

**RELATIONSHIP BETWEEN MOTIVATION AND JOB
PERFORMANCE AMONG NON-TEACHING STAFF OF
TERTIARY INSTITUTIONS IN KATSINA STATE,
NIGERIA**

BY

Abubakar Jibia SULEIMAN
M.ED/EDUC/40952/2012-2013

**DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND
COUNSELLING, FACULTY OF EDUCATION AHMADU BELLO
UNIVERSITY, ZARIA**

NOVEMBER, 2015

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**BEING A THESIS SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL
PSYCHOLOGY AND COUNSELLING, FACULTY OF EDUCATION, AHMADU
BELLO UNIVERSITY, ZARIAIN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE AWARD OF MASTER'S DEGREE IN
EDUCATIONAL PSYCHOLOGY**

NOVEMBER, 2015

DECLARATION

I hereby declare that, this research entitled: **RELATIONSHIP BETWEEN MOTIVATION AND JOB PERFORMANCE AMONG NON-TEACHING STAFF OF TERTIARY INSTITUTIONS IN KATSINA STATE** is a product of my own study, and has not been presented in any previous application for a master's degree. All quotations are indicated by quotation marks and sources of information are acknowledged in the references.

.....
Name of student

.....
Signature

.....
Date

CERTIFICATION

This is to certify that this Thesis entitled “Relationship between Motivation and Job Performance among Non-Teaching Staff of Tertiary Institutions in Katsina State by AbubakarJibia Suleiman fulfils the conditions for the award of Master’s Degree in Educational Psychology Ahmadu Bello University Zaria and is approved for its contributions to knowledge.

.....
Prof. E.F. Adeniyi
Chairman Supervisory Committee

.....
Date

.....
Dr. A’isha I. Muhammed
Member, Supervisory Committee

.....
Date

.....
Prof. Musa, Balarabe
Head, Department of Educational Psychology & Counseling

.....
Date

.....
Prof. KabiruBala
Dean, School of Postgraduate Studies

.....
Date

DEDICATION

This work is dedicated to my parents, Late Suleiman Musa andHajiyaZainab Suleiman, my wife HajiyaAsma'uAbubakar and my children Fatima, Halima,Zainaband Hauwa'u.

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ABSTRACT

The research is an investigation on the relationship between motivation and job performance among non-teaching staff of tertiary institutions, in Katsina State. The research also set-out to find out whether intrinsic motivation has relationship with the job performance and assess how extrinsic motivation influence job performance. The research design adopted for this investigation was a correlational survey research method. The population of the study was 878 non teaching staff while sample drawn was 381 staff from different institutions as follows:- FCE KATSINA (136), YBU, CLGS (166), KUK (94) and COM MLF (48). Five hypotheses were raised and tested in the study and the results showed that there was relationship between intrinsic motivation and Job performance of the non-teaching staff in the tertiary institutions of Katsina State with $r=0.496$ and $p=0.000$. There was significant relationship between extrinsic motivation and job performance of non-teaching staff of tertiary institutions in Katsina State ($r=0.869$ and $p=0.000$). There was significant relationship between job motivation and job performance of non-teaching staff of tertiary institutions in Katsina State ($r=0.908$ and $p=0.000$). There was no significant gender difference in the job motivation of non-teaching staff of tertiary institutions in Katsina State ($t=0.117$ and $p=0.907$). There was no significant gender difference in job performance of non-teaching staff of tertiary institutions in Katsina State ($t=0.955$ and $p=0.340$). Based on these findings it is recommended that management of the Tertiary Institutions should put more emphasis on intrinsic and extrinsic motivation of both male and female non-teaching staff in order to enhance the job performance.

TABLE OF CONTENTS

Title page	i
Declaration	ii
Certification	iii
Dedication	iv
Acknowledgement	v
Abstract	vii
Table of Contents	viii
List of Tables	xii
Abbreviation	xiii
Operational definition of terms	xiv

CHAPTER ONE: INTRODUCTION

1.1 Background to the study	1
1.2 Statement of the Problems	5
1.3 Objectives of the study	7
1.4 Research questions	7
1.5 Hypotheses	8
1.6 Significance of the study	8
1.7 Scope and Delimitation	9

CHAPTER TWO: LITERATURE REVIEW

2.1	Introduction	11
2.2	Conceptual Framework	11
2.2.1	Concept of Motivation	12
2.2.2	Types of Motivation	13
2.2.3	Intrinsic Motivation	13
2.2.4	Extrinsic Motivation	14
2.3	Concept of Job Motivation	14
2.4	Concept of Job Performance	16
2.4.1	Job Performance as a Multi-Dimensional Concept	17
2.4.2	Task Performance	17
2.4.3	Contextual Performance	18
2.5.1	Other related Job Motivation and job performance	19
2.5.2	Relationship between job motivation and job performance of employee	20
2.5.3	Autonomous extrinsic motivation in the work place	22
2.6	Theoretical Framework	25
2.6.1	Theories of Motivation	25
2.6.2	Abraham Maslow's "Need Hierarchy Theory"	25
2.6.3	Alderfer's Existence, Relatedness and Growth Theory	30
2.6.4	Edward Tolman Cognitive Theory	31
2.6.5	Process Theory	32
2.7	Review of Empirical Studies	32
2.8	Summary	35

CHAPTER THREE: METHODOLOGY

3.1	Introduction	37
3.2	Research Design	37
3.3	Population of the Study	37
3.4	Sample and Sampling Technique	38
3.5	Instrumentation	39
3.6	Validity of the Instrument	41
3.6.1	Pilot Study	42
3.6.2	Reliability of the Instrument	42
3.7	Procedure for Data Collection	42
3.8	Procedure for Data Analysis	43

CHAPTER FOUR: RESULT AND DISCUSSION

4.1	Introduction	44
4.2	Demographic characteristics of the respondents	44
4.3	Presentations of summary statistics of the investigated variables	49
4.4	Hypotheses Testing	50
4.5	Summary of major findings	55
4.6	Discussions	56

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction	60
5.2 Summary	60
5.3 Conclusions	62
5.4 Recommendations	63
5.5 Suggestions for further studies	63

REFERENCES

Appendix A: Introductory Letter	69
Appendix B: Questionnaire	70
Appendix C: Krejcie and Morgan Table	74

LIST OF TABLES

	Page
Table 3.1: Distribution of Non-teaching staff by Zone, institution and gender	38
Table 3.2.1: Sample of Non-teaching staff for the study	39
Table 4.1: Classification of Non-teaching staff by their respective institutions	45
Table 4.2: Classification of respondents by gender	45
Table 4.3: Classification of the non-teaching staff by their age ranges	46
Table 4.4: Classification of the respondents by their marital status	46
Table 4.5: Classification of the respondents by their highest educational qualifications	47
Table 4.6: Classification of the staff by their designations in the institutions	48
Table 4.7: Classification of the respondents by their years of working experiences in the Institutions	49
Table 4.8: Summary statistics of the investigated variables	50
Table 4.9: Correlation between intrinsic motivation and job performance of non-teaching of the tertiary institutions of Katsina State.	51
Table 4.10: Correlation between extrinsic motivation and job performance of non-teaching Staff of tertiary institutions of Katsina State	52
Table 4.11: Correlation between job motivation and job performance of the non-teaching Staff in the selected tertiary institutions in Katsina State	53
Table 4.12: Independent sample t-test on motivation by gender of non-teaching staff of the tertiary institutions	54
Table 4.13: Independent sample t-test on job performance of non-teaching staff by gender	55

ABBREVIATIONS

FCE:	Federal College of Education Katsina
YBU, CLGS:	Yusuf BalaUsman, College of Legal and General Studies
KUK:	Katsina University Katsina
COM MLF:	College of Midwifery Malumfashi
ERG:	Existence Relatedness and Growth
USA:	United State of America
HND:	Higher National Diploma

OPERATIONAL DEFINITION OF TERMS

- Motivation:** refers to rewards that energizes, directs and sustains behaviours of the non-teaching staff of tertiary institutions in Katsina State.
- Intrinsic Motivation:** refers to internal desires that encourages the non-teaching staff tertiary institutions in Katsina State to perform a particular task.
- Extrinsic Motivation:** refers to external factors that stimulates desire and energy of the non-teaching staff of tertiary institutions of Katsina State interested and committed to the work.
- Job Motivation:** refers to an effective connected factors which operates in the direction of the non-teaching staff's behaviour of tertiary institutions in Katsina State towards an end or goal, consciously or unconsciously. Wealth, social relationship, performance and prestige are their expectations from the job.
- Job performance:** refers to work in terms of quantity and quality expected from each non-teaching staff of tertiary institutions of Katsina State.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Non-teaching staff like any other person have needs. Staff who are motivated may be observed to undertake a task for its own sake, for the satisfaction it provides or for the feelings of accomplishment and self-actualization. Because every worker has his reason for work, when a worker has not been motivated to his own reward preference, his works and people around him suffer.

Every person has different reason for performing effectively in a job. The reason for performing very well in a job is as individual as the person. But workers perform effectively in a job because they obtained something that they need from it. Duku (1994) as cited by Dibua (2009) opines that some Nigerian workers perceive work as an unpleasant endeavour. They work not because they really love what they are doing, but because of the monetary reward that accompany the work. Vroom (1964) in International Journal (2009) states in expectancy theory of motivation that, the tendency for individual to perform or act, is a function of the strength with which he expects certain outcome to be obtained from the act and the attraction to him of the expected outcome.

The relationship between motivation and job performance are set of reasons that determine one to engage in a particular behavior. According to various theories motivation is rooted in the basic need to minimize physical pain and maximize pleasure, or it includes specific need such as eating and resting as destined objectives.

Non-Teaching Staff formed an integral part of the educational system and their services were indispensable in the quest to enhance quality education

(Brodinsky&Shirley, 1983). In the administration team they ensure all relevant – documentation and communication are processed, help organise events and support staff on a day-to-day basis. They are one of the key organizational factors for success. Individual effectiveness usually reflects his/her knowledge, abilities, skills and characteristics. Relationship between motivation and job performance as a research topic is very important in any institution. Herzberg’s motivation hygiene theory, in international journal stated that, Herzberg like Maslow recognizes those factors that relate to job content, to what an employee does at work. These factors include sense of achievement and recognition for job well performed.

