Motivation and Teachers’ Job Performance in Public Senior Secondary Schools in Rivers State

NWENEKA, Chigonim Mercy

Department of Educational Management, Faculty of Education, Rivers State University, Port Harcourt, Nigeria

ABSTRACT

This study examined motivation and teachers performance in public senior secondary schools in Rivers State, Nigeria. The study adopted descriptive survey design. The population for the study consisted of 7842 teachers in the 237 senior secondary schools in Rivers State. From the population; samples of 940 teachers were selected through the use of stratified random sampling technique. To ensure successful conduct of the study, five research questions and five hypotheses were formulated. A questionnaire instrument with the title “Teacher Motivational Rating Questionnaire (TMRQ) and Teachers Performance Rating Questionnaire (TPRQ)” was constructed and used for the study. The reliability of the questionnaires was tested through the use of test-retest method which yielded a correlation coefficient of 0.78 and 0.83 respectively. The face and content validity of the questionnaires were established by the research supervisor and experts in the institution of Education Rivers State University who were given the questionnaire to vet the accuracy in addressing the research question. The data collected through the questionnaire were used to answer the research questions and to test the hypotheses. Each of the research questions was analyzed through the use of mean and standard deviation and each of the hypothesis was tested through the use of Pearson Product Moment Correlation Coefficient. The study found that there is a strong relationship between teachers’ remuneration and teacher job performance. The findings of the study also affirmed that the relationship between working condition and teachers’ performance is positive. Also the study has it that there is a strong positive correlation between teachers’ promotion and their teaching performances. Based on the findings of the study, the researcher recommended that: government and other secondary school owners should regularly motivate their teachers through bonuses, allowances and increases in their salary, if they want teachers to improve in their performance and that government should regularly promote hard working teachers, this would not only help to improve their performance but also, would motivate others to work very hard.

Keywords: Motivation, Teachers, Job, Performance, Public, Senior, Secondary, Schools,

INTRODUCTION

The teacher is the heart of any education programme. The quality of education imparted is dependent on the quality of the training and the dedication of the teacher involved in the programme. This is feasible where the teacher is effective. Teachers’ effectiveness relies heavily on conducive teaching and learning environment to enable them perform their job as expected. However, teachers’ performance is enhanced by several factors identified by Tracy (2000) such as: ability, motivation, and work environment. While their ability to detect their capability, motivation determines what they will do. Due to the secondary school teachers’ unique working environment that is characterized by harsh living conditions, erratically paid salaries, social isolation, lack of teaching materials, long distance from homes to the schools, these conditions affect the motivation of the qualified experienced teachers in relation to their job performance.

Motivation according to Tracy (2000), is all those inner striving conditions, described as wishes, desires and urges, to stimulate the interest of a person in an activity. It is therefore, an inner state that stimulates and triggers behaviour. In the words of Griffin (2002), “it is the willingness to exert high levels of efforts towards organizational goal conditioned by the efforts of the ability to satisfy some individual needs”. In designated goal oriented behaviour that involves certain forces acting on or
within the individual in order to initiate, sustain or direct behaviour derived from motive, which is a basic activating form of desire or need, which must be satisfied. This highlighted importance of motivation in the life of an employee cannot be over emphasized. Suffice it to say that every worker desires some form of encouragement from the organization he finds himself to enable him perform and get involved in the work he is employed to do. The need for motivating the workers to be effectively involved in their jobs or career has been stressed by Bass in Hoy and Williams (2014) thus: strong motivation is an essential ingredient in the formula for good teaching, and depends fundamentally on the strength and quality of satisfaction that can be derived from the enterprise itself. Motivation is seen here to perform the role of a catalyst. Hence, adequate motivation of teachers is the primary strategy for causing effective teaching and overall job performance of teachers. An adequately motivated teacher is likely to be more involved in his teaching activities than an under-motivated or over motivated one. The later would be distracted and less involved in the job as a result of frustration and boredom leading to low productivity. This has been confirmed by Liz (2016) when he observed that motivation has for long been considered as primarily affecting job performance and productivity. Therefore, motivation of teachers involves the simple application of some techniques or strategies that will stimulate the teacher to give off his best to the students. It is obvious and expedient that for the educational system of Nigeria to increase its productive capacity, the issue of motivation of teachers needs to be given priority attention and focus. Just as adequate motivation of teachers lead to effective job performance and ultimately good teaching, this will in turn lead to good performance of students. So motivation of teachers is a function of student performance and behaviour in school. Kirt (2007) supports the above and contends that, high teacher morale is positively related to students’ educational achievement. Hence, adequate or moderate motivation of teachers may result in high performance of students, but the reverse case may likely lead to poor performance of students. This is because an inadequately motivated teacher is likely to exhibit a non-challant attitude towards the job and of course, a poorly prepared and half baked set of students are produced, whose hope rests on examination malpractice and poor academic performance is inevitable. Such students who do not seem to cope academically usually get involve in social vices such as secret cults and armed robbery as an avenue to surmount their problems (Gregory & Kaufildt, 2014). The educational system of Nigeria has set out in the National Policy of Education NPE (2004) certain tasks in form of defined goals and objectives, which are expected to be accomplished at different levels of education in the country. Such goals and objectives may not be achieved within specified time limit without a corresponding inducement of the teacher. Obviously, educational goals and objectives can only be achieved in an atmosphere of adequately motivated teachers. Motivation produces an energy change which involves an arousal and anticipation that goals will be reached if certain actions are taken and it is observed in the intentness with which work is done by the individual. The various theories of motivation recognize the fact that the desired or anticipated goals have some balance or level of attractiveness for the individual and it is this, that produces the drive that initiates, energizes and directs the behaviour of each (Taylor, 2012). On the other hand, a highly motivated employee may be dissatisfied with every aspect of the job (Zwilling, 2015). In the same vein, Cherry (2008) sees motivation as a stimulus to action while job satisfaction according to him may be regarded as an outcome resulting from the congruence of one’s job expectation and their fulfillment. Recently, many researches carried out seemed to be stimulated by a desire to show motivation as a primary factor, which can influence job performance and productivity. But we must understand what factors cause and influence motivation. This is because organization can influence motivation and increase productivity only if they can pinpoint the motivational factors causing and influencing job performance. Therefore, due to the crucial nature of motivation to teachers’ productivity and effectiveness, this study concentrated on teachers’ motivation and their performance in senior secondary schools in Rivers State.

