

PERCEIVED CONTRIBUTORY MOTIVATIONAL FACTORS TO TEACHERS' EFFECTIVE JOB PERFORMANCE IN SECONDARY SCHOOLS IN AFIKPO EDUCATION ZONE, EBONYI STATE

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ABSTRACT: *The study was focused on examining perceived contributory motivational factors to teachers' effective job performance in Secondary Schools in Afikpo Education Zone. Descriptive survey research design was adopted for the study. The population of the study covered all the five Local government areas in the zone, which consists of (43) public schools with all the teachers totaling two hundred and sixty-five (265). The selection of sample was first done in clusters, based on the 5 local government areas under the zone. Stratified random sampling technique was used to select 5 schools from each cluster, (2) under urban and (3) under rural areas, making a total of (10) and (15) urban and rural public secondary schools respectively. With the use of proportionate sampling technique a total of (125) teachers were selected for sampling, (50) from urban and (75) from rural areas. The gender composition from the total sample size of 125 consists of (29) female and (96) male teachers respectively. The instrument for data collection was a self developed instrument questionnaire titled, "Perceived influence of Teachers' motivation on teachers' job performance in Secondary Schools in Afikpo Education Zone (PTMTJP)". The instrument was given face validation and corrections were incorporated adopted as final version of the instrument. The Cronbach's alpha was used to calculate the index, which gave a reliability of co-efficient of 0.67 which showed that it was usable. Descriptive statistical tools; mean and standard deviation were used to answer the research questions while t-test was used to test the null hypotheses at 0.05 alpha levels of significance. Results showed that both extrinsic and intrinsic motivational related factors influence job performance of teachers. However, low public opinion on teaching profession as well as non-material rewards were not accepted as significant teachers' intrinsic motivational factors for job performance. Recommendations showed that government needs to improve on teachers' material need while administrators need to adopt more human relation approach to school governance among others.*

KEYWORDS: Teachers' Motivation, Extrinsic and Intrinsic Motivational Needs, Job Performance, Secondary Schools, Afikpo Education Zone, Ebonyi State

INTRODUCTION

Personnel management, otherwise referred to as human resource management is concerned with the people dimension in management. Researchers found a significant relationship between organizational behaviours in term of motivation, communication, decision making and teachers' work performance (Uchendu, Anijaobi-Idem and Nkama, 2013). An educational system's success largely depends on how well –motivated the teachers are because they are indispensable and crucial to productivity of any nation. It behoves school management to keep teachers working under it happy in order for them to be willing and determined to execute their duties in a manner that the betterment of the school will be endured.

Management of teachers for optimal result is consequent to a large extent on ability to satisfy their motivational needs. Since teachers' role in realizing educational objectives is central, every government has always concerted efforts toward the development of teachers among others. Government agencies and all other stakeholders have continued to design and review educational policies and programmes to that effect. However, teachers' needs as factors to job satisfaction are often compromised. Some of these educational policies, programmes and processes tend to conflict with teachers' personal needs, which contribute to teachers' demotivation and low work morale. Many a times, governments have been under attacks for what they consider failure in meeting teachers' motivational needs. Teachers complain that government pay leap service to their needs. Every worker, teachers are no exception, works basically to earn and be able to satisfy his/her personal and social needs. Where the basic needs of a worker is met, the worker is induced to put in his/her best to achieve optimal result.

Motivation can guarantee job satisfaction, dedication and competence, which can lead to organizational growth and stability. Motivation of workers plays an integral function in the chain of production process. Atiya and Palwasha, (2013) and George and Sabapathy, (2011) affirmed that motivation enhances productivity and job satisfaction. Atayi and Palwasha (2013) further stated that de motivation decreases job performance and in turn reduces productivity. This implies that motivation of staff is desirable in every organization giving its central function in making or marring organizational growth. In other words, teachers' desire to put in efforts towards realizing school objectives and goal depends on how well motivated they are on their job.

