

**MOTIVATION AND JOB PERFORMANCE  
OF SECONDARY SCHOOL TEACHERS  
IN ABA NORTH LOCAL GOVERNMENT  
AREA OF ABIA STATE**

**BY**

**JOSIAH ESTHER ONYINYECHI  
(NTI/PGDE/2016/9233)**

**OCTOBER, 2016**

**MOTIVATION AND JOB PERFORMANCE  
OF SECONDARY SCHOOL TEACHERS'  
IN ABA NORTH LOCAL GOVERNMENT  
AREA OF ABIA STATE**

**BY**

**JOSIAH ESTHER ONYINYECHI  
(NTI/PGDE/2016/9233)**

**A Thesis Presented to the National Teachers'  
Institute (NTI), Kaduna, in Affiliation with  
National Open University Nigeria (NOUN)  
in Partial Fulfillment of the Requirements  
for the Award of Post Graduate Diploma  
in Education (PGDE)**

**OCTOBER, 2016**

## **APPROVAL PAGE**

This research work "Motivation and Job Performance of Secondary School Teachers in Aba North Local Government Area in Abia State was carried out by **Esther Josiah Onyinyechi** with Registration Number **(NTI/PGDE/2016/9233)** has been carefully read, supervised, approved and recommended as meeting the requirement in partial fulfillment of the project requirement of the National Teachers Institute (NTI) Kaduna, Nigeria for the award of Post Graduate Diploma in Education (PGDE).

---

**Mr. Ekeke O. G.**  
**(Supervisor)**

---

**Date**

---

**Dr. (Mrs.) Obike C.N.**  
**(Centre Manager)**

---

**Date**

---

**Mrs. Ekwunugo Onyeka A.**  
**(State Co-ordinator)**

---

**Date**

---

**Dr. (Mrs.) Umerah C.F.**  
**(Zonal Co-Ordinator)**

---

**Date**

## **DEDICATION**

This work is dedicated to my husband Mr. Josiah Somadina Obande for his support and encouragement which sustained me throughout the period of this study and to my mother Mrs. Okoroafor Mercy who ignited the zeal to read in me.

## **ACKNOWLEDGEMENT**

The researcher is grateful to Almighty God who has been her source of supply throughout the period of this study. The researcher also expresses her sincere gratitude to her able supervisor Mr. Ekeke O.G. for his relentless effort in guiding her to the successful completion of this work. His wonderful contributions cannot be underestimated. He granted her access to his office despite his busy schedule. He is a man who believes in helping others to succeed.

The researcher also wishes to thank specially Dr. Mrs. Obike C.N, Dr. Igbokwe U.O, Dr. Ememe O.N, Mrs. Okoye N.R. for their invaluable contributions and criticisms, corrections and inputs which led to the success of this work.

The researcher's profound gratitude goes to her husband Mr. Josiah Somadina Obande for his support and encouragement which sustained her throughout the period of this study and to her mother Mrs. Okoroafor Mercy who ignited the zeal to read in her.

To her friends Barrister Mrs. Kalu Helen and her husband Dr. Kalu Chibuzo the researcher says a big thank you. There are many people who contributed in one way or the other to the success of this study whose names are not mentioned in this study the researcher is highly indebted to all of you.

## **TABLE OF CONTENTS**

Title Page	i
Certification Page	ii
Approval Page	iii
Dedication	iv
Acknowledgement	v
Abstract	ix
Table of Contents	vi
List of Tables	

### **CHAPTER ONE: INTRODUCTION**

1.1	Background of the Study	1
1.2	Statement of the Problem	7
1.3	Purpose of the Study	8
1.4	Scope of Study	
1.5	Significance of the Study	
1.6	Research Questions	10
1.7	Research Hypotheses	11

### **CHAPTER TWO: REVIEW OF RELATED LITERATURE**

2.1	Theoretical Framework	13
2.2	Conceptual Framework	

2.3	Review of Empirical Studies	12
2.4	Summary of Literature Review	26

### **CHAPTER THREE: RESEARCH METHODOLOGY**

3.1	Research Design	28
3.2	Area of Study	28
3.3	Population of Study	29
3.4	Sample and Sampling Technique	29
3.5	Instruments for Data Collection	30
3.6	Validation of the Instruments	31
3.7	Reliability of Instrument	31
3.8	Method of Data Collection	32
3.9	Method of Data Analysis	32