Statement of the Problem
In senior secondary schools, the students have consistently shown poor performance in most of their examinations. This is inspite of the huge finance expanded on the sector. The teachers have been accused of underperforming by the government and the parents of the students by not according seriousness to their job. They are accused of combining their teaching job with other jobs, and as a result, they are always late to school and in some situations, they do not come at all. Due to this development, teachers present their students who have not been sufficiently prepared by them to take
external examinations. They are even accused of helping their students in examination malpractices and participating in other unwholesome practices. Teachers in a bid to defend themselves, maintain that the problem of poor performance is precipitated by their poor remuneration, irregular payment of salaries and bonuses by the government. The teachers also accused the government of making the teaching profession the least paid inspite of the crucial nature of the profession to nation building. At the face of this problem in the educational system, parents and other recipients of the services of the education industry have often questioned a number of factors, prominent among which are levels of teacher output and whether or not teachers are adequately motivated. Against this apparent controversy, the school system is faced with the problem of negligence, poor remuneration, poor participation in decision making, poor supervision and lack of career advancement. As a result, this study investigated these motivational factors and their effect on teachers’ performance.

**Purpose of the Study**
The purpose of this study was to investigate the relationship that exists between motivation and teachers’ job performance in public senior secondary schools in Rivers State. Specifically, the study sought to achieve the following objectives:

1. To determine the extent of relationship that exists between remuneration and teachers’ performance in public senior secondary schools.
2. To determine the extent of relationship that exists between sufficient instructional facilities and teachers’ job performance in public senior secondary schools.
3. To determine the extent of relationship that exists between promotion and teachers’ job performance in public senior secondary schools.
4. To determine the extent of relationship that exists between career advancement and teachers’ job performance in public senior secondary schools.
5. To determine the extent of relationship that exists between teachers motivation and teachers’ performance in public senior secondary schools.

**Research Questions**
To ensure the successful conduct of the study, these questions were addressed by the researcher.

1. What is the extent of relationship between teachers’ remuneration and teachers’ performance in public senior secondary schools?
2. What is the extent of relationship between working condition and teachers’ performance in public senior secondary schools?
3. What is the extent of relationship between promotion and teachers’ performance in public senior secondary schools?
4. What is the extent of relationship between career advancement and teachers’ performance?
5. What is the extent of relationship between teachers’ involvement in decision making and teachers’ job performance in public senior secondary schools?

**Hypotheses**
In carrying out this study, these null hypotheses were formulated and tested at 0.05 significance level.

1. There is no significant relationship between remuneration and teachers’ performance in public senior secondary schools.
2. There is no significant relationship between teachers’ working condition and teachers’ performance in public senior secondary schools.
3. There is no significant relationship between promotion and teachers’ performance in public senior secondary schools.
4. There is no significant relationship between teachers’ career advancement and teachers’ job performance in public senior secondary schools.

**REVIEW OF RELATED LITERATURE**

**Theoretical Framework**
Motivation is a concept that all employers of labour understand. This is due to the importance of motivation in influencing worker’s job performance, and invariably, personal and educational goals. Teachers’ abilities and understanding of role also influence their performance. Before going into the theories of motivation, Mangal (2005) categorized theories of motivation on the basis of content, process and reinforcement. While content theories stress the importance of drive for needs within an
individual as motive behind individual’s action, process emphasizes how and which goals motivate individuals. For enforcement theories, they posit on the results of an individual’s past action on his present and future behaviour. For proper realization of goals, it must be noted that teachers come into the school organization with the primary aim of satisfying their needs. The extent to which this is tackled determines the teachers’ productivity. This is to say that if the teachers are not properly rewarded for their efforts in the classroom, teachers may not give their best to the school. Although, this satisfaction may not necessarily be in form of financial inducement, it may be in form of job security, maintaining good relationship with the management or even verbal commendation. So, it becomes the responsibility of the school managers to strive to meet up with the needs of their teachers, if the school goals are to be achieved.

Maslow (1943), in his theory of human needs pointed out that “people do not randomly need things but rather their complex needs are ordered in a hierarchy of prepotency”. The theory made needs the focal point of motivation and its importance lies in the assumption that people are motivated to engage in those behaviours, which they perceive to be a means of fulfilling their needs. According to Maslow’s (1943), “one set of needs ceases to be a motivator when it is satisfied”. Human beings are always in need, though what they want depends on what they already have. As soon as one need is gratified, another appears in its place:

The theory presented five levels of needs namely:
1. Physiological needs
2. Safety needs - security, order and stability
3. Belonging needs and love need- affection
4. Esteem needs - prestige, success and self respect
5. Self actualization or self fulfillment

Cherry (2018), in further explanation of the Maslow’s need theory stated that “an individual’s degree of satisfaction with his job reflects the degree to which he believes that the job fulfils or allows the fulfillment of his job values and needs”. In the school organization, teachers aspire to satisfy their physiological needs, and to properly tackle these needs for food, warmth, shelter, the government should take care of these needs through prompt payment of salaries and wages. But whenever there is a delay in the payment of salaries, teachers’ work attitudes will change. Teachers will develop negative attitude to work, absenteeism, truancy and low turnover. But to avoid these, teachers should be regularly paid and if the teachers are sure of regular payment and other fringe benefits, friction between them and the management of the school will be minimized. To satisfy their higher needs, the management should involve them in the decision making process, solicit their opinion before important decisions are made and appoint them to important administrative position and assign functions to them. By so doing, the teachers will put in their best to ensure the realization of the school goals.

Herzberg’s two - Factor theory has been compared with Maslow’s Hierarchy of Needs by scholars and they came out with the assertion that the Hygiene factors relate in Maslow’s low order needs while the Motivator factors can be compared with Maslow’s high order needs. Maslow in his own assertion as cited in Ukeje, Howard and Ndu (2017) posits that “increased satisfaction of need decreases its importance and increases the importance or the next level; so individual is motivated by the need category that is most important at a time”. In Herzberg’s theory therefore, the satisfaction of Hygiene Factors creates the desire to accomplish motivator needs. On the other hand, lack of or non satisfaction of the hygiene factors will automatically decrease motivation. Writing on Herzberg’s Two - Factors theory, Ukeje, Okorie and Nizhebesky (2015) post that “the motivator factor will not produce satisfaction unless the work or job is challenging, interesting and constructive (meaningful)”. The job of the school administrator therefore, is to stimulated the school environment as to enable the teachers achieve their hygiene as well as motivator needs. The school principal has to behave in such a way that will create an enabling environment to the accomplishment of the needs. For teachers in the schools to be very effective in the classroom, their principals must properly address their needs. Also, the teachers should be involved in the decision making process of the school and some sort of recognition must be accorded them, that is, in terms of been allocated some administrative roles.
Concept and Meaning of Motivation

The realization of the goals of any organization mainly depends on the satisfaction of the workers’ needs. That is to say that individual enters into organizations with diverse needs which may not be compatible with the organizational goals. The workers in carrying out their daily activities look forward to satisfying these needs. The school is an organization and teachers employed to teach in the schools come into the organization with various needs and the inability to satisfy these needs affect their overall productivity. For school as an organization to achieve its objectives, the teachers have to be motivated, that is, have their needs satisfied; and this will lead to the enhancement of their performance in the classroom.

