

Influence of Experience and Motivation on Job Performance among Business Studies Teachers in Junior Secondary Schools in Rivers State

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ABSTRACT

The study investigated the influence of experience and motivation on job performance among business studies teachers in junior secondary schools in Rivers State. The study adopted a descriptive survey design. The population comprised of 39,560 business studies students drawn from 282 secondary schools across the 23 local government areas. A sample size of 1,329 was derived using simple random sampling technique. A structured questionnaire titled “Business Studies Teachers’ Experience and Motivation Performance Scales (BSTEMS)” was used as instrument for data collection. Three experts validated the instrument while Pearson Product Moment Correlation Coefficient (PPMC) was used to obtain the reliability coefficient of 0.98. Two research questions and two null hypotheses tested at 0.05 level of significant guided the study. A total of 1329 copies of the questionnaire was retrieved and used for the study. The items were rated on four (4) point rating scale; mean and standard deviation were used to analyze the research questions while z-test was used in testing the formulated hypotheses. The findings revealed that gender has no influence on teachers’ job performance. The researchers recommended that Teachers need to be motivated through workshops and conferences for effective job performance in business studies and Government should establish business studio to make teaching and learning of business studies more concrete and creative.

Key Words: *Experience, Motivation, job performance Business Studies*

INTRODUCTION

The term “gender” refers to a variety of socially created roles and relationships, personality traits, attitudes, behaviors, and values that society assigns to males and females, as well as the relative power and influence these roles and relationships confer (APA, 2011). According to Roghaiyeh and Praveena (2013), gender refers to the advantages and disadvantages that come with being male or female at a given moment in terms of economic, social, and cultural factors. According to Okeke (2003), the study of sexual orientation is not very recent, inconsequential evidence of the existence of male and female genders. For this researcher, it means looking into

how men and women relate to the division of labor, access to resources, and employment performance. The hallmark of any institution's growth and development is job performance. In the context of education, it is understood to be a reflection of the effectiveness, productivity, and capacity of the teachers to meet the predetermined goals and objectives. The key to success in business studies is job performance. This is due to the fact that it is one of the vocational courses taught at the upper basic level, allowing pupils to learn the foundational skills required for all occupations. This course covers shorthand, typing, office procedures, bookkeeping, and commerce. Males and females in Nigeria frequently have diverse socialization experiences, and as a result, they tend to establish various gender roles and behavioral patterns, which in turn leads to the development of distinct interests. Later, these roles and interests take the front stage in determining how well teachers perform. A study by Akpo (2012) shown that gender has a significant impact on how well a person performs. Okeke (2003) investigated the connection between teacher performance and gender. The findings showed that there is a substantial association between men and women when it comes to demonstrating skills and competencies in academic works. Along with age, marital status, academic achievement, and teaching experience, researchers have found that gender has a significant role in both male and female teachers' performance. The results of teaching have been significantly impacted by teachers' gender, according to studies by Afolabi (2013) and Nbina (2012). According to Dee's study from 2005, the interactions between teachers and students' genders have a big impact on how well they do their jobs. This scholar contends that it is a key factor influencing career choice and area of interest.

However, Ahmed's (2012) study on how school administrators assess teachers' job performance found that experience and qualifications—rather than gender—determine performance. This result supports Okon's (2003) assertions that sexual orientation is not a significant determinant of the success of male and female teachers. This is based on the idea that cultural factors have an impact on people's behavior starting in elementary, secondary, and postsecondary institutions.

In Oshogbo, in the former western region that is now Osun State, with the establishment of clerical training institutions that were required in the office, vocational business studies began as commercial education around 1930. By 1995, there were day and evening business schools in several regions of the nation that were both publicly funded and privately owned. It emerged as a result of the Junior Secondary School's introduction of the 6-3-3-4 instructional structure in 1981, which included five specific knowledge branches, including office work, accounting, bookkeeping, typewriting, shorthand, and commerce. Business Studies is a vocational course that is taught as one of the prerequisites for undergraduates to enable them to obtain skills that are common and fundamental to all individual and word-related exercises (Inyang, 1998, as referred to by Udoukpong, Emah and Umoren, 2012). All Nigerians' daily lives are influenced by business activity in the ways they work, spend, save, give, travel, and play. It affects salaries, career opportunities, and access to funding for specific projects. According to Ekanem (2008), business has a significant impact on people's quality of life, sense of fulfillment, as well as the environment in which they live and will raise the next generation. According to Okute (2008), a business study is the essential subject that deals with the accumulation, preservation, and expansion of wealth.