Herzberg (1950), stipulated that the motivated workers tend to be more productive, creative and committed to their employers. He also stated that there is direct relationship between motivation and job performance of staff, and that when staff are well motivated by their employers their need will in turn be met and they will work effectively. It is believed psychologically that, people perform effectively in their job in order to achieve what they want. Scott (1994) defined motivation and job performance as effective connected factors which operate in the direction of an individual’s behaviour towards an end or goal, consciously or unconsciously. Food, sex, wealth, social relationship, performance and prestige are expectations of employee from the job. Motivation and job performance are closely related (Herzberg, 1995). According to Locke (1976) job performance is an effective reaction to one’s job. Weiss (2002) stated that jobperformance is the attitude being formed towards the job by taking into account feelings, belief and behavior.

Job performance is essentially a key factor in moving an organization towards its set goals. Its consisted of the aggregate, individual job performances in the organization aimed at achieving the organizational goals. The better (qualitatively and quantitatively) the performances of the employees in organization the better the organization's output.

Organizations need highly performing individuals in order to meet their goals; to deliver the products and services they specialized in, and finally to achieve competitive advantage. Accomplishing tasks and performing at a high level which can be a source of satisfaction, with feeling of mastery and pride. Low performance and not achieving the goals might be experienced as dissatisfying or even as a failure. Performance is what the organization hires one to do, and do well" (Campbell, 1993). Thus, performance is not defined by the action itself but by judgmental and evaluative process (Schneider, 1991). Moreover, only action which can be scaled i.e. measured are considered to constitute performance (Campbell, 1993). The outcome aspect refers to the consequences or results to the individual's behaviour. In many situations, the behavioral and outcome aspects are related empirically, but they do not overlap completely. Outcome aspects of performance depend also on factors rather than the individual's behaviour.

In practice, it might be difficult to describe the action aspect of performance without any reference to the outcome aspect. Because not any action relevant for organizational goals constitute performance, one seed criteria for evaluating the degree to which an individuals' performance meets the organizational goals, it is difficult to imagine how to conceptualize such criteria without simultaneously considering the outcome aspect of performance depends at the same time.

Workplace issues facing women are many of the biggest workplace challenges facing women revolve around gender. Why do female still earn less than males holding the same job? Will the glass ceiling ever be shattered? Is a balance between family and career attainable? What will it take to establish a work environment where gender is a non —issue?

Gender differences in performance motivation men and women differ in their perception of what is important and motivating for good job performance. The distribution of both intrinsic and extrinsic reward should therefore, be tied to the specific needs or preferences men and women. Employees consider financial compensation in the form of basic pay, as the most important factor motivating good performance, positive inter personal relations in the workplace can be ranked in second place, followed by respectful treatment by the employer.

From a gender perspective men may place a higher value than women do on the so called instrumental values (basic salary and bonuses) as motivational factors in their job performance and identification with employer. Women on the other hand, also may place more important than men do on inter personal relationship at the workplace respectful treatment by the employer, and the possibility of reconciling work and family life.

School improvement with regard to standard and quality of the school system discipline and control of student to adequate motive the non teaching staff pay their salaries regularly teaching and facilitating facilities to be made available and put in place encourage non teaching staff to attend sponsored conference and workshops and provide the school with conducive environment which will enhance the performance of the

students. There may be a poor performance in the classroom activities if salaries of the non—teaching staff delays and inconsistency.

In administrative procedure, the administrative worker and teaching staff should have a participatory management in service education and systematic supportive evaluation that enhances teaching and non teaching staff professional status in the planning and operation of the school. It also gives the staff both teaching and non-teaching a vested interest in school performance and also promotes harmony and trust among teachers and administrators.

It is against this background the researcher intend to address the issue of non teaching staff motivation as an essential factor for students performance, school improvement and administrative procedure.

1.2 Statement of the Problems

It was observed by the researcher, the beneficiaries that include: parents, contractors, students and teaching staff of Katsina State tertiary institutions were complaining for their files that go missing and damaged. Their documents are hidden intentionally, and even sometimes, bribe was demanded before their release. These problems were happening as a result of: lack of interest to duty exhibited by the non-teaching staff; nonchalant attitude to work; careless handling of school equipment and improper utilization of such equipment. These act leads to deterioration of job and performances of the employees in the tertiary institutions of Katsina State.

The question uppermost among the people that the institutions serve such as parents, contractors, students and members of the teaching-staff is why this category of workers engage in the unhealthy and unwelcome attitudes? The contemplation of people both from inside and outside the schools is that, the employees are not properly motivated to do their jobs or that the motivation being applied to them does not meet the reward preference. The problem is, could the resulting frustration be associated with the school management? What other factors could be held accountable for the development among the non-teaching staff of the institutions? non-teaching staff like any other person have need, staff who are motivated may be observed to undertake a task for its own sake, for the satisfaction it provides or for the feelings of accomplishment and self actualization.

Every worker has his own reason for work, when a worker has not been motivated to his own preference, his work and people around him suffer. These and other issues relating to motivation of non-teaching staff toward effective performance of job in institutions of Katsina state are the problems, which this study intends to investigate.

The factors that are used as job motivators are the conditions that truly encourage employees to try harder and increase their production output within an organization. Employees' performance in an organization could therefore be said to clearly depends on their level of motivation, which stimulates them to come to work regularly, work diligently, be flexible and be willing to carry out the necessary tasks. Motivation at work is widely believed to be a key factor for performance of the individuals and organizations and is also a significant factor of an organizational turnover. There may be strong link between job dissatisfaction, lack of motivation and organizational turnover. The problem

of this research therefore, is relationship between motivation and job performance among non-teaching staff of tertiary institutions in Katsina State.

1.3 Objectives of the study

The objectives of this study are as follows:

1. To find out whether Intrinsic Motivation has relationship with the job performance of the non-teaching staff of Katsina state tertiary institutions.
2. To find out how Extrinsic Motivation of the non-teaching staff influence their job performance.
3. To ascertain whether non-teaching staff Job Motivation have relationship with their job performance in Katsina state tertiary institutions.
4. To determine whether there is gender difference in job motivation of the non-teaching staff of tertiary Institutions of Katsina state.
5. To identify whether there is gender difference in job performance of the non teaching staff of tertiary institutions of Katsina state.

1.4 Research Questions

The research questions raised to guide the investigation are as follows:

1. What is the relationship between Intrinsic Motivation and Job Performance of non-teaching staff of tertiary institutions in Katsina?
2. Does the Extrinsic Motivation of non-teaching staff influence their job performance?

3. In what way does the Job Motivation of the non-teaching staff influence their job performance?
4. Do Male and Female non-teaching staff differ in their Jobmotivation?
5. In what way does Male and Female non-teaching staff differ in their job performance?

1.5 Hypotheses

The study was guided with the following hypotheses:

1. There is no significant relationship between Intrinsic Motivation and Job Performance of non-teaching staff of tertiary institutions in Katsina.
2. There is no significant relationship between Extrinsic Motivation and Job Performance of non-teaching staff of tertiary institutions in Katsina.
3. There is no significant relationship between Job Motivation and Job Performance of non-teaching staff of tertiary institutions in Katsina.
4. There is no significant difference between Male and Female non-teaching staff in their Job Motivation.
5. There is no significant difference between Male and Female non-teaching staff in their Job Performance.

1.6 Significance of the study

This research work is significant, in the sense that its relationship on motivation and job performance of non-teaching staff of tertiary institutions as may influence their work performance effectively. It will help the schools' management to know how to

assist their workers (non-academics) intrinsically and extrinsically to have a better performance at work. The research will also be useful in making the management be aware that there was no gender difference in terms of job motivation and job performance which also need to be encouraged. The issue of negligence to duty, lack of interest at work, nonchalant attitude, missing of files and damage of school materials would also be minimized.

1.7 Scope and delimitation

This work aimed at assessing the relationship between Motivation and job performance of Non-Teaching Staff both junior and senior staff male and female of tertiary institutions in Katsina State. The research as well, involved male and female non-teaching staff as respondents. This is because of the realization of the cardinal role of non-teaching staff in complementing the efforts of the academic staff to realizing the set objectives of the tertiary institutions. The study is also delimited to the investigation of the intrinsic, extrinsic, job motivation and job performance of Non-teaching staff to cover only the non-teaching staff of the tertiary institutions in Katsina State.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter reviewed related literature based on the major variables of the study.

The following are the areas of the review:

- Introduction
- Conceptual Framework
- Concept of Motivation
- Types of Motivation
- Intrinsic Motivation
- Extrinsic Motivation
- Concept of Job Motivation
- Concept of Job Performance
- Job Performance as a Multi-Dimensional Concept
- Task Performance
- Contextual Performance
- Other related Job Motivation and job performance
- Job motivation as a Tool for Effective Performance
- Relationship between job motivation and job performance of employee
- Autonomous extrinsic motivation in the work place
- Theoretical Framework
- Theories of Motivation

- Abraham Maslow's "Need Hierarchy Theory"
- Alderfer's Existence, Relatedness and Growth Theory
- Edward Tolman Cognitive Theory
- Review of Related Studies
- Summary

2.2 Conceptual Framework

2.2.1 Concept of Motivation

The word motivation is derived from the word "moveers" which means to move, or to act to satisfy a need or want. Any consideration, idea or object prompting the individual to act or move to do what needs to be accomplished is what motivation is. Motivation may therefore be defined as a willingness to exert effort to achieve a goal or objective for rewards (Ackerman, 1988).

Motivation could be seen as the combination of a person's desire and energy directed at achieving a goal. It is the cause of action. Influencing people's motivation means getting them to *want* to do what you know must be done. Behavior of an individual in an institution is largely motivated towards the achievement of goal. Hence people participate in an organization in order to achieve some goals that they cannot achieve as individuals, those who are responsible for the management of works in any institution must build into the system, fact that will induce people to contribute effectively and meaningfully towards the actualization of organizational goals (Blase, 1980). Often an employee knows how to perform correctly, the process is good, and all resources are available, but for one reason or another, chooses not to do so, which normally means it is a motivational issue. While many jobs have problems that are

inherent to the position, it is the problems that are inherent to the person that normally cause an organization to lose focus from the main task of getting results.

These motivational problems could arrive from family pressures, personality conflicts, a lack of understanding on how the behavior affects other people or process. When something breaks the psychological contract between the employee and the organization, the leader must find out what the exact problem is, by looking beyond the symptoms, finding a solution, focusing on the problem, and then implementing a plan of action. One of the worst situations that a leader can get into, is to get the facts wrong Freeman (1993).

According to Kalucer (1969) in Tambari (1999:75) Motivation is a process by which behavior is aroused and sustained in the pursuance of a goal which is believed will satisfy the reason as to every time the behavior was aroused initially. Afolayan et al (1982) sees motivation as the difference between what employees can do and what they actually do in a given situation. Motivation can also be defined as the desires, needs and interests that arouse or activate an organism and direct it towards specific goal. Crider et al (1983:118) have believed psychology that this behavior of a motivated organism may differ sharply from that of an unmotivated organism. For example a hungry rat placed in a complex maze will search for food more purposefully than a rat that has not been deprived of food.

