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THE IMPACT OF INTRINSIC AND EXTRINSIC MOTIVATION ON TEACHERS' PERFORMANCE: EVIDENCE FROM SELECTED TVET COLLEGES IN LAGOS, NIGERIA

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Abstract

Teachers play an important role in the development of human capital by nurturing and building the intellectual capacity of learners. Academic research revealed that teachers, particularly in Technical Vocational Education and Training (TVET) colleges are faced with array of challenges constricting the drive towards equipping students with the appropriate practical skills as a result of dwindling motivation. Previous studies in the canon of motivation and performance studies have largely focused on industrial organizations and financial institutions with a sparse attention on teachers of TVET colleges of education in Nigeria. The paper seeks to stimulate the important discourse of motivation as a pathway to the realization of effective teachers' performance in Nigeria's TVET colleges of education. The Multiple Case research design was employed with a total of 120 teachers recruited from three selected TVET colleges. Findings revealed that intrinsic motivation has no significant association with teachers' performance. A positive and significant association exists between extrinsic motivation and teachers' performance. Amongst all other factors of motivation, total basic salary package appears to be the most impactful motivating factor for teachers. The study makes a case that for a proactive and robust teachers' performance, TVET must appreciate and harness effective extrinsic motivational strategies for viable teachers' performance.

Keywords: Intrinsic, Extrinsic, Motivation, Teachers' Performance, TVET Colleges, Education

1. Introduction

The importance and role of teachers are generally conceptualized as valuable to students' academic excellence. With the consistent fallout in teachers' morale, government and management of educational institutions strive to establish a healthy relationship with their employees for a robust intellectual human capital (Riasat *et al.* 2018). It is pertinent that managers of educational institutions gain appropriate knowledge as to why teachers behave differently at

the workplace and understand how to influence their behavior to achieve optimum productivity that will impact and improve the institutional goals (Chintaloo and Mahadeo, 2013). The motivation literature argued that teachers' contribution to the organization through efforts, commitment, loyalty and trust are fairly rewarded and acknowledged (Obiekwe, 2016). In essence, employees become demotivated due to the perceived absence of such equity (Haque *et al.* 2014). However, it is instructive to argue that the impact of these motivations depends on an employee's motivational drive (Wisener and Eva, 2018). Hence, one of the visible challenges faced by managers is the appropriateness in the determination of the right mechanism for improving employees' motivation towards performance effectiveness.

Motivating intrinsically and extrinsically remain the two known pathways to get employees achieve organization's vision and mission (Riasat *et al.* 2018). Extant literatures produce insights that justified the impact of intrinsic and extrinsic motivation on employees' performance (Kalhor *et al.* 2017), and by extension teachers' performance (Uyulgan and Akkuzu, 2014; Wisener and Eva, 2018; Jang, 2019). For instance, Uyulgan and Akkuzu (2014) study the intrinsic motivation of student teachers. The study explains that 94.2% of student teachers are intrinsically motivated to become teachers in the long run with 19.9% not intrinsically motivated (Uyulgan and Akkuzu, 2014). Similar study has established the importance of incentives in motivating teachers towards performance (Wisener and Eva, 2018). However, contemporary motivational argument has portrayed that incentives are determined by an individual motivational value. In other words, teachers' performance is hindered when motivation is not aligned with individual's values (Jang, 2019). Thus, the conceptualization of what constitute motivational drive must be critically examined through the lens of individual differences and value systems as no individual portrayed the same belief and value system across the strata of the organization.

The necessity of TVET¹ as a form of human capital development in Nigeria has continued to undergo criticism with the evidence of increased unemployment among the Nigerian youths (National Bureau of Statistics, 2018). The missing connection, without doubt, is the poor rate of teachers' motivation and well-being to appropriately deliver on their performance for students' skills and technical development. The lack of a clear-cut curriculum and course contents for technical development can also be linked to teachers deteriorating level of motivation (Okwelle *et al.* 2017). Given that the essential focus of technical vocation educational training is strengthened with the mandate of engendering graduates with the requisite technical and vocational skills for self-reliant, the fallouts from the poor rate of teachers' motivation and general well-being has jeopardized this mandate (Alade and Chinedu, 2021). Furthermore, the unceasing disappointing roles of government and managers of educational institutions in ensuring TVET teachers are adequately motivated through intrinsic and extrinsic measures has consistently engendered an array of students with poor technical and vocational skills, thus revealing the reduced state of teachers' performance (Okwelle *et al.* 2017).

