

MOTIVATION AS A DETERMINANT TO BUSINESS EDUCATION LECTURERS PRODUCTIVITY IN COLLEGES OF EDUCATION IN NORTH CENTRAL, NIGERIA

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ABSTRACT

The study examines the motivation as a determinant to business education Lecturers productivity in Colleges of education in North Central, Nigeria. The study was guided by two objectives, two research questions and two hypotheses. The study used a survey research design. The population of the study comprises of 122 Business Education Lecturers in the eight colleges of Education that are offering Business Education as a course in the North Central Zone in Nigeria. The study used the census survey that is, the entire population was used as the sample of the study. The instrument for data collection was 5-point scale structured questionnaire. The instrument was validated by 3 experts and pilot tested using 24 Business Education Lecturers of College of Education, Gidan Waya, Kaduna State. Cronbach Alpha was used to test the reliability and reliability coefficient of 0.86 was obtained. The data were collected by the researcher using direct contact. The exercise lasted for seven weeks, each week in every college of education. Description Statistics of mean was used to answer the research questions and the hypotheses were tested using simple linear regression analysis at 0.05 level of significance. The result from the analysis revealed that incentives operation, wages/salaries, merit pay/fringe benefit, recognition, health insurance, promotion and annual increment significantly influence Business education lectures productivity in the colleges of education. Since incentives is a relevant motivator to business education Lecturers productivity in Colleges of education, the study concludes that there is need for the Federal and State Government of Nigeria to review their budgets on education upwardly so that they can adequately accommodate the motivators of incentives and promotion for the lecturers. Undoubtedly, this measure will enhance lecturers' productivity. The study recommends among others that for improve productivity in Colleges of Education, government should ensure that wages and salaries are paid to lecturers on time as this is a motivation for better productivity.

Keywords: motivation, productivity, business education and lecturers' incentives.

INTRODUCTION

Nigeria Colleges of Education are contributing to national development in their ability to adapt quickly to the educational needs of their immediate environment, pre-occupation with universal academic, cultures, scholarships, research and international acceptability, responding promptly and appropriately to the local needs and demands. Standing at the middle, as they are colleges of education is often called upon to mount flexible program that can be tailored to the urgent requirements of the primary and junior secondary schools. Business education is one of the colleges of education program in Nigeria aims at empowering students with desirable skills, knowledge and value to perform specific functions so as to become self-reliant, it help the students to appreciate the world around them and contribute maximally to the social and economic development of the nation, it also empower students in such a way that they will develop their intellectual capacity which would help them to make informed decisions in all sphere of life. These objectives can only be achieved through effective teaching and learning (Etonyeaku, 2012).

The effective teaching and learning activity could be impossible to take place if teachers are not motivated (Alam & Farid, 2011). Rewards or rather motivations are essential in order to motivate teachers and to make their performance effective (Han, & Yin, 2016). In line with this, one question that many social scientists have tried to answer in recent times is how to improve teacher quality and productivity, especially in developing countries where a larger set of challenges are faced by these professionals.

In respect with this, research has shown that academically talented college students are less likely to become teachers and effective teachers in subject areas of shortage are more likely to leave the profession (Jonyo, & Jonyo, 2017). More so, among the many promising approaches, providing adequate and targeted financial incentives is of particular interest to policymakers and about half of OECD countries have implemented some element of financial reward for teacher motivation (Asia Society, 2011). In the same regard, statistics shows how that when ten professional employees leave (in United States), organizational losses are estimated to be around one million US dollars. A 2008 survey of major US employers found that over 70% of employee wellness programs were using financial incentives to encourage participation and/or performance (Moller, McFadden, Hedeker, & Spring, 2012).

