

MOTIVATION AND TEACHERS' JOB PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN LOKOJA

Dr. Daniel Iheanyichukwu Kanu-Nwosu¹, Dr. Rosemary Ijeoma Nwofor² & Nwankwo Ahamefule Alexander³

¹Department of Arts and Social Science Education, Faculty of Education, Federal University Lokoja, Kogi State.

Email: Nwosuiheanyi2@gmail.com

²National Open University of Nigeria, Awgu Community Study Centre, Enugu State.

Email: rijeomanwofor@gmail.com

³Department of Arts and Social Science Education, Faculty of Education, Federal University Lokoja, Kogi State. Email: uvwxyzrabbai@yahoo.com

Abstract

The study investigated Motivation and Teachers' Job Performance in Public Secondary Schools in Lokoja. Two research questions were raised and two null hypotheses were formulated for the study. The design of the study was ex-post facto survey. The population comprised 1197 SSII students and 516 teachers in the sampled public secondary schools in Lokoja. Stratified sampling technique was used to select the sample size of 514 teachers and students. A researcher-developed instrument, "Motivation and Teachers' Job performance Questionnaire" (MTJPQ) validated by experts, was used to gather the data. The reliability coefficient of the instrument was determined using the Cronbach Alpha. The reliability index of 0.86 was obtained. The mean and standard deviation were used to answer the research questions while the independent t-test was used to test the hypotheses at .05 alpha levels. The findings of the study revealed that there is a significant difference in teachers' job performance based on promotion and remuneration. The study therefore concluded that teachers can be motivated by promotion and payment of salary, that principals and school management should be trained on how to motivate teachers. It was recommended that government should increase teachers' salary to meet up with their basic needs and promote them whenever they have additional qualification.

Introduction

The secondary school is the stage of education following primary education. In the American system, secondary education is intermediate between elementary school and college, usually offering general technical, vocational or college-preparatory course; it is the school for young people, usually between the ages of eleven and eighteen (Webster, 2009). Secondary education is the form of education that children receive after primary education and before the tertiary stage (FRN, 2004). In Nigeria, secondary education is controlled under two managements – public and the privately managed secondary schools. As the name implies, public schools are managed and funded by government, while private secondary schools are managed and funded by private individuals and organisations.

Motivation is an articulation of the forces which drive an individual to pursue a particular course of action. It is an internal state of affairs that imitates, directs and sustains the behaviour of an individual overtime, more over motivation can be classified as intrinsic and extrinsic motivation (Turner, 2017) Intrinsic motivation aims at achieving internal goals and gratification from the action itself. Extrinsic motivation has an external goal such as achieving a reward like pay and prestige. Motivation and performance are very important factors in terms of school success and students' achievements. On the part of public secondary schools teachers' extrinsic motivation may include significant good salaries, promotion at a right time,

good accommodation and better compensations (Cherry, 2016). Teacher motivation has to do with teacher's attitude to work desire to participate in pedagogical process with school/college environment as well as teacher's interest in student's discipline and control in classroom. Therefore, the researcher sees motivation as internal and external factors which spur teachers to put more effort in their job such as promotion, remuneration and professional development.

The teacher's promotion could be termed as goal-directed behaviour. According to Luthans (2015) promotions are employed in motivating teachers for better job satisfaction when the addition grade level is fully implemented. These are good motivation for work. Regular promotion ensures job security, and establishing cordial relationship among teachers. Promotion is a Shifting of employee for a job of higher significance and higher compensation (Lazear, 2007). The movement of an employee upward in the hierarchy of the organization typically leads to enhancement of responsibility and rank. 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 promotion in school and classroom job satisfaction (McCausland & Theodossiou, 2005). Teachers who have been promoted feel more satisfy with opportunities regarding promotion and have more expectations for future promotion (Edward, 2010). The researcher sees promotion as a process of motivating teachers by upgrading them from a lower cadre to senior cadre.