### **CHAPTER FOUR: DATA PRESENTATION AND ANALYSIS OF RESULTS**

4.1	Research Question Analysis	
4.2	Hypothesis Analysis	
4.3	Summary of the Findings	

### **CHAPTER FIVE: SUMMARY, CONCLUSION, RECOMMENDATIONS AND SUGGESTIONS**

5.1	Discussion of the Results	46
5.2	Educational Implications of the Study	52

5.3	Limitations of the Study	53
5.4	Recommendation	
5.5	Suggestions for Further Studies	55
5.6	Summary of the Entire Study	56
	Bibliography	58
	Appendix	60



## **Abstract**

*The purpose of this study was to examine and find out areas of motivation on job performance of secondary school teachers in Aba North Local Government Area. To guide this study, four research questions and four hypotheses were formulated respectively. The review of related literature was done on the motivation and job performance of teachers among other topics. The instrument for data collection was a structured questionnaire of 24 question items. The respondents who were teachers were randomly picked from the school in Aba North Local Government Area. The mean rating was used to answer research the questions, while t-test statistics was used to test the hypothesis at 0.05 level of significance. The measure of four-point rating scale of strongly agree, Agree, Disagree, strongly disagree were used to design the data collection instrument. The result of the hypotheses showed that adequate provision of school facilities, in-service training, regular payment of teachers' salary and regular promotion of teachers tremendously and significantly influence teachers' job performance. One limitation of the study was inadequacy of funds to conduct the research. It was recommended among others that government regularly pay teachers their salary, promote them, and send them for in-service training*

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background of the Study**

The management of people at work is an integral part of the management process and no organization ever succeeds without due recognition and appreciation of people through whom tasks are accomplished. To understand the critical importance of people in the organization is to recognize that the human element and the organization are synonymous. Any well managed organization usually sees an average worker as the source of quality and productivity gains.

Such organizations do not look at capital investments, but at employers as the fundamental source of improvement. An effective organization will always ensure that there is a strong spirit of cooperation and sense of commitment within the sphere of its influence. In order to make employees committed to their job in the school, there is need for strong and effective motivation of teachers at various levels.

Motivation is a driving force that initiates a person's action (Nwaoku 2005). This driving force takes different forms. Some researchers have grouped them into intrinsic and extrinsic motivation (Wehrich and Roontz 2004). Other researchers have categorized motivation into satisfiers and dissatisfies (Herzberg in Mbipom, 2000) which among them are derived variables for this study as their influences include in-service training, school facilities, salary payment and regular promotion. These variables were chosen because the area of dissatisfaction is mostly in delay in payment of salaries, inadequate facilities, in-service training and delayed promotion (Ejiogu 2000).

In-service training has a way of boosting ones performance since it is a systemic development of one's knowledge, skills and attitude to perform adequately in a given job (Ajila, 2007) for school facilities. Some researchers have reported their effectiveness in teaching-learning processes enhanced by adequate motivation (Ogbodo, 2002 and Umah 2004).

Payment of attractive salary on regular basis is also established to motivate employees towards effective job performance (Etuk, 2004). In the same vein, regular payment is a great booster of employee's morale or increased job performance (Ubom, 2003). Unfortunately, these criteria are often discarded when it comes to motivating the teachers in

secondary schools (Olajide, 2000). This has resulted in lack of commitment to work by so many teachers; as manifested in lateness to work, absenteeism, ill-prepared lesson notes; and other professional misconducts. In addition, it is generally observed that some teachers have other business ventures which they use official hours to attend to. People prefer to be attached to those occupations where they are motivated in terms of high payment of salary and other incentives. This is why some teachers quit teaching job for other jobs in order to meet their desired needs and aspiration in life.

