

MOTIVATION AND TEACHERS' PERFORMANCE IN SELECTED PUBLIC SECONDARY SCHOOLS IN IKENNE LOCAL GOVERNMENT AREA OF OGUN STATE

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ABSTRACT: *This study investigated motivation and teachers' performance in selected secondary schools in Ikenne Local Government Area of Ogun State. The study adopted a descriptive survey research design of an ex-post facto type. Four research hypotheses were formulated and tested at 0.05 level of significance. Data were collected using a self-developed questionnaire tagged "Teachers' motivation and performance in secondary schools". The questionnaire was validated and the Cronbach's alpha was 0.81 while the reliability was confirmed at 0.78 using a split-half correlation coefficient. Research questionnaires were administered to two hundred (200) teachers that were randomly selected from four major (4) administrative zones in LGA but only one hundred and eighty-seven (187) were adequately filled and used in the analysis. Data were analysed using Pearson Product Moment Correlation Coefficient and Multiple Regression statistical methods. The findings of this study reveal a significant positive relationship between teachers' job performance and motivation in ensuring quality education in secondary schools ($r = .567$; $p > .05$). The study also indicated that reward system, professional training and development, work situational factors accounted for 10.4%, 29.1%, and 13.9% respectively of the variance in the motivation of teachers in public secondary schools. It was therefore concluded that the importance of motivation in the day-to-day performance of teachers cannot be overemphasized, especially when it comes to being rewarded for a job done and being happy on the job. It was recommended that for higher performance as well as for employees to have sense of belonging, Management must introduce Management By Objective (MBO) approach so that all staff will take part and be able to contribute meaningfully to the development of the organization.*

KEYWORDS: Teachers, Reward System, Training, Development, Work Situation, Performance

INTRODUCTION

An organization's success lies in a motivated workforce as highly motivated employees strive to produce at the highest possible level and exert greater effort than employees who are not motivated (Ikenyiri, & Ihua-Maduenyi, 2011; Oladele, 2005). Employee's motivation, organizational performance, and profits are interconnected and cannot be separated (Daft & Marcic, 2007). The most talented and innovative employees are not solely motivated by financial rewards such as money, but seek satisfaction from their work.

Teacher motivation plays an important role in the promotion of teaching and learning excellence. Generally, motivated teachers are more likely to motivate students to learn in the classroom, to ensure the implementation of educational reforms and feelings of satisfaction and fulfillment. While teacher motivation is fundamental to the teaching and learning process, several teachers are not highly motivated. This observation should be taken seriously and an

investigation into the factors influencing teacher motivation is therefore necessary to achieve the educational goals in every learning institution.

Compared with other professions, teachers across various countries, school contexts, and subject fields exhibit higher levels of emotional symptoms. According to Dai and Sternberg (2004), high levels of job dissatisfaction, stress, and burnout can negatively influence motivation and job performance. According to Gorham and Millete, (1997) teachers who report low levels of motivation tend to perceive their students motivation levels as low.

Teachers are arguably the most important group of professionals for our nation's future. Michaelowa (2002) in her study on analysis of the key determinants of teacher motivation in the developing country context, found that large class size, double-shifting, rural location, high educational attainment and active parental involvement negatively correlated with teacher job satisfaction in these countries. She further found that the level of communication between teachers and school managers had no statistically significant impact on teacher job satisfaction.

Ikenyiri, and Ihua-Maduenyi (2011) believe that organizations should implement remuneration systems that encompass both financial and non-financial aspects as this would ensure the satisfaction of different employees' needs, thus, increasing levels of employee commitment and performance. Non-financial remuneration systems include factors such as recognition, promotion, increased responsibilities, and personal growth. These endeavours are aimed at motivating employees through satisfaction of their esteemed needs and accomplishing organizational goals as the success of the organization is linked to human capital.

However, teachers develop performance style characteristics to their ways of relating to the world, perceptually as well as cognitively. A person is, therefore, likely to act in a way that maximizes the use of his aptitudes. Similarly, teacher's positive attitude towards teaching and higher aspiration level determines his positive perception of the environments. An effective teacher development design should have an exhaustive measure of these factors so as to foster necessary skills and attitudes amongst prospective teachers. The exclusive weight age to knowledge alone should be dispensed with in favour of more activity oriented programs which have direct bearing on actual classroom situation (UNESCO, 2002).

There are many factors that influence the teachers' job performance such as aptitude, attitude, subject mastery, teaching methodology, personal characteristics, the classroom environment, general mental ability, personality, relations with students, preparation and planning, effectiveness in presenting subject matters, relations with other staff, self-improvement, relations with parents and community, poise, intellect, teaching techniques, interactions with students, teaching competence demonstrated, motivational skills, fairness in grading and teachers' attitude toward the students etc.