The motivational needs of workers may differ from person to person. One person may cope better in certain environment than another. It can differ in terms of teacher's location or even between genders. These indices influence the level of teachers' needs, expectations and in turn job performance. The environmental factors for instance, can contribute either positively or negatively to teachers' motivation and job performance. These motivational needs cover psychological, economic and even sociological expectations and fulfillments (Santruck, 2001). For instance, when workers perceive threat in an environment and their wellbeing they find it difficult to cope with their jobs. Un-conducive environment generally contribute to anxiety and lack of motivation. Workers form trade unions to be able to harmonize these personal and organizational needs for easier attainment. Ololube (2004) advanced that formation of organizational unions provides an umbrella under which diverse individual needs of workers are articulated, harmonized and controlled. These motivational needs are often channeled to employers for attention and possible results. Teachers' motivational needs in Nigeria are coordinated and controlled by their union body known as Nigeria Union of Teachers (NUT). This is a professional body statutorily designated to "fight" for teachers' rights and job interests. Every state houses a chapter where the needs of teachers are articulated and uniformly presented to state government for attention whenever the need arises. Under this body, teachers' collective job interests, needs, and worries are pursued and pressured until fairly desired results are achieved. Certain extrinsic and intrinsic indices such as regular payment of salary, promotion, staff draining opportunities, use of rewards for hard working staff and even punishment for erring ones and other related issues have continued to form frontline agenda for dialoguing with the government from time to time.

Teachers play key role in bringing about positive change in every society, such as in manpower development and social transformation. Their pivotal responsibility in school system cannot be over emphasized. Besides imparting of knowledge, skills, and right attitude to the upcoming

generation, they serve as catalysts in community building process. Secondary school teachers are charged with the task of producing low level manpower at vocational levels. They equally impart in the youths through training for the onward transmission to higher education at the tertiary institutions. Their contributions to educational process are crucial because of providing imminent connection between the primary and tertiary levels of education. They aid in building middle skilled manpower at vocational cadre as well as in processing potential skilled manpower. Identifying factors that enhance teachers' motivation and commitment to duties for effectiveness in the view of Onucha, (2002) and Pilot, (2007) is imminent. According to Atkinson (2002) motivation is driven by an inner urge that spurs an organization into positive action. In other words this performed instrumental action or actions lead to the attainment of set goal because of high level of satisfaction of the worker.

Mensah (2011) stressed the need to encourage teachers to put in their best in order for educational activities to be maximized. To be able to effectively address this challenge, stakeholders in education need to be able to identify peculiar motivational needs of teachers to able to overcome the existing gaps. Teachers who work under this education zone, Afikpo exhibit dis-satisfaction on their job. It has been observed that some behavioural discontent are being exhibited by many teachers such as lack of dedication to duty, lateness to school, absenteeism and indulging in other anti-social activities that can be linked to unprofessional unethical behaviour. Teachers are being accused of exhibiting poor teaching habits, lack of dedication to duties and truancy among others. Hence, teachers present low moral which has led to inefficiency and low productivity.

It is against this background that this study is hinged, to examine the influence on types of motivation on teachers' job performance in Afikpo Education Zone, Ebonyi State. The research questions that guided the study were:

- 1) What extrinsic motivational related factors influence teachers' job performance in the zone?
- 2) What intrinsic motivational related factors influence teachers' job performance in the zone?

Null hypotheses:

In line with the research questions of this study, the following null hypotheses were tested at 0.05 alpha levels of significance:

- 1) Ho1: There is no significant difference between the mean ratings scores of male and female teachers on the influence of extrinsic related factors on their job performance.
- 2) Ho2: there is no significant difference between the mean rating scores of urban and rural teachers on the influence of extrinsic motivational related factors on job performance.

METHOD

Descriptive survey research design was adopted for the study. This type of research design used in this study attempts to describe such things as possible behavior, attitudes, value and characteristics. A descriptive survey determines and reports the way things are (Mmaduakonam, 2004). The population of the study covered all the five Local government

areas in the zone, which consists of (43) public schools with all the teachers totaling two hundred and sixty-five (265). The selection of sample was first done in clusters, from the 5 local government areas under the zone. Stratified random sampling technique was used to select 5 schools from each cluster under urban and rural areas, (10) and (15) public secondary schools respectively. With the use of proportionate sampling technique a total of (125) teachers were selected for sampling, 50 from urban and 75 from rural areas. The gender composition from the total sample size of 125 consists of (29) female and (96) male teachers respectively.

However, the choice of public schools over the use of all secondary schools, public and private, was to allow for homogeneity. All public secondary schools in this zone are government funded and controlled, and since teachers' motivational needs are expected to be provided by the government (the same source), it was considered appropriate by the researcher to focus only on public schools to ensure uniformity and to avoid unnecessary bias that may accrue from using heterogeneous groups.

