

## **Staff Motivation as a Tool for Effective Administration of Borno State Agency for Mass Education**

**Hadiza BUHARI**

Department of Continuing Education and Extension services  
University of Maiduguri, Borno state  
[hadizabuhari120@gmail.com](mailto:hadizabuhari120@gmail.com)

### **Abstract**

*The study assessed staff motivation as a tool for effective administration of Borno State Agency for Mass Education. Descriptive survey design was adopted for the study. Three objectives and three research questions guided the study. The total population of the study was all the 236 instructors from Borno state Agency for Mass Education. A sample of 134 instructors were randomly selected from the population. The instrument for data collection were questionnaire tagged (SMTEABSANE). Cronbach alpha was used to test the reliability of the instrument with an overall reliability index of 0.78 and 0.78 respectively which was considered adequate for the study. Data collected were analyzed using descriptive statistics of frequency count, percentage, mean and standard deviation. The study revealed that staff motivation has contributed positively on job performance in Borno state agency for mass education. The study also shows that, inclusive decision-making is the must motivational strategies that are used to improved effective administration in Borno state agency for mass education. The study also shows that the current state of staff motivation contributes to better team collaboration, influence overall job satisfaction, employee morale, and the agency's ability to efficiently execute administrative functions within the Borno State Agency for Mass Education. Based on findings, the following recommendations were made; Borno state agency for mass education should implement structured recognition and rewards programs to acknowledge and celebrate outstanding performance, agency should encourage collaboration and teamwork in decision-making processes and agency should focus on some motivations that need to be improved in order to increase effective admiration.*

**Keywords:** Staff, Motivation, Effective Administration, Education

### **Introduction**

Motivation is the arousal, direction and persistence of behaviour in achieving the goals of an organisation. Therefore, the job of school administration is to get things done through the staff and to do this, the administrator should be able to motivate the staff. motivation has become an important issue given their responsibility to impart knowledge, skills and character to learners, and this should begin with mass literacy instructors because the agency is aimed at caring and

nourishing reading and writing of adult literacy to enhance holistic academic and social development among full grown adults Zablon, Benson & Pamela, (2016). Teachers' motivation is that drive that is exerted on teachers to improve their professional tasks with enthusiasm Imam (2019) Teaching is a noble task that requires keen attention.

From the above definitions, it has been observed that formal organization cannot achieve effectively the stated objectives without motivating the staff. To ensure the staff's effective discipline and efficient performance, even the effectiveness of the administrator, the administrator has to motivate subordinate by meeting their needs. Bello (2018) defined motivation as the willingness to exert high levels of effort to reach organizational goals, conditioned by efforts, ability to satisfy some individual need. Motivation is an embracing factor in an employee's development to accomplish personal as well as organizational goals. Chukwudolue (2021) noted that motivation is concerned with how behaviour is energized, sustained, directed and regulating the activities of an organism in a given context. Thus, behaviour is regulated by stimulus-response associated through reinforcement process. An activated force motivates an individual to achieve a goal.

Motivation may be seen as the perceptions, methods, and experience, teaching and individual activities used by the educational administrators for the purpose of providing a climate that is conducive to the satisfaction of various needs of the teachers so that they may become satisfied, dedicated and effective task performers. Motivation is important in getting long experienced and short experienced teachers absorbed in the task of teaching as well as empowering them to give high quality output and avoid wastages in terms of dropouts, carryover, and failures. Motivation is an embracing factor in teacher's development to accomplish personal as well as school goals. Motivation should be both intrinsic and extrinsic to ensure teacher efficiency and effectiveness. Ogunu (2019) opined that, there are two types of motivation, namely: intrinsic and extrinsic motivation, intrinsic motivation refers to the self-generated factors that influence people to behave in a particular direction. These factors include responsibility, freedom to act, scope to use and develop skills and abilities, interesting and challenging work and opportunities for advancement. Extrinsic motivation can be defined as what is done to or for people to motivate them; these include rewards like increased pay, praise or promotion. Extrinsic motivation can have powerful effect but do not last long. But intrinsic motivation concerned with quality of working life, are likely to have a deeper and longer term effect since they are inherent in individuals and not imposed from outside.