As the economy is recuperating from the recessionary period, schools in Nigeria are continually changing the reward system in order to survive and to be competitive. However, increasing motivation, productivity and engagement levels are key organizational aspects nowadays. The development of motivation strategies has an important role in motivating workforce to deliver high levels of performance, discretionary effort and contribution. Thus, this study therefore aimed at investigating motivation and teachers' performance in selected secondary schools in Ikenne Local Government Area of Ogun State.

Problem Statement

National development is a principal agenda stated in the national education system. This is due to the fact that good education system will result in progress of the nation. There are a lot of quality problems in the education world such as the qualities of graduates, teaching methods, teachers' counseling and training, professionalism and teachers' performances. Such qualities are related to the administration of educational leaders, limitation of budget, accessibility, media, school climate, school environment, and support from various responsible parties. All quality limitations of the education components lead to the lower quality of graduates.

School has an important role in creating knowledgeable, skillful students who have religious and social values. Therefore, school is a social agent that should be paid attention in teaching process implementation and the teacher's role cannot be ignored. Teacher is the one who determines the implementation of the teaching and learning process in the classroom. Teacher's seriousness in teaching depends on teacher's work motivation and professional competencies. Teachers will give their very best when they have a feeling or trust that their efforts will be rewarded by the management.

Motivation is very important because it explains why the employees do their work. The essential stimulus of work motivation is needs. Needs are the driving factors in developing work motivation while working in an organization. Thus, the objective of a person to work is similar with a teacher who is actually work to earn income and fulfill his/her needs, with hopes, desires and wishes that can be realized in his workplace. There are some factors influencing teacher's work performance in Nigerian contexts and the studies stated by Ayodele and Kehi (2010) put forward that work motivation is indeed influenced teacher's work performance. It was also supported by Tella (2010) on the aspects influencing teacher's performance.

However, high productivity and performance of most organizations could not be realized without employee's support and contribution. This is because employees are partly responsible for the achievement of organization's goals and strategy. This study therefore is to examine the relationship between motivation and teachers' performance in selected secondary schools in Ikenne Local Government Area of Ogun State.

Research Hypotheses

The present research seeks to test the following hypotheses:

1. There is no significant relationship between teachers' job performance and motivation.
2. Reward system will not significantly affect the motivation of teachers in public secondary schools.
3. Professional training and development will not significantly affect teacher motivation.
4. Work situational factors will not significantly affect teacher motivation in public secondary schools.

METHODOLOGY

Research Design: This study adopts the descriptive survey research design of ex-post facto type. This is because the manifestations of the variables in this study have already occurred or because they cannot be manipulated. Inferences about relations among variables are made, without direct intervention from associated variation of independent and dependent variables.

Population: The population for this study covered all the teachers in the public secondary schools in Ikenne local government of Ogun State, Nigeria.

Sample and Sampling Techniques: The sample was selected using multi-stage sampling technique. First, the Local Government Area was divided into four major (4) administrative zones namely Ikenne, Ilishan, Iperu and Ogere. Out of the four (4) administrative zones in the Local Government Area, two (2) were selected using the simple random sampling technique. Secondly, from each of the selected administrative zones, 4 public secondary schools were randomly selected to give a total of 8 participating public secondary schools in all. Third, from each of the 8 participating public secondary schools, 25 teachers were selected through the simple random sampling technique from both junior and senior secondary schools making a total of 50 respondents from each selected school making a total of 200 participants in all.

Instrumentation: Teachers' Motivation and Performance Questionnaire (TMPQ) was used for the study. The questionnaire consisted of 24 items on four point attitudinal rating scale. To test the reliability of the instrument, the researcher administered the instrument in two other schools in Sagamu LGA of Ogun State, which was not part of the study. This constitutes the pilot study group. A split-half correlation coefficient was used to determine the reliability of the instrument. A correlation coefficient of 0.78 alpha level was recorded for the scale.

Data Analysis: Primary data from the field was edited to eliminate errors made by respondents. Coding was done to translate question responses into specific categories. Statistical Package for Social Sciences (SPSS) was used to analyze the quantitative data. Descriptive statistics such as frequencies and percentages was used to describe the data. Inferential statistics of Pearson Product Moment Correlation Coefficient and multiple regression analysis significant of 5% error margin (0.05 alpha level) was used to test the earlier stated hypotheses.

RESULTS

Preliminary analyses were conducted on data using the descriptive statistics. It should be noted however that two hundred (200) questionnaires were administered but only one hundred and eighty-seven (187) were adequately filled and used in the analysis. Thus, 93.5% questionnaire retrieval success was attained.