In other words, a person's profession decision frequently reflects the cultural norms of the society, which also influences the disciplines that students choose to study because of societal prejudice. For instance, jobs connected to courses like secretaryship, nursing, and home economics are mostly geared toward women, whereas science-related disciplines like physics, mathematics, and engineering are geared toward men (Umoh, 2003). The teachers translate these concepts and perceptions in both teaching and learning. In this way, men tend to gravitate toward challenging academic fields and demanding critical thinking situations while women tend to choose straightforward subjects and usually shirk away from challenging tasks and challenging critical thinking situations.

According to Udousoro (2011), male teachers outperformed female teachers in math and science. These differences in execution can be attributed to sexual orientation stereotyping, which encourages men and women to show interest in topics that are relevant and associated with the roles that are expected of them in the public. The majority of men, in the opinion of this academic, have little interest in becoming teachers. Since the pay is insufficient to support the families, men who find themselves in the teaching profession typically look for other methods of subsisting. As a result, they exhibit less dedication to their career. Additionally, it was discovered that female teaching professionals had much lower job satisfaction but stronger organizational commitment and intend to continue in their current positions.

Job Experiences and Teachers' Performance

Literature has revealed that one of the factors that affect performance is experiences. Experiences reflect on diversity in the utilization of the available instructional material resources. With experiences, a teacher can treat students as individuals with unique strengths, weaknesses and needs. Teachers with experiences employ varieties of teaching styles to respond to the needs of diverse behaviors. Teachers' performance can often be influenced by level of educational attainment or academic qualifications, teacher development programmes, teacher-student ratio, teachers' attitude, degree of job satisfaction (Daso, 2013). Adeyemi (2008) examined teachers' teaching experiences and students learning outcomes in the secondary schools in Ondo State, Nigeria, using questionnaire. The result of the chi-square test, correlation analysis and t-test statistic revealed that teachers teaching experience was significantly related to students learning outcomes Akiri and Ugborugbo (2009) opined that effective teachers produced better performing students. In the other hand, perception and performance is positively and significantly related and qualification has no significant effect on teachers' performance (Adu & Olatundun, 2007). Abuseyi (2001) however, argued that teacher age, gender, qualifications, and experience had direct causal effect on achievement in Chemistry. Accordingly, Akpo (2012) revealed that teacher teaching experiences enhance the ability to manage classroom adequately and improvise instructional materials that help to concretize knowledge in mathematics. There is a significant relationship between teachers' experiences and method of teaching Mathematics (Daso, 2013; Akinsolu, 2010).

Motivation and Job Performance

Business studies as a skill oriented subject requires that teachers at all-time must be up and doing to discharge their core duties and obligations just to create maximum, efficient and effective instructional processes as demanded in an educational system. This can only be achievable in an environment where teachers are properly motivated to do their jobs. However, Goke (2012) as