According to Hoy and Eric (2018) the term motivation “are complex of forces, drives, needs, tension, states or other internal psychological mechanisms that start and maintain activity toward the achievement of personal goals”. Huitt (2011) defined it “as internal forces that ignite, propel, energize, arouse or spur, direct, regulate and sustain behaviour towards goal attainment”. Motivation involves goal - directed behaviour, deals with what starts and energizes human behaviour and it is related to both behaviour and performance. Motivation is the willingness to do something and is conditioned by the ability to satisfy some needs for the individuals. An unsatisfied need creates tension, which stimulates drives within the individual. These drives or tensions generate search behaviour to satisfy a particular goal which when attained reduces tension. In other words, for greater accomplishment of the goals of education, the needs of the teachers must be satisfied so as to boost their performance. This is because for a teacher to teach effectively, both in the public and private schools, working condition must be motivating enough. There must be incentives to enable teachers feel motivated, that is, feel stimulated or encouraged to perform better. Teachers feel motivated when compensation is commensurate with expectations from the organization.

To highlight the importance of motivation to the realization of organizational goal, a lot of motivational theories have been developed by authorities in educational and other related fields and adopted in the educational field. These theories as cited in Edem (1987), include the Barnard- Simon theory of motivation, which states that “there is a relationship between the workers needs satisfaction and their productivity and that if the workers needs are satisfied, they will perform more effectively their tasks”. Other motivational theories are contained in the theoretical frame work of this study. Also from the views of Kleinging and Kleing cited in Bahago (2008), motivation is “an internal state or condition that activates behaviour and gives it direction, and a desire or want that energizes and directs goal oriented behaviour”. Going by this definition, motivation is seldom measured directly; however, it can be summed up as “the arousal, direction and persistent of behaviour. From the point of view of Nnachi (2003), motivation is a process of arousing movement in an organism towards a goal even if there had previously been little or no movement towards such a goal. Mangal (2005) defines motivation “as something which prompts, compels and energizes an individual to act or behave in a particular manner or at a particular time for attaining some specific goals or purpose”.

Also, in the words of Okoroma (2007) “motivation can either be positive or negative, positive motivation, sometimes called anxiety reducing motivation the carrot approach offers something value to a person while negative motivation uses or threatens punishment”. Motivation is something that energizes individuals to put more effort towards the achievement of their goals. This is why Griffin (2002) describes it as the willingness to exact high levels of efforts toward organizational goals conditioned by the efforts of ability to satisfy some individual needs. In other words, motivation is a management function that stimulates individuals to accomplish laid down institutional goals. It is purposively designated goal - oriented behaviour that involves certain forces acting on or within the individual in order to initiate, sustain or direct behavior derived from motive, which is a basic activating form of desire or need that must be satisfied. All motives compel, persuade or inspire us to act either from attainment or satisfaction of set goals, while needs and desires direct the change in our behaviour, which is goal directed.

It is important at this point to establish the relationship between the two concepts, motivation arid performance. Seabert (2016) established that there is strong relationship between motivation and job performance in an organization. An important motivation measure is participative decision making process. Pohaakova (2017) defined participation as “a mental and emotional involvement of a person in a group situation which encourages him to contribute to groups goals and share responsibility with
them”. This implies that administrators should actually involve employees in decision-making through the sharing of information and eliciting their ideas as well utilizing several other procedures. Getzel and Dickson (2016) in their study found out that teachers’ effectiveness could be stimulated through the proper manipulations of structure, resources and human relations by the principal. Thus, the best thing the principal can do is to motivate the objectives and methods of work in the school. If individual motivations leads to organizational commitment as stated earlier, inadequate motivation will therefore, result to behaviour that is detrimental to the organization growth. Thus, teachers who are adequately motivated will probably be loyal, and devoted to their work and this will result to effective teaching while the contrary will lead to teachers ineffectiveness in the job.

**The Relationship between Motivation and Job Performance**

Various individuals come to an organization with diverse needs and expectations which they expect to accomplish in exchange of their services to the organization. These needs and expectations could be defined in terms of the rewards the workers expect to get after exhibiting a particular behaviour. These expectations as explained earlier vary from individual to individual. On the other hand, every organization has needs and expectations that it wishes to achieve by directing and controlling the behaviour of individuals within the organization. The organization’s needs and expectations also vary from organization to organization.

According to Dickson (2015):

> Just as the employee has certain wants that the organization is expected to supply, the organization has certain types of behaviours that it wishes to elicit from the employees. The managerial responsibility for eliciting this behaviour is usually termed direction or motivation (p. 342).

From this assertion, it is understandably clear that motivation directs or controls job performance. To achieve the organisation’s needs and expectations, the individual worker need to be adequately motivated by satisfying his needs and expectations. Bakotic (2016) agrees with this assertion and thus states that, “an individual’s degree of satisfaction with his job fulfills or allows the fulfillment of his job, values and needs”. This shows that there is strong relationship between the individual worker’s degree of satisfaction (motivation) and job value (performance) in an organization.

**Factors of Motivation**

Many factors contribute to influence workers’ job performance. These factors range from personal characteristic of individuals, their skills, and readiness to accept instructions for improvement and the expectations with which they come into the job which may be classified under intrinsic and extrinsic factors.

Bell (2017) pointed out that:

> It is portent to note that motivational factors same highly personal, subjective and symbolic because what stimulates and motivates one person may not be a motivator for another person, nor will the same stimuli serve as a motivator for the same person at all times.