Remuneration is defined as fiscal welfares such as salary, wages, bonuses, incentives allowances, and benefits that employees (teachers) get due to the services and commitment rendered to educational organization. Remuneration in this study was operationalized in form of salary, incentives, and benefits. According to (Calvin & Review in Nwosu-Kanu 2018), salary is a secure monthly reimbursement for formal employees frequently paid from time to time, with no strings attached. Incentives are additional to the salary that is directly geared to the performance of teachers, for example, marking allowance, overtime allowance, and food allowance (Calvin & Review in Nwosu-Kanu, 2018). Whereas exam marking allowance is money given to teachers for marking exams, food allowance is money or food in kind given by the school to the teachers for the food expenses. Teacher performance is defined as the ability of the teacher to impart the relevant skills and knowledge using appropriate methods and consistently over some time to enhance students learning and achievements (Slavich & Zimbardo, 2022). Hence, remuneration is all the monetary packages given to teachers based on services rendered.

Teacher performance is defined as the ability of the teacher to impart the relevant skills and knowledge using appropriate methods and consistently over some time to enhance students learning and achievements (Slavich & Zimbardo, 2022). Teacher job performance is a key determinant of excellence in education as it leads to attaining the set goals and objectives (Altinyelken, 2010). This can be judged on the rate of teachers' commitment to effective teaching, management skills, planning skills, and students' assessment. Mustafa and Othman (2010) examined the perceptions of high school teachers about the effects of motivation on their performance at work. They found that there is a positive relation between motivation and the working performance of teachers, i.e., the greater the level of motivation the higher will be the teacher's job performance or if provide a high level of motivation to a teachers then their job performance will be increase. Therefore, the researcher sees motivation as internal and external factors which spur teachers to put more effort in their job such as promotion and remuneration,

A study was conducted in Lindi Municipal by Adolph (2021) on how impact of salary, promotion and working conditions on teachers' job performance. The findings revealed that

provision of the variables have a positive impact on teacher performance. The study was conducted in Lindi Municipal in Tanzania three years ago. No record of such a study is accessible to the researcher about the North Central Nigeria.

Statement of the Problem

Teacher motivation plays an important role in the performance of teachers and students and it also creates a conducive learning environment. There has been a general concern and complain from stakeholders; parents and students, about teachers' poor job performance, which ranges from some teachers reporting to work late and leaving early, some teachers operating businesses like shops, and groceries which occupy most of their teaching time and hence they have very little time with the learners. Some teachers operate motorbike businesses, and some concentrate on farming to earn an extra income to cater for their daily needs. These are real problems that affect teachers' job performance in Lokoja and hence this has contributed to low teacher motivation. If this situation is not remedied, then there is looming danger of poor performance in academics and learning at large as manifested in students' poor performance in some of the students SSCE results. Hence, the researcher investigated Motivation of teachers through promotion, remuneration and professional development as they relate to teachers' job performance in Lokoja, Kogi State public secondary schools.

Purpose of the Study

The purpose of this study was to investigate into motivation and teachers' job performance in public secondary schools in Lokoja. Specifically, the study is set to determine the difference in:

1. Teachers' job performance in Lokoja based on promotions.
2. Teachers' job performance in Lokoja based on remuneration.

Research Questions

1. What is the difference in teachers' job performance in public secondary schools in Lokoja based on promotion?
2. What is the difference in teachers' job performance in public secondary schools in Lokoja based on remuneration?

Hypotheses

The following null hypotheses were formulated for the study,

H₀₁: There is no significant difference in teachers' job performance in public secondary schools in Lokoja based on promotion.

H₀₂: There is no significant difference in teachers' job performance in public secondary schools in Lokoja based on remuneration.

Research Method

Design of the study

The design of the study was an ex-post facto survey design. The ex-post facto design is considered appropriate because the phenomena (motivation and teachers' job performance), had already occurred and it is not possible to manipulate the characteristics of these variables to arrive at the answer. The design is suitable because it is non-experimental and involves the study of facts that cannot be manipulated. The survey method of the ex-post-facto design was used because the researcher intends to establish differences between the independent variable units with the dependent variables.

Area of the Study

The research area for this study is Lokoja in Kogi State. Lokoja is also a Local Government Area and capital of Kogi State with an area of 3,180 km² and a population of 195,261 at the 2006 census. It is bounded by the Niger in the north and east upstream from the capital until the border with Kwara State and includes the city of Lokoja. The postal code of the area is 260. Lokoja lies about 7.8023° North of the equator and 6.7333° E east of the Meridian. It is about 165 km Southwest of Abuja as the crow flies, and 390 km Northeast of Lagos by same measure. Residential districts are of varying density, and the city has various suburbs such as Felele, Adankolo, Otokiti and Ganaja. The town is situated in the tropical Wet and Dry savanna climate zone of Nigeria, and temperatures remain hot year-round. The local government has seventeen (17) public secondary schools and higher institutions such as Kogi State Polytechnics, Federal University Lokoja etc.

