Influence of Motivation on Teachers’ Job Performance in Secondary Schools, Rivers State, Nigeria

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ABSTRACT
This study investigated influence of motivation on teachers’ job performance in secondary schools, Rivers State, Nigeria. The study adopted a descriptive survey research design. The population of the study consists of 1,213 (male) and 1,208 (female) teachers giving the total population as 2,421 selected from 56 public senior secondary schools in Emohua, Obio/Akpor and Port Harcourt local government areas of Rivers State. The sample size of this study comprises 757. Simple random sampling technique was used. The instrument was titled, “Motivation and Teachers’ Job Performance Questionnaire (MTJPQ)”. Thus, 757 copies of questionnaire were administered and retrieved 585 copies for the analysis of the research questions and test of hypotheses. Mean scores were used to analyze the research questions while Z test was used for the hypotheses. Findings indicated that motivation influences teachers’ job performance in respect of building positive attitudes and beliefs towards teaching and learning. Based on the findings, it is therefore concluded that job success of teachers highly depended on the quality, competency and skillfulness generated through motivation. It was recommended that in-service training should be intermittently organized for the teachers to enhance their capacity in teaching and learning. More so, promotion should be given when due for advancement and endowment of creative responsibilities.

Keywords: job performance, teachers, in-service training, motivation, competency

INTRODUCTION
Teachers’ motivation plays an important role in the promotion of teaching and learning excellence. Generally, motivated teachers are more likely to inspire students to learn in the classroom set up. On this note, Dai and Sternberg (2004) contended that high levels of job dissatisfaction, stress and burnout emanated for low level of incentive and inducement. Consequently, a motivated and qualified workforce is crucial to increase productivity and quality of organizational services in order to achieve organizational objectives. The challenges and dilemmas for many principals are how to create specific nature of motivation strategies that are significant for the acquisition of the required knowledge, skills, and abilities (Milapo, 2001). In this case, teachers’ needs have to be identified to activate their potentialities. In other words, when workers lack motivation they tend to resort to anti-work behavior such as: absenteeism, negligence of duty, late-comings, failure to meet deadlines, display of open frustration and other negative work behavior.

Motivation and performance are very important factors in terms of organization success and achievement. It plays an imperative role in the organization because it increases productivity of teachers and the goals can be achieved in an efficient way. This implies that the behavior of teachers can be modified through incentive in any organization (Robbins, Judge & Sanghi, 2009).

Statement of the Problem
The purpose of every organization is to achieve set goals and objectives. The achievements of goals depend to a large extent on the quality of workers employed in such organization. Every employer/manager is supposed to guarantee that each specialist release their obligations perceptibly. To get the best out of workers, it is not out of place to motivate them by consistent payment of their
salaries, wages, allowances and other incentives likely to trigger their dedication, willingness and boost their morale to work.

However, it has been observed that many workers especially secondary school teachers regret choosing teaching career due to poor promotion schemes, part payment or non-payment of teachers’ salaries and other incentives that accrue to them. In some cases, there had been no on-the-job training, recognition, salary/fringe benefits and working conditions, unwillingness to work and absenteeism hence providing avenue for negative attitude as a result of inadequate motivation. The researcher therefore examines influence of motivation on teachers’ job performance in secondary schools, Rivers State, Nigeria.

Purpose of the Study
The purpose of the study was to investigate the influence of motivation on teachers’ job performance in secondary schools, Rivers State, Nigeria. The specific objectives of this study were to:

1. Identify how training influence teachers’ Job performance.
2. Determine the extent in which salary/fringe benefits contribute to teachers’ Job performance.

Research Questions
1. To what extent does training influence teachers’ Job performance?
2. To what extent do salary/fringe benefit contribute to teachers’ Job performance?

Hypotheses
1. There is no significant difference in the opinion of male and female teachers on how training influences Job performance.
2. There is no significant difference between the opinion of male and female teachers on how salary/fringe benefit influence Job performance.