This means that people as complex beings have the propensity to react to different situations differently because they have individual differences and idiosyncrasies. We should not also think that the same motivational factor will continue to stimulate the same or different persons in the same or different circumstance. In the light of the above, intrinsic and extrinsic factors have to be carefully provided to achieve the maximum result. According to Herzberg et al. (1950) intrinsic factor otherwise known as “motivation” or “satisfiers” are related to the nature of the work (job content) which encourages the growth and development needs of the employee at the work place. Hertel (2018) has suggested that employee higher order needs are an important factor that influences employee motivation. Abdel concluded that “Superior performance” for individuals with strong higher order needs often represent a form of intrinsic rewards from the organization such as promotion and recognition. Studies have also shown that opportunity for advancement (promotion prospect) is usually ranked first or second in importance, promotion is a very positive approach to rewarding an employee for his/ her efforts in service. It is believed that promotion helps to boost staff morale and motivate them to work harder thereby increasing productivity and efficiency.
The above motivational factor is supported by Young (2012) who had earlier stated that lack of promotion leads to low staff morale resulting in frustration, resignation and premature retirement which generally affect the efficiency and productivity of the organization”. However, the promotion of teachers could be structured in such a way that it would determine their job performance. This shows that the way and manner a job is structured or designed will determine the extent of job performance of the worker. Hartzel (2018) opined that “When jobs are structured in a way that makes intrinsic rewards appear to result from good performance, then the job themselves can be very, effective motivators. On the contrary, if a job is structured in a way that results in poor performance, employees will not be motivated. Therefore, teachers job must be structured in a meaningful manner in order to make them more involved in their job.

In job enrichment the attempt is to build into jobs a higher sense of challenge. In line with this, Saraf & Saraf (2014) noted that to enrich the job of workers, then perform better, the administrator should therefore endeavor to:

1. Give his staff more latitude in deciding about such thing as work methods, sequence and pace.
2. Encourage subordinate participation and interaction between workers.
3. Give workers a feeling of personal responsibility for his task.

This means that school administrator (Principals) should allow teachers to use the opportunity to restructure, redesign and plan their works to suit themselves but should still maintain achievement of educational goals. On job enlargement Davies and Woods (2015) submit thus:

An enlarged job is one in which the work is more interesting, the incumbent has more freedom to plan the job and have a reasonable say in how it is done, supervised, provides feedback, opportunity and the worker feels it is worth while putting effort into the job.

They further highlighted that job enlargement and job rotation can best be viewed as different areas of designing or redesigning (restructuring) work to consider the needs of the individual and increase its intrinsically motivating properties. Heathfield (2018) also produced a result of the study which showed that workers whose jobs were altered were more highly motivated to be involved in their jobs than those in unaltered jobs. His findings also suggest that the rate of absenteeism decreased substantially following job enrichment programmes. When teachers on the job are altered, it reduces monotony and increases the interest of the teacher on the job. For instance, if teachers are given more varied job rather than routine and repeated jobs like writing of lesson notes. It would help to remove boredom while motivation would be increased.

Results of the Maimom and Alderton (2016) studies show that intrinsic job aspect is highly related to the tendency to stay or leave an establishment. This is in line with the finding of the study of Rose and Zander in Deeker, Harris-Kojeth & Bercovite (2009), who discovered that in a large industrial organization, those employees who left the company within a short period of time were dissatisfied with respect to certain needs not yet met by the job. The most frequent reasons given for inability of the jobs to satisfy such needs were lack of autonomy, achievement and recognition. Howard (1981) in a study of tenure teacher attribution found that teachers listed in order of priority, the 3 reasons for recognition to be low salary scale, lack of opportunity for advancement and personal responsibility. Clifford (1975) conducted a study on the factors that influence male elementary school teachers in California either to remain or leave teaching service. Among the factors identified as responsible were low wages, increased pupil indiscipline and dissatisfaction with the administration.

Edem (1987) also reported in a study which sought to identify factors that contribute to the retention of primary school teachers in which 60 trained primary teachers were used as subjects. The study revealed that they identified economic disadvantages and lack of prospects for promotion as negative factors. Teachers are relegated to the background among all the professions. But they are the ones that mould the characters and lay the foundations of other professionals. Even though they are indispensable, they are not paid well. This is indicative of the fact that in the “third world” countries for which Nigeria is one, money in form of pay and salaries acts as a strong motivational factor to workers in general and to teachers in particular. The reason why money serves as a prominent motivator in “third world countries like Nigeria may be attributed to the low level of development where the basic needs of workers are yet to be fulfilled. If teachers’ salaries are consistent i.e. adequate, prompt and regular it would motivate them to do their jobs effectively. Campbell et al. (1970) remarked that they surveyed 23 industrial companies in the USA and reported that every
organization attempted to use money as a motivation for effective management performance and involvement.

Ejiogu (1985) pointed out that most people in Nigeria are yet to satisfy their basic physiological needs such as food, shelter and clothing and the only factor seen as instrumental in achieving these desired needs is money. Therefore, in Nigeria, the principle of Machiavelli where “the end justifies the means” becomes operational. People now want to do anything not minding the cost and risk involved to get money in order to satisfy these needs. Teachers are not exceptional. For instance, teachers now indulge in vices such as examination malpractices, extortion of money from students, and display lack of job performance by way of moonlighting to other jobs, just to make money. They no longer see teaching as one humanitarians service neither are they contended with the slogan of waiting to “receive teacher reward in human” They want to get their rewards here and now on earth. You hardly see any teacher these days discharging his/her duty selflessly. They see money as a motivating factor in the teaching profession. Although in developed countries like the USA, Money may not serve as a motivating factor for the teacher since most of the physiological needs are basically fulfilled. Sokanim (1997) remarked that the poor academic performance of students and the depth of examination malpractice in our school today can be traceable to “lack of motivation of teachers by way of lack of prompt payment of salaries and allowances and lack of teachers in schools. Examination malpractice is one of the major and serious social menaces currently facing the educational system in Nigeria. This problem is like a “cankerworm” that has eaten deep into the fabrics and narrow of the society. This problem may be suggestive of lack of motivation of teachers.

When teachers are not motivated, they are likely to be half backed, poorly set of students who see themselves as those who cannot pass their examinations and hence resort to examination malpractice as they only way out. Another motivational factor that has great influence on workers job performance is interpersonal relationship. Davies and Shackleton (1975) in Mann et al (1982) conducted a study and the findings suggested that workers who have good inter personal relationship with co-workers are much less likely to be absent from work than workers who do not have good inter personal relationship with their co-workers. Teachers as humans are social beings that must exhibit social characters such as interacting with several groups of persons within his/her work environment. These include principal, vice principal, heads of departments, Year heads, Non-academic staff, fellow teachers and students. They also extract with other groups outside the school boundary such as parents and the public. This means that all those groups the teacher must relate within the curse of discharging his/her duty may determine the rate of his job performance. When there is cordial relationship, it enhances his/her productivity but if there is friction in the interaction, it discourages him and effect the teachers performance. Therefore, the average teachers sees interpersonal relationship as one of the most important factor that determines the level of his job performance.