The demographic characteristics of the respondents that participated in this study showed that out of the one hundred and eighty-seven (187) participants in the sample, 98 (52.4%) were females, while 89 (47.6%) were males. Forty-three (23%) were within the age bracket of 21 and 30 years, ninety-one (48.7%) were within the age bracket of 31 and 40 years, while the remaining fifty-three (28.3%) were 41 years and above.

Out of the one hundred and eighty-seven respondents that participated in the study 33.2% of them were single and 66.8% (125) were married. Their academic qualification shows that

19.3% were either with NCE or OND, 64.6% were with first degree or HND, 15% with masters while 1.1% were with Ph.D.

The result also showed that thirty-three (17.6%) participants have worked between a year and five years, seventy-nine (42.3%) worked between 6 and 10 years, fifty-six (29.9%) worked for 11 to 15 years, while 19 (10.2%) worked for 16 years and above. Out of this sampled population, 33 (17.6%) were in the grade level of 5 and 7, 76 (40.6%) in grade level 8 and 10, while 78 (41.7%) were in grade level 12 and above. Also, most of the participants were non-managerial staff (110; 58.8%), while the managerial staff were seventy-seven representing 41.2% of the sampled population.

Table 1: Pearson Product Moment Correlation Coefficients of the Relationship between Teachers' Job Performance and Motivation

Variables	Teachers' Job Performance	Teachers' Motivation
Job Performance Pearson correlation	1	.567
Sig. (2-tailed)		.103
N	187	187
Motivation Pearson correlation	.567	1
Sig. (2-tailed)	.103	
N	187	187

Correlation is significant at the 0.05 level (2-tailed).

The results in Table 1 revealed a significant positive relationship between teachers' job performance and motivation in ensuring quality education in secondary schools ($r = .567$; $p > .05$). The null hypothesis which stated that "There is no significant relationship between teachers' job performance and motivation in secondary schools" was rejected. This implies that teachers' job performance and motivation will significantly influence the quality of education in Secondary Schools.

Table 2: Model Summary of the Regression Analysis on the influence of reward system on the motivation of teachers in public secondary schools

Model	R	R ²	Adj. R ²	S.E.	Change Statistics				
					R ² Change	F Change	df 1	df 2	Sig. F Change
Predictor Variables	.335	.112	.104	.873	.104	14.465	1	186	.000

a. Predictions: (Constant), Reward System

b. Dependent Variable: Teachers motivation

The results in Table 4.3 indicated a significant influence of reward system on the motivation of teachers in public secondary schools ($R = .335$; $R^2 = .112$; $Adj. R^2 = .104$; $F_{(1, 186)} = 14.465$; $p < .05$). This showed that reward system accounted for 10.4% of the variance in the motivation

of teachers in public secondary schools. The null hypothesis which stated that reward system will not significantly affect the motivation of teachers in public secondary schools was rejected by this finding. This implies that reward system will significantly affect the motivation of teachers in public secondary schools.

Table 3: Model Summary of the Regression Analysis on the influence of professional training and development on teachers' motivation

Model	R	R ²	Adj. R ²	SE	Change Statistics				
					R ² Change	F Change	d f 1	d f 2	Sig. F Change
Predictor Variables	.545	.297	.291	.834	.291	48.459	1	186	.000

a. Predictions: (Constant), training and development

b. Dependent Variable: Motivation of teachers

The third hypothesis stated that professional training and development will not significantly affect teacher motivation. The results on Table 4.4 indicated that professional training and development is a significant predictor of teachers' motivation in secondary school ($R = .545$; $R^2 = .297$; $\text{Adj. } R^2 = .291$; $F_{(1, 186)} = 48.459$; $p < .05$). This showed that professional training and development accounted for 29.1% of the variance in the teachers' motivation. The null hypothesis which stated that professional training and development will not significantly affect teacher motivation was rejected by this finding while the alternate hypothesis was retained.

Table 4: Model Summary of the Regression Analysis on the influence of work situational factor on teachers

Model	R	R ²	Adj. R ²	S E	Change Statistics				
					R ² Change	F Change	d f 1	d f 2	Sig. F Change
Predictor Variables	.383	.146	.139	1.007	.139	19.541	1	186	.000

a. Predictions: (Constant), Work Situational factors

b. Dependent Variable: Motivation

The results in Table 4 indicated a significant influence of work situational factors on teachers' motivation in public secondary school ($R = .383$; $R^2 = .146$; $\text{Adj. } R^2 = .139$; $F_{(4, 456)} = 19.541$; $p < .05$). This showed that work situational factors accounted for 13.9% of the variance in the secondary school teachers' motivation. The null hypothesis which stated that work situational factors will not significantly affect teacher motivation in public secondary schools was rejected by this finding. This implies that there is a significant influence of the work situational factors on secondary school teachers' motivation.

