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JOB MOTIVATION AND PAY SATISFACTION AS CORRELATES OF TEACHERS TASK PERFORMANCE IN FAITH-BASED UNIVERSITY IN ANAMBRA STATE

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ABSTRACT

The study examined job motivation and pay satisfaction as correlates of teachers' task performance in faith-based universities Anambra state. The study was guided by two research questions and two null hypotheses tested at 0.05 level of significance. The population of the study comprised 856 teachers drawn from the five faith-based universities in Anambra state. The sample consisted of 250 teachers selected from the study area using convenience and accidental sampling techniques. The study adopted correlational research design. Three instruments namely; Job Motivation Scale (JMS), pay Satisfaction Questionnaire (PSQ) and Teachers Task Performance Questionnaire (TTPQ) were employed for data collection. The data collected were statistically analyzed using Pearson Product Moment Correlation Co-efficient (r). The results of data analysis revealed that there is a positive and significant relationship between job motivation and teachers task performance. Also pay satisfaction has positive and significant relationship with task performance of teachers in the affected institutions. The findings of this study have shown that teachers in faith-based universities are poorly paid and motivated and this development has adversely affected their overall task performance. It was therefore recommended that the management of faith-based universities should increase their pay package as well as introduce other motivational strategies to enable the teachers improve on their task performance.

Keywords: Job Motivation, Pay Satisfaction and Task Performance

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Introduction

Teachers' task performance is the measurement of the quality of instruction given to learners by teachers in the school which is the rightly intended accomplishment of the school. It is the ability of teachers to effectively fulfill their responsibilities as educators (Okumola, 2000) described teachers job performance as the act of accomplishing a given task by a teacher. It could also be described as the ability to combine skillfully the right behaviour to the achievement of organizational goals and objectives (Olaniyan, 1999). The success or otherwise of secondary education depends on the performance of the teachers.

The task performance of a teacher include but not limited to teaching, discipline, counselling, curriculum planning, regular attendance to school, acting as locus-parents, preparing lesson plans, regular assessment of teachers, acting as referee, making home visits, participation in sports, attending parents association meetings, conducting examinations, assisting the principals in school administration among others. The teachers are expected to perform their duties in accordance with the dictates of the state ministry of education and expectation of the parents and the society. The teachers' public include the parents, the students, the professional association, the government and the society.

The roles of the teachers notwithstanding, they seem not to be satisfied with their job probably because of the negative attitude of the government and other employers towards their services. Workers including teachers tend to perform creditably well when they are well remunerated through motivation and other fringe benefits.

Motivation is any act or activity that propels an individual to act in a particular way aimed at achieving a desired goal. Job motivation is the commitment, enthusiasm, high energy level and creativity that an employee brings to the organization daily.

According to Lane (2022) work motivation is considered an essential catalyst for the success of organizations as it promotes employee's effective performance. High performance and productivity of most organizations could not be realized without employees support and contribution. This is because employees are partly responsible for development of strategy, and the achievement of organizational goals. It is in this connect that the future of a business enterprise depends on the level of its work force. Indeed teachers job motivation and pay satisfaction are thought to be one of the primary requirements of a well-run organization and considered an imperative by corporate managers (Kirkland, 2009). It is a common belief that the future of an organization depends on the level of its workforce. Indeed, employees' job motivation and satisfaction with the organization is likened to establishment of bonding, which enables the teacher to optimize input into the organization or institution, hence increase productivity of the institution.