Goldthrope (1968) posited that most of his manual workers thought they get on well with their supervisors, often because he left them alone. In effect develop good interpersonal relationships with their heads of department if they give them opportunities to restructure their jobs with less supervision. Vroom (1964) examined several studies on supervision and expressed the opinion that “we are attempted to conclude from those findings that considerations of subordinates on the part of supervisors results in a higher level of motivation which in turn is reflected in relatively low grievance and absence”.

**Remuneration**

In every career be it teaching or any other work, employees will be willing to put in their best if what they go home with at the end of the month is enough to help them meet their needs. The way workers are remunerated for their efforts in their work places determine how serious they will be with their work. Remuneration as defined in Newsletter (2011) refers to “the monetary income obtained by workers for participating in social labour, that is, the material compensation paid by an employer in a statutory way to a worker in exchange for fulfillment of labour obligations after a labour relationship was been established by them”. Labour remuneration is the main source of income for workers to meet their material, cultural and living needs of themselves and their family members. In highlighting the importance of remuneration to the retention of competent workers in their organizations, William and Werther (1996) explain good remuneration as one of the traditional ways of managing employee retention and turnover. This can come in form of salary, promotion, bonuses and other incentives. William and Werther (1996) further maintained that when the remuneration
system is good, it helps in achieving organization’s cooperate objectives, and maintains and retains productive workforce. Having mentioned this, it is obvious fact that if employees perceived they are inadequately paid, it is often likely that they will leave; and replacement can be costly and in most cases not readily available.

Various studies have been conducted on the influence of high remuneration on job satisfaction, Lawler (1971) studied the significance of the role of pay in work organization, he examined the satisfaction with pay to exert a positive influence on employee commitment. The study concluded that pay satisfaction or dissatisfaction causes high or low commitment to work. Based on employee survey, Ghiselli, Lalopa, Bal (2007) concluded that salary and benefits were the most stated reasons to leave a job. Based on the outcome of the studies cited above, teachers if well remunerated can give their best in teaching their students, but where the take home pay is very small, they will not be committed to their work.

**Working Conditions**

This is another factor that improves the effectiveness of workers in their organizations. If the environment is such that allows conducive relationship between the managers and their subordinates. Also, this includes the provision of working benefits that will make the live of the workers very meaningful Herzberg (1959) in his words working conditions have to do with the physical environment of the job, including the amount of work, the facilities for performing it, light, temperature, tools, space and ventilation, and the general appearance of the workplace. In his explication of working conditions to teachers’ effectiveness, Ajayi (1986) remarked that apart from fringe benefits, the following are very important aspect of the non-economic motivational indices:

(a) A congenial atmosphere for work;
(b) Cooperative attitude between super ordinate and subordinate in decision making, and
(c) A condition of independence in the performance of duties.

Okorodudu (2003) concluded that no organization could retain its staff or maintain high productivity in the absence of the above conditions. The obvious absence of the teachers’ satisfaction of their economic, social or psychological needs might have made their personality to be less stable and their work attitude less positively dynamic. Lowe (1991) noted those undesirable teacher attitudes are results of unsatisfactory conditions of service, low salaries especially when compared with other professions, work load or too long working time. In a situation where teachers do not have enough autonomy in the classroom or where their relationship with their employers or administrators is far from satisfactory, teacher’s attitude to work may not be far from dissatisfactory.

Still on working’ conditions, Idogho (2002) noted that when teachers are not adequately taken care of especially, with regards to regular and prompt payment of their salaries and other entitlements their attitude to work automatically changes. Idogho (2002) further noted that some approaches to teacher motivation should include; recognition, regular and prompt payment of salaries and allowances, responsibility with authority, regular promotion, in-service training, provision of well equipped library and laboratories, and opportunity for recreation through arid - of - year party.

Okorodudu (2004) in his study confirmed these indices: enjoying teaching work, satisfactory responsibility, good interpersonal relationship, having democratic principal leadership style, having job security, enjoying appreciable public image, having professional growth• opportunity, enjoying high status, enjoying availability of social amenities, satisfactory holiday, and having moderate working hours in the secondary schools are significantly related to teachers work attitude. If the working conditions in the schools and other organizations are very conducive, the workers including the teachers will obviously give their best to their work.

**Correlation between Promotion and Job Performance**

Promotion is a shift of employee for a job of higher significance and higher compensation. The movement of an employee upward in the hierarchy of the organization, typically that leads to enhancement of responsibility and rank and an improved compensation package is a promotion. Another definition of promotion is “the reassignment of an employee to a higher rank” of job. Many researchers give their opinion that job satisfaction is strongly correlated with promotion opportunities and there is a direct and positive association between promotional opportunities and job performance. The reliance of the positive correlation between promotion and job satisfaction is on perceived justice by workers.
A significant feet of carrier of an employee is promotion that affect other aspects of experience of work. They make up a vital facet of mobility of labour related to workers, most frequently, having considerable increment of wages. Pay satisfaction and satisfaction related to job security both are most significant categories of job performance for ascertaining give-ups regarding future, whereas satisfaction with regards to promotion opportunities is not a major factor. A person who have possibility to advance on a higher position through his career, will be charged and motivated by the fact that there is possibility to step on higher position. Very good way to motivate employees is direct communication that promotion exists and it may materialize in the future.

**Career Advancement or Development**

The prospect of career advancement in any organization motivates workers to work very hard for the attainment of an organization’s objectives. Shatia (2011) in his definition of career development remarks that “in simple terms it means providing employees an opportunity to grow, especially to those employees who deliver performance”. Growth means, to an employee one or more of the following.

1. Climbing up the ladder in the organizational hierarchy
2. On-going increase in remuneration
3. Acquiring higher level skills and competencies
4. Occupying higher level job positions
5. Having an opportunity to avail of some exclusive benefits (Shatia, 2011).

Career development is not a mere management responsibility. It is a composite organizational process which involves people, addressing their ambitions, assigns them roles and responsibilities commensurate with their potential evaluates, their performance, and creates job positions to accommodate growth ambitions of employees. In the career development cycle, a number of actions have to take place at different levels as outlined below:

**For Employees**

1. They decide what they want from their careers now and in the future.
2. Examine individually, or along with their supervisors, their interest and ambitions.
3. Create development plans by obtaining inputs from the supervisor, to meet the requirements of the current job and to cater for the long term perspectives.
4. Work with the supervisor to identify on the job learning and training opportunities and other avenues for professional development (Bhatia, 2011, Kinner and Sutherland, 2001 and Kiekbusch, 2003).