According to AL-Jishi (2009), Motivation is finding a need inside the employees and help to achieve it in a smooth process. Motivating the staff leads to broaden their skill to meet the organizational demands. Each manager should have the responsibility to work with the staff to find out their individual needs and put them side by side to the

organization needs. Dissatisfaction also, might work as guidance for the manager to explore the need of the staff and start with it to motivate them and attract them to do better performance. Motivation drives the human beings to reach their goals and organization goals through every challenge and constraint they face in their workplace; considering it, as an advantage to go ahead in the direction they have put for themselves. The need of achievement always results in a desire to do extra effort to have something done better, and have the desire for success. The manager should motivate the employees to get things done through them, without asking them what to do. Motivation creates a productive employee who saves time and effort. The motivated employee volunteers to do more than what is expected and more successful achievement than others. Such employee could be a good recourse and a model to be followed by other staff and adds positive input to the work within the organization.

2.2.2 Types of motivation

Motivation can be approached in different dimensions. These are factors considered internal to the individual and those emanating from external influences. These factors that are internal are considered as intrinsic while those that are external are regarded as extrinsic.

2.2.3 Intrinsic Motivation

The issue of motivation is central to the whole idea of studying psychology that are within the function of many variables including intrinsic and extrinsic. Psychologists have made so many attempts to define intrinsic and extrinsic motivation. Oladele (2004) stated that intrinsic motivation refers to a force within the individual and is not tied to the

environment. According to Atkinson (1981) it is an innate biological force that predisposes the organism to act in a certain way under appropriate circumstances. Murphy (2009) further defined intrinsic motivation as a driven by an interest or enjoyment in the task itself, and exists within the individual rather than relying on any external pressure.

2.2.4 Extrinsic Motivation

Extrinsic motivation is when an individual is motivated by external factors, as opposed to the internal drivers of intrinsic motivation. Extrinsic motivation drives a person to do things for tangible rewards or pressures, rather than for the fun of it. As people work to gain the reward rather than because they like doing the work or believe it is a good thing to do. Wall (1995) stated that extrinsic motivation refers to external incentives such as money, grades, or prizes for a person to perform a given task. Nasike (1995) also define extrinsic motivation as a motivation that comes from outside an individual. According to Carroll (1999) an extrinsically motivated person can work on a task even when they have little interest in it because of the anticipated satisfaction they will get from it.

2.3 Concept of Job Motivation

The job motivation could be assessed on the basis of the need of the employees. These Approach to motivation focus on why people choose certain behavioral options to fulfill their needs and how they evaluate their satisfaction after they have attained these goals. These are:

Al-Jishi (2009) pointed out that ‘it is not just the matter of how motivated staff are, but also how prepared they are for the job. Good performance depends on whether staff are able to do things, or whether they are willing to do things. The level of performance depends on the level of motivation that stimulates someone to work and carry out the necessary tasks to achieve the goals. The managers have to learn to place the right person in the right place. A person should be given the role where they can use their skills and abilities and be concentrated towards the organization’s goals and personal goals. Misplacements can cause dissatisfaction, less motivation, less concentration that leads to turnover and shortage of staff, commitment of mistakes, and loss to the organization. The motivation is important in any workplace and it is personal and different for each employee. Depends on different needs; different strategies will be created to satisfy these needs. So, without motivation nothing unique will ever happen that allows the organization to specialize with its production.

Job motivation could be an internal desire and force, that drives us to accomplish tasks and goals. In the ideal situation, we learn, develop skills, and grow as individuals as we move towards these goals. So, as leaders, the growth and development of employees should be a major part of the planning process as we set goals with team members. But to do it effectively a leader needs to understand what motivates each team member. When a leader is able to motivate a team member and help them feel involved, positive results will begin to unfold.

According to Charles de Gaulle (former presidents of France) “in order to become good in anything, the only talent you need is motivation” Motivation can arise from either internal or external sources. The desire for food and water, for example, arises

from internal or physiological needs. On the other hand, the desire for approval and recognition results from external and social circumstances. And sometimes motivation results from the interaction of both internal and external factors. For example, we all have the need to eat, but what we eat and how much we eat are influenced by environmental influences and prior learning. Because motivation is psychologically complex, no general and comprehensive theory exists. The beginnings of such a theory, however, have taken shape from the writings of influential theorists such as Abraham Maslow (1970), Douglas McGregor (1967), Frederick Herzberg (1964), and, more recently, Edward L. Deci (1975). Motivation is the key of a successful organization to maintain the continuity of the work in a powerful manner and help organizations to survive.

2.4 Concept of Job Performance

Authors agree that when conceptualizing performance one has to differentiate between an action (i.e. behavioral) aspect and an outcome aspect of performance. Roe (1999) the behavioral aspect refers to what an individual does in the work situation. It encompasses behaviors such as assembling parts of a car engine, selling personal computers, teaching basic reading skills to elementary school children, or performing heart surgery. Not every behavior is subsumed under the performance concept, but only behavior which is relevant for the organizations goals: therefore, performance is what the organization hired one to, and do well. Campbell (1993:40). Thus, performance is not defined by the action itself but by judgmental and evaluative processes. Borman (1997). Moreover, only actions which can be scaled, i.e. measured, are considered to constitute performance Campbell (1993).

The outcome aspect refers to the consequence or result of the individual's behavior. The above described behaviors may result in outcomes such as numbers of engines assembled, pupils' reading proficiency, and sales figures, or number of successful heart operations. In many situations, the behavioral and outcome aspects are related specifically, but they do not overlap completely. Outcome aspects of performance depend also on factors other than the individual's behavior. For example, imagine a teacher who delivers a perfect reading lesson (behavioral aspect of performance), but one or two of his pupils nevertheless do not improve their reading skills because of their intellectual deficits (outcome aspect of performance). Or imagine a sales employee in the telecommunication business who shows only mediocre performance in the direct interaction with potential clients (behavioral aspect of performance), but nevertheless achieves high sales figure for mobile phone (outcome aspect of performance) because of a general high demand for mobile phone equipment.

2.4.1 Job Performances as a Multi-Dimensional Concept

Performance is a multi-dimensional concept, on the most basic level. Borman (1993) hence classified performance in accordance with two basic concepts;

- i. Task performance
- ii. Contextual performance

2.4.2 Task Performance

Refers to an individual's proficiency with which he or she performs activities which contribute to the organization "technical care". This contribution can be both direct or indirect. Direct as in the case of production workers, and indirect in the case of

managers. Activities relevant for task performance vary between jobs and related to ability as well as prescribed and constitutes in role behavior. Borman et al (1997) task performance in itself is multi-dimensional as it comprises of five factors which refer to task performance. Campbell (1990) arranging from:

Job specific task proficiency

Non —job specific task proficiency

Written oral communication task proficiency

Each of these factors comprises a number of sub-factors which may vary between different jobs. For example the management/administration factors comprise sub — dimension such as planning and organizing, guiding, directing, and developing subordinates. Communication effectively and keeping others informed Borman et al (1993).

2.4.3 Contextual Performance

Contextual performance refers to activities which do not contribute to the technical core but which support the organizational, social and psychological environment in which organizational goals are pursued. Contextual performance includes not only behavior such as helping co-workers or being a reliable member of the organization, but also making suggestion about how to improve work procedures (Borman, 1993).

Contextual performance is seen to be similar across jobs and is related to personality and motivation. Moreover contextual performance is more discretionary and extra-role. Motowidlo (1999) contextual performance varies according to two different

types. 1. Behavior that aims primarily at the smooth functioning of the organization. 2. Pro-active behaviors which aims at changing and improving work procedures and organizational processes. The stabilizing contextual performance behaviors include organizational citizenship with its five components altruism, conscientiousness, civic virtue, courtesy and sportsmanship organ (1988), some aspect of organizational spontaneity e.g. helping co-workers, protecting the organization.

2.5.1 Other related job motivation and job performance

2.5.2 Job Motivation as a Tool for effective performance

According to Mead (2008), a manager or supervisor in the workplace only gets the job done when his employees produce quality work. A productive employee strives hard when he is motivated by his employer. Employees are motivated to perform exceptionally when benefits and rewards are offered. Bonuses, paid time off, a good insurance plan, promotions, stock options, a pay increase and other gifts are benefits that motivate an employee to perform well.

Quite apart from the benefit and moral value of an altruistic approach to treating employees as human beings and respecting human dignity in all its forms, research and observations show that well motivated employees are more productive and creative. The inverse also holds true. The job of a manager in the workplace is to get things done through employees. To do this the manager should be able to motivate employees. But that's easier said than done! Motivation practice and theory are difficult subjects, touching on several disciplines. In spite of enormous research, basic as well as applied, the subject of motivation is not clearly understood and more often than not *poorly practised*. To understand motivation one must understand human nature itself. And there

lies the problem! Human nature can be very simple, yet very complex too. An understanding and appreciation of this is a prerequisite to effective employee motivation in the workplace and therefore effective management and leadership.

Motivation could be a form of reinforcement which could be viewed essentially in two dimensions. These dimensions are either positive or negative. The positive dimension is using beneficial incentives to boost morale and productivity, such as performance based bonuses, sales commissions, achievement rewards, pay raises and promotions. The negative dimension on the other hand is using unfavorable tools to achieve desired results, such as bad performance reviews, verbal and written warnings, suspension, pay reduction or dismissal warnings. All have their advantages and disadvantages which could be beneficial or detrimental to the organization or the employees.

2.5.3 Relationship between Job Motivation and Job Performance of Employees

According to Freeman (1993), 'Often an employee knows how to perform correctly, the process is good, and all resources are available, but for one reason or another, chooses not to do so, which normally means it is a motivational issue. Most employees would want to do a good job. It is in best interest of the organization to work with the employee as long as the business needs are met and it is within the bonds of the organization to do so. While many jobs have problems that are inherent to the position, it is the problems that are inherent to the person that normally cause us to lose focus from our main task of getting results. These motivational problems could arrive from family pressures, personality conflicts, a lack of understanding on how the behavior affects other people or process, etc'.

When something breaks the psychological contract between the employee and the organization, the leader must find out what exactly the problem is, by looking beyond the symptoms, finding a solution, focusing on the problem, and then implementing a plan of action. One of the worst situations that a leader can get into is to get the facts wrong. Start by collecting and documenting what the employee is not doing or should be doing, such as tasks, special projects and reports. Try to observe the employee performing the task. Also, do not make it a witch hunt, but rather observe and record what the employee is not doing to standards. Check past performance appraisals, previous managers, or other leaders the employee might have worked with. Try to find out if a pattern exist or something new has been introduced. This motivational issue is not the fault of the employee. By providing feedback and ensuring the feedback is consistent, you provide the means for employees to motivate themselves to the desired behavior. For example, inconsistent feedback would be for management to say it wants good safety practices, then frowns on workers who slow down by complying with regulations or expressing that careful workmanship is needed, but reinforces only volume of production’.