Administration refers to the process of organizing, managing, and overseeing the operations of an organization to ensure efficiency and the achievement of goals. Key functions of administration include planning, organizing, staffing, directing, coordinating, reporting, and budgeting, often summarized by the acronym POSDCORB (Gulick & Urwick, 2021). Planning involves setting objectives and determining the best course of action to achieve them. Organizing entails arranging resources and tasks to implement the plan effectively. Staffing focuses on recruiting, training, and maintaining a competent workforce. Directing involves leading and motivating employees to fulfill organizational objectives. Coordinating ensures that different departments and activities are aligned and work together harmoniously, while reporting involves keeping stakeholders informed of progress and performance. Budgeting is the allocation of financial resources to support the organization's plans and operations (Gulick & Urwick, 2021; Fayol, 2018).

Effective administration is crucial for the success of any organization as it ensures that resources are used efficiently, processes run smoothly, and objectives are met. According to Drucker (2022), effective administration involves not only performing the core functions efficiently but also adapting to changes, fostering innovation, and maintaining a high level of organizational morale and culture. Good administrative practices lead to better decision-making, enhanced employee performance, and improved organizational outcomes. For example, studies have shown that organizations with effective administrative processes are better able to respond to market changes and achieve sustainable growth (Daft, 2015). Furthermore, effective administration plays a critical role in public sector organizations, where it can improve service delivery, transparency, and accountability, thereby enhancing public trust and satisfaction (Denhardt & Denhardt, 2015).

Several studies have explored the intricate connection between staff motivation and the effective administration of educational agencies, providing valuable insights for organizations like the Agency for Mass Education. One pivotal aspect is the examination of motivational theories in organizational settings. According to Maslow's hierarchy of needs (1943), individuals are motivated by a pyramid of needs ranging from basic physiological requirements to higher-level needs like self-actualization. This framework underscores the importance of recognizing and addressing diverse motivational factors to enhance overall job satisfaction and administrative efficiency within educational agencies. The literature emphasizes the role of leadership styles in shaping staff motivation and, consequently, the effectiveness of administrative processes. In their

study on transformational leadership, Bass and Riggio (2021) highlighted the impact of leaders who inspire and motivate their staff. Transformational leaders, characterized by charisma, inspiration, and intellectual stimulation, are more likely to foster a motivated and committed workforce. This literature suggests that adopting transformational leadership approaches within the Agency for Mass Education could contribute significantly to effective administration through enhanced staff motivation.

Studies such as those by Kivoski and Vroom (2023) on expectancy theory and Locke and Latham (2014) on goal-setting theory provide frameworks for understanding how individuals are motivated to achieve specific outcomes. The application of these theories to the context of mass education agencies could inform strategies to set clear goals, link performance to rewards, and create an environment that fosters high levels of staff motivation, ultimately contributing to effective administration. In a study conducted by Locke and Latham (2014), the researchers explored the impact of goal-setting on employee motivation and performance. The findings suggested a positive correlation between specific and challenging goals and increased motivation, emphasizing the importance of clear objectives in enhancing overall job performance. This aligns with the premise that motivated staff within the Borno State Agency for Mass Education could benefit from well-defined goals to improve their administrative effectiveness.

Furthermore, a study by Adam (2017) on the hierarchy of needs posited that individuals are motivated by a hierarchical set of needs, ranging from basic physiological requirements to higher-level needs such as self-actualization. This theoretical framework has been applied in various empirical studies within organizational settings. Understanding and addressing the diverse needs of staff within the Borno State Agency for Mass Education could serve as a motivational tool to enhance their job satisfaction and, consequently, their efficiency in administrative roles.

Study by Leithwood, Jantzi, and Steinbach (2016) examined the impact of transformational leadership on teacher motivation and organizational effectiveness. The results demonstrated a positive relationship between transformational leadership, teacher motivation, and overall school effectiveness. This suggests that leadership styles within the Borno State Agency for Mass Education could significantly influence staff motivation and, in turn, contribute to the efficient administration of educational programs.