**For Managers/ Supervisors**

Their part to help their employees to advance in their career including taking the following steps:

1. Identify the job-related knowledge, skills, competencies and experience needed for an employee to be effective in their position.
2. Help subordinates to define their short and long term development needs which support organizational objectives and employee’s career goals.
3. Support employee development plans by indicating specific steps that need to be initiated to accomplish the learning goals.
4. Help the employee in understanding the type of jobs which will be best suited for his/her career growth (Kinner and Sutherland, 2001 and Kiekbusch, 2003).

**For the Organization/Management:**

The part which they need to play includes:

1. Provide a job and compensation structures that support, the organizations as well as individual’s growth and development perspectives.
2. Enrich job-positions to create more challenges in the work environment.
3. Provide time and funds for employee development activities.
4. Create processes to utilize the knowledge, skills and abilities of each employee, aligned fully to the organizational goals.
5. Undertake pro-active man-power planning to meet future staffing needs.
6. Evaluate employees and create succession pipe-lines for vital job positions in the organization.
In ensuring career advancement or development, the employees, managers, organizations and their management all have parts to play to fulfill employees career advancement.

**METHODOLOGY**

This deals with the procedures that were adopted for this study. The chapter covered the following subheadings; research design, population, sample and sampling techniques, research instrument, validation of the instrument, reliability of the instrument, administration of the instrument and method of data analysis.

**Research Design**

The study is a correlational survey. As a correlational survey, it sought to establish whether there is a relationship between motivational factors and teachers’ performance in secondary schools in Rivers State. This study conforms to the definition of correlational survey offered by Nworgu (2006), thus “this type of study seeks to establish what relationship exists between two or more variables,, and the direction and magnitude of the relationship between the variables”. This study conforms to the explanation offered above.

**Population**

The population for this study consisted of all the 7842 teachers in the 237 senior secondary schools in Rivers State (State Ministry of Education, 2018).

**Sample and Sampling Techniques**

The study adopted multi-stage random sampling. From the total of 237 senior secondary school in Rivers state, the researcher randomly select 76 senior secondary schools. Using Yaro Yamen formula, 380 teachers were randomly sampled from the selected secondary schools. To select the sample, stratified random sampling technique was used. Three strata were created which comprised the three senatorial districts in the state. From each of the senatorial districts, 320 teachers and principals were selected and used for the study. Also, 26 schools were selected from each of the senatorial districts and used for the study. To select the schools and teachers, each senatorial district formed a stratum and the number of schools and teachers were established as follows; South-East senatorial district (75 schools), East senatorial district (80 schools) and West senatorial district (82 schools). Then, after this, random sampling technique was applied in the selection of the schools and teachers that were used for the study.

**Research Instrument**

To ensure the successful conduct of this study, two types of questionnaire were constructed and used for the study. The first questionnaire with the title “Teacher Motivational Rating Questionnaire” was constructed and used for the study. This questionnaire was divided into two sections, ‘A and B. The section ‘A’ of the questionnaire contains personal information such as sex, name of school, location of school (rural and urban) and teacher qualifications. While the section ‘B’ of the questionnaire concentrated on these variables; remuneration, working conditions, promotion and career advancement.

The second questionnaire with the title “Teacher Performance Rating Questionnaire” consisted of two sections, part ‘A’ elicited personal information such as sex, rank, location, qualification etc. While section ‘B’, elicited information on levels of teachers’ performance in the senior secondary schools in the urban and rural areas of Rivers State. In the construction of the questionnaire, 4 point Likert scale was adopted by the researcher.

**Validation of the Instrument**

The face and content validity of the two questionnaires were established through the use of the research supervisor who was given the developed questionnaires to check for the appropriateness of the questionnaires to address the research questions. Also, the questionnaires developed were given to experts in the Institute of Education Rivers State University to check for appropriateness and make suggestions. The remarks of the research supervisor and other experts that were selected from the Institute of Education (RSU) were used to improve upon the questionnaires before deploying them for data collection.

**Validation of the Instrument**

The instrument for this study was face and content validated by the supervisor and two other research experts in the department of educational management in Rivers State University. Their
comments and recommendation were used to improve upon the questionnaires before deploying them for data collection.

**Reliability of the Instrument**

The reliability of the two questionnaires was tested through the use of test-retest method. The instrument was administered to ten (10) senior secondary school teachers who were not part of the study on two different occasions. The results of the test were correlated using Pearson Product Moment Correlation Coefficient (PPMC). The correlation coefficient obtained was 0.66, which indicates that the instrument was reliable.

**Administration of the Instrument**

The two questionnaires were administered to the teachers. Before the administration of the two questionnaires, the researcher educated the teachers on the essence of the exercise and the reasons why they should offer sincere answers to the items contained in the questionnaires. After this, the questionnaires was administered to the teachers and collected on the spot. In all, one month was used in the administration and collection of the questionnaires as well as the retrieval of completed copies. In all, 940 copies were retrieved instead of the 960 copies distributed, and this number was used in the data analysis.

**Method of Data Analysis**

The data collected through the questionnaires were used to answer the research questions and to test the hypotheses. The analyses of the research questions were based on the use of percentage, mean and standard deviation. Items with mean value less than 2.50 were rejected while those greater than or equal to 2.50 were accepted. Also five null hypotheses were tested through the use of Pearson Product Moment Correlation Coefficient at 0.05 level of significance.

**RESULTS**

**Presentation of Data**

**Research Question 1:** What is the relationship between teachers’ remuneration and job performance.

**Table 1:** Responses on the relationship between teachers’ remuneration and job performance

<table>
<thead>
<tr>
<th>S/N</th>
<th>Questionnaire</th>
<th>Responses</th>
<th>N</th>
<th>Mean (χ)</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Teachers are highly motivated when their salaries are paid at the end of the month.</td>
<td>200 (52.6) 160 (42.1) 10 (2.6) 10 (2.6)</td>
<td>380</td>
<td>3.45</td>
<td>Accepted</td>
</tr>
<tr>
<td>2</td>
<td>Paying teachers allowance help to motivate teachers performance</td>
<td>180 (47.4) 155 (40.8) 30 (8.2) 15 (3.7)</td>
<td>380</td>
<td>3.32</td>
<td>Accepted</td>
</tr>
<tr>
<td>3</td>
<td>Increases teachers salary improve teachers’ retention in the job.</td>
<td>160 (42.1) 180 (47.4) 20 (5.3) 20 (5.3)</td>
<td>380</td>
<td>3.26</td>
<td>Accepted</td>
</tr>
<tr>
<td>4</td>
<td>Overtime pay boost the efficiency and effectiveness of teachers their job</td>
<td>150 (39.5) 180 (47.4) 30 (7.9) 20 (5.3)</td>
<td>380</td>
<td>3.21</td>
<td>Accepted</td>
</tr>
</tbody>
</table>

*Source: Field Survey, 2019*

Table 1 above reveals that the respondents accepted the view that teachers are highly motivated when their salaries and other allowances are paid at the end of the month. It is also indicated in the table that the respondents accepted the point that paying teachers allowances help to improve teachers’ performance. It was observed from the table that the respondents still accepted the fact that rewarding teachers’ efforts stimulate their performance.
Research Question 2: What is the relationship between Teachers’ working condition and Job Performance?

