

## Motivation and Job Performance of Public Senior Secondary School Teachers in Rivers State

<sup>1</sup>Prof. Innime Righteous <sup>2</sup>Dr. Alozie Bethel Chinegbo <sup>3</sup>Dr. Matthew, Esther Amairo  
Department of Public Health, Highstone Global University  
[righteousinnime.hgu@gmail.com](mailto:righteousinnime.hgu@gmail.com), [aloziebethel.hgu@gmail.com](mailto:aloziebethel.hgu@gmail.com),  
[matthewesther568@gmail.com](mailto:matthewesther568@gmail.com)

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### ABSTRACT

*This study examined job satisfaction, motivation, self-concept and job performance of senior secondary school teachers in Rivers State. The study adopted correlational research design. Eleven research questions and eleven corresponding hypotheses guided the conduct of the study. The population of the study consisted of 6,893 public senior secondary school teachers. The sample consisted of 300 teachers selected for the study through stratified and purposive sampling techniques. Four instruments were used in the conduct of the study. A Self-structured instrument titled "Job Satisfaction, Motivation, Self-concept and Job Performance Inventory" (JSMSJPI) was used to elicit response. These instruments were validated by the researcher's supervisor and two other experts in Measurement and Evaluation in the Department of Educational Psychology, Guidance and Counselling, Ignatius Ajuru University of Education, Port Harcourt. The reliability of the instruments was established through test-retest Method. The reliability indices was 0.76. Pearson Product Moment Correlation (PPMC) was used to answer all research questions and to test all hypotheses. The results of the analyses of the hypotheses was tested for statistical significance at .05 alpha level. Based on the findings, the researcher recommended that: the Rivers State Government, through the Ministry of Education, should provide adequate and appropriate welfare packages to public secondary school teachers so as to enhance their job performance and also improve the quality of teaching and learning in public secondary schools. Also, school administrators should incorporate activities that will encourage the intrinsic motivation of teachers, like showing appreciation for their work and encouraging teachers to pursue additional training and education in their fields, in order to improve their job performance and the Rivers State government, through the Ministry of Education, should take proactive steps to improve the extrinsic motivation of the teachers by implementing policies and programmes such as job security, timely salary payment, promotion opportunities, and improved working conditions so as to enhance their job performance.*

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**KEYWORDS:** Motivation, Job Performance, Teachers, Public Schools

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## Introduction

Teaching is a highly noble profession. The ultimate process of education could be simplified as a meaningful interaction between the teacher and the taught. The teacher thus plays a direct and crucial role in moulding a pupil towards education (Omoniyi, 2018). Since a teacher is a role model for the students, the teacher sometimes is over burdened with too much of workloads and most especially he/she is not well paid compared to other profession which often results in job dissatisfaction and the willingness to leave the job. Job satisfaction leads to greater job performance of teachers which is very vital in the fields of education.

Job performance is the evaluation of people's behavior based on the contribution of behaviour to the organizational objective. The suitable organization of individual performance is isolating to the execution of system and the organization accomplishing its key objectives (Amos et al., 2014). Performance cannot be left in the foreknowledge that it will develop really, despite the representative's typical need to perform and be balanced for it. This aching ought to be obliged, supported and made (Amos, et al. 2014). In other words, for performance to be effective, organizations need to upgrade themselves in distinctive sorts of solicitation. Work performance has changed into a topical issue in today's business surroundings, to such a degree, to the point that organizations set forth an excellent try to assess and regulate it (Armstrong & Baron, 2018). Abdel et al, (2016) defined job performance as almost any behaviour which is directed toward task or goal accomplishment. Job performance refers mainly to actions and inactions of an individual while carrying out a particular task. A teachers' performance therefore is the attribute, way attitude and pattern a teacher uses to transfer knowledge and skill (Chibueze, 2012).

Motivation is a factor which affects the performance of teachers. A motivated work force increases production among individual employees. It is basic psychological process and refers to the force within the person that affects direction, intensity and persistence of voluntary behaviour. Olajide (2015) opined that motivation is goal-directed, and therefore cannot be outside the goals of any organization whether public, private or non-profit. In the words of Vanbaren (2010), work motivation is a process used to encourage and inspire workers to perform their jobs thoroughly and well. Every employer wishes to hire positively motivated people who want to work and will continue to try hard throughout the total period of employment. The schools need highly motivated teachers so as to attain their goals and produce good citizens. It is one of the several factors that go into a teachers' performance. It includes the factors that cause, channel and sustain the behaviour of teachers in a particular committed direction. Motivation can be understood from two dimensions; Psychological and Management perspectives. Psychological perspective refers to the internal mental state of an individual relating to the internal initiation, direction, persistence, intention and termination of behavior (Mullins, 2015). Motivational process consists of needs which are geared towards achieving desired goals. The drives are action oriented to approach certain goals to alleviate an individual's needs.