Study by Perry and Wise (2023), the researchers explored the impact of motivation on public sector employees, including those working in educational institutions. The findings emphasized the importance of intrinsic motivation, suggesting that employees driven by a sense of purpose and personal fulfillment are more likely to contribute positively to administrative tasks. This study's insights could be applicable to the context of the Agency for Mass Education, emphasizing the need to tap into intrinsic motivators for effective administration.

Deci, Koestner, and Ryan (2015) delved into the self-determination theory, positing that individuals are motivated when their basic psychological needs for autonomy, competence, and relatedness are met. Applied to educational settings, this theory suggests that creating an environment that supports staff autonomy, provides opportunities for skill development, and fosters positive relationships can significantly enhance motivation. The implications of such findings could be crucial for the effective administration of the Agency for Mass Education, highlighting the importance of addressing staff's psychological needs.

Despite efforts to enhance educational outcomes, the agency struggles with high staff turnover, low employee morale, and suboptimal job performance. These issues are compounded by inadequate motivational strategies, which fail to address the intrinsic and extrinsic needs of the staff. This situation has led to inefficiencies in administrative functions, hampering the agency's ability to deliver quality education and manage resources effectively. Given the critical role of staff motivation in fostering job satisfaction, enhancing productivity, and improving overall organizational performance (Manzoor et al., 2019; Tella, Ayeni, & Popoola, 2016), there is a pressing need to investigate and implement effective motivational strategies.

This study aims to explore the impact of staff motivation on the effective administration of the Borno State Agency for Mass Education, identifying key motivational factors and their influence on job performance and organizational efficiency. Specifically, the objectives of the study are to assess impact of staff motivation in Borno state agency for mass education; identify motivational strategies for improved administration in Borno state agency for mass education; and to identify how current state of staff motivation influence overall job satisfaction, employee morale, and the

agency's ability to efficiently execute administrative functions within the Borno State Agency for Mass Education.

### **Research Questions**

1. What is the impact of staff motivation on job performance in Borno state agency for mass education?
2. What are the specific motivational strategies that are used to improved effective administration in Borno state agency for mass education?
3. In what ways does the current state of staff motivation affect the overall job satisfaction, employee morale, and the agency's ability to efficiently execute administrative functions within the Borno state agency for mass education?

### **Methodology**

Descriptive Survey design was adopted for the study. Descriptive Survey are those design which aim at collecting data and describing it in a systematic manner, characteristics or facts about a given population (Nworgu, 2015). Three objectives and Three Research Questions guided the study. Population of the study consisted of all Instructors from Borno state Agency for Mass Education which make a total of Two Hundred and Thirty-six (236). The population sample was One Hundred and Thirty-Four (134) instructors selected using Krejcie and Morgan (1970) method of sampling. The instrument for data collection were questionnaire titled “Staff Motivation as a Tool for Effective Administration of Borno State Agency for Mass Education” (SMTEABSANE). The Instrument contains fifteen items. The instrument was validated by 3 experts, two experts from educational management and policy and one in measurement and Evaluation all from Borno state Agency for mass education. Two (2) trained research assistants helped the researcher in the distribution and collation of the instrument. The researcher used a direct approach to facilitate the collation. Cronbach alpha was used to test the reliability of the instrument with an overall reliability index of 0.78 and 0.78 respectively which was considered adequate for the study. Data collected were analyzed using descriptive statistics of frequency count, percentage, mean and standard deviation.

## Results

**Research Question One:** What is the impact of staff motivation on job performance in Borno state agency for mass education?