TVET teachers with the right frame of motivational drive conceive teachings and performance on the job as a pathway to develop the technical and vocational mind-set of students in order to effectively channel their innovative traits for the development of the country. Jang (2019) argues that ensuring teachers are sufficiently motivated through intrinsic and extrinsic means such as giving appropriate recognition for hard work and constant and commensurable wages for labor explains an important component of performance management. The narrative pursued in this paper is the contention that the current state of teachers' motivation in Nigeria, with specific focus on TVET colleges of education requires a rejigging and an alignment with international best practices for performance to be evident. This argument follows with the insight that teachers' motivation must be consciously looked at in order to derive the best performance outlook for students' technical and vocational development. In addition, the responsibilities of teachers in the development of students' creative minds cannot be evident if the right intrinsic and extrinsic motivational measures are not utilized.

The literature is inundated with discourse on motivation studies in Nigeria. The large array of these studies are no doubt focused on industrial organizations and the service sector (Orji and Ogbuanya, 2020; Okwelle *et al.* 2017) with sparsity of attention on TVET colleges of education.

¹ Technical and vocational education and training

Similar studies conducted within the confines of TVET show a great departure in terms of understanding the nexus between motivation and teachers' performance. For instance, Serumu (2015) examines the challenges in the implementation of TVET curriculum in Delta, State, Nigeria. Other studies including Uyulgan and Akkuzu (2014) investigate the continuous increase in teachers' shortage in Nigeria's TVET colleges. However, in the canon of motivation and performance studies, hardly have any studies investigated teachers of TVET colleges. This contention represents the need for this study. Similar studies conducted in other climes includes analysis of Jabor *et al.* (2013) on the responsibilities of school teachers in tackling e-learning barriers in technical and vocational education higher institutions; Aacha's (2010) study on motivation and performance of primary school teachers in Uganda and study by Christopherson *et al.* (2015) on gender variations in Norwegian pre-service teachers' motivational orientation. Put together, the array of these studies clearly demonstrates the gap this study seeks to address. In part, this paper aims to understand how intrinsic motivational factors influence teachers' performance, the impact of extrinsic motivational factors on teachers' performance and to identify the most influential motivating factors on teachers' performance.

The core contribution of this paper is the verity that existing studies on teachers' motivation and performance with a focus on TVET in Nigeria is still under-researched in the broad analysis of motivational studies. By grilling this debate, it is probable to offer and stimulate a fresh discussion on the nexus between TVET teachers' motivation and performance effectiveness. This analysis is clearly important as it can provoke appropriate motivational measures for upturning TVET teachers' performance. After a conceptualization of motivation, the paper proceeds to present a synopsis to understanding the rational and motivation to become a teacher. Following this, the paper operationalizes performance. Further, Maslow Hierarchy of Needs was positioned as the Theoretical leaning of the paper. The different methods and methodological approach employed were succinctly narrated as well.