The society as well as those in authority is not helping matters with regard to raising the morale of teachers (Ejiogu, 2002). A teacher should be respected and regarded by the society. Teaching profession should be respected and motivated if this is not done, then it will be difficult to retain the best brains in the teaching profession. Teaching profession is no longer attractive these days. It has stopped being the means of social advancement to the youths; the impression here is that teachers are poorly paid. This is main reason why teachers move from the teaching profession to other activities in search of greener pastures. It is clear also that if teachers are motivated; they will in turn motivate the students to achieve better results. Ejiogu (2002) is of the opinion that the nation's educational goals and objectives cannot be achieved

unless governments are willing to motivate teachers. Students learning are expected to be constantly improved upon but this is not so, as their performance in both internal and external examinations has caused serious concern for the society and the government. There is a poor relationship between the school personnel and the government. Every year, the federal government of Nigeria spends huge amount of money in her budget to fund education since education is an instrument par-excellence for affecting national development. It will therefore be a waste of funds and resources if nothing is done about the welfare of the teaching staffs, who are the people to bring about changes in their students. Teachers cannot perform or teach with enthusiasm if they are not motivated.

Therefore, the researcher is worried over poor performance in terms of punctuality, interest in students, actual teaching, students' evaluation, students discipline and conduct. The researcher has decided to investigate the motivational variable put in place by the education authority and their influence on the job of secondary school teachers in Aba North Local Government Area of Abia State.

## **1.2 Statement of Problem**

There is a general complaint in Abia North Local Government Area that teachers' job performance is rather very low in many areas. This poor performance is manifested in the form of lateness to classes and absenteeism from school. Some engage themselves in commercial activities as they move from one office to another during official hours instead of teaching and performing other functions in the school.

Another problem is the irregular payment of teachers' salary. Some teachers frown at this especially when their salary, and allowances are not paid in due times. By this, they will not like to enter classes which will make some students to be seen loitering in the streets in their school uniform. They also complain that their teachers rarely visit or teach them during school hours.

There is also a problem of in-service training among teachers. Some teachers are not well trained in the teaching profession. This makes them to lack the necessary skills in teaching. Some fear or feel shy to each the students.

There is also, the problem of irregular promotion in the job performance. Teachers are expected to be promoted in order to motivate them in their job performance. But when they are not promoted as at when due, some teachers quit their teaching jobs and start looking for a better paid job. Therefore, the problem of this study

is to examine the place of motivation on job performance of secondary school teachers in Aba North Local Government of Abia State.

### **1.3 Scope of the Study**

This content scope focused on two main variables, the motivation of teachers in secondary schools and the job performance of teachers in secondary schools. The area scope of this study was limited to the motivation and job performance of school teachers in Aba North Local Government Area of Abia State.

### **1.4 Purpose of the Study**

The primary purpose of this study was to investigate the influence of motivation on the Job Performance of Secondary School Teachers in Aba North Local Government Area Abia State/

Specifically, the study sought to:

1. determine how regular payment of salary influences job performances of secondary school teachers.
2. examine how regular promotion influences job performances of secondary school teachers.

3. determine how in-service training of teachers influences job performances of secondary school teachers.
4. determine how inadequate supply of supply of school facilities influences job performances of secondary school teachers.

### **1.5 Significance of the Study**

The study will likely be significant in a number of ways. It is hoped to be useful to employers of labour in the secondary education Board. It might help to expose their inability to motivate teachers through improved condition of services.

Ministry of Education may also benefit from the findings. It will help to expose some teachers who are not conversant with recent innovations in the school system. With these problems, they will organize seminars and workshops to motivate the teachers.

State workers are equally likely to benefit from the research report so as to know the necessary steps to take so as to ensure a highly spirited workforce. Recommendations that will be made to this effect will likely help to improve attitude of state workers toward motivating teachers.

School administrators may also benefit from the result of the study. Any findings made by adequately equipping secondary schools



especially libraries with current and useful books where teachers can lay hand for high productivity will help to improve the school system.

Researchers in this field may equally benefit from this research work since it can be an aid for further research. It can also serve as reference materials for scholars who might conduct research in related areas.

Finally the controllers of labour and individuals stakeholders may equally benefit from the topic to know how best to confront the problems of motivation to ensure high productivity.

## **1.6 Research Questions**

The following research questions were formulated to guide the conduct of the study:

1. To what extent does regular payment of salary influences job performances of secondary school teachers?
2. To what extent does regular promotion influences job performances of secondary school teachers?
3. To what extent does inadequate provision of facilities, influences teachers job performances?
4. To what extent does in-service training influence teachers job performance?