An organization must of necessity provide feedback on a continuous basis. If this is done only during an employee’s performance rating period, then such organization may not be doing the right job. It is also of note that organization ensure that there is no a difference in priorities. Employees with several tasks and projects on their plates must be clearly communicated as to what comes first when pressed for time. With the ever increasing notion to do more with less, it must be understood that not everything can get done at once. Employees often choose the task that they enjoy the most, rather than

the task they dislike the most. And all too often that disliked task is what needs to get performed first.

A lack of motivation could be caused by a number of problems, which could include personal, family, financial, etc. These will in turn translate to low performance among the employee. It is therefore incumbent on the organization to recognize and understand the negative consequences of employee's behavior such that they could be motivated to perform better within the organizational output. The goal of most organizations is therefore to benefit from positive employee behavior in the workplace by promoting a win—win situation for both the organization and the employees.

2.5.4 Autonomous Extrinsic Motivation in the Workplace

Many studies indicate that autonomous motivation (i.e. intrinsic motivation and integrated extrinsic motivation) maximizes heuristic performance, citizenship, trust, commitments, satisfaction and wellbeing. Intrinsic motivation has long been emphasized in the organization literature. However, autonomous extrinsic motivation has not yet been considered by organizational psychologist requiring disciplined task engagement. Autonomous extrinsic motivation may lead to the more effective performance.

Research suggests that autonomous job motivation is facilitated by environments in which jobs are interesting, challenging and allow choice and in which the work climate is autonomy supportive, as well as by employees being high on the autonomous causality orientation. However, although, the autonomous causality orientation has been consistently associated with autonomous task, motivation and positive outcomes, there is little managers can do to affect subordinates enduring individual differences, so

focusing on how to change the environment to promote autonomous extrinsic motivation represents a more fruitful approach. To date, however, there has been relatively little research on promoting autonomous extrinsic motivation in organizations and none of it has been longitudinal.

Based on numerous studies here in reviewed, it seems probable that many of the factors that enhance intrinsic motivation would also facilitate internalization of extrinsic motivation because these factors facilitates satisfaction of the needs for competence and autonomy which have consistently been found important for integrated extrinsic motivation as well as for intrinsic motivation. Thus, one could extrapolate from research in other domains. Williams (1998) hypothesized that conveying the importance of tasks and providing autonomy supportive work climates would promote internalization of extrinsic motivation and benefit all employees, but yet there is no clear evidence for this.

Many management theories have recommended that jobs be enlarged to enhance intrinsic motivation. Horizontal enlargement involves expanding jobs so they will include more activities and have configurations that people can take pride in, while vertical enlargement involves expanding jobs to include more planning, decision making, and problem solving (i.e. allowing people greater autonomy), it had been suggested that, both, could make work more interesting and challenging which in turn, should lead to enhanced intrinsic motivation (Lock, 1990). However, both should also convey the importance of the work which is critical for internalizing extrinsic motivation.

Horizontally enlarge jobs give people a greater sense of the importance of their work because they can see how the various parts of the jobs fit together into meaningful unit. Further, vertical enlargement, in which people have greater say over what they do

also, conveys a sense of importance to their endeavour. Thus, because importance other than interest is the basis for autonomous extrinsic motivation, job enlargement could enhance both types of autonomous motivation.

Given that well internalized extrinsic motivation appears to promote enhanced performance for aspects of people's work that not interesting, it would seem important to explore the relation of job enlargement to autonomous extrinsic motivation as well as to intrinsic. There is actually research by Parker (1997) that relates to our speculations about the relation of job enlargement to autonomous motivation. Specifically, they found that horizontally enlarging jobs by creating team based assembly cells enhanced participants' understanding and acceptance of the company's strategy and vision, and that enlarging jobs both horizontally and vertically by providing the assembly cells with autonomous decision making not only led to greater strategic understanding and acceptance but also to greater engagement with the new roles and greater effort expenditure toward achieving the strategic vision.

Autonomy supportive work climates are ones in which managers are able to take employees perspective, provides greater choice, and encourage self-initiation. Ample evidence suggests that this would enhance both extrinsic motivation and autonomous extrinsic motivation. However, as noted earlier, three additional work climate factors have been found to facilitate internalization. This is because internalization involvestaking in a value and limiting contingency or regulation. There must be some means whether implicit or explicit, by which the structure or value to be internalized is presented in the situations. As an example Deci (1994) found that a meaningful rationale for doing and uninteresting behaviour led people to internalized the value and regulation

of behaviour. Second, people tend to feel resistance to doing an uninteresting task, and research has shown, that acknowledging their perspective and feelings about the task promotes internalization and autonomous regulations Deci (1994).

Third, as already noted, the need for relatedness plays a central role in internalization of values regulations. Thus, structuring work to allow interdependence among employees and identification work, groups, as well as being respectful and concerned about each employee, may have a positive effect on internalization of autonomous motivation and work outcome Parker (1997). Although we have devoted relatively little attention to the issue of relatedness among work group members and between each member and his or her manager, there is evidence that effective work groups can facilitate internalization of extrinsic motivation and positive work facilitates internationalization of group value, led to enhance performance.

Promoting autonomous extrinsic motivation in the workplace will no doubt involve enabling employees to experience meaningfulness, competence, self-confidence and impact at work, all of which contribute to satisfaction of their basic psychological needs and promote autonomous motivation Spreitzer, (1995).

2.6 Theoretical Framework

2.6.1 Theories of Job Motivation

2.6.2 Abraham Maslow's "Need Hierarchy Theory"

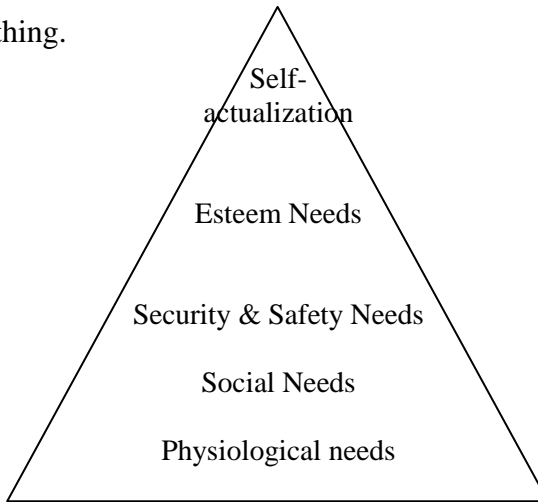
One of the most widely mentioned theories of motivation is the hierarchy of needs theory put forth by Psychologist Abraham Maslow. He saw human needs in the form of a hierarchy, ascending from the lowest to the highest, and he concluded that when one set of need is satisfied, this kind of need ceases to be a motivator. 1. Maslow's hierarchy of

needs Suggests that people must satisfy five groups of needs in order--physiological, security, belongingness, esteem, and self-actualization. The needs in the hierarchy theory are further explained below:

1. ***Physiological Needs:*** These are basic issues of survival and biological function for sustaining human life. These include among others: Food, water, sleep, warmth, shelter, medicine, which fall in the primary list of need satisfaction. In organization, they include: Satisfaction with wages, the work environment itself which provides restrooms, comfortable temperatures, etc. He was on the opinion that until these were satisfied to a degree to maintain life, no other motivating factor can work.
2. ***Security or Safety Needs:*** these are the needs to be free of physical danger and of the fear losing a job, property, food or shelter. It also includes protection against any emotional harm. In the organization they include secure physical and emotional environment: free from worry about money and job security, no layoffs, if illness no loose job etc
3. ***Social Needs:*** since people are social beings, they need to belong and be accepted by others. People try to satisfy their need for affection, acceptance and friendship.
4. ***Esteem Needs:*** Esteem needs actually comprise two different set of needs: the need for a positive self-image and self-respect and the need for recognition and respect from others. According to Maslow, once people begin to satisfy their need to belong, they tend to want to be held in esteem both by themselves and by others. This kind of need produces such satisfaction as power, prestige, status and self-confidence. It includes both internal esteem factors like self-respect,

autonomy, and achievements, and external esteem factors such as, recognition and attention.

5. ***Need for Self-actualization:*** Maslow regards this as the highest need in his hierarchy. It is the drive to become what one is capable of becoming, it include growth, achieving one's potential and It is to maximize one's potential and to accomplish something.



As each of these needs is substantially satisfied, the next need becomes dominants. From the standpoint of motivation, the theory would say that although no need is ever fully gratified, a substantially satisfied need no longer motivation. So if you want motivate someone, you need to understand what level of the hierarchy that person is on and focus on satisfying those needs or needs above that level. The motivated worker does his job better and likes it more than those folks who are not so motivated. What generates real motivation is the first set of factors mentioned: opportunities for achievement and accomplishment, recognition, learning and growth, having some say in how the job is done, and worthwhile work. Those are the items that generate strong feelings of loyalty, satisfaction, enthusiasm, and all those other important attributes we want to see in those whose paychecks we sign.

Maslow (1970) argues that everyone seeks to satisfy two basic levels of needs: lower level needs (physiological, security, the need for love and belonging) and higher level needs (esteem of both self and others and self-actualization or achieving one's full potential). Once any of these needs is met, it becomes less important as a motivator. According to Eric (1984), 'Workers are primarily motivated by intrinsic rewards such as self-respect, responsibility, and a sense of accomplishment. Thus, administrators can boost morale and motivate workers to excel by means of participatory governance, in-service education, and systematic, supportive evaluation.

According to Herzberg (1964) and Deci (1975), the proper approach to work motivation lies in a careful distinction between extrinsic and intrinsic rewards. Herzberg (1964) distinguishes between extrinsic rewards surrounding a job (such as salaries, fringe benefits, and job security) and intrinsic rewards of the job itself (such as self-respect, sense of accomplishment, and personal growth). Intrinsic rewards, according to Herzberg, are more satisfying and motivating. Deci (1975), in his book *Intrinsic Motivation*, shows how injudicious use of extrinsic rewards can undermine intrinsic motivation. It has been shown fairly conclusively that workers are motivated more by intrinsic than by extrinsic rewards. Pastor and Erlandson (1982) conducted a survey which found that teachers perceive their needs and measure their job satisfaction by factors such as participation in decision-making, use of valued skills, freedom and independence, challenge, expression of creativity, and opportunity for learning. They concluded that high internal motivation, work satisfaction, and high-quality performance depend on three "critical psychological states": experienced meaningfulness, responsibility for outcomes, and knowledge of results. Sergiovanni likewise found that teachers obtain their greatest satisfaction through

a sense of achievement in reaching and affecting students, experiencing recognition, and feeling responsible. Thus the following have been itemized as major factors in motivation of employees:

Recognize individual differences

Match people to jobs

Use goals

Individualize rewards

Link rewards to performance

Check the system for equity

Don't ignore money (monetary reward).