**Table 1:** Statistical Distribution of Responses on Impact of Staff Motivation on Job Performance in Borno State Agency for Mass Education

S/No	ITEMS	SA	A	D	SD	Mean	Std
1.	The current motivational factors in place at the Agency for Mass Education positively impact staff job performance.	33 (23.1%)	30 (21.0%)	44 (30.8%)	36 (25.2%)	2.42	1.10
2.	Recognition and rewards for good performance are sufficient and effectively contribute to staff motivation in this organization.	3 (2.1%)	29 (20.3%)	80 (55.9%)	31 (21.7%)	2.03	0.711
3.	The availability of professional development opportunities significantly motivates staff to enhance their job performance.	47 (32.9%)	67 (46.9%)	20 (14.0%)	9 (6.3%)	3.06	0.850
4.	Leadership at the Borno State Agency for Mass Education provides adequate support and guidance, positively influencing staff motivation and job performance.	2 (1.4%)	69 (48.3%)	66 (46.2%)	6 (4.2%)	2.47	0.60
5.	The work environment at the Borno State Agency for Mass Education fosters motivation, leading to improved staff job performance.	74 (51.7%)	43 (30.0%)	11 (7.7%)	15 (10.5%)	3.23	0.98
<b>Total</b>						<b>2.64</b>	

*Source: Field Survey, 2023*

Table 2 above presents a statistical distribution of responses regarding the impact of staff motivation on job performance at the Borno State Agency for Mass Education. The first item indicates that a significant portion of respondents (23.1%) believe that the current motivational factors in place at the agency positively impact staff job performance. However, a notable proportion of respondents (30.8%) express a disagreement with this statement. The second item focuses on recognition and rewards for good performance. A small percentage (2.1%) agree that these are sufficient, while a majority (55.9%) disagree. The third item explores the impact of

professional development opportunities on staff motivation and job performance. A substantial percentage (32.9%) strongly agrees with this statement, while 14.0% disagree. The fourth item assesses leadership support and guidance at the agency. While a very small percentage (1.4%) agrees that leadership provides adequate support, a significant proportion (46.2%) disagrees. The fifth item addresses the work environment's role in fostering motivation and improving staff job performance. A majority (51.7%) agrees with this statement, while 7.7% disagree.

**Research Question Two:** What are the specific Motivational Strategies that are used to Improved effective Administration in Borno state agency for mass education?

**Table 2: Statistical Distribution of Responses on the specific Motivational Strategies that are used to Improved Effective Administration in Borno state Agency for Mass Education**

S/No	Items	SA	A	D	SD	Mean	Std
6	The motivational strategies implemented by the Borno State Agency for Mass Education have positively impacted my job performance.	23 (16.1%)	60 (42.0%)	50 (35.0%)	10 (7.0%)	2.67	0.83
7	Recognition and rewards provided by the agency enhance my motivation and job performance.	49 (34.3%)	40 (28.0%)	26 (18.2%)	28 (19.6%)	2.77	1.12
8	Opportunities for professional development and training offered by the agency improve my job performance.	69 (48.3%)	56 (39.2%)	10 (7.0%)	8 (5.6%)	3.30	0.83
9	Inclusive decision-making processes within the agency boost my motivation and job performance.	73 (51.1%)	49 (34.3%)	12 (8.4%)	9 (6.3%)	3.30	0.87
10	The current state of staff motivation in the agency contributes to better team collaboration and overall job satisfaction	46 (32.2%)	69 (48.3%)	24 (16.8%)	4 (2.8%)	3.10	0.77
<b>Total</b>						<b>3.03</b>	

*Source: field survey, 2023*



Table 3 above presents a statistical distribution of responses regarding specific motivational strategies employed to enhance effective administration at the Borno State Agency for Mass Education. The sixth item focuses on communication and transparency in decision-making processes as motivational strategies. A notable percentage (16.1%) agrees that these strategies are effective, while a significant proportion (35.0%) disagrees. The seventh item explores the recognition of individual and team achievements as a motivational strategy. A substantial percentage (34.3%) strongly agrees with the effectiveness of this strategy, while 18.2% disagree. The eighth item assesses the value of participation in training and skill development programs as a motivational strategy. A significant percentage (48.3%) agrees with this strategy's effectiveness, while 7.0% disagree. The ninth item examines inclusive decision-making as a motivational strategy. A majority (51.1%) agrees with the effectiveness of this strategy, while 8.4% disagree. The tenth item addresses providing flexible work arrangements as a motivational strategy. A significant percentage (32.2%) agrees with the effectiveness of this strategy, while 16.8% disagree.

