

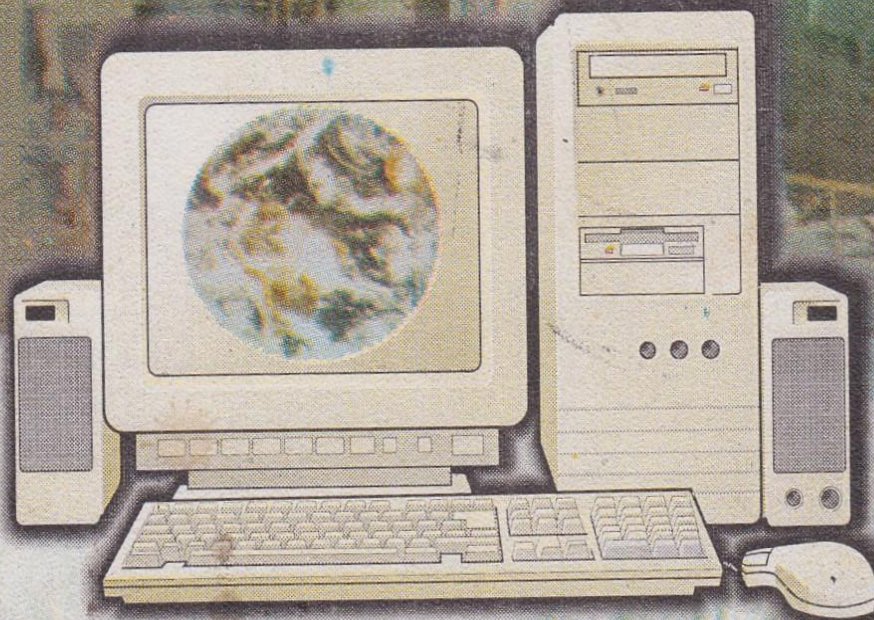
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# MOTIVATION OF SECONDARY SCHOOL TEACHERS AND THEIR JOB PERFORMANCE FOR PATRIOTISM, SELF-RELIANCE AND PRODUCTIVITY IN AKWA IBOM STATE.

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## Abstract

This study was designed to examine the influence of motivation of secondary school teachers on job performance for patriotism, self-reliance and productivity in Akwa Ibom State. Secondary school teachers in the 229 public secondary schools and all senior secondary school class Two (SSII) students constituted the population. 310 teachers randomly selected from five schools in each of the 31 LGAs of the state and 3100 SSII students made up the sample for the study. Data were collected using the *Teachers Job Performance Questionnaire (TJPQ)* and *Administrative Factors Appraisal Scale (AFAS)* developed by the researcher. To guide the study, the null hypothesis that there is no significant influence of motivation of secondary school teachers on their job performance was tested with Independent t-test analysis at alpha level of 0.05 significance. The result showed that there is a significant influence of motivation on teachers' job performance. The findings of this study have far-reaching implications for educational managers, school administrators and teachers.

## Introduction:

The concern for quality education in our school system to correct the present-day cry of *falling standard of education* in Nigeria, has moved educationists to research into the causes of the malady. One of such endeavours is the present study that examines the influence of motivation of secondary school teachers on their job performance in Akwa Ibom State.

'Motivation' according to Peretomode (1999:110), stems from the Latin word 'movere' meaning *to move*. Considering the all important and un-quantified role that 'motivation' plays in the achievement of organizational goals, it is rightly placed at the very heart of the study and the practice of management. Mathis and Jackson (1982), looked at 'motivation' as an emotion or

desire operating on a person's will and causing that person to act. Staw (1983:302), considers motivation as a prepotent state that energizes and guides behaviour'.

Although motivation is rarely measured directly, it is inferred from changes in behaviour or even attitudes. This means that although motivation is intangible, its presence or absence can be truly felt in the behavioural outcome of the affected persons. This is why Asagwara (1987), described motivation as an internally generated force that initiates action in man, directs and sustains it until the desired goal object is achieved. In other words, motivation involves how behaviour gets started, is energized, is sustained, is stopped, and what kind of subjective reaction is present in the organism while all these are going on.

Accordingly, motivation is related to the intrinsic forces of a human being and also has to do with the satisfied needs of an individual. No wonder Hoy and Miskel (1982), put it that motivation refers to the complex forces, drivers, needs, tension sates, or other mechanisms that start and maintain voluntary activity directed towards the achievement of personal goals.

Considering the undisputed significance of the teacher in the teaching – learning process, this paper wishes to examine the influence of motivation of secondary school teachers on their job performance with a view to making recommendations for the provision of quality education towards the achievement of national goals and objectives.

## Methodology:

The population of this study comprised all teachers and senior secondary school class two (SSII) students in public secondary schools in Akwa Ibom State. The schools were 229 in number, while the teachers' population as at

2007/2008 academic year stood at 7031. The stratified random sampling procedure was used to select five schools from each of the 31 Local Government Areas (two of which were in the urban and three from rural areas). From each of the sampled 155 schools, two teachers were selected. One of the teachers was an English Language teacher and the other was a Mathematics teacher, both currently teaching senior secondary class two (SSII).

Twenty (20) SSII students taught by each of the sampled teachers were randomly selected to evaluate the teachers used in the study. From this method of sampling, a total of 310 teachers and 3100 SSII students saved in the study. The sampling procedure produced 124 teachers from urban and 186 from rural schools respectively.

The two instruments used in the study were the *Administrative; Factors Appraisal Scale (AFAS)* and *Teachers Job Performance Questionnaire (TJPQ)*. The AFAS was administered on the student respondents.

