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MOTIVATION AND JOB PERFORMANCE AMONG SECONDARY SCHOOL TEACHERS IN ONDO STATE

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Abstract:-

The study examined motivation and job performance among school teachers in Ondo State. Samples of 500 school teachers from 300 secondary schools in Ondo State were selected for the study. A questionnaire designed by the researcher to elicit information from the respondents. The data were analyzed using Pearson Product Moment Correlation. Three hypotheses were tested at 0.05 level of significance. The result obtained shows that lack of motivation accounts for low level of job involvement, job loyalty and job identification among secondary school teachers. It was also noticed that there was a significant difference between state secondary school teachers and federal government teachers in terms of motivation and job satisfaction. This study therefore, concludes that a significant increase in teachers' motivation will engender more quality job performance among secondary school teachers. It recommends that the government should encourage teachers particularly those in the rural areas, the school environment should also be made friendly to facilitate teaching and learning process.

Keyword:-*Motivation, Job Satisfaction, Secondary School Teachers, Ondo State*

1. INTRODUCTION

There have been controversies about the working condition of teachers and how it affects teachers' performance in secondary schools in Nigeria and Ondo State in particular. The byproduct of these controversies is a numberless of literatures and reaction in journals, newspapers, books and researchers, teachers and other client of education industry. However, the researchers believe that one cannot make final submissions from these earlier comments, hence the need for this study conducted in Ondo State.

Motivation brings effectiveness in the teacher when there is interaction between the teachers' personal need and secondary school goals and aspirations. Maslow (1943) as cited in Ibukun (1997), postulated that human beings have special needs that must be met. The work values of individuals take on many forms starting from the combination of lower needs and the high level needs. It then follows that individuals' reaction to and satisfaction from any job is based on how that job is perceived as fulfilling the goals of their own uniqueness of the system. In addition, Adelabu (2005) opined that working condition refers to those set of properties of work, the work environment, which contribute positively or negatively to the workers, and influence their working attitude. Such working condition could be related to social, welfare and financial aspect of the employee. However, chamberlain et.al. (2002) and Conley (1995) have identified the working variables as some of the working conditions necessary for workers' effectiveness in an establishment. These include freedom, achievement, relationship with fellow workers, challenging jobs, assignment of responsibilities, jobs security, salary, clean environment, health care provision, loan and advances, training and workshops, conducive working environment like office accommodation, leave bonus, working hours, just to mention but a few. Organization success can only be achieved by the satisfied and motivated employees, and good leadership (Malik, Danish, & Usman, 2010). Therefore, a good leadership style is required to lead the teachers and to enhance their efficiency in schools.

As employees in different organizations differ in culture and background, so also is their thinking level. When organizations do not make a proper culture in organization so definitely employees will feel stress because of bad communication in between employees and their superiors and their performance towards their job will not meet the set standards. His study found that the bad working and living conditions have an adverse effect on the teacher's performance. It is essential to consider the terms and conditions of service for the purpose of motivating and retaining teachers (Kadzamira, 2006).

Secondary school teachers as workers in this country also deserve the above mention variables as working conditions, which will make them, perform effectively in carrying out their noble duties as classroom teachers in Ondo State. The national policy on education (2004) was a bold offer to give Nigeria a national system of education. The over-riding philosophy of nation policy on education is accessibility of education to all that is the integration of individual into a sound and effective citizen of the primary, secondary, and tertiary levels. Therefore, adequate motivation and incentive have to be accorded to the personnel. For the teachers to be motivated, since motivation behavior is often goal directed aspect of behavior.

Bennell ET. al. (2002) and akyeampong (2003) opined that a plethora of negative factors in the following areas such as poor teachers management at all levels from Ministry of Education to education to the schools; and teachers perception that the decline in their pay have adversely affected their status both local and nationally. Furthermore, barnett's (2005) recognized that the general perception of stake holders in education in all the state in Nigeria is that the teaching profession no longer enjoys the status it enjoys in enjoyed thirty years ago and teachers especially secondary school teachers are now undervalued by the society. This public reaction attracts serious question on the quality and working condition of these teachers since those needs may tend to influence and motivate the level of workers' productivity. This is the major trust of this study. Other writers have identified various important factors in the workers effectiveness for instance Gluck (1979) defined motivation as the process of factor that influence people to act.