According to McNamara (2008), 'A major function of leaders is to motivate other individuals and groups'. He pointed out that leaders can also focus on motivating themselves when their focus is on self-leadership. He further stated that there are approaches to motivating people that are destructive. eg, fear, intimidation, etc. While these approaches can seem very effective in promptly motivating people, the approaches are hurtful, and in addition, they usually only motivate for the short-term. There are also approaches that are constructive, eg, effective delegation, coaching, etc. These approaches can be very effective in motivating others and for long periods of time. He pointed out that different people can have quite different motivators. He opined that, 'some people are motivated by more money, others by more recognition, time off from work, promotions, opportunities for learning, opportunities for socializing and relationships. Therefore, when attempting to motivate people, its important to identify

what motivates them. Ultimately, though, long-term motivation comes from people motivating themselves’.

The hierarchical order of needs by Abraham Maslow, is very essential and relevant to this research, as it explain the psychological needs of human being. The theory will help the researcher to assess and identify his level of need of the non-teaching staff of tertiary institutions in KatsinaState. Maslow explains human needs in hierarchical order, from physiological need to the highest need which is self- actualization. This category of people (non-teaching staff) are struggling within the two middle needs; security/safety need and esteem need for their positive self-image, self-respect, recognition and respect from others. Also, to be free of any physical danger and of the fearof losing a job, property, food or shelter, and that will encourage the staff to work hard in their duties. As a result, students will arouse and sustain interest in learning.

2.6.3 Alderfer’sExistence, Relatedness and Growth Theory (ERG)

Existence, Relatedness and Growth (ERG) theory, developed by Clayton Alderfer, is a modification of Maslow’s hierarchy of needs. Instead of the five needs that are hierarchically organized; Alderfer proposed that basic human needs may be grouped under three categories, Existence, Relatedness, and Growth.

Existence: Refers to our concern with basic material existence motivators. Physiological and safety needs (such as hunger, thirst and safe condition).

Relatedness:Refers to the motivation we have for maintaining interpersonal relationships.

Social and external esteem needs (such as involvement with family, friends, co-workers and employers). Growth: Refers to an intrinsic desire for personal development. Internal

esteem and self-actualization need (such as the desire to be creative, productive and to complete meaningful tasks). The implication of this theory is that we need to recognize the multiple needs that may be driving individuals at a given point to understand their behavior and properly motivate them.

The ERG theory, developed by Alderfer is just a modification of Maslow's hierarchy of needs which is also very relevant and helpful to this study. Alderfer has grouped human needs from the physiological need to self-actualization under three categories; existence, relatedness and growth. Therefore, some of the needs of this group of non-teaching staff may fall in any of the three categories. It is only through investigation, the level of need of the non-teaching staff of tertiary institutions in such category can be identified which this study aimed to sort out. Therefore the ERG theory of Alderfer will be one of the theories of motivation to be considered in directing the behaviors of the non-teaching staff and also initiate and energizes activities of the teaching, non-teaching staff and students in teaching, administration and learning.

2.6.4 Edward Tolman Cognitive Theory

Tolman (1959) proposed that expectancy governs the behaviour of an organism which is stirred to an action when it has a demand for a particular goal object. Demand was assumed to be governed by deprivation and incentive. The theory emphasize two factors that contribute to motivation. One is deprivation or demand and another is the incentive value of the goal object. If both expectations and value are high, we will be motivated to work effectively, but if either is low, our motivation to work will be relatively low.

Tolman theory also draws a key distinction between intrinsic and extrinsic motivation. Intrinsic motivation causes us to participate in an activity for our own enjoyment, rather than for any tangible reward that it will bring us. In contrast, extrinsic motivation causes us to do something for a tangible reward.

Based on the theory of these two types of motivation, the non teaching staff of tertiary institutions Katsina, are likely to work harder and produce work of higher quality when motivation is intrinsic rather than extrinsic.

2.6.5 Process Theory

Process theories define motivation as a governing choice. It asserts that motivation will occur if the individual values the respective reward, effort and achievement which will lead to performance level, which then leads to outcome and in turn will result in obtaining the reward. This is displayed in the expectancy model graph. One thing all process theories have in common is the emphasis on the cognitive process in determining a person's level of motivation.

This theory is important and relevant to this study as it helps the researcher assess how the non-teaching staff of tertiary institutions in Katsina State value the rewards they obtained from the management as in turn to that they work effectively.

2.7 Review of Empirical Studies

Ofoegbu F.I. (2004) carried out a study on motivation of teachers in Eastern zone of Nigeria. The study addressed the issue of teacher motivation as an essential factor for classroom effectiveness and school improvement. Teacher motivation has to do with

teachers' desire to participate in the education process; 772 (10%) public primary and secondary school teachers selected through strategic random sampling technique from the south eastern part of the country participated in the study. Analysis of data revealed that the participating teachers almost unanimously agreed that teacher motivation is a vital factor for classroom effectiveness and school improvement.

The result of the study confirmed the assumption that teacher motivation would enhance classroom effectiveness and improve schools. The data revealed that male teachers were as likely as female teachers, regardless of location or professional qualification to ascertain that teacher motivation would improve schools with regard to standard and quality of the school system, discipline and control of students. Teachers would be adequately motivated if salaries were paid regularly, teaching and learning facilities were made available, and put in place, if teachers were encouraged to attend sponsored conferences and workshops, and provided with a conducive working environment. It appears that the proportion of response in support of teacher motivation is a significant consistent finding that could be replicated across schools in other parts of the country. The essence of working as a teacher is not only to produce educated and skilled people but also to make the teacher be in the position to meet financial obligations. "Man", as the saying goes, "does not live by bread alone". The problems caused by delays and inconsistencies in paying teachers' salaries had conflicted seriously with teacher classroom activities, which are expected to integrate students into the larger society.

Brodinsky and Neill (1983), conducted a survey on school administrators in Salt Lake City of USA. They found out that majority of school administrators (and teachers)

cited three policies that effectively improved morale and motivated their staffs: shared governance, in-service education, and systematic, supportive evaluation. Shared governance, or participatory management, enhances teachers' professional status and their "ownership" in the planning and operation of the school. Thus, shared governance gives teachers a vested interest in school performance and also promotes harmony and trust among teachers and administrators. The results of such cooperation can be dramatic: in Salt Lake City, a shared governance policy enacted eight years ago enabled teachers and administrators jointly to develop a district-wide accountability plan, an evaluation/remediation process, a salary progression program, and a curriculum reform which emphasized basic skills. Formal or informal in-service education promotes sharing of ideas and interdependence among teachers. Informal education can include resource sharing or conversations among teachers about professional concerns; formal education can include workshops and seminars. Either kind of in-service tends to improve instructional techniques and enhance professional self-awareness.

Al Jishi (2009), carried out a study of motivation on the output performances of Nurses in Aramco Health Center in Malaysia's Open University. The study explored the effects that motivation has on the job performance of nurses. It is also focuses on the dissatisfaction factors that cause nurses to leave the profession such as, workplace violence, workplace hazard and injuries, long working hours, effect of night shift, shortage problem, feeling under paid, unreasonable workload and lack of appreciation.

The results showed that nurses who were motivated in their jobs are more satisfied with their performance, and less likely to leave the profession, but negatively affects the performance if the nurses are de-motivated. The findings from this study

provide information as to what changes can be made so that nurses could be more motivated in their profession.

2.8 Summary

In the foregoing, the concept of motivation, as a means of enhancing any internal force that energizes one into action. Motivation is said to have two major types-intrinsic and extrinsic. The concept of job performance denotes effective delivery of service by employees in an organization so as to meet the desired objectives. The chapter reviewed some empirical studies conducted on similar subjects. Motivation is described by the literature as a weapon for changing workers' behaviour and making them to be committed to the organizational goals through enhancing their self-development and contentment.

This chapter extensively discussed conceptual framework which reviewed literature on the concept of motivation which is an internal force that energizes one into action. The two types of motivation intrinsic and extrinsic were adequately dealt with. The concept of job performance is defined as effective delivery of service by employees in an organization so as to meet the desired objectives. The second segment of the chapter deals with theoretical framework. Abraham Maslow's Need Hierarchy Theory, Alderfer's Existence, Relativeness and Growth Theory (ERG Theory), Tolman's Cognitive Theory and Job Motivation Theory were all reviewed in this chapter. These theories were reviewed based on their relevance to the major variables of this research. The last segment of the chapter delves into the area of empirical studies. Here, various related empirical studies were selected and reviewed.

This study is unique from all the empirical studies reviewed in different ways. While studies focus on motivation and students' performance, motivation and teachers' performance, motivation and behaviour change mostly at Secondary School; This study attends to fill the gap by dealing with motivation and job performance of non-teaching staff of tertiary institutions in Katsina State.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

The chapter deals with methodology the researcher adopts in investigating relationship between motivation and job performance. It encompasses Research Design, Population of the study, Sample and sampling technique, Instrumentation, Validity and reliability of instruments, Administration of instrumentation, Method of data collection and Procedure for data collection and Procedure for data analysis respectively.

3.2 Research Design

This research adopted correlational survey design in investigating the major variables of the study – motivation and job performance. The methods employed when dealing with the relationship between variables, systematic collection of data using questionnaires, observation and opinion scale. It is also undertaken when dealing with large population out of which data is to be collected from the portion (Sample) of the population and assume that the sample is a true representation of the entire population of the study. Since the population of the study is large and sample is drawn, then correlational survey is appropriate design. (Best & Khan, 2007).