The AFAS was a 20 – item rating scale with two parts. Part I elicited from the subjects, their personal background information such as sex, age, years of teaching experience, academic qualification, and subject taught. Part II was a 7 – item scale that measured the extent to which the respondent was motivated to teach.

The TJPQ was a 36 – item questionnaire designed for students to evaluate the job performance of the sampled teachers.

The hypothesis was measured at 0.05 level of significance.

**Result:**

**Ho:** There is no significant influence of staff motivation on teachers’ job performance.

**Table I:**  
**Independent t-test analysis of the difference in job performance by teachers due to motivation**

Groups	n	x	SD	t
Motivated Teachers	498	34.42	5.82	
				22.23*
Unmotivated Teachers	2602	28.22	5.04	

\* Significant at 0.05 level; df = 3098; t = 1.96

From the table above, the independent t-test analysis revealed that the obtained t-test value was 22.23. This was found to be greater than the critical t-value at 0.05 level of significance. Hence the result was statistically significant.

**Discussion:**

The result of the analysis showed that there is a significant influence of motivation on teachers’ job performance. This means that those teachers that are motivated performed better than their unmotivated counterparts.

The research finding agrees with Ebot (2001), who found out that effectively motivated teachers are contented and satisfied, especially as their tensions are eased. They will be more willing to perform assigned tasks. Nwachukwu (1988) and Denga (1996), asserted that motivated workers out-produce their unmotivated counterparts. According to Edem (1982), Getzel-Guba nomothetic – idiographic model stated that some conflicts were bound to occur if an organization failed to share its material and non-material benefits with its employees. Mgbeke (1988), reported that a study conducted by Mitchell in 1973, found a positive relationship between staff motivation and teachers’ job performance.

The present-day *maltreatment* of teachers by not paying their salaries on time, non-payment of some basic allowances at all, non-payment of incentives such as car and housing loans, and irregular promotions, among others, have the tendency of forcing the affected teachers to other economic ventures to make a living. In the end, the students stand to lose and must perform poorly at examinations, as the

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Latin phrase goes, '*Nemo dat quod non habet*' meaning 'one cannot give what he does not have'.

On job assignment, which constitutes yet another source of motivation or frustration, Edem (1982), emphasized that the school administrator must plan the school duties to be done and assign them to the teachers with the skill and training to do them. For the assignments to be fruitful, the administrator must prepare a plan containing what each teaching post involves and the qualifications that the holder requires (Job description). Job description enables the school administrator to prepare in advance what is supposed to be done to achieve school goals and objectives.

Job description also helps teachers to know precisely their roles and minimizes duplication of responsibilities as well as reducing the tendency to over-load a single teacher to the advantage of others. With this situation, teachers are motivated to better and higher job performance. There is no doubt that a teacher's level of motivation can be affected by his teaching load. His job performance could degenerate if he finds his class size too large or if he has too many lessons to teach each day, or if his responsibilities are intolerable in complexity and magnitude.

On sharing responsibility as a motivational factor, Baird (1977), asserted that managers should encourage workers to exercise self-direction by sharing their responsibilities with them, to participate in conflict resolution, and to assume many managerial functions. In this way, employees will be motivated to work more enthusiastically.

Musaazi (1982), advised that school administrators should see their institutions not as their personal estates but as organization in which every member of staff is playing some vital role in which one of their (administrators) main duties is the co-ordination and supervision of the various functions. Only very few things

divorce staff from management than non-sharing of roles with subordinates. In the school system, teachers will stop at nothing to make the school administrators to notice their apathy, including absence from school, non-participation in school programmes and even abandonment of their primary assignments, etc.

The school administrator should be concerned about the professional growth of his staff. Dunn (1972), looked at *professional growth* as the organizational effort to improve on a staff's ability to perform a job or organizational role. As a result of daily increasing knowledge about how learning occurs, new teaching techniques are constantly emerging of which classroom teacher should be made aware. His methods will become static or even absolute if he is not exposed to new available ideas in his field through professional training. A school administrator will motivate his teachers by providing for their regular and adequate in-service programmes aimed at improving both the collective performance of individual teachers and the personal performance of individual teachers.

In-service education for teachers includes workshops, teachers' meetings and conferences, interest study groups, exchange visits, classroom visits and supervision by the principals or headmasters, and demonstration lessons, among others.

Another useful motivational technique for school administrators is the use of reinforcement mechanism. This, according to Ebot (2001), involves praise, commendation, recognition by the school administrator of teachers when they record certain achievements, the giving of responsible positions to teachers based on merit and competence on the job, recommendations for training, and the related devices. When a school administrator praises a teacher for being productive, he is reinforcing the teachers' behaviour for repeated and better action. This conforms to Thorndike's (1911), law of cause and effect. According to Thorndike, out

of several responses made to the same situation, those which are accompanied or closely followed by satisfaction reinforcement drives will be more likely to recur, while those that are accompanied or closely followed by discomfort (punishment) reinforcement drives will be less likely to recur.

The finding of this study that there is a significant influence of motivation on secondary school teachers' job performance does not leave anyone in doubt. It follows logically that teachers that are motivated by their school administrators are found to be more productive, more dedicated, and more committed to their teaching jobs than their unmotivated counter parts.

### Recommendation and Conclusion:

The conclusion drawn in this study is that school administrators should utilize all psychological techniques of motivation to spur teachers to committed, dedicated and productive work to achieve patriotism, self-reliance and high productivity in our secondary schools. By so doing, the current cry of 'falling standard of education' would be a thing of the past as the national objectives for Nigeria and the national educational aims and objectives would be achieved.

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