Building on the above, motivation in aspect of financial Incentives, according to Achie and Kurah (2016) opined that, any inducement involving the payment of money and reduction in price paid for goods or services or any award of credit. Additionally, in the theory of human behaviours, it is believed that everyone seems to inherit certain basic drives similar to those found in the nature of animals. People are often unaware of the urges, which lie in the conscious mind that forces people to act in certain ways (Jonyo & Jonyo, 2017). If this urge is suppressed, frustration occurs and unless something is done, the person suffers depression and his zeal is weakened. All incentive inclinations cause people to behave in certain patterns this means that in every organisation the employees' behaviour determines the level of the incentives been given to them by the employer or the authority. This seriously makes relationship between the employees and the employer to be threatened, unless the organisational incentives are understood and used properly (Han, & Yin, 2016).

In line with the foregoing, it is clear to note that, incentives are usually provided to motivate teachers for better productivity. This is because, motivation is a worker's crucial enthusiasm about and drive to accomplish exercises identified with work and it is the inside effort that causes a person to choose to make a move (Susan, 2015). For the above mentioned reason, to achieve the organizational goals and objectives more especially in the education sector, certain motivational factors must be put in place to spur teachers to put in their best in their work place. In this regard, Shanks (2012), opines that there are two important reasons that employees should be motivated, that is, to achieve their personal and organizational goals. On the teachers' part, negative attitude at work leads to poor teaching, which lowers quality of teaching and learning as well as poor student performance.

Moreover, when given opportunities to have the same workload, employees will tend to maximize every type of incentive such as, higher salary, more interesting job (Huang, 2018). Therefore, it is pertinent for the authorities of colleges of education to maintain the relationship with teachers in such a way that there will be increased loyalty with the Authority and better staff performance. In essence, motivation and rewards make continuation of the employment relationship because it creates the basis for high levels of commitment (Hofmans, De Gieter, & Pepermans, 2013). Rewards as the main factor of motivation can also encourage retention within the organization, and the broader employment relationship and social exchange are significant. Motivation's whole idea is to provide employees with sureties of job security, nice working condition, loyalty and belonging to the enterprise, as well as the workforce given some challenges.

So, Authorities of Colleges of Education must develop strategies that include financial incentives and rewards for example annual increment, promotions, chalk hazard allowance, transport allowance, study/ research allowance, accommodation allowance and leave allowance. With these, it will boast teacher's moral and prevent them from self-sponsorship for further studies and research to meet up with global challenges in the aspect of technologies. Teachers want their performance to be appreciated by offering them appropriate rewards and benefit package is an effective way not only to achieve their educational goals but also to be productive and their continuation of relationship with talented teachers (Liang, & Akiba, 2015).

With all the foregoing, the use of motivation in form of incentives remains the strategy to motivate healthy behavior change that has become routine practice over the past decade. Miller (2015) characterizes, the foreseen effect of motivation on human behavior is a sharp theoretical parceling line amidst financial viewpoints and different humanistic systems, particularly mind research. Therefore, this study is conducted to examine the Motivation as a Determinant to Business Education lecturers' productivity in Colleges of Education in North Central, Nigeria.

STATEMENT OF THE PROBLEM

Productivity brings about high and consistent learning gains in all students taught across all subject areas and it facilitates the active participation by students (Mountjoy 2017). Unfortunately, productivity of business education lecturers in Colleges of Education in the North Central Nigeria is not impressive and consequently affects the students' learning outcome Compensation Force, 2016). The provision of incentives to motivate teachers in Higher Educational Institutions (HEIs) is a very critical issue that should not be over looked, as its

neglect can lead to disruption of effective teaching and innovation by the teachers and consequently lead to the production of half-baked graduates in the education sector. However, in recent times, employee turnover has become one of the major issues faced by organizations especially in Colleges of Education in the North Central as well as local context (Compensation Force, 2016). Simply when experienced professional leave an institution, it incurs a huge loss to the organisation. This cost could be avoided or lessened by motivating teachers because motivation has potential for enhancing productivity among the employees (Muralidharan & Sundararaman 2011; Shikalepo & Merwe, 2018).