Review of Literature
Theoretical Framework
Maslow’s hierarchy of human needs is one of the motivational theories associated with Abraham Maslow (1943) as cited by Peretomode (1991). The theory focuses on factors within individuals that starts, energizes, directs, maintains and stops behaviour. It motivates or discourages human behaviour in the sense that its positive influence causes satisfaction while its negative influence causes dissatisfaction. It is on this note that motivation is conceived as a complex socially learned pattern of behaviour involving situations, needs, desires, mechanisms and results (Ndu, Ocho and Okeke (1997). According to Peretomode (1991) motivation is the process of influencing or stimulating an individual to take actions that will help to accomplish desired goals. However, teachers’ motivation is a way of empowering in the occupation. It absolutely reflected on perceptions, variables, methods, strategies and activities used by the management for the purpose of providing functional climate deemed satisfactory for the teachers.

In education, teachers have to be motivated in order to boost their productivity, effectiveness, efficiency and dedication in performing their tasks, undoubtedly, enhance quality assurance, quality education and quality instructional delivery. This will also enhance the achievement of educational objectives (Obi, 1997). Peretomode (1991) opined that teachers’ motivation relates to a purposive and goal-directed behaviour, performance and attitudes towards work. It includes considering such factors as the physiological, psychological and environmental differences of individual employees. It is contended that if this need are met in the educational institutions by granting teachers’ needs like fringe benefits, promotion, retirement or pension schemes, insurance benefits, welfare benefits, free medical and health services, job security and safe working conditions the extent of teachers’ performance will definitely be intensified.

Conceptual Framework
Teachers’ Motivation and Job Performance
Job Performance of teachers is highly inevitable in any organisation. It is determined by the extent of motivation. In other words, motivation and performance are fundamental variables that notwithstanding affect or determine success of an organization. Thus, a principal who understands what specific strategy to apply gets the best of the teachers.
Bennell (2004) noted that low teachers’ motivation is a colossal problem which is seriously compounded by political interference. Analoui (2000) asserts that it deteriorates standards of professional conduct and unproductivity. Teachers’ absenteeism is unacceptably high and rising hence leading to low performance. In other words, teachers devote less and less time to extra-curricular activities, teaching preparation and marking of scripts.

Ryan and Deci (2000) indicated that individual teachers’ characteristics equate with performance can also adversely impact on motivation levels. These scholars further noted that the interest in teaching has extremely reduced due to high attrition of teachers. Common experiences indicated that most of the teachers only accepted to teach based on lack of jobs in their related area of specialisation. As a matter of fact, the capacity of performance and maintaining of credibility completely reduced.

Another study by Bennell (2004) noted that incentives for schools and teachers in the public education system frequently weak due to ineffective incentives and sanctions. This was particularly the case when teachers cannot be effectively disciplined for unacceptable behaviour (absenteeism, lateness, poor teaching, and abusive behaviour towards pupils) by school managements because of less incentive that can exaggerate active performance.

**Training and Teachers’ Performance**

Training is a component of staff development used for the purpose of improving the performance of an individual staff with assigned job responsibilities. In another development, it is used to develop a sense of purpose, broaden perception of the staff and increase the capacity to gain knowledge and mastery of techniques. This is often done through induction/orientation, on the job training, refresher courses, career development and other activities in which a serving staff may participate for the purpose of extending his/her professional knowledge and skills (Edo, 2008).

Training developed capacity of the lecturers through designing effective educational research, developing relevant school curriculum, instructional management and evaluating of school climate. This implies that academic staff must possess thorough understanding of the learning process as well as the ability to communicate adequately in their respective area of specializations. In this respect, human skills and development must be seen as a factor that promotes an organizational set up. The advantage is that the application of acquired skills will go a long way to ensure increase in academic advancement.