Human beings have numerous needs which are manifested through various motives. These needs vary in time among different individuals. Every individual worker brings into the organization certain needs manifested into the organization as wants. The wants include professional developments need for promotion, need for security and need for good working environment. It

may be relevant to mention that in the present scenario of education in our country one comes across candidates with relatively superior qualifications and adequate professional degrees getting entry into the teaching profession; yet the problem of deteriorating education standards both qualitatively and quantitatively seems to be assuming alarming dimensions. Therefore, there should be some other important determinants of this phenomenon besides academic and professional qualifications of teachers; such determinants appear to be job satisfaction and their work motivation, etc.

Teachers are very important in any system of education (Kim, 2015). No proper education can ever be achieved without an adequately trained and motivated teaching staff. For optimum results to be gotten from teachers, their satisfaction is of utmost importance. However, assuring teachers' satisfaction is not an easy task given that human beings' need can never be fully satisfied as the satisfaction of one need leads to the desire for another higher level need (Maslow cited Uzoeshi, 2012). Therefore, teacher's world over seem not to be satisfied, not even in developed countries (National Centre for Education Statistics, 2017).

The classroom climate which is often times set by the teacher is determined by the teachers' attitude. Teachers who have positive attitude towards their job exhibit it by the way they set and manage the classroom by giving it an aesthetic taste which will stimulate learning. When learning is stimulated, there is every tendency that the students' academic achievement will be boosted. Obviously, attitude is contagious. A teacher who shows positive attitude in teaching and learning process will definitely breed students who have positive attitude towards learning too. When teachers exhibit laxity in their teaching work, do not go to class and do not research, the resultant effect is that the students' academic achievement will be poor. Teachers who have negative attitude towards their job tend to breed students who have negative attitude towards learning and that is if they do not drop out of school.

### **Statement of the Problem**

Teaching is a highly tasking job and it involves the individual personality, how he perceives himself, the satisfaction he derives from the job affects his performance. It is not out of place however to note a teacher's performance is a product of other input in the educational system. On the strength of this, teaching is one of such profession in which it is truly a boon to have a positive self-concept. Hence, teachers within the public secondary school setting tend to deal with more young, energetic and hormonal students all day. And it is no surprise that positive self-concept of teachers is a protective shield in giving instruction, adopting education to individual students needs motivating students, keeping discipline, cooperating with colleagues and parents and coping with changes.

In a school setting where teachers are well motivated, teachers are usually satisfied, but the ugly truth is that teachers especially in the public schools are not well taken care of as promotions and salaries and other welfare packages are not implemented. A situation where a teacher will be on one level for over 15 years with no salary increment will lead to job dissatisfaction. The problem of poor motivation affects the self-concept of the teachers and the resultant effect is poor academic performance and low human capital development as young school leavers lack basic functional

skills to manage the vast economy. The government and school managers must take appropriate measure to avert the looming danger ahead.

In an ideal situation, all teachers should enjoy performing their duties each day and at retirement be assured that their pension will be paid shortly but the reverse is the case. Teachers retire at the end of their services confused, self-rejected with no pension forthcoming, this has lead to the increase of chronic illnesses of retirees from the teaching profession. This is demoralizing for the public secondary school teachers who are still in active service leading to work stress, depression, anxiety, low self-concept, and job dissatisfaction.

### **Aim and Objectives of the Study**

The aim of the study is to investigate motivation and job performance of public secondary school teachers in Rivers State. The study specifically seeks to:

- 1) To examine the relationship between welfare packages and job performance of public secondary school teachers in Rivers State.
- 2) To examine the relationship between intrinsic motivation and job performance of public secondary school teachers in Rivers State.
- 3) To examine the relationship between extrinsic motivation and job performance of public secondary school teachers in Rivers State.

### **Research Questions**

This study sought to provide answers to the following research questions which are formulated to guide the present investigation:

- 1) To what extent does welfare packages relate to job performance of public secondary school teachers in Rivers State?
- 2) To what extent does intrinsic motivation relate to job performance of public secondary school teachers in Rivers State?
- 3) To what extent does extrinsic motivation relate to job performance of public secondary school teachers in Rivers State?

### **Hypothesis**

**Ho1:** There is no significant relationship between welfare packages and job performance of public secondary school teachers in Rivers State.

**Ho2:** There is no significant relationship between intrinsic motivation and job performance of public secondary school teachers in Rivers State.

**Ho3:** There is no significant relationship between extrinsic motivation and job performance of public secondary school teachers in Rivers State.