DISCUSSION OF FINDINGS

The first research hypothesis stated “There is no significant relationship between teachers’ job performance and motivation.” The result of the analysis showed that there is a significant relationship between teachers’ job performance and motivation. This corroborates the findings of Deci and Gagne (2005) that reported a strong relationship between motivation and performance. Also, the result of study on using motivational strategy as panacea for employee retention and turnover in selected public and private sector organizations in the Eastern Cape Province by Samuel (2008) showed that employees in both the public and private sector organizations were motivated to a very large extent by a combination of intrinsic and extrinsic factors which in turn affect performance.

The second research hypothesis stated “Reward system will not significantly affect the motivation of teachers in public secondary schools.” The result of the analysis showed that reward system significantly influences the motivation of teachers in public secondary schools. The implication of this finding is that motivating employees and reward system are highly and significantly associated, which in turn will help with effective implementation of change school success. The finding of this hypothesis is in line with the finding of Deci (2010). He emphasized the importance of reward in influencing workers performance. He believed that workers do not like to feel that they are performing their task not necessary for money. This shows clearly the extent of value placed on intrinsic motivation. Based on the foregoing, it can be said that it is pertinent for employers of labour to know the kind of rewards that they can use to influence their employees to perform well on a job. In other word the relevance of motivational factors depends not only on its ability to meet the needs of the employees, but also that of the organization as well. In a study it was found that rewards are essential to change the dissatisfaction of employees into satisfaction. It was concluded that when employees are satisfied then they will do task with more interest and will do work hard which will leads to good performance (Mehmod, 2013). A study conducted by Edirisooriyaa, (2014) lends credence to this finding in which it was found that employee’ performance is directly influenced by rewards.

The third research hypothesis stated “professional training and development will not significantly affect teacher motivation.” The outcome of this finding revealed a significant influence of professional training and development will on teacher motivation. It could be deduced that when leaders are able to convey an inspiring vision for the future, encourage innovative approaches to meet goals, facilitate development for each employee, and inspire trust and loyalty by upholding high ethical standards, they are more likely to see high levels of compliance to rules and regulation among their employees. The outcome of this study is line with that of Walsh and Taylor (2007) that training activities are correlated with productivity and retention. The use of formal training programs is associated with significantly higher productivity growth. Extensive training are more likely to be captured by the firm if employees are motivated to stay and contribute to the firm’s success fostered in part by selective hiring, competitive pay packages and team-orientated work environments. Also, this is consistent with May, Harter, and Gilson’s (2004) finding that employees are more engaged when they find meaningfulness in their work.

Results of fourth research hypothesis indicated that work situational factors will not significantly affect teacher motivation in public secondary schools. The implication of this finding is that when employees perceive their organization as having greater concern on their job life and aspects of personal job characteristics, employees will be more positive in putting

their very best for the organizational success. This study is line with the findings of Green, Jegadeesh, and Tang (2007) that any difference in representation and advancement observed in employees' job motivation and performance, job effectiveness and job productivity based on organizational factor or work environment would be as the result of both gender discrimination and gender-related job preferences. It is also in tandem with previous findings of Adams (2005) that factors inherent in individual as well as job characteristics have direct implication on job outcomes.

CONCLUSION

The importance of motivation in the day-to-day performance of teachers cannot be overemphasized, especially when it comes to being rewarded for a job done and being happy on the job. It is a well-known fact that human performance of any sort is improved by increase in motivation. Going by the findings of this study, it can be easily inferred that teachers' motivation matters a lot and should be a concern of both the employers and employees. The results obtained from the hypotheses showed that workers place great value on their motivation and work performance.

Hence, when this motivation is not achieved and encouraged by the school, teachers tends to express their displeasure through poor performance and non-commitment to their job. It is therefore imperative for the school to consider the needs and feelings of its work force and not just overlook them in order to safe guard school harmony, because —a happy worker they say is a productive worker. Having stressed the importance of motivation on the performance of teachers, this study equally established the influence of reward, training and development, work environment in relation to teachers' motivation.

RECOMMENDATIONS

- Working environment and condition of the employees should be adequately enhanced by management. Incentives such as medical cares, housing allowances, etc., should be adequately provided to bring about high intrinsic motivation.
- The growth and advancement of the employees on the job through training and development should be efficiently implemented and indiscriminately carried out by the management to avoid dissatisfaction.
- For higher performance as well as for employees to have sense of belonging, Management must introduce Management By Objective (MBO) approach so that all staff will take part and be able to contribute meaningfully to the development of the organization.
- Employment of staff must be based on merit by Government in order to give room for best hands to work in the school.
- Management must encourage equity between effort put into the job and promotion to encourage hard work.

- Management need to involve employees in setting clear, challenging yet attainable goals and objectives, and give them the authority to accomplish those goals.
- Provide the training and resources employees need to do the work and, recognize employees for good performance, both formally and informally.

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