McKnight, (2017); Adebiyi and Adeniji (2021) argued that incentive, wages and salaries, merit pay and fringe benefits, recognition, health insurance, and job promotion and annual increment are dimensions of motive that could improve employees' productivity and job performance. To best of the researcher knowledge no published focused specifically on influence of incentive, wages and salaries, merit pay and fringe benefits, recognition, health insurance, and job promotion and annual increment on business education lecturers productivity in Colleges of education. Hence, this study addresses this gap and examined motivation as a determinant to business education Lecturers productivity in Colleges of education in North Central, Nigeria with specific focus on incentive, wages and salaries, merit pay and fringe benefits, recognition, health insurance, and job promotion and annual increment.

AIM AND OBJECTIVES OF THE STUDY

The aim of this study is to examine motivation as a determinant to business education lecturers' productivity in Colleges of education in North Central, Nigeria. The specific objectives are:

1. To ascertain the influence of incentive operation on Business Education Lecturers' Productivity in the Colleges of Education in North Central, Nigeria
2. To determine the influence of wages and salaries on Business Education Lecturers' Productivity in the Colleges of Education in North Central, Nigeria

RESEARCH QUESTIONS

The following research questions guided the study:

1. What is the influence of incentive operation on Business Education Lecturers' Productivity in the Colleges of Education in North Central, Nigeria?
2. What is the influence of wages and salaries on Business Education Lecturers' Productivity in the Colleges of Education in North Central, Nigeria?

RESEARCH HYPOTHESIS

The following null hypotheses were tested at 5% (0.05) level of significance in this study:

H₀₁: Incentive operation has no significant influence on Business Education Lecturers' Productivity in the Colleges of Education in North Central, Nigeria

H₀₂: Wages and salaries has no significant influence on Business Education Lecturers' Productivity in the Colleges of Education in North Central, Nigeria

RESEARCH METHODOLOGY

Research Design

Research design refers to the general plan of how the researcher will go about answering the research question(s) (Saunders, Lewis, & Thornhill, 2007). The research design allows the researcher to meet the purpose of the research. Therefore, the descriptive survey research design was used in carried out this research. Nworgu (2006) attested that a survey research is one in which a group of people or items is studied by collecting and analyzing data from only a few people or items considered to be representative of the entire group. With the above view, descriptive survey research design was suitable this study because the researcher gathered information from Business Education Lecturers.

Area of the Study

This study was carried out in North Central Nigeria. North central Nigeria lies approximately between longitudes 30 and 140 E and latitudes 70 and 100 N and is part of middle belt region. This region is made up of 6 states namely Benue, Kwara, Niger, Plateau, Nassarawa, Kogi and Abuja (the Federal Capital Territory).

Population of the Study

The population of this study is made up of all the 122 Business Education lecturers in the eight (9) Public Colleges of Education contained in the college staff Disposal list (2020) offering Business Education as course in North Central Geo-political zone of Nigeria.

Sample and Sampling Technique

The study adopted Total Population Sample (TPS) were the entire population of the 122 lecturers was used for the study. Crossman (2018) stated that with a total population sampling a researcher chooses to examine the entire population that has one or more shared characteristics. The adoption of technique was based on suggestion of Cresswell (2011) who opined that if the population is manageable, TPS can be employed.

Instrument for Data Collection

The instrument used for data collection in this study was the structured questionnaire developed by the researcher after extensive review of the literature on motivation. The instruments were adapted from the work of Achie and Kurah (2016), adapted from the work of Nkansah (2017) and Daniel (2019). The research consists of seven (7) variable which includes: productivity (10 items), Incentives Operation (5 items), Wages and Salaries (10 items), Merit pay and Fringe benefits (10 items), recognition (10 items), health insurance scheme (10 items), job promotion and annual increment (10 items). The questionnaire was constructed in a five (5) point scale from Strongly Agree (SA) 5 points, Agree (A) 4 points, Moderately Agree (MA) 3 points, Disagree (D) 2 points and Strongly Disagree (SD) 1 point.