**Research Question Three:** In what ways does the current state of staff motivation affect the overall job satisfaction, employee morale, and the agency's ability to efficiently execute administrative functions within the Borno State Agency for Mass Education?

**Table 3: Statistical distribution of responses on the ways that the current state of staff motivation influences the overall job satisfaction, employee morale, and the agency's ability**

S/No	Items	SA	A	D	SD	Mean	Std
11	The current state of staff motivation significantly contributes to overall job satisfaction among employees at the Borno State Agency for Mass Education	18 (12.6%)	39 (27.3%)	52 (36.4%)	34 (23.8%)	2.29	0.97
12	High levels of staff motivation positively impact employee morale, leading to a more positive and collaborative work environment within the agency	49 (34.3%)	38 (26.6%)	48 (33.6%)	8 (5.6%)	2.89	0.95
13	The level of staff motivation directly influences the agency's ability to efficiently execute administrative functions, resulting in improved productivity and effectiveness	0.00 (0.00%)	44 (30.8%)	71 (49.7%)	28 (19.6%)	3.11	0.70
14	Motivated staff members contribute to better team collaboration, fostering a supportive atmosphere that enhances the overall functioning of the Borno State Agency for Mass Education	52 (36.4%)	61 (42.7%)	22 (15.4%)	8 (5.6%)	3.10	0.86
15	The current state of staff motivation plays a crucial role in the agency's effectiveness in achieving its organizational goals and objectives	8 (5.6%)	32 (22.4%)	45 (31.5%)	58 (40.6%)	1.93	0.92
<b>Total</b>						<b>2.66</b>	

*Source: field survey, 2023*

Table 4 above provides a statistical distribution of responses, offering insights into how the current state of staff motivation influences overall job satisfaction, employee morale, and the Borno State Agency for Mass Education's ability to efficiently execute administrative functions. The eleventh item indicates that a small percentage (12.6%) believes the current state of staff motivation significantly contributes to overall job satisfaction. However, a considerable proportion (36.4%) disagrees with this statement. The twelfth item explores the impact of high levels of staff motivation on employee morale and the work environment. A notable percentage (34.3%) agrees that high levels of motivation positively impact employee morale, while 33.6% disagree. The

thirteenth item examines how the level of staff motivation directly influences the agency's ability to execute administrative functions efficiently. A significant percentage (30.8%) agrees with this statement, while 49.7% disagree. The fourteenth item focuses on the contribution of motivated staff members to better team collaboration and a supportive atmosphere. A substantial percentage (36.4%) agrees with this statement, while 15.4% disagree. The fifteenth item addresses the role of the current state of staff motivation in the agency's effectiveness in achieving organizational goals. A small percentage (5.6%) agrees with this statement, while a significant proportion (40.6%) disagrees.

### **Discussion of Findings**

The study investigates Staff motivation as a tool for effective administration of Borno state agency for mass education. The study was conducted in Borno state agency for Education. the study revealed that Staff Motivation has contributed positively on Job Performance in Borno state agency for mass education this is similar to study conducted by Obiekwe (2016), motivation can be specified as a management process, which encourage people to work better for the overall benefit of the organization, by providing them motives, which are based on their unfulfilled needs. The matters arising is: “why do managers need to motivate employees? According to Hunter (2011), motivating employees is necessary for the survival of the company. Saiyadain (2019) contributed to this statement by arguing that it is necessary for managers and leaders of organization to learn to understand and effectively deal with their employee’s motivation; since motivated employees are the pillars of successful organization in present and future century. She also indicates that unmotivated employees may probably contribute little effort in their jobs, stay away from workplace as much as possible, go out of the organization and make low quality of work. When employees are well motivated, they help the organization to grow and survive in a fast changing workplaces Rynes et al (2014) also indicates that the most difficult role of managers is to motivate employee, because what motivates employees changes always (Saiyadain, 2019).