2. Conceptual clarification

2.1. Motivation

The importance of human being remains the most sacrosanct resources in any organization. Without them, it is largely impossible to attain the goals and objectives of the organization. In other words, it is crucial to harness ways of motivating them to execute their jobs willingly and satisfactorily. Before an employee gets to be motivated with his job, his needs and aspirations have to be adequately met through appropriate measures. These needs, aspirations and the interaction with his immediately environment provoke him to respond or act in some specific ways towards the actualization of this objectives within the organization. This narration supports the popular axiom that the concept of motivation explains why man acts in specific ways and time (Alade and Chinedu, 2021). The concept of motivation has remained a long organizational instrument used in achieving organizational objectives and aim. According to Sutia *et al.* (2020), the concept of motivation explains a human psychological trait that contributes or enhances an individual level of commitment. It seeks to establish a basis for the accomplishment of a task, which in turn satisfies an individual's needs and desires (Haque *et al.* 2014). The conceptual understanding of motivation can also be drawn from the prism of stimulating students' interest towards active involvement in learning and becoming active and productive individuals (Wisener and Eva, 2018). Essentially, individuals must be appropriately stimulated and energetic, have a clear focus on what needs to be accomplished, and be willing to devote their energy by staying motivated in order to achieve their set goals (Uyulgan and Akkuzu, 2014). To be sure, the collection of these definitions share three basic characteristics i.e, motivation is essentially associated with elements or events that stimulate, channel or prolong human behavior over time. Therefore, to engender performance effectiveness from TVET teachers, the concept of motivation must be applied to stimulate, channeled to the appropriate events or elements and must be prolong for best possible performance outcome.

Traditionally, the conceptual understanding of motivation explains the power that strengthen an individual behavior, gives route to behavior and triggers the tendency to continue (Bulkus and Green, 2009). This clarification explains that for target to be attained, teachers must

be reasonably spirited and be clear about their resolved for performance (Orji and Ogbuanya, 2020). One of the main cruxes of motivation-oriented behavior is the individual's ability to express satisfaction on a job through internal complacency. For instance, Oyebisi and Akinlabi (2013) theorize motivation as the organization's ability to tap and utilize an individual's strength for the performance and growth of the organization. This suffices to contend that for motivation to play its role in the course of uplifting the organizations performance, it must be channeled through the prism of individuals' internal strength. The motivation of teacher for performance effectiveness should be complied with appropriate strategic measures employed by an organization to enhance effective and efficient job performance (Olanipekun *et al.* 2015). There has been a growing knowledge on motivation (intrinsically or extrinsically) as a mechanism for bringing out the best from an employee (Figlio and Kenny, 2007). Uyulgan and Akkuzu (2014) argue motivation as means to organizational transformation. In other words, the conceptual understanding of motivation is more keenly used to mean an individual who is triggered to work for performance effectiveness as a result of underpinning stimulus (Uyulgan and Akkuzu, 2014).

The above explanations clearly support the narration that the concept of motivation has more to do than the conventional account of external measures. To be sure, motivation can be more concisely defined as an organization strategic means of attaining increased productivity through the utilization of motivational resources including recognition, pay and other measures. The organization in this context seeks to appropriate all measure towards identifying and solving the needs and wants of their employees to always remain motivated (Bruinsma and Jansen, 2010). Therefore, a motivation-driven organization is an organization that perceives opportunity in their workforce for maximization through the application of appropriate motivational measures (Deacon, 2015). Put together, a number of scholarly arguments have been identified in the management and psychology literature with respect to motivation as an important mechanism for organizational growth, performance and a link to the realization of employees on the job satisfaction (Figlio and Kenny, 2007). The study of motivation has continued to bear increased research within the broad spectrum of management and psychology, leaving a wide range of issues unattended within education, especially the TVET. Therefore, the effort to understanding the concept of motivation is not only an attempt to narrate teacher's motivation, but more closely to understand the most important motivational drives of TVET teachers.

2.2. Intrinsic and extrinsic motivation

The motivational theory of Maslow (1954) distinguishes the concept of motivation into intrinsic and extrinsic motivation. Intrinsic motivation explains an individual motivation generated inherently. The psychology literature has established that individuals who are intrinsically motivated voluntarily performs any activity or assigned task (Deacon, 2015). Stimulating this into the context of this study, teachers with high resolute, self-confidence and beliefs in their abilities to be successful on the job tend to have high level of intrinsic motivation (Eren, 2012). According to Du Plessis *et al.* (2016), intrinsic motivation is classified as self-actualization in which an individual feels compelled to complete a worthwhile task. In other words, intrinsic motivation is self-generated and it is thus unaffected by financial incentives and tend to engender varying degrees of positive behaviors. A number of examples include recognition, achievement, individual growth and the work itself (Alexandra *et al.* 2015). Clark and Saxberg (2019) argued that performance suffers when employees perceive they have little or no control over their work. Thus, the fallout from this perception including feeling unsafe, lack of recognition and training, disrespectful treatment and the lack of participation in decision-making are all de-motivating factors that dwindle workers' performance in the workplace (Demir, 2011). This argument clearly corroborates with the Nigerian case where teachers' recognition and treatment are not given due cognizance by government and other education managers, hence depicting a high level of de-motivation among teachers (Elstad and Christophersen, 2017).