Validation of Research Instrument

The validity of the instrument was done by three experts from the department of Vocational and Technology Education, Faculty of Technology Education, Abubakar Tafawa Balewa

University, Bauchi. The experts were presented with copies of the research purpose, research questions and research hypotheses as a guide. They were requested to assess the suitability of the language, comprehensiveness, adequacy and relevance of the items in addressing the research questions, bearing in mind the purpose of the study. Their comments, suggestions and correction were accommodated and used to modify the instrument.

Reliability of the Instrument

To determine reliability of the instrument, pilot test was conducted using lecturers of Business Education Department in college of education Ginda Waya, Kaduna State which is out of the study area but has the same characteristic with the study area. Staff were used for the pilot test. The data collected from the study were coded into Statistical Package of Social Science (SPSS), 23. The package was used in running Cronbach Alpha reliability test. A reliability coefficient of 0.82 was obtained as seen in Appendix I. the instrument was considered valid based on suggestion of Uzosike (2008) who opined that, the average value of correlation coefficient should not be less than 0.65.

Method of Data Collection

To facilitate data collection for the study, the researcher collected introductory letter from the Head of Department, Vocational and Technology Education . The researcher assisted by 2 trained research assistants presented a copy of the introductory letter to the management of the Colleges of Education for permission to carry out the study in each of the institutions used for the study. The researcher held discussion with respondents on how to answer the questionnaire items who sought for more explanations. The direct delivery and retrieval method (personal method) of administration was used in this study. The instrument were administered and retrieved by the researcher with the aid of the research assistants employed by the researcher. Specifically, the research assistants were trained on the modalities for administration and retrieval of the instrument. The research assistants were considered because they are graduates of business education department. The structured questionnaires were administered personally with the help of the trained assistants to reduce the risk of failure to respond and also ensure that relevant and accurate information are obtained from the respondents. With this method of data collection 100% retrieval rate was achieved.

Method of Data Analysis

The data collected was analyzed using frequencies/percentages for the bio data variables. The mean, frequencies and standard deviations were used to for the research questions. Hypotheses I to III were tested using simple linear regression analysis to predict the values of dependent variables on independence variables. All hypotheses were tested at 0.05 alpha level of significance to retain or reject the null hypotheses. The data collected were fed into the Statistical Package for Social Science (SPSS, 23) for easy analysis and explanation of results.

RESULTS AND DISCUSSION

Results of Research Question

Research Question One

What is the influence of incentive operation on Business Education Lecturers' Productivity in the Colleges of Education in North Central, Nigeria?

Results on the influence of incentive operation on Business Education Lecturers' Productivity in the Colleges of Education in North Central, Nigeria (Table 1) revealed that mean responses of Business Education Teachers ranges from 4.23 to 4.48 with corresponding Standard Deviation of .704 to .929 and grand mean of 4.37 which indicated that incentive operations influence Business Education Lecturers' Productivity in the Colleges of Education.

Table 1: Descriptive statistics of influence of incentive operations on business education lecturers' productivity in colleges of educations.

Items	N	Min.	Max.	M	SD
Prompt and regular payment of fringe benefit enhances teachers' productivity	122	1	5	4.48	.929
Payment of leave bonus enhances teachers' productivity	122	1	5	4.43	.704
The rate of remuneration package for overtime on my teaching job is encouraging	122	1	5	4.26	.870
The chance of attending workshop influences business teachers' productivity	122	1	5	4.38	.878
My place of work is pleasant	122	1	5	4.23	.851
Grand Mean				4.37	.882

Research Question Two

What is the influence of wages and salaries on Business Education Lecturers' Productivity in the Colleges of Education in North Central, Nigeria?

Results on influence of wages and salaries on Business Education Lecturers' Productivity in the Colleges of Education in North Central, Nigeria (Table 2) revealed that mean responses of Business Education Teachers ranges from 3.84 to 4.44 with corresponding Standard Deviation of .88 to 1.032 and grand mean 4.24. This indicates that the respondents agreed that wages and salaries influence Business Education Lecturers' Productivity in the Colleges of Education.