Al-Aamri (2010), also saw motivation as the state of being induced to do something while Ejiofor (1984) submitted that it is a process of influencing subordinates or employees to work for a cause desired by the leader. In summary, motivation could be seen as the process of getting workers, managers and subordinate alike to increase their performance in attaining the organizational goals and objectives in an atmosphere of peace love and happiness. The expectancy theory of motivation is also quite relevant in this study in that it will enable secondary school teachers to perform well. The argument that the tendency to act in a certain way depends on the strength of an expectation that the act will be followed by a given outcome and on the attractiveness of that outcome to the individual. For example, the principal motivational approach to his teacher can be "to prepare your lesson note well, as a class teacher". This will in turn lead to recommending you for promotion to the position of vice principal or head of Department which will in turn boost the prestige of such teacher.

It is essential, however to note that motivation is not only by way of financial reward or favourable condition of service alone. Mustafa and Othman (2010) examined the perceptions of high school teachers about the effects of motivation on their performance at work. Teachers can be motivated by participating in decision making, participating in forums, or by the way or representing his school thereby giving him the recognition both state and at national level. Megnenor (2004), in his research work, opined that there are two distinct views about human beings; one basically negative (theory x) while the other basically positive (theory Y). McGregor's theories when applied to school administration, makes the principal to identify the types of needs that would be relevant to staff needs. The principal or the leader must look inwards to identify what can motivate the staff in his organization.

Uche, Fiberesima, and Christiana (2011) in their research, opined that job satisfaction is mostly adequately conceptualized as personality evaluation of condition existing on the job (work, supervision) or the outcome that arises as a result of having a job (pay, security) they continued by saying that job satisfaction is the degree to which an individual feels positively or negatively about the various facts of the task, the work setting and relationship with co-workers.

There had been instances in this country and in Ondo State in particular when secondary school teachers went on strike protesting the poor or terrible state of the secondary schools. The government kept silent over the issue and at the end they were ordered back to work without meeting or attempting to solve any of their problems. This further confirms the image of teachers as second class citizens. Adekunle (1987) opined that it is a pity that teachers whose primary occupation is to see to the total development of the child physically, morally, spiritually and intellectually are treated as second class citizens.

In recent times, one of the educational issues which greatly arose interest of the intelligent Nigerians is the extent to which teachers who constitute a large percentage of the working population are satisfied with their job. Babatola (1992) a sociologist and psychologist had worked on the concept of job satisfaction and motivation. Evans (2001), Hean and Garrett (2001) opined that job satisfaction includes equity type of consideration with the individual need being favourably compared with others in similar jobs.

In most states of Nigeria, especially Ondo State, low pay forces teachers to find additional source of income. Secondary income activities create divided attention and loyalty to teaching and impact negatively on quality of schooling. In Ondo state, majority of the teachers have developed the attitude of work as you earn which many believe have greatly affected their professional attitude and cover all commitment to achieving quality of education for all.

Students have become important source of income for example, teachers engage in opportunistic behaviour in order to maximize their income especially from private tuition. In some towns, it is alleged that teachers deliberately do not cover the entire curriculum so that students are obliged to attend their after school lessons organized by the teachers. Although it is difficult to get accurate information, it appears that secondary employment actively among teacher is increasing.

High rate of teacher attrition through resignation are examples of low level of teacher job satisfaction and motivation. Income through private tuition encourages many to stay on despite dissatisfaction with other condition of service. Unfortunately, this means that many teachers invest very little professional energy into public schools.

High teacher rate of learning and teaching between schools are also indicative of teachers who are unhappy with where they are working and more generally with what they are doing. It can be observed that this is a major problem in most of the rural areas of the state. Very high rate of teachers are not satisfied with where they are working and usually do not stay long enough in the school for their experience to impact on the students learning and achievement. Teachers who are not happy with their working and living condition and wish to transfer but unable to do so become despondent and are unlikely to underperform in their jobs.