The instrument for data collection was a self developed instrument questionnaire titled, "Perceived influence of Teachers' motivation on teachers' job performance in Secondary Schools in Afikpo Education Zone (PTMTJP)". It was made up of two sections of "a" and "b". While section "a" contained biographic variables, "b" was made up of 10 item questions that addressed the two research questions. A four point rating scale was adopted as response options for the items with weighted options as follows; strongly agree (SA) =4; agree (A) =3; disagree (D) =2 and strongly disagree (SD) =1. The instrument was given two experts from Educational Administration and Planning for face validation. The feedback was given regarding question clarity, comprehensiveness and acceptability. Their corrections were incorporated and final version of the instrument. Twenty-five copies of the questionnaire were pilot tested on ten urban and 15 rural secondary school teachers, (10) and (15) respectively, from outside the area of study. There were two weeks interval visitations of administration process. The Cronbach's alpha was used to calculate the index, which gave a reliability of co-efficient of 0.67 which showed that it was usable. The instrument used for the study was administered personally by the researcher, and the copies collected on the same day to reduce incidence of mortality. Descriptive statistical tools; mean and standard deviation were used to answer the research questions while t-test was used to test the null hypotheses at 0.05 alpha levels of significance. The null hypothesis was accepted if t-calculated value was less than the t-critical and rejected if the t-calculated value was greater than t-critical. A mean score of 2.5 and above was adjudged as accepted while that below 2.5 was adjudged as rejected.

RESULTS

The results of the study are presented on the tables below:

Table 1: Responses of teachers on extrinsic motivational factors for teachers' job performance in secondary schools in Afikpo Education Zone in Ebonyi State

S/N	Items	X	SD	Decision
1	Poorly equipped school facilities such as dilapidated buildings, inadequate facilities and instructional materials de-motivate teachers and influences low productivity.	3.1	0.7	Accept
2	Insufficient funding of school projects/activities contribute to	2.8	0.8	Accept

	teachers' de-motivation and invariably low performance.			
3	Irregular payment of teachers' salary negatively influences job motivation and performance in school activities.	3.4	0.6	Accept
4	Administrative strategies (leadership styles) devoid of use of empathy and consultative model de-motivate teachers and contribute to low performance.	3.4	0.6	Accept
5	Lack of professional training of teachers de-motivate teachers and lead to low performance	2.4	0.9	Disagree

The result on table 1 indicates that items 1, 2, 3, and 4 agree that teachers' motivational needs and job performance are associated with provision of good working environment, provision of adequate funding of school projects, regular payment of teachers' salaries, as well as principals' ability to adopt more human relation approach in administration of personnel as indices for effective job performance of teachers in the area of study. Conversely, item 5 disagrees that lack of professional training for teachers causes de-motivation and low performance.

Table 2: Responses of teachers on intrinsic motivational factors for teachers' job performance in secondary schools in Afikpo Education Zone, Ebonyi State.

S/N	Items	X	SD	Decision
1	Constant and incessant changes on educational policies and programmes contribute to teachers' low productivity in secondary schools' activities.	2.4	0.9	Disagree
2	Government neglect on teachers' welfare contributes to de-motivation and lead to poor performance.	2.8	0.8	Accept
3	Poor public opinion on teaching profession creates de-motivation and leads to poor performance	3.4	0.6	Accept
4	Administrators' inability to boost teachers' self esteem contributes to low motivation and job performance.	2.5	0.6	Accept
5	Lack of feeling of belongingness among teachers influences teachers' motivation and job performance.	2.4	0.9	Disagree

The result on table 2 indicates that items 2, 3, and 4 agree that intrinsic motivational factors such as government's inability to provide welfare to teachers, poor public opinion towards teaching profession, administrators' inability to boost teachers' self-esteem contribute to de-motivation of teachers and job performance. However, item 1 and 5 of political interferences on policy and programme as well as teachers' feeling of lack of belongingness do not de-motivate teachers and create low performance.

Hypotheses:

Table 3: t-test difference in the mean ratings of urban and rural teachers on extrinsic motivational needs for job performance of teachers in Afikpo Education Zone, Abakaliki.