The central focus of motivation in research is therefore on the conditions and processes that facilitate persistence, performance, healthy development, and vitality in human endeavours. Although, clearly motivational processes can be studied in terms of underlying mechanisms in people's brains and physiology, the vast amount of variance in human motivation is not a function of the more proximal socio-cultural conditions in which actors found them. These social conditions and processes influence not only what people do but also how they feel while acting and as a consequence of acting. Anene (2023) observed that most theories of human motivation have therefore focused on the effects of social environments, including the rewards, incentives, and relationships inherent in them, to better understand what activates and sustains effective functioning, not only because that is where variation is mostly readily observed but also because it is the most practical focus for interventions. In doing so, most theories have treated motivation as a unitary concept that varies primarily in amount (Bandura, 2006; Baumeister & Vohs, 2017). They have assumed that more motivation however catalyzed, will yield greater achievement and more successful functioning. Self-determination theory (SDT, Deci & Ryan, 2000, Ryan & Deci 2000) in contrast, has maintained that there are different types of motivation, especially autonomous, controlled motivation and that this type of motivation is generally more important than the amount in predicting life. Important outcome of all the types of motivation in work place, pay satisfaction seem to be one of the factors that affect the task performance of employees.

Pay satisfaction refers to the extent which a person is satisfied with the process and level of direct or indirect monetary rewards received for work. (Ducharme et al 2005) or in other words as the amount of overall positive affect (or feelings) individuals have towards pay (Miceli & Lane, 1991). Pay satisfaction is defined as one being satisfied with pay level (the income) positively influence organizational commitment. It is regarded as an important factor in promoting organizational productivity based on its motivational factor.

Pay satisfaction refers to the psychological behaviour workers experience in relation to the economic compensation they receive in return for their labour and holds great significance results can be determined by affective commitment and the perceived sacrifice commitment so clearly, they affect the efficiency of management organization. Dissatisfaction for a wage generally reduces the organization's attractiveness and effects job dissatisfaction, job transfer, absence and the conflict between labour and management (Vanderberghe & Trembley, 2008). Through various levels of research on wages (Weiss, Dawis, England & Lofquist, 2007) identified many factors that determine pay satisfaction and they included: pay level, pay rise, benefit and pay structure.

The satisfaction levels for a pay rise are affected by how fairly the pay has been

distributed in an organization in order to adequately compensate the labourers based on their job and is strongly related to the procedural justice (Tekleab, Takeuchi & Taylor, 2015). Just because a labourer receives high pay does not necessarily translate to satisfaction for the high pay nor does it affect the results of the organization so the exact measurement of pay satisfaction is necessary for the rational management of human resources.

Employees get paid in return for their work in organization and it has been found that they feel either positively or negatively about their pay (Williams, MC Daniel & Nguyen, 2016). However, in recent times, payment of salaries has been irregular among faith-based institutions in many states of the federation including Anambra state. Nonetheless, there is tendency for an employee to feel dissatisfied about his or her pay which could in turn affect the state of emotion of such employee. Also dissatisfaction over pay might serve as precursor to low organizational commitment. Pay satisfaction has been selected as one of the major independent variables for this study because of the observation of partial and irregular payment of teachers in faith based universities in Anambra state. The study has become necessary to ascertain the extent to which job motivation and pay satisfaction correlates with the performance of teachers in faith-based in Anambra state.

Statement of the Problem

The effort of workers in every organization is considered very important since no organization can operate without staff. It is the same for every university whether public or faith-based. The effectiveness of a worker is dependent on the extent of job motivation and pay satisfaction.

Unfortunately, teachers in most faith-based universities tend to complain on the irregular and poor remuneration accorded to the teachers which is not commensurate with their efforts. This ugly development has demotivated the teachers and given a lot of concern to all and sundry. Although a lot of studies have been conducted by scholars to ascertain the factors responsible for workers low productivity and job dissatisfaction, most of these studies were conducted in organizations and public institutions among non-teaching staff. It is this gap that the present study intends to fill.

The problem of the study is stated thus: What are the roles of job motivation and pay satisfaction on teachers' task performance in faith-based universities in Anambra state.

Purpose of the Study

The general purpose of the study was to determine job satisfaction and pay satisfaction as correlates of teachers' task performance in faith-based universities in Anambra state. Specifically, the study sought to:

1. Examine the relationship between job motivation and teachers task performance among faith-based universities in Anambra state.
2. Ascertain the relationship between pay satisfaction and teacher task performance among faith-based universities in Anambra state.

Research Questions

The study was guided by the following research questions.