### **Significance of the Study**

The findings, conclusion and recommendations of the study will likely help the stakeholders ie, Rivers State Ministry of Education, teachers, school management, parents, guidance, researchers and the general public. The importance of this study is to help Rivers State Government through the Ministry of Education, understand the factors that affect the job performance and attitude of secondary school teachers in relation to students' academic performance. It would help government to provide the necessary incentives that would help teachers to be satisfied and develop positive attitude towards teaching and learning. The study would help teachers to understand how job dissatisfaction and negative attitude will affect teachers job performance. This would help them to be more professionals even though they are dissatisfied. The study would also help the secondary school management board to provide their own incentives that would help teachers to be more satisfied. Hardworking teachers should be rewarded with some incentives such as promotion, certificate of excellence, etc.

In addition, it would help parents to understand that they have a role to play in the academic achievement of their children. When teachers are not satisfied and have poor attitude to work, they could help by ensuring that they provide all the necessary learning facilities needed by their children and also encourage them to learn at home and aid guidance counsellors to first understand the root causes of poor self-concept, job satisfaction and job performance in order to proffer solution to individual teachers with such problem. Finally, the study will probably add to the existing bulk of knowledge and the literature can be cited. It is for these reasons that the researchers viewed that the study likely to be significance to the society at large.

## **Methodology**

The study adopted correlational research design. Eleven research questions and eleven corresponding hypotheses guided the conduct of the study. The population of the study consisted of 6,893 public senior secondary school teachers. The sample consisted of 300 teachers selected for the study through stratified and purposive sampling techniques. Four instruments were used in the conduct of the study. A Self-structured instruments titled "Job Satisfaction, Motivation, Self-concept and Job Performance Inventory" (JSMSJPI) was used to elicit response. These instruments were validated by the researcher's supervisor and two other experts in Measurement and Evaluation in the Department of Educational Psychology, Guidance and Counselling, Ignatius Ajuru University of Education, Port Harcourt. The reliability of the instruments was established through test-retest Method. The reliability indice was 0.76. Pearson Product Moment Correlation (PPMC) was used to answer all research questions and to test all hypotheses. The results of the analyses of the hypotheses was tested for statistical significance at .05 alpha level.

## **Results**

**Research Question One:** To what extent does welfare packages relate to job performance of public secondary school teachers in Rivers State?

**Hypothesis One:** There is no significant relationship between welfare packages and job performance of public secondary school teachers in Rivers State.

**Table 1: PPMC Analysis on the Relationship between Welfare Packages and Job Performance of Public Secondary School Teachers in Rivers State**  
**Correlations**

		Welfare Packages	Job Performance
Welfare Packages	Pearson Correlation	1	0.93**
	Sig. (2-tailed)		0.00
	N	300	300
Job Performance	Pearson Correlation	0.93**	1
	Sig. (2-tailed)	0.00	
	N	300	300

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

**Source:** SPSS Computation, 2023

Table 1 shows the extent to which welfare packages relate to job performance of public secondary school teachers in Rivers State. As such, the answer to research question five is that welfare packages relate to job performance of public secondary school teachers in Rivers State to a very high extent ( $r = 0.93$ ). The implication of this result is that the extent of relationship between welfare packages and job performance of public secondary school teachers in Rivers State is very high since the correlation coefficient ( $r = 0.93$ ) is within the range of  $r \geq \pm 0.80$  to  $\pm 1.00$ .

Furthermore, table 1 showed that the test to hypothesis five indicated that there is a very high correlation ( $r = 0.93$ ,  $r \geq \pm 0.80$  to  $\pm 1.00$ ), between welfare packages and job performance of public secondary school teachers in Rivers State. Thus, since  $p\text{-value} = 0.00 < 0.05$ , there is significant relationship between welfare packages and job performance of public secondary school teachers in Rivers State hence null hypothesis five is rejected at the 0.05 significance level.

**Research Question Two:** To what extent does intrinsic motivation relate to job performance of public secondary school teachers in Rivers State?

**Hypothesis Two:** There is no significant relationship between intrinsic motivation and job performance of public secondary school teachers in Rivers State.

**Table 2: PPMC Analysis on the Relationship between Intrinsic Motivation and Job Performance of Public Secondary School Teachers in Rivers State**  
**Correlations**

		Intrinsic Motivation	Job Performance
Intrinsic Motivation	Pearson Correlation	1	0.88**
	Sig. (2-tailed)		0.00
	N	300	300
Job Performance	Pearson Correlation	0.88**	1
	Sig. (2-tailed)	0.00	
	N	300	300

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

Table 2 shows the extent to which intrinsic motivation relate to job performance of public secondary school teachers in Rivers State. As such, the answer to research question ten is that intrinsic motivation relates to job performance of public secondary school teachers in Rivers State to a very high extent ( $r = 0.88$ ). The implication of this result is that the extent of relationship between intrinsic motivation and job performance of public secondary school teachers in Rivers State is very high since the correlation coefficient ( $r = 0.88$ ) is within the range of  $r \geq \pm 0.80$  to  $\pm 1.00$ .