Edo, Otti, Okpara and Julius (2018) stressed that development in the schools have to be geared towards acquiring or sharpening the capabilities of teachers to perform various obligations, tasks, and functions associated with or related to their present or future expected roles. This implies increase in knowledge, skills and the development of positive attitude to work for enhancement of productivity and quality services. Mehmood (2008) identifies seminars, workshops, refresher courses, conferences and correspondence courses as in-service training strategies to sustain human capital quality in the university system. This ingredient facilitates changes and improves the quality of teaching and learning in educational institutions.

In support of the above Edo, et al (2018) proposed that the process always targets development of capacity to play their roles and fit in assigned responsibilities optimally for the attainment of quality service delivery. The programme foci may also include: understanding classroom management, lesson organization, recording and reporting students’ work achievement, teaching skills, changing mode of teacher’s behaviour and attitude to work, teacher’s administration, material resource management and student management.

**Salary/fringe benefit and teachers’ job performance**

All organizations want to be successful, especially in an environment which is highly competitive. Therefore, organisation irrespective of size and market strive to retain the best employees having acknowledged their significant role and influence on organizational effectiveness. In order to overcome these challenges, organisation creates a strong and positive relationship with its employees and directs them towards task fulfilment. Also, strategies are developed to compete in highly competitive markets and to increase performance. Nevertheless, just a few organizations consider human capital as being their main asset, capable of leading them to success or if not managed properly, jeopardise their business objectives.
Teachers have many needs that continuously competing one with another. Each person has a different mixture and strength of needs. For example, some individuals are driven by achievement while others focus on security. If the principals are able to understand, predict and control their behaviour in this instance, there will be high level of performance. Asking a teacher how he feels about a particular situation does not provide an accurate evaluation of his needs but the necessity to understand and fulfill their demands will boost their efforts and capability. It is on this note that salary and fringe benefits, working environment/conditions, leadership, the work tasks and socializing become paramount.

Looking at Herzberg’s hygiene factors point of view, salary/ fringe benefits, working environment and recognition significantly affect the job performance level of sales force. It is discovered also that the relationship between salary and job performance has proven that the employees attached more importance to money if they receive a pay increase that satisfied with their needs and expectations (Peretomode (1991).

Ovidiu-Iliuta (2013) examined low and high paid workers’ job performance in the European Union (EU). The result shows that when low paid employees were compared to high paid employees, low paid employees showed a low level of job performance. The result also indicated that the gap between low paid employees and high paid employees’ job performance expanded hence affecting the extent of performance by low earners.

**METHODOLOGY**

The research design adopted in this study is a descriptive survey. The population of the study consists of 1,213 (male) and 1,208 (female) teachers giving the total population as 2,421 selected from 56 public senior secondary schools. The sample size of this study comprises. Simple random sampling technique was used. The instrument was titled; Motivation and Teachers’ Job Performance Questionnaire (MTJPQ). Nineteen (19) items structured was designed. A Likert type scale was used and the respondents were asked to select one of the four (4) options: very high extent (VHE), high extent (HE), low extent (LE) and very low extent (VLE). Thus, 757 copies of questionnaire were administered and retrieved 585(77%). The data collected from the administration of the instrument on the respondents was analysed using Statistical Package for the Social Sciences (SPSS). Mean scores were used to analyse the research questions. A decision was taken based on 2.5 and above mean score. Hypotheses were analysed using z-test.

**RESULTS**

*Research question 1: To what extent does training influence teachers’ job performance?*

Table 4.1: weighted responses on training and teachers’ job performance

<table>
<thead>
<tr>
<th>Items</th>
<th>Male teachers (N=372)</th>
<th>Female Teachers (N=213)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>X</td>
<td>STD</td>
</tr>
<tr>
<td>1 Increase teachers’ knowledge in various fields of study</td>
<td>2.19</td>
<td>0.87</td>
</tr>
<tr>
<td>2 Build positive attitudes and beliefs towards teaching and learning</td>
<td>2.76</td>
<td>0.81</td>
</tr>
<tr>
<td>3 Enhance adequate teaching practices</td>
<td>3.46</td>
<td>0.89</td>
</tr>
<tr>
<td>4 Completion of teaching-work-load before the end the semester or session.</td>
<td>2.42</td>
<td>0.57</td>
</tr>
<tr>
<td>5 Teachers’ ability to work independently and creatively is made passive.</td>
<td>3.88</td>
<td>0.71</td>
</tr>
<tr>
<td>Total</td>
<td>2.94</td>
<td>0.77</td>
</tr>
</tbody>
</table>

