influence on teachers' performance in the implementation of universal basic education programme in junior secondary schools in Makurdi Metropolis, Benue State, Nigeria. The result showed that the  $\chi^2_{cal}$  value of 117.3 is greater than the critical value of 57.08 at  $\alpha = 0.05$ ,  $df = 12, \chi^2_{cal} > \chi^2_{tab}$ . Hence, the null hypothesis which states that in-service training has no significant influence on teachers' performance in the implementation

of universal basic education programme in junior secondary schools in Makurdi Metropolis, Benue State, Nigeria was rejected.

Hypothesis Two: Prompt payment of salaries and allowance has no significant influence on teachers' performance in the implementation of universal basic education programme in Junior Secondary Schools in Makurdi Metropolis, Benue State, Nigeria.

<b>N</b>	<b><math>\chi^2_{cal}</math></b>	<b>A</b>	<b>df</b>	<b><math>\chi^2_{crit}</math></b>	<b>P-value</b>	<b>Decision</b>
248	73.91	0.05	12	57.08	.004	rejected

Table 4 revealed that prompt payment of salaries and allowances has a significant influence on teachers' performance in the implementation of the universal basic education programme in junior secondary schools in Makurdi Metropolis, Benue State, Nigeria. The result showed that  $\chi^2$  calculated value of 73.91 is greater than the critical value of 57.08 at  $\alpha = 0.05$ ,  $df = 12$ ,  $\chi^2_{cal} > \chi^2_{tab}$ . Hence, the null hypothesis which states that prompt payment of salaries and allowances has no significant influence on teachers' performance in the implementation of universal basic education programmes in junior secondary schools in Makurdi Metropolis, Benue State, Nigeria was rejected.

## **Discussion**

Generally, the results of the findings revealed that motivation is very important for teachers' performance in the implementation of universal basic education programmes not only in junior secondary schools in Makurdi Metropolis, Benue State but Nigeria as a whole. The importance of motivating teachers for effectiveness in their official duties cannot be overemphasized because of the role they play in building the man and the nation for self-actualization and for national development.

The findings of the study on the research question and hypothesis one revealed the need for in-service training in the development of teachers and society, through these retraining programmes like seminars, workshops and conferences, teachers update and renew their knowledge, skills and sensitivities. This will enable them to fit into the school dynamic and the educational practices and also abreast the challenges of the ever-changing society. In-service training gives teachers the opportunity to acquire new knowledge, skills that will enhance their competencies in teaching and learning activities. This finding agrees with Mgboro (2008) who explained that motivating workers will stimulate and encourage workers to perform to the highest level of his/her ability. This implies that when teachers are motivated through in-service training, they will perform their duties effectively.

Finding on the research question and hypothesis two equally revealed that regular payment of teachers' salaries and other entitlements will spur them to act as such enhances their effectiveness or ability to perform. Teachers are inspired to perform their official duties if their salaries are paid regularly as at when due. Regular payment of salaries and other entitlement also breed in the harmonious relationship among teachers, administrators, government and students thereby preventing the incessant strike actions taking place in our institutions of learning thereby enhancing the achievement of universal basic education programmes. This finding agreed with

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Sambo in Alasoluyi and Yusuf (2015) that for employees to perform, their employer should be ready to induce them into doing so. This simply means that teachers' salaries should be paid regularly to enable them to satisfy their own needs as to perform effectively in their educational activities which will help in the achievement of the objectives of the universal basic education programme.

### **Conclusion**

The study examined the influence of motivational strategies on teachers' performance in the implementation of the universal basic education programme in Makurdi Metropolis in Benue State. The study used the descriptive survey design to collect data from participants. In light of the analysis carried out in the study, it can be inferred that the motivation of teachers enhances their effectiveness/performance especially in the implementation of the universal basic education programme. In-service training, and payment of teachers' salaries and other entitlement, motivate teachers to be focused and committed to their official duties and also tackle the challenges of the ever-changing world, especially in the educational practice. Therefore, teachers should be adequately and properly energized or motivated to perform to the best of their capabilities for the realization of the educational goals and those of the individuals in the institution.

### **Recommendations**

The following recommendations were made:

Government should organize capacity building programmes like seminars, conferences, workshops and so forth, to enable teachers to update and renew their knowledge, skills and attitude for effective teaching and learning.

Teachers' salaries and other entitlement should be paid regularly to enhance their performance.

Government should make the school environment conducive for effective teaching and learning through the provision of necessary facilities and instructional materials.

Teachers' conditions of service should be reviewed to match with that of other professions.

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