cited in Afolabi (2013) who argued that educators griped that their needs were not satisfied by their desires. In like manner, Nbina (2012) opined that educators of today are gone up against with many difficulties which hose their good and lower inspiration to perform successfully. There is a noisy objection of educators who appears to whine that they hate satisfactory in-benefit preparing, workshops, courses prizes, motivators and different compensations and gripe of non-appearance of poor welfare bundles like advances (Kayii & OKiridu, 2020; Afolabi, 2013). Thus, it is required that teachers are adequately motivated to perform their jobs. According to Ufuophu-Biri and Iwu, (2013) “Motivation is an embodiment of factors which drive or propel workers to work happily and satisfactorily; it activates and directs behaviour. Motivated workers are much more likely to work harder and happily. Motivation is, therefore, tied to job performance. High job motivation is much more likely to lead to high job performance, which is the target of employers”, (Ufuophu-Biri & Iwu, 2013). Baba Gana and Bababe (2011) in trying to establish the directly proportional relationship between motivation and job performance asserted that lack of motivation could lead to low job performance among workers. Educators must be furnished with incentives, resources and facilities that will empower them perform adequately and maximally (Fatile, 1998, as referred to in Afolabi, 2013); this is the main methods for getting the best out of them. Inspiration of instructors ought not to be underestimating as its results could be grievous to any giving society. Ibukun (1997, as referred to in Afolabi, 2013, p. 138) noticed that the practices run of the mill of an unmotivated individual are dissatisfaction, reserved quality, withdrawal, club development, protectiveness, evasion of issues, apathy on obligation, volatile feeling relapse, dread and projection attributing inability to others; these will influence their execution contrarily. Studies have demonstrated that what a wellspring of affectation is or inspiration to one individual may neglect to impact the conduct of others; people vary in the esteem they join to prompting. This implies what propels a specialist to buckle down may not persuade another labourer by any stretch of the imagination (Koontz, O'Donnel & Weihrich, 1980; Owuamanam, 1991; Ibukun, 1997, as referred to in Afolabi, 2013, p. 138). In any case, scholarly inspiration and engagement are the same for male and female instructors (Martin & Harsh, 2005).

The conceptual framework of the review dealt with the explanation and definitions of key concepts as gender and job performance; other elements such as experience and motivation where discussed as it relates to gender based performance. The last section of the review dealt with related empirical studies. This shows that a lot has been done in the area of gender influence and performance but none had specifically looked at gender influence as it affects performance of business studies teachers in secondary schools in Rivers State. Thus, it spurs the researcher to embark on the study as to fill the gap.

Job performance reflects on effectiveness and efficiency in achieving the pre-determined goals and objectives of education irrespective of gender. Male and female teachers are expected to show proficiency in their respective teaching field after undertaking professional training. In other words, training of gender are not differentiated in career choice as in business studies as everyone is given the same quality of training and experiences.

The problem is that our culture views male as better than their female partners' consequently prompting part separation. This distinction has translated into the belief that performances of

male teachers are more than their female counterparts in their subject area such as business studies. This has become controversial as researches have not really established gender difference in job performance of teachers rather the focus as always being on students' performance. The question: what is the influence of experience and motivation on job performance among business studies teachers in junior secondary schools in Rivers State?

Research Questions

The following research questions guided the study;

1. To what extent does experience on the job influences better performance in male business studies teachers than their female counterpart in junior secondary schools in Rivers State?
2. To what extent does motivation results to better job performance in male business studies teachers' than their female counterparts in junior secondary schools in Rivers State?

Hypotheses

The following hypotheses were tested;

- Ho₁ There is no significant difference in the opinions of male and female students on how experience on the job influences better performance in male business studies teachers' than their female counterpart in junior secondary schools in Rivers State.
- Ho₂: There is no significant difference in the opinions of male and female students on how motivation results to better performance in male business studies teachers' than their female counterpart in junior secondary schools in Rivers State.

Methodology

The study used a descriptive survey research design to analyze the views of business studies students in public junior secondary schools in Rivers State. Descriptive research is a quantitative research methodology used to unveil in-depth knowledge of a phenomenon (Nwankwo in Dambo & Kayii, 2021). The design is suitable because it was based on a survey. This study's sample consisted of 39,560 business studies students enrolled in public junior high schools in the state of Rivers. The study sample consisted of 1,329 business studies students (775 male and 554 female). The sample was selected using a simple random sampling procedure. In addition, a stratified random sampling technique was used to choose 8 of the 23 local government regions examined for the study, representing 35% of the total. The instrument for the study was a self-structured instrument titled "Business Studies Teachers' Experience and Motivation Performance Scales- (BSTEMS)". The instrument was divided into three sections: 'A' held respondents' demographic information, and 'B' contained Likert-scaled questionnaire items. Three specialists in Business Education verified the instrument. Outside of the studied universities, thirty students participated in a pilot test of the instrument. Cronbach Alpha was used to calculate the dependability coefficient, and the result was 0.98. The researchers and one helper administered 38 copies of the questionnaire to the respondents, and 37 copies, representing 98.7% of those returned, were deemed to be usable for data analysis.

The data was analyzed using frequency counts, percentages, a mean of 2.50, and the standard deviation to answer the two research questions and z-test to test the hypotheses at the 0.05 level of significance.