In contrast, extrinsic motivation focuses on the outcome of the activity or task that drives employees rather than the activity or task itself (Alexandra *et al.* 2015). There have been continuous debates on the best motivating type between the intrinsic and extrinsic motivation for effective performance (Sinclair *et al.* 2006). According to Falola *et al.* (2014), extrinsic motivation

is performed to achieve externally administered rewards. Extrinsic motivation is related to the tangibles including incentives such as basic wage and salary, fringe benefits, cash bonuses and other monetary rewards (Demir, 2011). The interplay between extrinsic motivation and performance has continuously been reported in the literature. For instance, Falola *et al.* (2014) contend that extrinsic motivation plays an important role in motivating employees to work hard towards achieving the organizational objectives and goals. Within the psychology literature, however, studies have shown that extrinsic motivation depicts a short-term motivation with little effects on an employee's job, while extrinsic expresses a long-term effect (Bundgaard, 2021). To be sure, the application of this narrative to the Nigerian context might portend a different cog of analysis altogether. For instance, with the inconsistent payment of salary to teachers and other working population in Nigeria capped with the rising inflation, an average Nigerian worker could tend to be more performance-driven by extrinsic motivation including pay and other monetary benefits than the intrinsic motivation such as recognition. Thus, the argument is, monetary and incentives benefits are likely to engender performance than recognition among TVET teachers in Nigeria. In other words, it is envisaged that the right extrinsic motivational measures become a practice for best performance outcome among the Nigerian TVET teachers. The focus of this review will now be shifted to explain the motivation to becoming a teacher.

3. Motivation to become a teacher

The concept of teacher motivation has continued to be an essential field of research, importantly in climes where the puzzle of teachers' quality and performance have become conspicuous concerns (Bruinsma and Jansen, 2010). People are motivated by an array of factors in considering the teaching career, such as the desire for personal development and continued knowledge, impacting meaningful on others and the need for a stable and guaranteed means of income (Alexandra *et al.* 2015). These criteria, in turn, affect the efficacy of job performance. The conceptual clarification of teacher motivation has been widely theorized from a particular stand of view. For instance, Riley (2009) contends that people may enter into the teaching profession partly as a result of an unconscious desire for emotional experiences through the development of new affections to their students. Why this position remains challenging to accept, it may, however, constitute one of the reasons people opt for the teaching profession. Other evidence show that people are motivated to accept and stay in the teaching profession if the physical, socio-economic and security dimension of the job are adequately addressed (Dörnyei and Ushioda, 2011).

According to Dörnyei and Ushioda (2011), motivation for the teaching profession can be conceptualized from the standpoint of attraction, retention and concentration; in other words, what attracts individuals to teaching and how long they desire to remain in the profession. Uyulgan and Akkuzu (2014) propose two distinct dimensions of teacher motivation to continue in the teaching profession. Their study concludes with four component of teacher motivation including prominent intrinsic motivation, which explains the inherent interest in the teaching profession; social related influences relating to the impact of external conditions and constraints; time-based dimension with importance on lifelong promises; and demotivating factors emanating from negative influences (Bundgaard, 2021). Put together, the contextual understanding of the motivation to teach emanate from the intrinsic values to choose the profession and a number of contextual factors including pay and other fringe benefits including good working conditions, prompt and commensurable pay and the drive to impact others. Unarguably, these arguments represent important criterion why people desire the teaching profession. Unfortunately, the collection of factors enumerated cannot entirely be proven as motivation in the case of Nigeria, where teachers and other working population are subjected to ceasing pay and inhumane working conditions.