The data presented in table 4.1 showed the responses of male teachers with a mean score of 2.19, 2.76, 3.46, 2.42 and 3.88, while female teachers responses revealed the mean score of 2.97, 3.55, 2.89, 3.08 and 3.56 respectively. The table also revealed average grand mean of 3.06 and standard deviation...
of 0.77 which indicated that the respondents accepted that training influence teachers’ academic performance.

**Research question 2:** To what extent do salary/fringe benefit contribute to teachers’ job performance?

**Table 4.2: weighted responses on salary/fringe benefits and teachers’ job performance**

<table>
<thead>
<tr>
<th>s/no</th>
<th>Items</th>
<th>Male teachers (N=372)</th>
<th>Female Teachers(N=213)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>X STD REMARKS</td>
<td>X STD REMARKS</td>
</tr>
<tr>
<td>1</td>
<td>Sustain satisfaction of the employees</td>
<td>3.31 0.74 HE</td>
<td>3.56 0.82 HE</td>
</tr>
<tr>
<td>2</td>
<td>Never develop strategies for maintaining adequate job performance</td>
<td>2.91 0.88 LE</td>
<td>3.51 0.67 HE</td>
</tr>
<tr>
<td>3</td>
<td>Enhance high level of motive driven for achievement</td>
<td>2.67 0.56 LE</td>
<td>2.59 0.86 LE</td>
</tr>
<tr>
<td>4</td>
<td>Determine conducive working environment.</td>
<td>2.76 0.78 LE</td>
<td>3.67 0.69 HE</td>
</tr>
<tr>
<td>5</td>
<td>Determine supervisor-subordinate relationship.</td>
<td>3.71 0.88 HE</td>
<td>3.61 0.71 HE</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>3.06 0.77</td>
<td>3.39 0.75</td>
</tr>
</tbody>
</table>

The data presented in table 4.2 showed the responses of male teachers with a mean score of 3.31, 2.91, 2.67, 2.76 and 3.71 while female teachers responses revealed the mean score of 3.56, 3.51, 2.59, 3.67 and 3.61 respectively. The table also revealed average grand mean of 3.23 and standard deviation of 0.76 which indicated that the respondents accepted that do salary/fringe benefit contribute to teachers’ job performance.

**Ho1:** There is no significant difference in the opinions of male and female teachers on how in-service training influence teachers’ job performance.

**Table 4.3: test of hypothesis using Z-test on in-service training and teachers’ job performance**

<table>
<thead>
<tr>
<th>Respondents</th>
<th>N</th>
<th>X</th>
<th>Std</th>
<th>DF</th>
<th>z-cal</th>
<th>z-crit</th>
<th>Level of sig</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male teachers</td>
<td>372</td>
<td>2.94</td>
<td>0.77</td>
<td>583</td>
<td>0.81</td>
<td>1.96</td>
<td>0.05</td>
<td>Accepted</td>
</tr>
<tr>
<td>Female Teachers</td>
<td>213</td>
<td>3.17</td>
<td>0.77</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The result of table 4.3 indicated that the calculated z-calculated (0.81) was less than the z-critical (1.96) at the degree of freedom (583) and 0.05 significant levels. Hence, the null hypothesis of no significant difference in the opinions of male and female teachers on how in-service training influence teachers’ academic performance was accepted.

**Ho2:** There is no significant difference in the opinions of male and female teachers on how salary/fringe benefit influence teachers’ job performance.