Group	X	SD	N	DF	t-cal	t-crit	Decision
Urban area teachers	3.10	0.87	50	123	1.96	1.65	Accepted
Rural area teachers	3.23	0.79	75				

P ...05, DF=123

Based on the result on table 3, the calculated t value of 1.67 is less than critical value of 1.96 needed for significance at 0.05 level of significance and 123 degree of freedom (DF). This is an indication that the null hypothesis is upheld. This means that extrinsic motivational needs of teachers in urban and rural areas do not differ significantly in their mean ratings on the influence on job performance.

Table 5: t-test difference in the mean ratings of male and female teachers' extrinsic motivational needs for the job performance.

Group	X	SD	N	DF	t-cal	t-crit	Decision
Male staff	3.44	0.72	96	123	1.96	1.81	accepted
Female staff	2.55	0.81	29				

Based on the result on table 5, the calculated t-value of 1.81 is less than the critical value of 1.96 needed for significance at 0.05 levels of significance and 123 degree of freedom. This is an indication that the null hypothesis is upheld. This means that male and female academic and senior non-academic staff of not differ significantly in their mean ratings on influence of political interference on staff development and training.

DISCUSSION

The study focused on the influence of extrinsic and intrinsic motivational needs such as regular payment of salaries and provision of infrastructural facilities in schools enhance teachers' job performance in Afikpo Education Zone, Ebonyi State. The results on table one, corroborates Fredick, (2001); Nwakpa, (2005); Enueme and Egwnyenga (2008) and Alam, (2011) who affirmed that teachers' motivation and productivity are strongly tied to regular payment of salaries, infrastructural development of schools as well as provision of environmental stability for teaching and learning. However, the results disagreed with Fredick (2001) and Nieto, (2003) who stated that societal views about teaching profession negatively influences motivational needs and brings about poor job performance.

However, intrinsic motivational factors such lack of provision of welfare and lack of staff development de-motivate teachers and result to low performance, which support Nwakpa, (2005). Whereas indices on attitudes of teachers towards teaching and poor opinion of the

public towards teaching as a profession did not support the views of Barthol & Martins, (1998) that low self esteem de-motivates teachers and bring about low performance.

Summary of Findings

- 1) Teachers' extrinsic motivational needs such as prompt payment of salary, creating conducive working environment, provision of adequate funds for running school projects and activities among others greatly influence their job performance.
- 2) Teachers' perceived intrinsic motivational factors such as continuous networking with government for increase in teachers' welfare, de-emphasizing the use of "reward" for teachers' recognition influence teachers' job performance.
- 3) Societal low feeling towards teaching profession does not influence negatively teachers' motivation and job performance.
- 4) Teachers' extrinsic motivational needs are not significantly affected by teachers' geographical location.
- 5) Teachers' extrinsic motivational needs are not significantly influenced by gender compositions.

Limitation

The sample size of this study constituted a limitation to this study. This is because there are three (3) education zones in Ebonyi State, and the study only focused on one of them. As a result, the findings could only be localized and may not constitute the bases for generalization. However, the study can provide a template for a study on other zones within the State. The researcher therefore advises for further researches on the other three.

CONCLUSION

The study revealed that teacher motivation as a determinant of job performance was found to be relational to the increase in providing teacher personal and job related needs. The implication of this is that if a teacher is to perform effectively, extrinsic factors such as working conditions, job security and supervision must be seen as satisfactory. Also of necessity is the intrinsic factor such as achievement, recognition and responsibility from their work. This logically implies that school organizations can use both monetary and non-monetary rewards to motivate teachers, thereby bringing to the minimal problem of low performance and turnover. The emerging trend sees on the one hand the need to develop and equip teachers to make a contribution to the operational competencies of the school organization.

RECOMMENDATIONS

Based on the outcome of this study, the following recommendations were made.

1. The ministry of education must endeavour to improve on teacher motivational strategies to include extrinsic and intrinsic values.

2. The status of Nigerian teacher needs to be improved through prompt and regular payment of teachers' salary, better conditions of service, achievement and recognition
3. When teachers are well motivated they feel happy and show more commitment to their job.
4. If positive productivity is to be achieved in secondary schools in Afikpo Education Zone, teachers need to work in stable environment.
5. The principals need to adhere to emotional needs of teachers by adopting humanistic approaches over and above other leadership styles devoid of human relation.

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