Furthermore, table 2 showed that the test to hypothesis ten indicated that there is a very high correlation ( $r = 0.88$ ,  $r \geq \pm 0.80$  to  $\pm 1.00$ ), between intrinsic motivation and job performance of public secondary school teachers in Rivers State. Thus, since  $p\text{-value} = 0.00 < 0.05$ , there is significant relationship between intrinsic motivation and job performance of public secondary school teachers in Rivers State hence null hypothesis ten is rejected at the 0.05 significance level.

**Research Question Three:** To what extent does extrinsic motivation relate to job performance of public secondary school teachers in Rivers State?

**Hypothesis Three:** There is no significant relationship between extrinsic motivation and job performance of public secondary school teachers in Rivers State.

**Table 3: PPMC Analysis on the Relationship between Extrinsic Motivation and Job Performance of Public Secondary School Teachers in Rivers State**

**Correlations**

		Extrinsic Motivation	Job Performance
Extrinsic Motivation	Pearson Correlation	1	0.78**
	Sig. (2-tailed)		0.00
	N	300	300
Job Performance	Pearson Correlation	0.78**	1
	Sig. (2-tailed)	0.00	
	N	300	300

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

Table 3 shows the extent to which extrinsic motivation relate to job performance of public secondary school teachers in Rivers State. As such, the answer to research question eleven is that extrinsic motivation relates to job performance of public secondary school teachers in Rivers State to a high extent ( $r = 0.78$ ). The implication of this result is that the extent of relationship between extrinsic motivation and job performance of public secondary school teachers in Rivers State is high since the correlation coefficient ( $r = 0.78$ ) is within the range of  $r \geq \pm 0.60$  to  $\pm 0.79$ .

Furthermore, table 3 showed that the test to hypothesis eleven indicated that there is a high correlation ( $r = 0.78$ ,  $r \geq \pm 0.60$  to  $\pm 0.79$ ), between extrinsic motivation and job performance of public secondary school teachers in Rivers State. Thus, since  $p\text{-value} = 0.00 < 0.05$ , there is significant relationship between extrinsic motivation and job performance of public secondary

school teachers in Rivers State hence null hypothesis eleven is rejected at the 0.05 significance level.

### **Discussions of Findings**

The result in table 1 shows that the extent of relationship between welfare packages and job performance of public secondary school teachers in Rivers State is very high. Furthermore, the result of the tested hypothesis one indicated that there is significant relationship between welfare packages and job performance of public secondary school teachers in Rivers State. These results are consistent with the results from the findings of Ito do and Stanley (2019), which revealed that there was a positive significant relationship between staff welfare, staff turnover and staff productivity. The study found that welfare package is necessary for high productivity off the lecturers and officers of the academy. The results are also consistent with the study of Asumah et al. (2019) which revealed that there was a statistical significant positive relationship between fringe benefits (welfare packages) and teachers job performance.

The result in table 2 shows that the extent of relationship between intrinsic motivation and job performance of public secondary school teachers in Rivers State is very high. Furthermore, the result of the tested hypothesis two indicated that there is significant relationship between intrinsic motivation and job performance of public secondary school teachers in Rivers State. The study is consistent with the study of Alabiad (2015), which found that a lot of factors including recognition, promotion, in- services training, conditions of services, fringe benefits among others motivate workers. Motivation makes staff feel proud of their profession and become positively inclined to make a career out of it.

The result in table 3 shows that the extent of relationship between extrinsic motivation and job performance of public secondary school teachers in Rivers State is high. Furthermore, the result of the tested hypothesis three indicated that there is significant relationship between extrinsic motivation and job performance of public secondary school teachers in Rivers State. The study is consistent with the study of Spector (2015) which revealed that motivation factors such as remuneration, working conditions, recognition and training influence teacher job satisfaction.

### **Conclusion**

Based on the data analysis and findings; the researcher concluded that there is a strong relationship between regular payment of salary and extrinsic motivation and the job performance of public secondary school teachers in Rivers State.

### **Recommendations**

Considering the findings, discussion and conclusions of this study, the following recommendations are made:

1. The Rivers State Government, through the Ministry of Education, should provide adequate and appropriate welfare packages to public secondary school teachers so as to enhance



- their job performance and also improve the quality of teaching and learning in public secondary schools.
2. School administrators should incorporate activities that will encourage the intrinsic motivation of teachers, like showing appreciation for their work and encouraging teachers to pursue additional training and education in their fields, in order to improve their job performance.
  3. The Rivers State government, through the Ministry of Education, should take proactive steps to improve the extrinsic motivation of the teachers by implementing policies and programmes such as job security, timely salary payment, promotion opportunities, and improved working conditions so as to enhance their job performance.

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