Population of the Study

The population of the study consisted of all of the teachers (516) who were drawn from the seventeen public secondary schools in Lokoja. The population of students as raters of their teachers were 1197 SSII Students from the 17 public secondary schools. The researcher decided to make use of SSII students because they were matured and have a better understanding of their teachers. (Research field survey report, 2023).

Sample and Sampling Technique

The sample for the study was 514 teachers and students, drawn from 1197 SSII students and 516 teachers. This figure represents 30% of the target population. A stratified Random Sampling Technique was employed for the selection.

Table 1: Population and Sample Distribution of Respondents

Class	Gender	Stud, & teacher population	Teach & Stud Sample 30%
SSII	Male	864	259
	Female	849	255
Total:		1713	514

Source: Researchers Field Survey report, 2023.

Instrumentation

A researcher developed instrument titled Motivation and Teachers' Job Performance Questionnaire (MTJPQ). MTJPQ addressed four variables. A total of 20 items statements formed the MTJPQ. The instrument was divided into 3 sections; A, B, C. Section A focused on information on respondents' biographic data such as gender, age, qualification. Section B comprised 20 items designed to find out how motivation is related to teachers' job performance of secondary school based on the variables such as promotion, remuneration, working condition and professional development. In this section, the respondents were required to tick the options that best suit their opinion using the four-point rating scale of strongly agree, agree, strongly disagree, and disagree. The responses were scored as follows SA-Strongly Agree points, A-Agree 3 points, SD-Strongly Disagree 2 points, and D-Disagree 1 point. However, section C consisted of questionnaire on teachers' job performance.

Validation of the Instrument

The instrument, ‘‘Motivation and teachers’ job performance Questionnaire (MTJPQ)’’face validated by one validate in the Departments Educational Management and Planning and by two experts in Measurement and Evaluation in the Department of Educational Foundation the reliability of the instrument MTJPQ. This was trail tested once using 30 students from schools in Ajaokuta L.G.A. that were not part of the main study. The data obtained were analysed using Cronbach alpha and it yielded an overall reliability coefficient of 0.86, which was considered high enough for use in the study.

Administration of the Instrument

The instruments were administered personally by the researcher to the participants with the aid of one trained research assistant from each school. At the end of the exercise, the instruments were retrieved and scored for analysis and interpretation in subsequent section of the study.

Method of Data Analysis

Mean and Standard Deviation Analysis were used to answer the research questions while the independent t-test analysis was used to test the null hypotheses at 0.05 significant level.

RESULTS

The results of the study are presented in the table below according to the research questions and hypotheses

Research question 1: what is the difference in teachers’ job performance based on promotion?

Table 2: mean and standard deviation analysis on teachers’ job performance based on promotion

Variables	Categories	n	Mean	S.D
Promoted teachers	Lowly perform teachers	120	65.22	21.32
	Highly perform teachers	110	73.92	11.20
Not promoted teachers	Lowly perform teachers	120	58.93	27.42
	Highly perform teachers	150	72.67	13.96

Total = 500

Entries in Table 2 reveal the lowly and highly mean scores of 65.22 and 73.92 for teachers’ job performance in classroom management based on promotion respectively and lowly and highly mean scores of 58.93 and 72.67 for teachers’ job performance in classroom management based on not promoted. The result means that teachers who are promoted achieve higher than those not promoted in classroom management in public secondary schools in Lokoja. This implies that teachers’ job performance is influenced by promotion.

Research Question Two: What is the difference in teachers' job performance based on remuneration?

Table 3: mean and standard deviation analysis on teachers' job performance based on remuneration

Variables	Categories	N	Mean	S.D
Teachers highly remunerated	Lowly perform	45	40.71	22.26
	Highly perform	225	25.99	17.52
Teachers lowly remunerated	Lowly perform	45	49.93	21.31
	Highly perform	185	27.80	20.06

Total = 500

Entries in Table 3 reveal the lowly and highly mean scores of 40.71 and 25.99 for teachers' job performance in lesson plan based on higher remuneration respectively and lowly and highly mean scores of 49.93 and 27.80 for teachers' job performance in lesson plan based on lesson plan.