3.3 Population of the Study

The population of this study is the entire non-teaching staff of the tertiary institutions in Katsina State with a total number of 878 personnel located in six educational zones. This is shown in Table 3.1

Table 3.1: Distribution of Non — teaching staff by zone, institution and gender

S/N	Zone	Institution	Male	Female	Total
1.	Katsina	UMYU	168	15	183
		HUKP	150	13	163
		FCE	120	16	136
		KUK	88	6	94
		COH, SON	23	8	31
2.	Daura	YBU CLOGS	66	7	73
		COHS, SOHT	7	0	7
3.	Kankiya	COHS, SOHT	16	2	18
4.	Dutsin-ma	IK,COE	48	7	55
5.	Malumfashi	CHS, SOM	40	8	48
6.	Funtua	SBRS	66	3	69
		COA	32	1	33
Total		12 Institutions	792	86	878

Source: Registry and Administrative Offices, Katsina State Tertiary Institutions (2011)

3.4 Sample and Sampling Procedure

The sample size for this study is 381 non-teaching staff selected from four tertiary institutions Katsina State. This is justified by the recommendation of Krejcie and Morgan table (1970) (Appendix “C” refers). A stratified random sampling technique was employed to draw the total of 381 respondents from the given 4 institutions out of 6 institutions. A relatively equal distribution of sample across educational location, gender, public and private tertiary institutions were selected using the same technique. The distribution of this sample size is shown in the table 3.2.1

Table 3.2.1: Sample of non-teaching staff for the study

S/N.	Zone	Institution	Total	%
1.	Katsina	FCE, KAT.	166	43.56
2.	Daura	YBU, CLGS	73	19.16
3.	Katsina	KUK	94	24.67
4.	Malumfashi	COM MLF	48	12.59
TOTAL			381	100

The table 3.2.1 contains the four tertiary institutions as sample of the research with 381 total number of the non teaching staff. FCE Katsina has 166 non teaching staff representing 43.56%. YBU, CLGS also has 73 non teaching staff representing 19.16%. KUK has 94 non teaching staff with 24.67%. COM, MLF has 48 non teaching staff 12.59%.

3.5 Instrumentation

The main instrument of the study was a structured questionnaire adopted from Barbuto and Richard (1998). The questionnaire consisted of five sections. The section A is basically concerned with the respondents' demographic characteristics. The remaining four sections were patterned along the five point interval scale. These sections are described below with the assigned rating for each of the options.

Questionnaire was used in the Likert type scale. It is the most widely used approach to scaling responses in survey research. Likert distinguished between scales proper which emerges from collective responses to a set of items usually five or more, and the format in which responses are scored along a range.

When responding to the Likert questionnaire items respondents specify the level of agreement or disagreement on a symmetric agree-disagree scale for a series of statements. Thus, the range captures the intensity of their feelings for a given items.

The format of a typical five level Likert items, for example could be.

1. Strongly disagreed
2. Disagreed
3. Neither agreed or disagreed
4. Agreed
5. Strongly agreed

Likert scaling is bipolar scaling method measuring either positive or negative response to a statement sometimes on even point scale is used where the middle option of neither agree nor disagree is not available this is sometimes called forced choice method since the neutral option to take when respondent is unsure, and so whether it is a true neutral option is questionable

Section B: Intrinsic Motivation: - Motivation Sources Inventory (MSI) was adopted to seek responses on intrinsic motivation. It consist six items, seeking the respondents to indicate option of his/her choice using the five points of Likert's scale starting from 5— 1 (5 = strong agreed, 4=agreed, 3= Undecided 2=Disagreed and 1= Strongly disagree)

Section C: Extrinsic Motivation: - Motivation Sources Inventory (MSI) was adopted to seek responses on extrinsic motivation. It consist of eight items, seeking the respondents to indicate onthe appropriate option of his/her choice using the four points of

Likert's scale starting from 1 — 5 (1 = strong agreed, 2 =agreed, 3=Undecided 4=Disagreed and 5= Strongly disagreed)

Section D: Need Motivation:- Motivation Sources Inventory (MSI) seeks responses on job motivation. It consist of seven items, seeking the respondents to indicate on the option of his/her choice using the four points of Likert's scale starting from 1— 5 (1 = strong agreed, 2 =agreed, 3=Undecided 4=Disagreed and 5= Strongly disagreed)

Section E: This section contains nine items on job performance. Checklist was used to determine whether the non teaching staff of tertiary institutions enjoy their job and do it effectively with sincerity. The respondents are expected to check and mark on the statements that are true for them. Items here are majored on a four point interval scale in the order of (1 = strongly agreed, 2 =agreed, 3=Undecided 4=Disagreed and 5= strongly disagreed)

3.6 Validity of the Instrument

To ensure the content validity of the instrument for data collection, the researcher passed the instruments to experts in the Department of Educational Psychology and Counseling A.B.U. Zariafor face validation, state that validation of instrument by others is an effective method for content validity of the researcher instrument (Kerlinger, 2003:86). Therefore, the draft of the questionnaire designed for this study was given to specialist in Educational Psychology and Counseling section in the department of education, to ensure its appropriateness both incontent and its ability to measure what it supposes to measure. Suggestions, corrections and modifications made by them were adopted by the researcher.

3.6.1 Pilot Study

To test the reliability of the instrument for this study, a pilot study was conducted to minimize errors in terms of content and construct, and also ensuring that the questionnaire is well framed to measure what it intends to measure. The pilot study used 30 non-teaching staff randomly selected from IsahKaita College of Education Katsina and responses from the respondents were then coded for statistical analysis of the reliability and internal consistency index using statistical package for the social sciences version 17.

3.6.2 Reliability of the Instrument

To determine the reliability of the instrument, the expressed opinions of the non-teaching staff selected from the tertiary institution not selected in Table 3.2.1 were used. The instrument was administered to 30 non-teaching staff in the school and their responses were collected and coded for reliability coefficient determination. The Guttman Split half procedure was used through the Statistical Package for the Social Sciences Version 17. The observed reliability coefficient for the instrument was 0.909 with an internal consistency coefficient of 0.959. These coefficients clearly indicated that the designed instrument is reliable and internally consistent for the study (Kerlinger, 2003).

3.7 Procedure for Data Collection

A letter of introduction was obtained from the Faculty of Education. The researcher submitted the introductory letter for the request of data collection (total number of non teaching staff by gender) to the tertiary institutions for the study.

The researcher was assisted by the field assistants in the distribution of the numbers of questionnaires in each of the schools and waited for the respondents to complete them on each occasion. The completed questionnaires were then collected back till the total number of respondents was obtained.

3.8 Procedure for data analysis

Data collected were analyzed using the Statistical Package for the Social Sciences (SPSS). Statistical procedures used were frequencies and percentages for the analysis of the demographic characteristics of the respondents while means and standard deviations were used for the analysis of the research objectives and questions. The hypotheses formulated for the study were tested with inferential statistics. Specifically hypotheses I, II and III were tested using the Pearson Product Moment Correlation. Hypotheses IV and V were tested with t-test because of the need to compare the male and female involved in the study. All the hypotheses were tested at the 0.05 probability level of significance.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

The data collected in pursuance of the assessment of relationship between motivation and job performance of non-teaching staff of tertiary institutions in Katsina state are statistically analyzed in this chapter. The chapter is structured into sections. The first presents the demographic characteristics of the teachers. The second section consisted of the test of the study's hypotheses and provision of solutions to the study's research questions. In the remaining sections of the chapter, the findings from the test of the hypotheses and analysis of the data are summarized with a general discussion of the findings.

4.2 Demographic characteristics of the respondents

As indicated in chapter 3 of this study, a total of 381 non-teaching staff of four tertiary institutions in Katsina state were selected for the study. Their demographic characteristics considered of importance along their expressed opinions on the relationship between motivation and job performance were their institutions, gender, age, and marital status. Others were their highest educational qualification, designation and years of working experience. The classifications of the variables into frequencies and percentages are presented in tables below.

Table 4.1: Classification of the non-teaching staff by their respective institutions

Tertiary Institution	Frequency	Percentage
FCE Katsina	166	43.6
YBU, CLGS	73	19.2
KUK Katsina	94	24.7
COE Malumfashi	48	12.6
Total	381	100.0

This table 4.1 shows that there are total number of 166 from FCE, Katsinarepresenting 43.6% of the total numberof respondent involved in the study. KUK, Katsina accounted for 94 representing 24.7% while YBU, CLGS had 73representing 19.2% of the respondents. Those selected from COM MLF, MALUNFASHI were48 representing12.6% of the total respondents involved in the study.

Table 4.2: Classification of the respondents by gender

Gender	Frequency	Percentage
Male	136	85.0
Female	57	15.0
Total	381	100.0

The table 4.2 shows that 324 representing 85.0% of the non-teaching staff were male and 57 representing 15.0% of the total respondents were female.

Table 4.3: Classification of the non-teaching staff by their age ranges

Age ranges	Frequency	Percent
21 – 30 years	119	31.2
31 – 40 years	179	47.0
41 years and above	83	21.8
Total	381	100.0

The table 4.3 shows that 119 representing 31.2% of the staff were between the ages of 21 to 30 years while 179 representing 47.0% were between the ages of 31 to 40 years. Staff who were above 40 years, were 83 representing 21.8% of the total respondents.

Table 4.4: Classification of the respondents by their marital status

Marriage	Frequency	Percent
Married	318	83.5
Single	63	16.5
Total	381	100.0

The table 4.4 shows that 318 representing 83.5% of the respondents were married while 63 representing 16.5% were single.

Table 4.5: Classification of the respondents by their highest educational qualifications

Educational Status	Frequency	Percent
Primary	74	19.3
Secondary	148	38.9
NCE/OND/ND	94	24.7
HND/First Degree	65	17.1
Total	381	100.0

The table 4.5 shows that 74 representing 19.3% of the respondents were having primary school certificate as their highest educational qualification while 148 representing 38.9% of the staff had secondary school certificates as their highest educational qualifications. Those with the National Certificate in Education and its equivalent National Diploma or the Ordinary National Diploma were 94 representing 24.7% of the total number of staff involved in the study.

Table 4.6: Classification of the staff by their designations in the institutions

Designation in the work place	Frequency	Percent
Accounting Officer	26	6.8
Admin Officer	153	40.2
Auditor	4	1.0
Bursar/Accountant	4	1.0
Clerical/Secretary	36	9.4
Clerical/typist	26	6.8
Computer technician/technic	12	3.1
Driver	12	3.1
H.E. Officer	7	1.8
Library Officer	7	1.8
Office Assistant	3	0.8
Prin. Assist./r	2	0.5
Registry Officer	23	6.0
Secretary	20	5.2
Secretary/confidential	19	5.0
Sports officer	4	1.0
Technician	3	0.8
Transport officer	4	1.0
Welfare officer	2	0.5
Total	381	100.0

The classification in this table 4.6, were merged into categories because of the numerous levels and statuses indicated. The purpose of the presentation is to show that all the categories of the non-teaching staff in the institutions were captured in the study. This would help in enhancing the expressed opinion relation to motivation and job performance of the staff in the selected tertiary institutions of the state.

Table 4.7: Classification of the respondents by their years of working experiences in the institutions.