The performance and behaviour of teachers in this study raised a major concern which relates directly to low level of job satisfaction and motivation. Poor professional behaviour (lateness, absenteeism, laziness) seriously compromise schooling quality and learning outcomes. Also, weak teacher management and lack of sense of accountability means that public teachers often get away with underperformance and at time gross misconduct. Work motivation refers to psychological process that influences individual behaviour with reference to the attainment of workplace goals and tasks. However meaning the determinants of workplace motivation is complex because these psychological processes are not achievements, recognition, the work itself, responsibility and advancement. Motivations are associated with long positive impact in job performance while hygiene factor tend to produce short term in job attitude and motivation.

Qayyum, & Sukirno. (2012), argues that employee's motivation is likely to be enhancing if work goals are specific, challenging, formed through employee participation and reinforced by feedback. This argument raises important issues for educational system in developing countries, in which teachers are often left to guess at what their professional goals, should be, or have goals imposed on them without due consideration of their views. Other specific problems highlighted include delay in payment of salaries, housing shortages, and insufficient involvement of teacher's representatives in policy making. Barnett's (2005) recognized that the work and living environment for many teachers is poor, which tends to lower self-esteem and is generally demotivating. Schools in many towns lack basic amenities such as pipe borne water and electricity, staff rooms, toilets, etc.

This study confirms that teaching is very much regarded as employment of last resort by most school leavers and university graduates. Barnett (2005) study reveals the unpleasant/sympathetic welfare condition of the teachers. Consequently, this has an attendant negative effect on the service delivery of teachers in classroom. Hence, this current study shows that appropriate motivation for teachers will improve their quality delivery in the classroom.

2. Statement of the Problem

The problem of the study arose from the background information that teachers performance in secondary school in recent times gives a lot of concern because of low rate of performance of students both internal and external examination. It appears they are no longer committed to their job. Also it has been observed by stakeholders that the motivation of staff, participation in decision making, shoddy staff relationship and staff development in job performance of teachers in secondary schools were not accorded the needed attention.

Furthermore teachers from some private secondary schools who are well motivated perform better than state secondary school teachers that are serving under poor working conditions.

3. Research Questions

1. Is there any relationship between motivation and job performance among secondary school teachers in Ondo state?
2. To what extent does motivation increases job performance of Ondo State teachers?
3. Is there any difference in the motivation influence condition in the teaching service of male and female teachers?

4. Research Hypothesis

Based on the research question, the following hypotheses were formulated and tested 0.05 level of significance.

1. There is no significant relationship between motivation and job performance of teachers of Ondo State secondary school Teachers and those of Federal Government Colleges in the State.
2. There is no significant differences difference between the performance of male and female secondary school teachers on the social condition of service that motivate teacher effectiveness.
3. There is no significant difference in the motivation influence of condition in the teaching service of male and female teachers.

5. Methodology

The study used descriptive survey research designed to examine the motivation and job performance of teachers in public and secondary schools in Ondo State. It covers secondary schools and three federal government colleges. Teachers made up of male and female of different qualifications, age and experience were involved. The major instrument used in collecting data was questionnaire titled “workers opinion survey inventory” (WOIS) which ranges from strongly agreed, agreed, disagreed, strongly disagreed, and disagreed was used.

5.1 Sample and Sampling Procedure

The study was conducted among three hundred state secondary school and Federal Government Colleges. The total number of five hundred teachers both male and female were randomly selected and grouped into 250 male and 250 female respectively.

5.2 Validity of the Instrument

The instrument adopted was drafted and submitted to colleges for their comment and suggestion. The final amendment was made before the final copies were produced.

5.3 Method of Data Collection

The instrument was personally administered on the respondents. They were collected after studying for a week. The respondents filled the questionnaire and there were retrieved by the researcher. The number of questionnaire filled and retrieved were five hundred.

6. Analysis of Results

The questionnaires distributed were collected on computer sheets, and analysis carried out by finding out various relationships postulated in all the hypotheses. Specially, product moment correlation statistics was used to test the hypotheses. The level of significant was set at 0.05.

6.1 Findings

Hypothesis 1:

There is no significant relationship between motivation and job performance of teachers of Ondo State secondary schools and Federal Government College in the State.