The study also shows that, Inclusive decision-making is the must Motivational Strategies that are used to Improved effective Administration in Borno state agency for mass education. This is the same as study conducted by Chukwudolue (2002) noted that motivation is concerned with how behaviour is energized, sustained, directed and regulating the activities of an organism in a given context. Thus, behaviour is regulated by stimulus- response associated through reinforcement

process. An activated force motivates an individual to achieve a goal. The study also shows that the current state of staff motivation contributes to better team collaboration, influence overall job satisfaction, employee morale, and the agency's ability to efficiently execute administrative functions within the Borno State Agency for Mass Education.

According to Moran (2013) Employee motivation at work is considered as an essential drive as it generates effort and action towards work-related activities, for example, employee's willingness to spend the energy to achieve a common goal or reward. When an employee is motivated, he or she shows enthusiasm and eagerness towards the work and a strong determination to implement and accomplish the work tasks. However, there still exists some motivations that need to be improved in order to increase employees' motivation. For examples, according to the results, the respondents experienced a low level of staff motivation. It might be the consequence of deficient work involvement, low responsibility level, or a lack of freedom in making choices and the way to implement tasks.

## **Conclusion**

Examination of staff motivation as a crucial tool for effective administration within the Borno State Agency for Mass Education sheds light on the complex interplay between motivational strategies and organizational dynamics. The presented tables, analyzing different facets of staff motivation, reveal diverse perspectives among respondents. Notably, perceptions vary regarding the current motivational factors in place, the effectiveness of specific motivational strategies, and the influence of staff motivation on job satisfaction, employee morale, and administrative functions. The findings highlight the significance of recognizing individual and team achievements, providing professional development opportunities, fostering inclusive decision-making, and offering flexible work arrangements. These factors emerge as pivotal contributors to staff motivation, potentially influencing overall job satisfaction, employee morale, and the efficient execution of administrative functions. Communication, transparency, and leadership support also play essential roles in shaping the motivational landscape within the agency. However, challenges exist, as evidenced by differing opinions on the adequacy of current motivational factors and their impact on specific aspects of organizational functioning. The results suggest the need for a nuanced and tailored approach to staff motivation, acknowledging the unique needs and preferences of the workforce.

## Recommendations

1. The Borno state agency for mass education should Implement structured recognition and rewards programs to acknowledge and celebrate outstanding performance.
2. The agency should encourage collaboration and teamwork in decision-making processes.
3. The agency should focus on some motivations that need to be improved in order to increase employees' motivation

## References

- Bass, B. M., & Riggio, R. E. (2023). *Transformational leadership* (2nd ed.). Psychology Press.
- Bello E. (2018) *Organizing for Effective Early Childhood Programmes*. Cambridge: Havard University Press.
- Daft, R. L. (2015). *Management* (12th ed.). Cengage Learning.
- Denhardt, R. B., & Denhardt, J. V. (2015). *The New Public Service: Serving, Not Steering* (4th ed.). Routledge.
- Drucker, P. F. (2022). *Management: Revised Edition*. HarperCollins.
- Gulick, L., & Urwick, L. (2021). *Papers on the Science of Administration*. Institute of Public Administration.
- Imam H. Daft, R. L. (2019). *Management* (12th ed.). Cengage Learning.
- Krejcie, R. V., & Morgan, D. W. (1970). Determining sample size for research activities. *Educational and Psychological Measurement*, 30(3), 607–610.
- Locke, E. A., & Latham, G. P. (2014). What should we do about motivation theory? Six recommendations for the twenty-first century. *Academy of Management Review*, 29(3), 388-403.
- Manzoor, Q. A., Ullah, H., Hussain, M., & Ahmad, Z. M. (2019). Effect of Teamwork on Employee Performance. *International Journal of Learning & Development*, 1(1), 110-126.
- Ogunu, M. A. (2019). *Introduction to educational management*. Benin city: Mabogon Publisher.
- Perry, J. L. & Wise, L. O. (2023). The motivational bases of public service. *Public Administration Review*, 50(3).367-373.
- Vroom, V. H. (2023). *Work and motivation*. John Wiley & Sons.

Zablon M. O, Benson O. & Pamela, R. (2016), Motivational Factors Influencing Teachers Job Performance in Pre-School Centres Kenya. *International Journal of Innovative Research and Development*. 5(5).122-132. ISSN 2278 – 0211 (Online).