Length of Servicein this Institution	Frequency	Percent
1 – 5 years	107	28.1
6 – 10 years	131	34.4
16 – 20 years	91	23.9
20 and above years	52	13.6
Total	381	100.0

From the classification on the table4.7, 107 representing 28.1% of the staff have been in their respective institutions between 1 and 5years. The table showed that 131 representing 34.4% of the staff have been working in the respective institutions between 6 and 10 years while 91 representing 23.9% of the respondents have been in their respective institutions from 16 to20 years. Only 52 representing 13.6% of the respondents said they have more than 20years of working experience in the respective institutions.

4.3 Presentation of summary statistics of the investigated variables

The mean scores of the staff on the investigated variables are summarized in mean, standard deviation and standard error in Table 4.8. The scores were computed on the five point interval scale. Mean scores for agreement or otherwise are therefore on mid point of 3.50 and above or below 3.50.

Table 4.8: Summary statistics of the investigated variables

Variables	N	Means	Standard Deviation
Intrinsic motivation	381	4.2708	.70718
Extrinsic motivation	381	4.2490	.71379
Job motivation	381	4.4492	.71905
Job performance	381	4.2041	.69720
Motivation	381	4.3230	.60693

The table revealed that the respondents generally have positive opinion on the items used for the assessment of the, intrinsic, extrinsic, jobmotivation and job performance in the respective tertiary institutions involved in the study. These variables, were used for the test of the study' hypotheses.

4.4 Hypotheses testing

The hypotheses formulated to establish the statistical validity of the investigation into the relationship between motivation and job performance of non-teaching staff of the tertiary institutions were tested as follows:

Hypothesis I: There is no significant relationship between Intrinsic Motivation and Job Performance of non-teaching staff of tertiary institutions in Katsina.

This hypothesis was tested with the Pearson Product Moment Correlation because of the quantitative measurement of the expressed opinion of the nonteaching staff which was on a five point interval scale. The expressed opinions of the staff on intrinsic motivation which were scored in means, was correlated with their scores on job performances in the institutions as summarized on Table 4.9.

Table 4.9: Correlation between Intrinsic motivation and Job performance of non-teaching staff of the tertiary institutions of Katsina State

Variables	N	Mean	Std. Deviation	R _{cal}	DF	P	Decision
Intrinsic motivation	381	4.27	.70718	0.496	380	0.000	Reject H ₀
Job Performance	381	4.20	.69720				

($r_{\text{calculated}}=0.496$ and $r_{\text{critical}} = 0.098$ at $\alpha=0.05$)

The result in table 4.9 reveal that there is significant relationship between intrinsic motivation and the Job performance $P= 0.000 < \alpha = 0.05$. This means that the null hypothesis that there is no significant relationship between Intrinsic Motivation and Job Performance of non-teaching staff of tertiary institutions in Katsina is thus rejected. From the observations in the table, there was a linear relationship between intrinsic motivation and job performances of the non-teaching staff in the tertiary institutions of the state. This means that higher intrinsic motivational level is likely to increase job performance.

Hypothesis II: There is no significant relationship between Extrinsic Motivation and Job Performance of non-teaching staff of tertiary institutions in Katsina.

This hypothesis was tested with the score of the respondents' scores on Extrinsic Motivation and Job Performance in the selected tertiary institutions. The hypothesis was tested with the Pearson Product Moment Correlation procedure for reasons earlier advanced. A summary of the result is presented in Table 4.10.

Table 4.10: Correlation between extrinsic motivation and Job performance of non-teaching staff of the tertiary institutions of Katsina State

Variables	N	Mean	Std. Deviation	r_{cal}	DF	P	Decision
Extrinsic motivation	381	4.25	.71379	0.869	380	0.000	Reject H_0
Job Performance	381	4.20	.69720				

($r_{cal} = 0.869$ and $r_{critical} = 0.098$ at $\alpha = 0.05$)

The result of the table 4.10 reveal significant relationship between extrinsic motivation and job Performance $P=0.00 < \alpha = 0.05$. This means that the null hypothesis that there was no significant relationship between Extrinsic Motivation and Job Performance of non-teaching staff of tertiary institutions in Katsina could therefore be rejected. The result here, laid to rest the second research question of the study aimed to establish the relationship between extrinsic motivation and job performance of the non-teaching staff of the tertiary institutions.

Hypothesis III: There is no significant relationship between Job Motivation and Job Performance of non-teaching staff of tertiary institutions in Katsina.

This hypothesis was tested with the scores on job motivation and job performance of the non-teaching staff in the selected tertiary institutions of the state. The hypothesis was tested with the Pearson Product Moment Correlation procedure. The result of the test is summarized in Table 4.11.

Table 4.11: Correlation between jobmotivation and job performance of the non-teaching staff in the selected tertiary institutions in KatsinaState

Variables	N	Mean	Std. Deviation	r-cal	DF	P	Decision
Need motivation	381	4.45	.71905	0.908	380	0.00	Reject H _o
Job performance	381	4.20	.69720				

(r_{cal} = 0.908 and r_{critical} = 0.098 at α= 0.05)

The results in table 4.11 reveal that there is significant relationship between job motivation and job performance $P=0.000 < \alpha=0.05$. Moreover, the observed correlation coefficient (0.908) for the test is higher than the critical value (0.098) indicated at the bottom of the table. By this development, the hypothesis that there was no significant relationship between Job Motivation and Job Performance of non-teaching staff of Tertiary Institutions in Katsina could therefore be rejected. The result of the test revealed that need motivation of the non-teaching staff of the tertiary institutions significantly influence their job performances. Thus the third research question of the study is hereby provided with a solution.

Hypothesis IV: There is no significant gender difference in the level of motivation of non-teaching staff of tertiary institutions in Katsina.

This hypothesis was tested with the aggregate mean scores of the respondents on the two motivational types (Intrinsic and Extrinsic motivation). The hypothesis was conducted with the two sample t-test because of the two independent groups (male and Female) in the independent variable. The result of the test is summarized in Table 4.12 below.

Table 4.12: Independent sample t-test on motivation by gender of non-teaching staff of the tertiary institutions

Gender	N	Mean	Std. Deviation	t-value	DF	P	Decision
Male	324	4.3245	.60006	0.117	380	0.907	Retain H ₀
Female	57	4.3143	.65011				

($t_{cal} = 0.117$ and $t_{critical} = 1.96$ at $\alpha = 0.05$)

The results of table 4.12 reveal that the male did not differ significantly from their female counterparts on the motivation scores in the study. The observed t-value of 0.117 at a degree of freedom of 379 is lower than the critical value of 1.96 at the same degree of freedom (379). The observed significant level for the test is ($P=0.907 > \alpha= 0.05$). This means that the hypothesis which states that there was no significant gender difference in the job motivation of non-teaching staff of Tertiary Institutions in Katsina could therefore be retained. From the mean scores in the table, the male and female non-teaching staff, all have the same job motivation. From this result, the fourth research question is therefore assuaged.

Hypothesis V: There is no significant gender difference in job performance of non-teaching staff of tertiary institutions in Katsina.

This hypothesis was tested with the mean scores of the respondents on job performance in their respective institution as scored in the study. The two sample t-test procedure was used for the test because of the two independent groups (Male and female non-teaching staff) involved in the test. The result of the test is summarized in Table 4.13.

Table 4.13: Independent sample t-test on job performance of non-teaching staff by gender

Gender	N	Mean	Std. Deviation	t-value	DF	P	Decision
Male	324	4.2184	.65576	.955	380	.340	Retain H ₀
Female	57	4.1228	.90015				

($t_{cal} = 0.955$ and $t_{critical} = 1.96$ at $\alpha = 0.05$)

The result of the test in the table did not reveal significant difference between the male and female non-teaching staff in their job performances in the respective tertiary institutions of the state. The observed t-value of 0.955 at a degree of freedom of 379 is higher than the critical value of 1.96 at a significant α level of 0.05. The observed level of significance is ($P = 0.340 > \alpha = 0.05$). This means that the hypothesis which states that there was no significant gender difference in job performance of non-teaching staff of tertiary institutions in Katsina cannot be rejected. The observation from the mean revealed that the variability in the scores on job performance is not statistically significant. This observation provides the solution to the last research question of the study which sought to determine the level of significant difference in the job performances of the male and female non-teaching staff of the tertiary institutions of the state.

4.5 Summary of major findings

The followings are the major findings of the study:-

1. There was a relationship between intrinsic motivation and job performances of the non-teaching staff in the tertiary institutions in Katsina State (r value = 0.496 and p value = 0.000).

2. There was significant relationship between Extrinsic Motivation and Job Performance of non-teaching staff of tertiary institutions in Katsina(r value = 0.869 and p value = 0.000).
3. That there was significant relationship between Job Motivation and Job Performance of non-teaching staff of Tertiary Institutions in Katsina (r value = 0.908 and p value = 0.000).
4. There was no significant gender difference in the Jobmotivation of non-teaching staff of Tertiary Institutions in Katsina(t value = 0.117 and p value = 0.907).
5. There was no significant gender difference in job performance of non-teaching staff of tertiary institutions in Katsina(t value = 0.955 and p value = 0.340).

4.6 Discussions

The statistical analysis on the assessment of the relationship between motivation and job performance of non-teaching staff of tertiary institutions in Katsina state was carried out in this study. Three components of motivation along with the performances of job by the non-teaching staff were investigated in the study. Five hypotheses were tested.

From the test of the first hypothesis where the relationship between intrinsic motivation and job performance of the respondents was conducted, significant relationship between the variables was observed. The Pearson Product Moment Correlation procedure was used for the test. It was observed that a linear relationship existed between the intrinsic motivation of the non-teaching staff and their job performances in the respective institutions. This implies that the more positive intrinsic motivation the more effective they will be in their job performances. The finding here reflected the report of Scott (1994) found motivation and job performance as effective

connected factors which operate in the direction of an individual's behavior towards an end or goal. This agrees with Weiss (2002) where it was stated that job performance is the attitude being formed towards the job by taking into account feelings, belief and behavior. The result of this study is in line with Ofoegbu F.I. (2004) report from a study carried out on motivation of teachers in Eastern zone of Nigeria. The study addressed the issue of teacher motivation as an essential factor for classroom effectiveness and school improvement where it was observed that the participating teachers almost unanimously agreed that teacher motivation is a vital factor for classroom effectiveness and school improvement. Though the respondents in this study were not teachers but the effect of motivation is however reflected. The finding here agrees with Murphy (2009) exposition of intrinsic motivation which was described as driven by an interest or enjoyment in the task itself, and exists within the individual rather than relying on any external pressure.