Result

Research Question 1: To what extent does experience on the job influence better performance in male business studies teachers than their female counterpart in junior secondary schools in Rivers State?

Table 1: Mean and Standard Deviations of Respondents on the Extent to which Experience on the Job Influence better Performance in Male Business Studies Teachers than their Female Counterpart in Junior Secondary Schools in Rivers State

S/N	Statements	Male students (N = 775)		Female students (N = 554)		W \bar{x}	Remark
		\bar{X}_1	SD ₁	\bar{X}_2	SD ₂		
1	Experience in the job improves male teachers' attendance and punctuality	0.92	0.31	2.96	0.38	1.94	LE
2	Years of experience enhances higher performance in male teachers.	3.04	0.40	3.12	0.50	3.08	VHE
3	Experience in the job makes male teachers versatile and improves their methodology.	1.86	0.36	2.10	0.34	1.98	LE
4	Experience in the job enables better management of available facilities for business studies instruction by male teachers.	1.89	0.36	2.10	0.34	1.98	LE
5	Experiences of male teachers encourage students' independent learning.	2.18	0.46	3.88	0.41	3.03	VHE
	AW \bar{X}	1.98	0.38	2.83	0.39	2.40	LE

Criterion mean = 2.50

Data on Table 1 above showed that three items (1, 3 and 4) had weighted mean scores below the criterion mean and the remaining two items (2 and 5) had a weighted mean scores above the criterion mean on the extent to which experience on the job influences better performance in male business studies teachers than their female counterpart in junior secondary schools in Rivers State. In summary, with an aggregate weighted mean of 2.40 that was below the criterion mean of 2.50, it was concluded that the extent to which experience on the job influences better performance in male business studies teachers than their counterpart is low. This was affirmed

by the respondents stating that experience in the job improves male teachers' attendance and punctuality, years of experience enhances higher performance in male teachers, experience in the job makes male teachers versatile and improves their methodology, experience in the job enables better management of available facilities for business studies instruction by male teachers and experiences of male teachers encourage students' independent learning.

Research Question 2: To what extent does motivation results to better job performance in male business studies teachers than their female counterpart in junior secondary schools in Rivers State?

Table 2: Mean and Standard Deviation of Respondents on the Extent to which Motivation Results to better Job Performance in Male Business Studies Teachers than their Female Counterpart in Junior Secondary Schools in Rivers State?

S/N	Statements	Male students (N = 775)		Female students (N = 554)		W \bar{x}	Remark
		\bar{X}_1	SD ₁	\bar{X}_2	SD ₂		
6	Payrise is one of the powerful tools use in increasing motivation	1.32	0.34	2.64	0.36	1.98	LE
7	Teachers should be allowed to go in for in-service training with pay	1.02	0.37	2.86	0.32	1.94	LE
8	Fringe benefit is one of the most effective motivational variables which are the gateway to workers positive performance	2.36	0.43	3.38	0.41	2.87	HE
9	In-service training raise the morale of teachers towards their work	2.41	0.45	3.41	0.40	2.91	HE
10	Training and development improve motivation and make the teacher to become more skilled in their work	1.23	0.36	1.29	0.30	1.76	LE
	AW \bar{X}	1.67	0.39	2.72	0.36	2.29	LE

Criterion mean = 2.50

Data on Table 2 above showed that three items (6, 7 and 10) had weighted mean scores below the criterion mean, and two items had weighted mean scores above the criterion mean score on the extent to which motivation results to better job performance in male business studies teachers than their female counterpart in junior secondary schools in Rivers State. In summary, with an

aggregate weighted mean of 2.29 that is below the criterion mean of 2.50. It was concluded that the extent to which motivation results to better performance in male business studies teacher than their female counterpart is low. This was also affirmed based on the responses of respondents that payrise is one of the powerful tools use in increasing motivation, teachers should be allowed to go in for in-service training with pay, fringe benefit is one of the most effective motivational variables which are the gateway to workers positive performance, in-service training raise the morale of teachers towards their work and training and development improve motivation and male the teacher to become more skilled in their work.

Hypotheses

Ho₁: There is no significant difference in the opinions of male and female students on how experience on the job influences better performance in male business studies teachers' than their female counterpart in junior secondary schools in Rivers State.