**Table 4.5: test of hypothesis using Z-test on salary/fringe benefits and teachers’ job performance**

<table>
<thead>
<tr>
<th>Respondents</th>
<th>N</th>
<th>X</th>
<th>Std</th>
<th>DF</th>
<th>z-cal</th>
<th>z-crit</th>
<th>Level of sig</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male teachers</td>
<td>372</td>
<td>3.06</td>
<td>0.77</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female Teachers</td>
<td>213</td>
<td>3.39</td>
<td>0.75</td>
<td>583</td>
<td>0.74</td>
<td>1.96</td>
<td>0.05</td>
<td>Accepted</td>
</tr>
</tbody>
</table>

The result of table 4.4 indicated that the calculated z-calculated (0.74) was less than the z-critical (1.96) at the degree of freedom (583) and 0.05 significant levels. Hence, the null hypothesis of no significant difference in the opinions of male and female teachers on how salary/fringe benefit influence teachers’ job performance was accepted.

**DISCUSSION OF FINDINGS**

The result of research question one indicated that training influences teachers’ job performance in respect of: increasing teachers’ knowledge in various fields of study, building positive attitudes and beliefs towards teaching and learning. This view agreed with the perception of Edo (2008) who consented that training is an instrument used for improving the performance of an individual staff
with assigned job responsibilities. In another development, it is used to develop a sense of purpose, broaden perception of the staff and increase the capacity to gain knowledge and mastery of techniques. This is often done through induction/orientation, on the job training, refresher courses, career development and other activities in which a serving staff may participate for the purpose of extending his/her professional knowledge and skills.

In support of the above Edo, et al (2018) proposed that the process always targets development of capacity to play their roles and fit in assigned responsibilities optimally for the attainment of quality service delivery. The programme foci may also include: understanding classroom management, lesson organization, recording and reporting students’ work achievement, teaching skills, changing mode of teacher’s behaviour and attitude to work, teacher’s administration, material resource management and student management.

The need for teachers to improve their knowledge, skills, attitudes and behaviours while on the job is even more critical now in developing nations than ever before for a number of reasons. For instance, academic programmes in our secondary education rarely adequately prepare candidates as products for their future positions and their accompanying responsibilities (Peretomode et al., 2001). There is also the issue of knowledge explosion. Secondary schools are also in constant flux of teachers to be trained and retrained on regular basis as globalization and competition for talents is becoming worldwide (Fanny, 2001). This implies that teachers need to keep abreast of the time and the trends of knowledge development in their discipline so as not to become obsolete and made redundant. The ultimate goal of development is the enhancement of individual’s job satisfaction and the optimization of skills, talent and task accomplishment.

The result of research question two indicated that salary/ fringe benefit contribute to teachers’ job performance by way of sustaining satisfaction of the employees, enhancing high level of motive driven for achievement, determining conducive working environment and supervisor-subordinate relationship. These findings collaborated with the opinion of Ovidiu-Iliuta (2013) who confirmed that all organizations want to be successful, even in current environment which is highly competitive. Therefore, organization irrespective of size and market strive to retain the best employees, acknowledging their important roles and influence on organizational effectiveness. In order to overcome these challenges, organization creates a strong and positive relationship with its employees and directs them towards task fulfillment. In order words, to achieve their goals and objectives, organizations develop strategies to compete in a highly competitive market to increase their performance. Nevertheless, just a few organizations consider the human capital as being their main asset, capable of leading them to success if managed properly. This implies that if the employees are not satisfied with their jobs and not motivated to fulfil their tasks and achieve their goals, the organization cannot attain success.

CONCLUSION

Based on the findings, it is therefore concluded that job success of teachers are highly depended on the quality, competency and skillfulness generated through motivation. Hence, various measures inform of training, recognition, salary/fringe benefits as well as good working conditions be adequately utilized to sustain and increase level of productivity.

RECOMMENDATIONS

- Training should be intermittently organized for the teachers to enhance their capacity in teaching and learning.
- Recognitions and awards should be given when due for proper advancement and endowment of creative responsibilities.
- Teachers salary should be paid when due instead of delaying it over a period of time.
- All relevant working condition of services should be provided to enhance job satisfaction.

REFERENCES