Table 2: Descriptive statistics of influence of wages and salaries on Business Education Lecturers' Productivity in the Colleges of Education

Items	N	Min.	Max.	M	SD
I give importance to salary increment.	122	1	5	4.11	.880
An allowance offered matches my work effort.	122	1	5	3.96	1.032
Lecturers salaries are pay promptly	122	1	5	4.44	.824
Management has assigned responsibilities for the timely review of salary structure.	122	1	5	4.15	.951
I am paid a salary that is enough to cater for my basic needs	122	1	5	4.04	.982
The school offers financial assistance to Lecturers with needs	122	1	5	4.12	.958
I give more importance to payment of salary for job performance.	122	1	5	4.17	.907
I put more effort when the authority compliance with payment of annual increment as at when due	122	1	5	3.84	1.055
It is possible to get advance payment from the school in case I have a financial problem	122	1	5	4.24	.926
I am paid a salary that is enough to cater for my basic needs	122	1	5	4.20	1.004
Grand Mean				4.24	.981

Results of Hypotheses

The results of research hypotheses are as presented in Tables 3 to 4

Null Hypothesis One

Incentive operations have no significant influence on business education lecturers' productivity in the colleges of Education

The statistical evidence documented in table 8 revealed that the variable Incentive operations (IO) had a standardized coefficients beta value of .180, $p = .047$. This indicates a significant contribution of the variable in the model, that is, the IO has a significant positive influence on Business Education Lecturers' Productivity. This implies that IO is one of the determinants of Productivity of business education lecturers in colleges of Education. The null hypothesis 1 was, therefore, rejected.

Table 3: Regression Analysis on the influence of Incentive operations on Business education lecturers' productivity in the colleges of Education.

Variable	Standardized Coefficients Beta	t-value	p-value	Decision
IO	.180	2.008	.047	Rejected

Source: field work 2021.

Null Hypothesis Two

Wages and salaries have no significant influence on business education lecturers' productivity in the colleges of Education?

The statistical evidence documented in table 9 revealed that the variable Wages and Salaries (WS) had a standardized coefficients beta value of .282, $p = .002$. This indicated a significant contribution of the variable in the model, that is, WS has a significant positive influence on Business Education Lecturers' Productivity. The result implies that WS is one of the determinants of Productivity of business education lecturers in colleges of Education. The null hypothesis 2 was, therefore, rejected.

Table 4: Regression Analysis on the influence of Wages and salaries on Business education lecturers' productivity in the colleges of Education.

Variable	Standardized Coefficients Beta	t-value	p-value	Decision
WAS	.282	3.224	.002	Rejected

Source: field work 2021.

MAJOR FINDINGS

The major findings are as follows:

1. The result of research question one indicates that a moderate extent indicated that incentive operations influence business education lecturers' productivity in the colleges of Education. The test of null hypothesis indicates that an incentive operation has a positive and significant influence on business education lecturers' productivity in the colleges of Education.
2. The results of research question two indicates that wages and salaries influence business education lecturers' productivity in the colleges of Education. The test of null hypothesis showed that wages and salaries have a significant positive influence on Business Education Lecturers' Productivity
3. The results of research question three indicates that merit pay and fringe benefits influence business education lecturers' productivity in the colleges of Education. The results of the hypothesis testing indicate that merit pay and fringe benefits has a significant influence on Business Education lecturers' productivity.

RECOMMENDATIONS

Based on the findings of the study, the following recommendations were put forward:

1. For improve productivity in Colleges of Education, government should ensure that wages and salaries are paid to lecturers on time as this is a motivation for better productivity.
2. Merit pay and fringe benefit should be given to business education lecturers especially those that deserved it. This will go a long way in increasing the performance.
3. Business education lecturers should be recognized for job well done as this go a long way in influencing lecturers' productivity.

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