4. Employee performance

One of the widely accepted means of improving performance is the organization's ability to link pay to performance. The concept of performance-based pay is a means of rewarding employees for their roles to the growth and development of the organization they represent (Schacter *et al.* 2012). There are different types of scheme, which falls under the account of performance-based

pay (Sommers and Satel, 2005). The application of the performance-based pay has been widely acknowledged to upturn organizations growth. According to Obiekwe (2016), the implementation of a performance-based incentive can result into the attraction and retention of a more productive workforce. This testament is rightly aligned with the motivation of teachers through performance-based measures. For instance, with the continuous level of deprivation and economic hardship that has characterized the Nigerian economy, applying performance-based initiatives possess important pathways for rousing teachers' motivation (Obiekwe, 2016). Individual performance is often problematic to measure accurately such that an individual performance-based measure can disrupt and affect the potency of teamwork to organizational growth.

Performance criteria need to be explicit, clearly explained and relevant to the work and task employees are assigned to execute (Riasat *et al.* 2018). In other words, the criteria should not accommodate factors outside the control of the employees. Supervisors are also argued to be well informed about the measurement of employees' performance for a fair, inclusive and growth-driven feedback (Riasat *et al.* 2018). In contrast, employees should also be made available with the right training and development to overturn possible weakness in performance recognized through the assessment process (Obiekwe, 2016). The appraisal of employees' performance also needs to engross on assessing employees' behavior and work performance, excluding the personality of the workers (Uyulgan and Akkuzu, 2014). The teaching profession in Nigeria no doubt is captured with incompetency and low performance output resulting from poor performance measurement. The focal argument in this paper is the fact that appropriate performance measurement tool laced with the right motivational tools must be employed by government and educational managers for improved teachers' performance. This argument becomes sacrosanct as a crucial path to ending the low performance turnaround among teacher.

5. Theoretical frame of analysis

The theoretical assumption of this paper is supported with the Maslow's (1954) Hierarchy of Needs. While a number of other psychological theories were staunchly credited to the psycho-analysis and behaviorism study of behavior, the Maslow Hierarchy of Needs is more harnessed in the understanding of what motivates people and by extension what people engage in for them to be happy (Mampane, 2012). Maslow being a humanist psychologist, firmly believed individuals possess the instinctive yearning to be self-actualized; in essence the desire to accomplish all they can be (Diliberti *et al.* 2021). However, in order to attain the goals of what people desire to be, a stipulated basic need must be attained, including the need for food, safety, love and self-esteem (Nyameh, 2013). The needs at the end of the hierarchy are essentially basic human needs such as food, water, housing and warmth. However, for an individual to escape to the next level of needs comprising the safety and security needs, the lower level of need must have been actualized. This rational support why Maslow argued that as humans progress, their needs and wants reflect more of psychological and social to the point that the need for love and friendship become more sacrosanct than all other needs.

One of the salient assumptions of the Maslow Hierarchy of Needs to the Nigerian situation can be link from the desire to attain basic human needs including food and other basic human wants (wages/salary and accompanied incentive packages). However, with the Nigerian situation, it can be explained that basic human needs among teacher are far-fetched leading to decrease motivation for performance. For instance, it is not gain-saying that teachers are owed several months of salary in some parts of Nigeria culminating into difficulty in being able to attain and achieve basic human need for themselves and families (Odukah, 2016). With this, provoking motivation for increased performance among teachers is nearly impossible, as no dissatisfied humans can be motivated towards performance. Invariably, this narrative connotes that the achievement of higher needs (self-actualization) among TVET teachers relies on the attainment of lower needs such as pay package and other basic human wants. Therefore, for improved teachers' performance, government must understand the advantages of the Maslow hierarchy of needs such that teachers can attain their lower-order needs and possibly move unto the higher needs of self-actualization within the confines of their career. According to Nyameh (2013),

employees' needs are constantly changing and organizations need to change employees' motivators on a regular basis to ensure enhanced performance.