Table 2: Responses on the Relationship between Teachers’ Working Condition and Job Performance

<table>
<thead>
<tr>
<th>S/N</th>
<th>Questionnaire Items</th>
<th>Responses</th>
<th>N</th>
<th>Mean (X)</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.</td>
<td>Communication flow as boost for teachers’ job performance</td>
<td>160</td>
<td>30</td>
<td>20</td>
<td>380</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(42.1)</td>
<td></td>
<td>(7.9)</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Condition of independence in performance of duties motivate teachers into high level</td>
<td>170</td>
<td>30</td>
<td>25</td>
<td>380</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(44.7)</td>
<td></td>
<td>(7.9)</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Friendly atmosphere stimulates teachers’ performance.</td>
<td>185</td>
<td>30</td>
<td>15</td>
<td>380</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(48.7)</td>
<td></td>
<td>(7.9)</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Freedom of expression motivate teachers to the great extents</td>
<td>150</td>
<td>40</td>
<td>15</td>
<td>380</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(39.5)</td>
<td></td>
<td>(10.5)</td>
<td></td>
</tr>
</tbody>
</table>

Source: Field Survey, 2019

Table 2 above indicates that the respondents accepted the fact that working conditions such as communication flow, principal-teachers relationship, teachers – teachers relationship and teachers – students relationship and general working condition as a boost for teachers’ performance. The table reveals that the respondents accepted the view that cooperative attitude between super ordinate and subordinate in decision making. The table still shows that the respondents also accepted the fact that the condition of independence in the performance of duties motivates teachers to a great extent. Finally, the respondents agree with the opinion that teachers having freedom of expression in a work place work with an open mind, hence perform better.

Research Question 3: What is the relationship between teachers’ promotion and job performance?

Table 3: Responses on the Relationship between Teachers’ Promotion and Job Performance

<table>
<thead>
<tr>
<th>S/N</th>
<th>Questionnaire Items</th>
<th>Responses</th>
<th>N</th>
<th>Mean (X)</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.</td>
<td>Promotion of teachers from a lower to a higher motivate teachers to put their best.</td>
<td>175</td>
<td>25</td>
<td>20</td>
<td>380</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(46.1)</td>
<td></td>
<td>(6.6)</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Recognizing teachers for leadership position acts as stimuli to teachers performance.</td>
<td>170</td>
<td>25</td>
<td>20</td>
<td>380</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(44.7)</td>
<td></td>
<td>(6.6)</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Enjoying appreciable public image induce teachers to more effective and efficient</td>
<td>160</td>
<td>30</td>
<td>25</td>
<td>380</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(42.1)</td>
<td></td>
<td>(7.9)</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>Having job security motivate teachers to work with a relaxed and motivated mindset.</td>
<td>180</td>
<td>20</td>
<td>10</td>
<td>380</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(47.4)</td>
<td></td>
<td>(5.3)</td>
<td></td>
</tr>
</tbody>
</table>

Source: Field Survey, 2019
Table 3 shows that the respondents accepted the view that promotion of teachers from one level to another motivate teachers to put their best. The table still reveals that the respondents accepted the opinion that assigning administrative roles act as stimuli to teachers performance. It was also observed from the table that the respondents accepted that promoting teachers from a lower class to a higher class act as recognition to the teachers thereby motivating them to perform better. The table still indicates that the respondents accepted the view that teachers receiving financial advancement make them to be satisfied and perform better in their job.

**Research Question 4:** What is the relationship between Career Advancement and job performance?

**Table 4: Responses on the Relationship between Career Advancement and Teachers’ Job Performance**

<table>
<thead>
<tr>
<th>S/N</th>
<th>Questionnaire Items</th>
<th>Responses</th>
<th>N</th>
<th>Mean (X)</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>Opportunities for in-house training motivate teachers for higher performance.</td>
<td>210</td>
<td>150</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>14</td>
<td>Availing teachers opportunities for out-door training boost teachers moral for better performance.</td>
<td>170</td>
<td>165</td>
<td>30</td>
<td>15</td>
</tr>
<tr>
<td>15</td>
<td>When teachers are allow to obtain higher degrees, it equips them for better performance.</td>
<td>165</td>
<td>170</td>
<td>35</td>
<td>10</td>
</tr>
<tr>
<td>16</td>
<td>Enrolling teachers for impactful seminars terms their motivation for higher performance.</td>
<td>190</td>
<td>160</td>
<td>20</td>
<td>10</td>
</tr>
</tbody>
</table>

*Source:* Field Survey, 2019

Table 4 above reveals that the respondents accepted the view that opportunities for in-house training motivate teachers for higher performance. Again the respondents accepted the opinion that availing teachers the opportunities for out-door training boost teachers’ moral for higher performance. It was also observed from the table that the respondents agreed on the view that when teachers’ are allowed to obtain higher degrees, it motivates their performance.

**Test of Hypotheses**

**Table 5: Pearson Product Moment Correlations between Remuneration and Job Performance of Teachers.**

| N   | ΣX  | X   | SDX | ΣX² | ΣY  | Y   | SDX² | ΣY² | R   | T   | CT  | Sig |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| 380 | 6940| 24.61| 6.09| 181246| 2704| 9.58| 3.22| 28852| 216 | 3.702| 1.960| 0.05|

Using the Pearson moment coefficient correlations, a test of the statistical significance of the relation between Remuneration and teachers’ job performance was tested. The result showed that there is positive correlation between Remuneration and teachers’ job performance. Table 4.6 showed that the correlation coefficient of 0.165 was statistically significant at 0.05 level of confidence. Therefore, the null hypothesis was accepted.