Table 1: A correlation table showing the degree of relationship between motivation and performance of teachers of Ondo State secondary schools and that of Federal Government Colleges in the State.

Group	N	SD	Df	R cal	R tab
Motivation	500	15,100	498	0.69	0.1946
Job performance	500	11,800			

From table 1 above, since r calculated is bigger than t-table. The hypothesis which states that there is no significance relationship between motivation and job performance is hereby rejected at 0.05 level of significant.

The result in table one shows that a significant relationship exists between teacher’s motivation and job performance is hereby rejected at 0.05 level of significant. The result in table one shows that a significant relationship exist between teachers motivation and job performance of the Ondo State secondary school teachers and that of Federal Government Colleges in the state.

Hypothesis 2:

There is no significant difference between the perception of male and female secondary school teachers on the social condition of service that motivate teachers’ effectiveness.

Variable	N	x	SD	D.f	T cal	t-table
Male	250	13.65	1371	498	0.14	1.96
Female	250	13.64	1369			

Since t cal < t table we do not reject the hypothesis. It implies that both male and female teachers in the Ondo State secondary schools perceive the social condition of service that motivates teachers’ effectiveness in the same way.

Hypothesis 3

There is no significance difference in the motivational influence of condition in the teaching service of male and female teachers.

Table 3: t- test showing the difference in motivational influence of condition in the teaching service of male and female teachers.

Group	N	X	SD	Df	T-cal	t-table
Male	250	12	1371	498	1.8	1.96
Female	250	12.2	132	498	1.8	1.96

From the table 3 above, t calculated of 1.8 is less than t-table of 1.96. We do not reject the hypothesis. It implies therefore that there is no difference in the motivational influence of condition in teaching service on male and female teachers.

6.2 Discussion

Essentially, the result of the study shows that there is a significance relationship between motivation and job performance of teachers. If the psychological needs, safety, love, self-esteem and self-actualization of teachers are met, they will be more effective and productive. The above assertion is in line with Adelabu (2005) which believed that motivation is predictive of future behaviour and any organization that wishes its future behaviour and any organization that wishes it future be bright and wants to sustain its workers for better performance must ensure that they are highly motivated. The study also established that in table 2 that there is no significant difference between male and female teachers' perception of social condition between male and female teachers believe that regular payment of salary, regular promotion, job security etc are some of the social conditions that promote teachers effectiveness. This assertion is in line with Chamberlain et al (2002) and Curley (1995) which identified job security, salary, health care, loans, on the job training, etc as working conditions necessary for workers effectiveness in an establishment.

7. Recommendations

School administrators should motivate their subordinates by providing them with necessary incentives such as regular promotion in order to achieve educational goals. Government should create conducive and enabling environment for secondary school teachers to demonstrate their professional skills in imparting knowledge to the students. Wages, salaries and allowances should be made attractive to secondary school teachers as applicable to other professions like banks and firms.

Government should organize training for teachers from time to time so that they could acquire and update themselves with modern methodology of learning and teaching. Teachers should be made to rise to the post of Permanent Secretaries as it is been done by some state government officials/workers in this political dispensation. Government should ensure that gratuity and pension could be enjoyed by retiring teachers without much trouble. It is not the next of kin that will enjoy instead of the retiring officer.

8. Conclusion

The focus of this study has been to show that motivation plays an important role in determining job satisfaction of any worker, be it in the teaching profession of other establishments. The paper has tried to show that motivation could lead to having the best from secondary school teachers in Ondo state no matters where they are posted to work whether in rural or urban areas. In the course of this study, it was established that motivation should not be based on monetary aspect alone; involvement of teachers in the policy making as regards their profession goes a long way at motivating them. However, meaningful salary and leave bonus are also important while car loans and housing loans to deserving teachers will motivate teachers to stay on the job for a long time.

Most significantly, this will engender their job quality performance more commitment and dedication to work resulting in better educational performance and higher students' performance in secondary schools. Good environments such as classroom, well equipped offices for Principals and Head of Department (HOD) while the staff common room should be provided with necessary facilities.

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