1. What is the relationship between job motivation and teachers task performance in faith-based universities in Anambra state.
2. What is the relationship between pay satisfaction and teachers' task performance among faith based universities in Anambra state.

Hypotheses

The study was guided by the following null hypotheses stated and tested at 0.05 level of significance.

1. Job satisfaction has no significant relationship with teachers' task performance in faith universities in Anambra state.
2. Pay satisfaction has no significant relationship with task performance of teachers in faith-based universities in Anambra state.

Research Method

The study was conducted in faith-based universities in Anambra state. They include; Madonna University Okija, Paul University Awka, peTer University Achina, Shanahar university Onitsha and on the Niger university, Onitsha. The population of the study comprised 856 university teachers drawn from five aforementioned faith-based universities in Anambra state. The sample consisted of 250 lecturer/teachers sampled from five faith-based universities in Anambra state. The participants were sampled based on the availability of the participants and their willingness to be part of the study. The convenience sampling technique was employed to select 50 teachers from each of the five universities under investigation. Convenience sampling technique is a type of non-probability sampling method where the ample is taken from a group of people easy to contact or reach (Godwin, 2013).

The data were collected using three instruments viz: Job Motivation Scale (JMS) by Guay, Vallerand and Blanchard (2000), Pay Satisfaction Questionnaire (PSQ) by Heneman and Schwab (1985) and Teachers Task Performance Questionnaire (TTPQ) by the researchers. The instruments were structured on a four point response format of strongly agree (SA) Agree (A), Disagree (D) and Strongly Disagree (SD) weighted 4, 3, 2 and 1. The instruments were validated by three experts. The internal consistency of the instruments was determined using Cronbach Alpha method and reliability coefficient of 0.86, 0.71 and 0.82 were obtained for JMS, PSS and TTPQ respectively. Pearson Product Moment Correlation was employed to answer the research questions.

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Presentation of Results

The data collected were statistically analyzed and presented in tables 1-4.

Research Question 1: What is the relationship between n Job satisfaction and teacher task performance in faith-based universities?

Table 1: Pearson (r) on relationship between job motivation and teachers task performance

Source of variation	N	Job Motivation	Teachers Task Performance	Remarks
Job motivation	200	1	0.94	Very high positive relationship
Teacher task performance	250	0.94	1	

The data in table 1 showed that Pearson (r) of 0.94 indicated a very high positive between job motivation and teachers task performance in fat-based universities in Anambra state. This implies that job motivation has high positive relationship with teachers' task performance in Anambra state.

Research Question 2: What is the relationship between pay satisfaction and teachers task performance in faith-based universities in Anambra state?

Table 2: Pearson (r) on the relationship between pay satisfaction and teachers task performance

Source of variation	N	Job Motivation	Teachers Task Performance	Remarks
Job motivation `	250	1	0.79	High positive relationship
Teacher task performance	250	0.79	1	

The results of Pearson (r) correlation coefficient of the relationship between pay satisfaction and teachers task performance displayed in table 2 showed Pearson (r) value of 0.79. this suggested that there is a high positive relationship between pay satisfaction and teachers task performance in faith-based universities in Anambra state.

Testing of Hypotheses

The null hypotheses of the study were formulated and tested at 0.05 level of significance.

Hypotheses One: Job motivation has no significant relationship with teachers' task performance in faith-based universities.

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Table 3: Analysis of t-test of significance of correlation between job motivation and teacher task performance

Source of Variation	N	Df	Cal-t	p-Value	A	(r)	Remarks
Job motivation Teachers task performance	250	248	34.61	0.000	0.05	0.94	Rejected

Significant at 0.05

Table 3 revealed that at 0.05 level of significance and 248 degree of freedom, the calculated t-test value was 0.34.61 with p-value of .000 which was less than the alpha level of 0.05. Therefore the null hypothesis was rejected. This means that there is a significant relationship between job motivation and teachers task performance in faith-based universities in Anambra state.

Hypothesis two: Pay satisfaction has no significant relationship with teachers' task performance.