**Table 6: Pearson Product Moment Correlation between Working Condition Materials and Teachers’ Job Performance**

| N   | ΣX  | X   | SDX | ΣX² | ΣY  | Y   | SDX² | ΣY² | r   | T   | CT  | Sig |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| 380 | 3465| 12.28| 3.54| 46111| 2704| 9.58| 3.22| 28852| 0.16| 2.712| 1.960| 0.05|

14
Table 4.7 showed a positive correlation analysis between working condition and teachers’ job performance. The coefficient of -14 was statistically significant at .014 probability level and revealed that there is no significant relationship between working condition and teachers’ job performance. Therefore, the null hypothesis was accepted as P is less than .05.

Table 4.7: Pearson Product Moment Correlation between Working Condition and Teachers’ Job Performance

<table>
<thead>
<tr>
<th>N</th>
<th>∑X</th>
<th>X</th>
<th>SDX</th>
<th>∑X²</th>
<th>∑Y</th>
<th>Y</th>
<th>SDY</th>
<th>∑Y²</th>
<th>r</th>
<th>T</th>
<th>CT</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>380</td>
<td>2422</td>
<td>8.58</td>
<td>2.69</td>
<td>22480</td>
<td>2704</td>
<td>9.58</td>
<td>3.22</td>
<td>28852</td>
<td>.14</td>
<td>2.366</td>
<td>1.960</td>
<td>0.05</td>
</tr>
</tbody>
</table>

Table 4.8 below shows a simple progression analysis indication that there was a positive correlation between the promotion of teachers and job performance. At profitability level, the computed coefficient of 0.091 was statistically significant. Therefore, the null hypothesis of the “no significant relationship” between the promotion of teachers, and teachers’ job performance was rejected.

Table 4.8: Pearson Product Moment Correlation between Promotion and Teachers’ Job Performance

<table>
<thead>
<tr>
<th>N</th>
<th>∑X</th>
<th>X</th>
<th>SDX</th>
<th>∑X²</th>
<th>∑Y</th>
<th>Y</th>
<th>SDY</th>
<th>∑Y²</th>
<th>r</th>
<th>T</th>
<th>CT</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>380</td>
<td>3585</td>
<td>12.71</td>
<td>2.69</td>
<td>47642</td>
<td>2704</td>
<td>9.58</td>
<td>3.22</td>
<td>28852</td>
<td>.14</td>
<td>2.066</td>
<td>1.960</td>
<td>0.05</td>
</tr>
</tbody>
</table>

DISCUSSION ON THE FINDINGS

The findings reveal that there is a very high and positive correlation between Remuneration and job performance. This finding agrees with Houle’s result (1990) which argues that the more the needs of employees are addressed by employers, the more involve on committee workers will be at work. This is not surprising since many Nigerian employees are still battling with payment of salaries, increments and allowance. In the past two decades, the annual wage of a secondary school teacher was less than the average earning of an average Nigerian farmer. Until very recently, this was the case of the Nigerian teacher. With the recent improvement of the National Minimum wage, the story has changed slightly, but, the fulfillment of regular payment of teachers salaries sometimes is still a major factor that determines the job performance of the average Nigerian teacher.

According to Ausubel (2002), employees who experience stressful working condition are more likely to be performed less in their jobs; hence, they are not likely to be productive. A good working condition motivates employees to give their best. But, wherever motivation is lacking, the result is a reduced level of job performance. This agrees with Ausubel’s position that teachers who experience harsh working condition are less likely to be involved in their job. This negative correlation seems to suggest that the teachers in the study do not feel motivated with their job, due to apparent poor condition of service.

Ginzberg (2001) defines tension as a psychological state brought about by certain stressors. Employees act to resolve any conflict when they are under tension (Freud, 1956). This natural reaction to resolve conflicts brought about by stressors result in stress (Watson, 1998). Unarguably, teachers are exposed daily to situations that are potentially stressful. Such stress may result from their interaction with fellow teachers, students, and school administration.

Stressors can affect teachers in ways that will encourage truancy, absenteeism, drunkenness and aggressiveness thereby, resulting in reduced level of job performance. Williamson (2001) found that when an employee is under severe tension, he is likely to be less committed or involved in a task. The findings correspond with Williamson’s conclusion. This study shows that any teacher who is exposed to a high level of stress is also likely to become less competent in addition to not being very involved at work.

Teachers who are exposed to stress are likely to be exposed to life-threatening diseases such as high blood pressure and or stroke which could result over a long time. On emotions, Blackburn (1998), argues that emotional expressions are less likely to affect involvement of teachers, since, according to him, emotional expressions are usually, no real issues. He argues further that teachers’ job
performance is less affected by emotional issues resulting from inter-personal relationships. The findings of this study correspond with Blackburn’s argument since the finding showed that, teachers’ emotion did not affect teachers’ job performance in any significant way.

CONCLUSION
The motivational factors as correlates of teachers’ job performance in Port 1-larcourt cannot be over-emphasized. However, from the findings of the study, the following conclusions were drawn. If the needs of teachers are met, then, teachers will be more committed and involved in their work as teachers who have high needs achievement have shown from the study to be more involved in their job. It was also concluded that, if the internal drive of teachers is high, teachers will be more involved in their job as the study has shown that the higher the internal drive, the likely teachers will be involved in their job and that the lower the internal drive, the less likely teachers’ job performance will be. From the findings of this study, a conclusion is drawn that teachers who are stressed or sad by their job, are less likely to be involved and productive in their job as the study has shown that teachers’ emotion or state of mind has a negative correlation with teachers’ job performance. Conclusively, emotional expression has no significant effect on teachers’ job performance. As the study has established that there is no significant correlation between emotional expression of teachers and teachers’ job performance.

RECOMMENDATIONS
Based on the findings of the study and the conclusions drawn, the following recommendations are made:
1. That government and other secondary school owners should regularly motivate their teachers through bonuses, allowance and increase in their salary, if they want teachers to improve in their performance.
2. An atmosphere of friendship should be promoted intentionally to create a good working environment in the school system.
3. That the secondary school principals should always involve their teachers in their decision-making to ensure harmonious work relationship.
4. That government should regularly promote hard working teachers, this would not only help to improve their performance but it would ginger others to work very hard.
5. That there should be in house training and outdoor training to advance the teachers’ career such as seminars, and conferences.
6. A reward system should be established by the government for teachers whose students without any examination malpractices performed creditably in external examination.
7. That Teachers’ Salary Scale (TSS) should immediately be implemented by the government and other secondary school owners; this would give the teachers the satisfaction they require to perform their duties effectively.
8. That policy changes must first be discussed between the teachers and the government before implementation.

REFERENCES