With its novelty in explaining motivation, the Maslow hierarchy of need is not without its denunciation. For instance, the theory has been criticized for paying too much emphasis on human while neglecting the environment. In conclusion, this paper position that the Maslow hierarchy of Needs assumption is not only alien to the Nigerian situation, but does not apply to many establishments in the country. For instance, the Nigerian TVET teachers are lacking in basic human needs such as good and affordable living as a result of the poor and inconsistent pay, hence leading to de-motivation and low performance output. Therefore, the universal application of Maslow's theory is questioned on this ground. The call is the need for an advance interaction with the theme of human motivation outside the theorization of Maslow hierarchy of needs. In order to apply Maslow's theory in a Nigeria context, government must understand the advantages and disadvantages of the theory and assist employees in meeting lower-order needs before moving on to higher-order needs. According to Nyameh (2013), employees' needs are constantly changing, so organizations must change employee motivators on a regular basis to ensure that their performance is enhanced. It is crucial for management to understand how employees' needs change over time and to assist employees in moving from basic needs to self-actualization.

6. Methodology, methods and analysis

The positivist philosophical assumption was employed to understand and interpret the opinions of TVET teachers on motivation and performance effectiveness (Shields and Rangarajan, 2013). The utility of this assumption is to quantify and interpret teachers' views concerning their motivational level and performance. With sparsity of research works on TVET teachers' motivation and performance in Nigeria, the multiple case study design was employed to understand the research problem from three selected TVET colleges in Lagos, Nigeria. The population of study comprised of a total of 120 TVET teachers randomly selected. This sample size was justified as saturation was attained from the three selected TVET colleges sampled. In terms of selection, the random sampling recruitment approach was employed. The approach is justified to allow for equal selection among representative sample without bias (Sekaran and Bougie, 2016). A self-administered questionnaire considering the variable under study was used as the tool of data collection. The composition of the questionnaire is structured into two sections with each section measuring the extrinsic (EXTM) and intrinsic (INTM) motivation respectively. For clarity, the questionnaire contained five items on extrinsic motivation (EXTM), eight items on intrinsic motivation (INTM) and five items on teachers' performance respectively.

A five-point Likert scale was adopted to measure the views of teachers on the nexus between motivation and performance ranging from "Strongly Disagree, Agree, Undecided, Disagree, and Strongly Disagree". The reliability of the instrument was ascertained with the Cronbach Alfa test of reliability and a reliability coefficient of 0.87 was obtained (Saunders *et al.* 2009). The entire data collection exercise lasted for three months and all the covid-19 pharmaceutical guidelines were strictly adhered to in ensuring all participants are protected from the possible spread of the covid-19 virus. The questionnaires were all coded using the Statistical Package for the Social Sciences (SPSS). On the one hand, the descriptive statistics including percentage and frequency tables were employed to understand the descriptive aspect of the data. On the other hand, the inferential statistics including the Pearson correlation and Multiple Regression Model were conducted to test the different research assumptions.

Table 1. Influence of intrinsic motivation on teachers' performance

Variables	Mean	Std.Dev.	1	2
1 INTM	3.460	0.545	1	
2 TP	4.985	0.782	0.380	1

Note: INTM=Intrinsic Motivation, EXTM=Extrinsic Motivation, TP-Teachers' Performance. Correlation is significant at the 0.01 level (2-tailed)

Table 1 reveals that there is an insignificant relationship between intrinsic motivation and teachers' performance. The correlation coefficient indicated $r = 0.380$, and $p > 0.05$. This result is not surprising as previous study revealed insignificant relationship between intrinsic motivation and teachers' performance (Bouwma-Gearhart, 2012).

Table 2. Influence of extrinsic motivation on teachers' performance

Variables	Mean	Std. Dev.	1	2
1 EXTM	4.790	0.755	1	
2 TP	4.985	0.782	0.990**	1

Note: EXTM=Extrinsic Motivation, TP-Teachers' Performance. Correlation is significant at the 0.01 level (2-tailed).

As shown in Table 2, the correlation coefficient $r = 0.990$, and $p < 0.05$ indicates that there is a high (0.990) and significant relationship between extrinsic motivation and teachers' performance. This suggests that an increase in extrinsic motivation will lead to an equal increase in teachers' performance. The study has also identified the non-significant influence of extrinsic motivation on performance (Akanbi, 2011).