Table 4: Analysis of t-test of significance of correlation between pay satisfaction and teachers task performance

Source of Variation	N	Df	p-value	(r)	A	Cal-r	Remarks
Pay satisfaction Teachers task performance	250	248	0.000	0.70	0.05	20.99	Rejected

Table 4 showed that at 0.05 level of significance and 248 degree of freedom, the calculated t-value was 20.99 and p-value 0.000 which was less than the alpha level 0.05. Therefore, null hypothesis was rejected. This means that there was a significant relationship between pay satisfaction and teachers task performance in faith-based universities in Anambra state.

Summary of Major Finding

The major findings of the study were as follows:

1. The study revealed that there was a very high positive relationship between job motivation and teachers task performance in faith-based universities in Anambra state.
2. The study showed that there was a high positive relationship between pay-satisfaction and teachers task performance.
3. There was a significant relationship between job motivation and teachers task performance in faith-based universities.

4. There was no significant relationship between pay satisfaction and teachers task performance in faith-based universities.

Discussion of Findings

The results in tables 1 and 3 of the study showed that there was high positive relationship between job motivation and teachers task performance in faith-based universities in Anambra state (r = 0.94). The result of the hypothesis also indicated that there was a significant positive relationship between job motivation and teachers' task performance since the p-value 0.000 was less than the alpha level of 0.05 at .248 degree of freedom. The findings imply that motivation of teachers in their work places will enhance their task performance in faith-based universities. The outcome of this study is in consonance with that of Gokee (2022) who contended that there was a significance relationship between job motivation of staff and the level of their performance in work places. Results of this study supported the tenets of self-determination theory (SDT) and suggested that motivating staff in their task performance. These findings emphasized the powers of motivation in enhancing the productivity of workers in organizations.

The findings in tables 2 and 4 revealed that there was a high positive relationship between pay satisfaction and teachers task performance in faith-based universities. The result of the hypothesis also indicated that there was a significant relationship between pay satisfaction and teachers task performance. The findings of this study agreed with that of Silaban (2018) who argued that the higher compensation received by employees the lower the intention of leave employees and conversely, the lower the compensation received by employees, the higher the intention to leave employees. This implies that pay satisfaction is a motivator and is capable of increasing workers' productivity. In the same vein, the findings of this study agreed with Anene (2023) who contended that pay satisfaction increases the employees task performance compared to those whose pay do not satisfy them. This was also complimentary to the findings reported by Turnasella (2022) in noting that pay satisfaction has a positive relationship with staff task performance. These findings suggest that pay satisfaction is a determinant of task performance of employees.

Summary and Conclusion

Based on the findings of the study, it was found that job motivation of teachers increased their task performance in faith-based universities. The motivation strategies often practiced in faith based universities include: payment of salaries, granting leave to staff, permission to attend conferences, granting loan to staff who need money and promotions. The study showed that high significant relationship exists between job motivation and task performance of the academic staff.

The study also revealed that pay satisfaction has a significant relationship with teachers' task performance.

Unfortunately the outcome of the study showed that the teachers were not regularly paid salaries by the end of the month. There is no gainsaying the fact that such practice may have affected the staff performance negatively. Since the study showed that job motivation, increases productivity, there is need to also improve on pay satisfaction of staff. This becomes necessary since job motivation and pay satisfaction are related to teachers task performance.

Recommendations

In view of the findings of the study, the following recommendations are made.

1. The universities management should map out new strategies of improving job motivation of their academic staff. This could be in form of staff promotion as and when due, providing free accommodation for staff, offering them car loan, establishing health clinics on campus and offering them scholarship to go for further studies and attend conferences.
2. The universities management should endeavour to improve on the pay package of academic staff in faith-based universities to be in line with what is paid in public universities. This has become need to improve on the job performance of teachers in the universities. There is also necessary to pay the staff salaries regularly to enable them so as to meet up with their basic needs
3. The federal government should harmonize the salaries of all workers in Nigeria by establishing a common template on minimum wage for all workers in Nigeria, whether public or private or faith-based. This will improve productivity and academic excellence among students.

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