Table 3: **Z-test Analysis of Respondents on how Experience on the Job Influences better Performance in male Business Teachers than their Female Counterpart in JSS in Rivers State**

Respondents	N	\bar{X}	SD	DF	Z-cal	Z-crit	α	Decision
Male students	775	1.98	0.38	1,327	0.42	1.96	0.05	Accepted
Female students	554	2.83	0.39					

The result in Table 3 indicated that the calculated z-value of 0.42 was less than the critical z-value of 1.96 at the degree of freedom of 1,327 and 0.05 significant levels. Hence, the null hypothesis which states that there is no significant difference in the opinions of male and female students on how experience on the job influences better performance in male business studies teachers' than their female counterpart in junior secondary schools in Rivers State is therefore accepted, while its alternative is being rejected.

Ho₂: There is no significant difference in the opinions of male and female students on how motivation results to better performance in male business studies teachers' than their female counterpart in junior secondary schools in Rivers State.

Table 4: **Z-test Analysis on the Opinion of Male and Female Student on how Motivation Result to better Performance in Male Business Teachers than their Female Counterpart in JSS in Rivers State**

Respondents	N	\bar{X}	SD	DF	Z-cal	Z-crit	α	Decision
Male students	775	1.67	0.39	1,327	0.50	1.96	0.05	Accepted
Female students	554	2.72	0.36					

The result of Table 4. indicated that the calculated z-value of 0.50 was less than the critical z-value of 1.96 at the degree of freedom of 1,327 and 0.05 significant levels. Hence, the null hypothesis was accepted.

Discussion of Findings

The empirical description of hypothesis one indicated no significant difference on how teaching experiences influence better performance in male than their female counterparts in business studies. The respondents fail to agree that male teacher's experiences enable them perform better than their female counterparts in teaching of business studies. This may be that both female and male gender possesses the necessary skills and potentialities to disseminate information to the students based on their individual experiences and capacities. By this research, measurement of differences will only base on professional and interpersonal skills as emphasized by Hayon, (2009). Investigation suggested that experience on the job does not enhance higher performance by male than the female teachers. However, Akpo (2012) observed that teacher teaching experiences enhance the ability to manage classroom adequately and improvise instructional materials that help to concretize knowledge. The finding showed that male teachers are not more versatile in employing varieties of teaching styles due to experiences than their female counterparts as regards to experiences. This researcher therefore accepted to the investigation because both female and male teachers do have equal training although difference environment and understanding. Male teachers' attendance and punctuality improves in teaching business studies due to their experiences was not accepted by the respondents. The importance of experienced teachers in schools has been argued as being necessary for school effectiveness (Zaku, 1983). Hence, Adeyemi (1998) exclaimed that the more experienced teachers in a school system, the higher would be the recurrent cost of education.

Finding on hypothesis two demonstrated that no significant difference in the opinions of male and female teachers on how motivation results to better performance in male business studies teachers' than their female counterparts in junior secondary schools in Rivers State. This implies that there is no differences on the level at which male teachers are better motivated than their female counterpart. This is in consonance with Martin and Harsh (2005) who revealed that academic motivation and engagement are the same for male and female teachers but seem not to agree with Koontz, O'Donnell and Wehrich, 1980; Owuamanam, 1991 and Ibukun (1997, as cited in Afolabi, 2013:138; Ubulom, Kayii, & Dambo, 2016) who asserted that what motivates a worker to work hard may not even motivate another worker at all. The result showed that granting of off-duty to male teachers, provision of facilities required for teaching and commendations may have no special way of motivating the male teacher as compared to their female counterpart.

Conclusion

The researcher concluded based on the finding of the study that experience in the job does not improve attendance and punctuality amongst male teachers than their female counterparts, and as such, does not make male teachers more versatile or improve their methodology and does not enable better management of available facilities by male teachers. Finally, the study finding revealed that salaries and allowances are better motivators for male teachers.

Recommendations

Based on the findings of this study, the following recommendation was made

1. Teachers need to be motivated through workshops and conferences for effective job performance in business studies.
2. Government should establish business studio to make teaching and learning of business studies more concrete and creative.

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