Table 3. Perceptions on the most influential motivating factor for teachers

Intrinsic motivation		Mean
1	Meaningful work environment	3.25
2	Recognition and feedback	4.38
3	Working conditions (atmosphere, working hours, support factors)	3.46
4	Leadership support	3.37
5	Training and development	4.46
6	Career management	3.35
7	Work from home integration	3.92
8	Medical aid benefits	4.35
Extrinsic motivation		
1	Basic total package salary	4.52
2	Incentive bonus	4.38
3	Retirement benefits	3.83
4	RSA contribution	3.87
5	Leave allowance	3.86

Findings from Table 3 reveal the mean variance and standard deviation of both intrinsic and extrinsic motivations. Also, Table 3 indicates that basic total package salary $r = 4.52$ has the highest mean value. This implies that basic total package salary, which is extrinsic, is the most impactful factor on teachers' motivation.

Table 4. Validation of hypotheses

Variable	B	Beta	T	p-value	R ²	F	Df	P-value
Constant	0.751		3.442	0.001				
INTM	0.078	0.084	1.140	0.225				
EXTM	0.414	0.396	5.093	<0.0005	0.563	124.016	3	<0.0005

Note: a. Predictor: Intrinsic motivation, Extrinsic motivation. b. Dependent Variable (DV): Teachers' performance.

As shown in Table 4, multiple regression model was fitted with two independent variables. The model was able to account for 56.3% of the variation in the dependent variable ($R^2 = 0.563$) which significantly predicted the dependent variable, $F(3.68) = 124.016$, $p < 0.05$. However, the model reveals that intrinsic motivation (INTM) has no significant association with teachers' performance $\beta = 0.084$, $t(71) = 1.140$, $p = > 0.05$. This means that hypothesis (H_{11}) one is rejected. This result supports the outcome of the bivariate analysis in Table 1. Holding the effect of other

variable constant, extrinsic motivation (EXTM) shows significant association with teachers' performance $\beta = 0.396$, $t(71) = 5.093$, $p < 0.05$. Thus, hypothesis (H₂) two is accepted. This finding also aligns with the result from Table 2.

Table 5. Test of multi-collinearity (collinearity statistics)

Variables	B	Std. Error	T	Sig.	Tolerance	VIF
Constant	0.778	0.242	3.216	0.001		
INTM	0.032	0.059	0.551	0.682	0.225	4.435
EXTM	0.270	0.081	3.316	0.001	0.220	4.548

Table 5 shows that the variance inflation (VIF) values were well below 10, as well as high tolerance values (tolerance > 0.10). Therefore, multi-collinearity was not an issue and the results of the regression analysis can be relied upon.

7. Discussion

The purpose of this study is to assess the intrinsic and extrinsic motivation of teachers' performance at selected TVET colleges in Lagos, Nigeria. Maslow's theory of needs justified the empirical findings of the analysis. The outcome of the Pearson correlation revealed that there is no significant association between intrinsic motivation and teachers' performance $r = 0.580$, and $p > 0.05$. This result is similar to Akanbi's (2011) study, which finds that intrinsic motivation has no significant relationship with employees' performance and argue that the value workers placed on intrinsic motivation such as praise and recommendation is so low and do not increase their performance. The non-significant relationship between intrinsic motivation and teachers' performance was also demonstrated by Uyulgan and Akkuzu (2014), in which, the authors reported that about 19.9% student teachers were not intrinsically motivated to become a teacher.

This means that work environment, recognition, working condition, leadership support, training and development, career development, medical aid benefits and work from home integration have no significant relationship with teachers' performance. This affirms the assumption of Maslow's hierarchy of needs, in which, the theory argued that human basic needs such as food and shelter must be met to yield performance before higher needs can motivate performance. The insignificant link between intrinsic motivation and teachers' performance could be traced to the incessant strike by teachers in Nigeria as result of non-payment of salary (Alade and Chinedu, 2021). Teachers need (extrinsic factors) monetary incentives to satisfy lower basic needs of food, clothing and shelter before seeking needs for self-actualizations, which is motivated by (intrinsic factors) work environment, working condition, leadership support, training and development, career development etc.