The result means that teachers with low remuneration achieved higher than those that is highly remunerated in lesson plans in public secondary schools in Lokoja.

Null Hypothesis One

There is no significant difference in teachers' job performance based on promotion.

Table 5: independent t-test analysis of the difference in teachers' job performance based on promotion in public secondary school in Lokoja

Promotion		N	Mean	S.D	df	t _{cal}	t _{crit}
Promoted	L P	120	58.93	27.42	268	5.34	1.96
	H P	150	72.66	13.96			
Not promoted	L P	120	65.2	21.32	268	3.82	
	H P	110	73.92	11.20			

As shown on the Table 5 since the calculated t-value of 5.34 and 3.82 exceeded the critical value of 1.96 at the degree of freedom of 268 and 0.05 respectively for promoted and not promoted. The null hypothesis which states that there is no significant difference in teachers' job performance based on teachers' promotion was rejected whereas the alternate hypothesis which states that there is a significant difference teachers' job performance in based on promotion in public secondary school in Lokoja was accepted, this implies that teachers' job performance is significantly depends on their promotion.

Null Hypothesis Two

There is no significant difference in teachers' job performance based on teachers' remuneration.

Table 6 independent t-test analysis of the difference in teachers' job performance based on teachers' remuneration

Teachers' remuneration		N	Mean	S.D	df	t _{cal}	t _{crit}
Highly	L P	45	49.93	21.31	268	6.56	1.96
	H P	185	27.80	20.06			
Lowly	L P	45	40.71	22.26	268	4.90	
	H P	225	25.99	17.52			

As shown on Table 6, since the calculated t-value of 6.56 and 4.90 is greater than critical value of 1.96 at the degree of freedom of 268 and 0.05 respectively, for highly remunerated and lowly remunerated teachers. The null hypothesis that there is a significant difference in teachers' job performance based on teachers' remuneration was rejected whereas the alternate hypothesis which states that there is a significant difference in teachers' job performance based on teachers remuneration in public secondary schools in Lokoja was accepted, this implies that teachers' job performance is significantly depend on teachers remuneration.

Discussion

The result of the analysis presented in hypothesis 1 and 2 revealed that there is a significant difference in teachers' job performance in public secondary schools based on their promotion and remuneration. This means that, adequate remuneration and promotions of teachers enhances their job performances in classroom management, lesson delivering, maintenance of discipline in the class etc. The results of this hypothesis is in line with the findings of De Dreu and Beersma, (2005) identified employee motivation and organizational effectiveness, whose findings showed positive relationship between employee motivation and organizational performance. Vuley (2021) also, assesses the factors affecting teacher motivation and job performance/productivity at senior high schools in the Greater Accra region, Ghana. The study is quantitative in nature and survey approach was adopted to gather data from 676 respondents out of sample size of 700. Descriptive statistical test as well as Exploratory Factor Analysis (EFA) and Confirmation Factor Analysis were used to analyze the data obtained from the respondents. The study found that motivations of teachers are low due to the lack of such variables as medical allowance, accommodation allowance, pension scheme, career advancement, recognition and low level of salary compared to their colleagues with the same qualifications in other government's institutions and this is impacting negatively on their job performance. It was suggested by the teachers that major paradigm shift in Ghana education policies in connection to factors such as school governance, remuneration, safety and security, as well as measurement and evaluations needed to be revised for improved performance.,

Recommendation

Based on the findings the following recommendations were made:

The following recommendations were made:

1. The government should purposely adjust teacher's salary to the level of fulfilling their basic needs like housing costs, food costs, clothes, and fees for their family. This will boost their motivation and therefore increase high performance where students will be taught and pass their examinations for better national future labour force creation.
2. It is the duty of every employer to promote employee either after acquiring new qualification or based on experience, as for teachers guide in Lokoja teachers are supposed to be promoted after every three years interval. However, this has not been done for the last six years. Therefore, based on the findings, this study recommends that there should be good planning of promoting teachers accordingly. By doing so teachers will be motivated and therefore increase their performance.

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