The relationship between the staff extrinsic motivation and their job performance was carried out in hypothesis II. The result of the Pearson Product Moment Correlation procedure used for the test revealed that the two variables were significantly correlated. The observed correlation coefficient was found to be very high compared with the critical value and it was found to be positive. This clearly implies that the extrinsic motivational level of the staff was highly correlated with their performance. The relationship was found to be linear which means that higher extrinsic motivational level is likely to increase job performances among the staff in the respective tertiary institutions of the state. This finding agrees with the report of Carroll (1999) where it was stated that an extrinsically motivated person can work on a task even when they have little interest in it because of the anticipated satisfaction they will get from it. The result here is consistent

with the purpose of motivation which Tambari (1999) found motivation as a process by which behavior is aroused and sustained in the pursuance of a goal which is believed will satisfy the reason as to every time the behavior was aroused initially. The finding is consistent with Mead (2008), where it was opined that a productive employee strives hard when he is motivated by his employer.

In hypothesis III, the Pearson Product Moment Correlation procedure was used to test the relationship between the job motivation of the staff and their job performance in the tertiary institutions of the state. The result revealed that jobmotivation of the staff is significantly correlated with their job performance. The null hypothesis was therefore rejected. The relationship between the two variables was found to be positive and highly significant with a linear approach. The implication among others was that the higher the jobmotivation available to the staff, the higher their job performances in the selected institutions of the state. This finding agrees with the report of Al-Jishi (2009), where motivation is described as finding a need inside the employees and helping to achieve it in a smooth process, which in turn broaden their skills to meet the organizational demands. The finding is consistent with Dibua (2009) in International Journal of Research in Education, where it was opined that some Nigerian workers perceive work as an unpleasant endeavor and that they work not because they really love what they are doing, but because of the monetary reward that accompany the work. The report strengthsthat the tendency for individual to perform or act, is a function of the strength with which he or she expects certain outcome to be obtained from the act and the attraction to him of the expected outcome.

Hypothesis IV tested for differences between male and female non-teaching staff on the motivation. The two sample t-test procedure was used for the test. The result did not reveal significant difference between the two groups. The null hypothesis was therefore retained. The implication of this finding among others is that both male and female non-teaching staff requires the motivation that could be mustered to enhance job performances by staff of the tertiary institutions in the state.

In the test of hypothesis V where possible significant differences in job performance between male and female non-teaching staff was conducted, the t-test statistical procedure used did not reveal significant differences between the groups. The null hypothesis was therefore retained. The result revealed that the difference in performance between the male and female non-teaching staff of the selected institutions is not statistically significant. This result is reflection of Borman (1997)' report where it was argued that performance is not defined by the action itself but by judgmental and evaluative processes.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

In this chapter, the summary of the work from the relationship between motivation and job performance of non-teaching staff of tertiary institutions in Katsina state is presented along with the conclusion and recommendations on the subject.

5.2 Summary

Job performance is essentially a key factor in moving an organization towards its set goals. High performance from employees is therefore one of the cardinal principles desired by any organization. The fact that individuals have their different reasons for performing effectively in a job calls for the need to mobilize their efforts towards the achievement of the organizational goals. This is because it has been acknowledged they work not because they really love what they are doing, but because of the reward that accompany the tasks. In Katsina State so many attempts have been made to address the low productivity among non-teaching staff of the tertiary institutions because it is increasingly being observed that performances of these categories of employees are below expectations. The question uppermost is why job performance of these categories of workers is ineffectively low. Among possible factors associated with this development is that, the employees are not properly motivated to do their jobs or that the motivation being applied to them does not meet the reward preference. Motivation is known to be a means to reduce and manipulate this gap towards increased performance of

employees. Employees performances is said to be closely associated with the extent to which they are motivated in an organization. This study therefore assessed the levels of the three components of motivations on the job performances of the non-teaching staff of the tertiary institutions of the state.

In order to effectively carry out the assessment, a structured questionnaire was adopted (See Appendix I). The adopted questionnaire was administered to 381 non-teaching staff of different designations in four selected tertiary institutions in the state through the stratified random sampling procedure. Data collected in relation to the three components of motivation (intrinsic, extrinsic and need) and job performances were analyzed with the statistical package for the social sciences.

The study was structured into five chapters. Chapter one gave the background of the study and statement of the problem, the objectives, research questions, and the study's hypotheses. The scope and limitation of the study were also given within the chapter. Chapter two consisted of the review of the related literatures to the study. In chapter three, the methodologies used in the experiment were stated. The statistical analysis and interpretation of the findings from the analyzed data were presented in chapter four. The chapter is made up of the test of the hypotheses structured along the research questions.

The findings from the tests of hypotheses and analysis of the data revealed that the two components of motivation and job motivation were significantly correlated with the job performances of the non-teaching staff of the selected tertiary institutions. The male and female staff were not significantly different in job motivation and in their job performances in the selected tertiary institutions of the state. In all, three of the five

hypotheses were rejected while the last two where the significant difference between male and female was tested were accepted.

5.3 Conclusions

From the findings of this assessment into the relationship between motivation and job performance of non-teaching staff of tertiary institutions in Katsina state, the study could be concluded as follows:

1. Intrinsic motivation is confirmed to be significantly correlated with job performance of non- teaching staff of tertiary institutions in Katsina State.
2. The study found significant relationship between extrinsic motivation and job performance among non-teaching staff of Katsina State tertiary institutions
3. Job performances among non-teaching staff of tertiary institutions in Katsina State is significantly influenced by the jobmotivation of the staff.
4. The motivation of male and female non-teaching staff of the tertiary institutions do not significantly differ.
5. The male and female non-teaching staff of tertiary institutions in Katsina state did not differ significantly in their job performances.

5.4 Recommendations

Based on the findings of the study, the following recommendations are made:

1. Management of the tertiary institutions are recommended to put more emphasis on intrinsic motivation for it's confirmed to increase job performance.
2. The researcher is recommending that non-academic staff should be given extrinsic motivation in terms of welfare package and other extrinsic benefits.
3. It is recommended that administrators in the tertiary institutions should help non-teaching job motivation profiles that are needed by means of rewarding.
4. It is recommended that the administrators of the institutions should support gender relationship in terms of job motivation by promotion, written or monetary reward.
5. The researcher is also recommending that tertiary institutions should consider job performance of non-teaching staff by equal task to equal motivation, irrespective of gender differences and realize the value that motivation has in the life of workers and its impact to job performance.

5.5 Suggestions for further studies

- This study investigated the relationship between motivation and job performance of non-academic staff of tertiary institutions in Katsina State. A similar study could be replicated in other states of the Federation of Nigeria.

The following studies should be conducted:

- Influence of motivation on performance of male and female non-teaching staff of tertiary institutions in Katsina State.

- Differential influence of motivation on performance among academic and non-academic staff of tertiary institutions in Katsina State.
- Relationship among intrinsic motivation, extrinsic motivation and achievement motivation among secondary school students of Katsina State.

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APPENDIX A

Educational Psychology and Counseling,
Department of Education,
Faculty of Education,
A.B.U – Zaria.

Dear Respondent,

REQUEST TO FILL QUESTIONNAIRE

The researcher is carrying out ‘An Assessment Of The Relationship Between Motivation And Job Performance Of The Non-Teaching Staff Of Tertiary Institutions in Katsina State’ as part of the requirements for the award of Masters degree in Psychology of the above University. He is therefore soliciting for your kind assistance in filling this questionnaire as honestly as possible. Please do not write your name on the questionnaire. Your response was treated as confidential and was used strictly for the purpose of this research only.

Yours faithfully,

Suleiman AbubakarJibia

APPENDIX B

QUESTIONNAIRE

PART ONE: BIODATA

INSTRUCTION: Please tick () in the appropriate box that applies to you.

1. Your Sex: Male () Female ()
2. Your Age: 21 – 30 () 31 – 40 () 41 and above ()
3. Marital Status: Married () Single () Separated () Widowed ()
4. Educational Status: Primary () Secondary () NCE/OND ()
First Degree/HND ()
5. What is your present designation in the work place? _____
6. How long have you been working in this Institution 1-5 yrs ()
6-10yrs ()
11-15yrs () 16-20yrs () Above20yrs ()

PART TWO:

INSTRUCTION:Please tick () in the appropriate column that suits your assessment of the suggested notion in the items listed below. The key to the columns are as follows: strongly agreed (SA), Agreed (A), Strongly Disagreed (SD), and Disagreed (D).

SECTION A: INTRINSIC MOTIVATION		SA	A	UD	SD	D
1.	I have personal interest in my work in the office					
2.	My interest in this job is the happiness it gives me					
3.	I derive personal fulfillment in carrying out my assigned duties in the office.					
4.	My personal feeling about my job is the greatest motivation about the job.					
5.	My fillings about the job is that it covers my area of aspiration.					
6.	My job gives me the type of happiness and progression and aspiring for					
SECTION B: EXTRINSIC MOTIVATION		SA	A	UD	SD	D
7.	I enjoy doing my work because my immediate superior appreciates my efforts.					
8.	I particularly like my work environment.					
9.	People respect my job and it makes me perform better.					
10.	I like my relationship with my colleagues and it enhances my interest in the job.					
11.	My job has much respect in the society					
12.	I am regarded with esteem because of my work.					

13.	The confidence people have on my capability makes me to work harder in my office.					
14.	I work effectively in order to get promotion.					
SECTION C: JOBMOTIVATION		SA	A	UD	SD	D
15.	My responsibility makes me to undertake most of the tasks I perform in the office.					
16.	I do my job so as not to discourage my subordinates in the office.					
17.	I feel that it is my responsibility to set the pace which others will follow in my official work.					
18.	It is my desire to ensure that the goals of my institution are achieved through my official assignment.					
19.	I do my work so that my subordinates are able to emulate my example.					
20.	Once the necessary tool for my job are provided, I do not see why my effort should not be seen on the job.					
21.	It is my hope that if my job is well done, others will naturally try do their job to move the institution forward.					
SECTION D: JOB PERFORMANCE		SA	A	UD	SD	D
22.	I do my work effectively.					
23.	I do my work on time.					
24.	I do my work without complaining					
25.	I do my work with courage					
26.	It is interesting carrying out my job.					

27.	I will rather do my work than something					
28.	I look forward getting my work accomplished when I am in the office.					
29.	I prepare to do my work than waste time.					
30.	I find my work boring.					

Thanks for your effort.

APPENDIX C

Sample sizes (S) required for given population sizes (N)

10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	237	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	100000	384

From R. V. Krejcie and D. W. Morgan, Determining sample size for research activities. Educational and Psychological Measurement, 30, 608. Copyright© 1970 by Sage Publications.