Additionally, extrinsic motivation such as basic total package salary, incentive bonus, retirement benefits, RSA contribution, and leave allowance positively and significantly associate with teachers' performance $r = 0.990$, and $p < 0.05$. This finding affirms the investigation of Figlio and Kenny (2007) on school staffs in 502 schools across the country. The authors find that teachers' salary incentives increase students' performance. This implies that regular teachers' salary will influence teachers' motivation and classroom performance (Figlio and Kenny, 2007). This also buttresses the outcome of the research conducted in United States by Bouwma-Gearhart (2012) on the use of extrinsic motivation on STEM faculty members to engage in teaching professional development. Bouwma-Gearhart (2012) finds that the result poses a challenge to academic body of knowledge that has concluded that faculty must be intrinsically motivated to participate in teaching professional development. In other words, faculty places more value on extrinsic motivation towards career development.

Further, the identification of total basic pay package as the most impactful factor of motivation of teachers' performance suggests that teachers at the selected TVET colleges are still struggling to satisfy psychological needs of food, clothing and shelter (Maslow, 1954). This is because, monetary incentive is the basis to meet psychological needs, and if the lower level needs are unmet, the higher-level needs cannot be fulfilled (Mampane, 2012), and this has been

largely attributed to the unserious attitude of government towards education (Serumu, 2015; Okwelle *et al.* 2017). The first alternative hypothesis indicates that there is no significant relationship between intrinsic motivation and teachers' performance. Hence, the hypothesis is rejected. However, the second alternative hypothesis reveals that a significant relationship exists between extrinsic motivation and teachers' performance. Therefore, the hypothesis is accepted. These findings further imply that teachers at the selected TVET colleges place more value on extrinsic factors of motivation than intrinsic factors.

8. Conclusion

The focus of this paper has been to understand the nexus between motivation and performance from the prism of teachers of TVET in Lagos State, Nigeria. The study seeks to interrogate the discourse of motivation and performance beyond the conventional themes of the industrial and service sector to more refined analysis and understanding of the education sector, specifically the TVET. As this paper shows, a number of intrinsic motivational factors were uncovered and explicate a departure from teachers' performance drive in the TVET colleges of education in Lagos, Nigeria. In other words, teachers were not moved by recognition, work environment, leadership and support than monetary and benefits incentives. Other findings explain a nexus between the level of teachers pay and wages and other financial development and performance. It was demonstrated that teachers are more driven to performance with pay and monetary value than other psychological values. This argument supports many of the demands of teachers in Nigeria for better and quality lives through a robust financial reimbursement. On the question of the most impactful motivation factors on teachers' performance, findings show basic pay package is revealed as the most impactful on teachers' performance. Again, this testament explains teachers' inability to satisfy many of their psychology needs including food, clothing and other shelter needs in Nigeria. As the paper demonstrates, important extrinsic enablers of teachers' motivation are reported. In terms of ensuring teachers' best for utmost performance, pay and other crucial measures must be imbibed in the culture of performance evaluation for teachers. Overall, the study seeks to have provoked a new frontier to the understanding of teachers' performance through motivational techniques. The study concludes that the appropriate motivational techniques must be carefully employed to ensure students are better trained as a result of teachers' motivation.

It can be concluded that other tier of educational institutions in Nigeria can borrow a leap from the TVET narrative on how best to improve the performance of their staff through appropriate motivational measures. Allowing for this extension could give room for a richer discussion on motivation and teachers performance. Importantly, the narrative of motivation in Nigeria must carefully be integrated through workable pathways for increasing teachers' performance. This suggestion is the call for a more informed way of motivating teachers in line with international best practices. Conclusively, the study recommends a more dedicated effort to extrinsic features of motivation including prompt and commensurable pay, shelter and other fringe benefits on the part of government and education administrators in Nigeria. The Ministry of Education must liaise with appropriate quarters in ensuring the continued economic hardship that has plunged the Nigeria economy into a state of austerity, which does not have further effect on TVET teachers by appropriately motivating them through befitting wage and benefits. The policy implication will be a reinforced campaign for the well-being of teachers in Nigeria for international best practices.

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