## 1.7 **Research Hypothesis**

Ho<sub>1</sub> There is no significant difference between the mean rating score of male and female teachers on the influence of regular payment of salary on teacher's job performance.

Ho<sub>2</sub> There is no significant difference between the mean rating score of male and female teachers on the influence of regular promotion on teacher's job performance.

Ho<sub>3</sub> There is no significant difference between the mean rating score of male and female teachers on the influence of inadequate provision of school facilities teachers job performance.

Ho<sub>1</sub> There is no significant difference between the mean rating score of male and female teachers on the influence of in-service training on job performance.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

This chapter is presented under the following sub-headings: Theoretical Framework, Conceptual Framework, review of related empirical studies and summary of the literature.

#### **2.1 Theoretical Framework**

This study stands to review some theories which are relevant to this study. The theories are discussed below:

##### **Maslow's Hierarchy of Needs Theory**

This theory was propounded by a psychologist Abraham Maslow. The theory was based on two assumptions. First is that people have different needs which are active at different times and that it is not only those of these needs which are not satisfied that can influence behaviour. Secondly, these needs are arranged in a hierarchical order of

importance. The hierarchy is grouped as follow: physiological, security, belongings, esteem and self actualization (Ojeifo 2007).

At the lowest level of this hierarchy are the physiological needs, which are the basic needs of food, shelter and clothing. These needs can be satisfied by the organization through good salaries. The second to the lowest is security needs. This is the need for safety, stability and security in both physical and economic terms. This can be taken care of through the provision of fringe benefits, insurance schemes, and good working environment and so on. Belongings need is the third in the hierarchy. This relates to people's desire for social acceptance, friendship and affection (Obikezie 2005:218). An organization can take care of this need through encouraging team work and creating a friendly and convivial atmosphere in the work place. The esteem need which is the fourth need is the need to be respected and valued. It is the desire to be recognized and also have self esteem. To satisfy these needs, organizations are advised to adopt an equitable and appropriate reward system, good job titles and equally giving employees challenging job responsibilities. The last step which is at the apex position of the hierarchy is the self actualization needs. This is taken care of by involving employees in the decision making process and creating a clear career path for all employees to realize their full potentials.

But he fell short of a comprehensive theory of work motivation. His model described only some of the content of work motivation. It does not adequately describe the complex motivation process of organizational participation.

This theory cannot make generalizations on the formal organizations of third world countries. The “wage incentive” which has been categorized by Herzberg as a dissatisfier has remained the most motivating factor in third world countries, like in Nigeria where a good number of the population live in abject poverty. Again, the theory is a product of limited sample study of professionals. Only engineers and accountants whose tasks differ significantly from other kinds of workers were involved in the study. In other words, the information gathered therein was collected through a potentially biased structured interview format (Chris, 2007). This theory which is attributed to the findings from the western professionals does not reflect the true picture of the nature of the Nigeria organizational workforce. It is therefore considered inappropriate for this study.

### **The Vroom Expectancy Theory**

This theory assumes to be the dominant mode of work motivation theory (Chris, 2007). According to this theory, the strength or the

tendency to act in a certain way depends on the strength of our expectation that the act will be followed by a given outcome and on the individual. Vroom (1964) in Glor (2006) saw considerable evidence that performance increases with an increase in the magnitude of reward offered for successful performance. This theory adopts the VIE (Valence, instrumentality and expectancy) proposition. This is based on three variables: valence, instrumentality and expectancy. Vroom argued that one will believe that efforts will lead to some result or first order outcome (valence). People must also believe that their efforts will lead to a desirable result or first order outcome (Expectancy). Then there must be perceived relationship or link between successful attainment of the first order outcome and the realization of the second order outcome (Instrumentality). Motivation is only likely when a clearly perceived and usable relationship exists between performance and outcome and the outcome is seen as a means to satisfying needs.

In view of this, motivation is a product of how much one's want of something and one's estimation of the probability that certain actions or series of actions will lead to getting that thing. Workers general perception of work situation, whether it will be rewarding or whether such reward will be commensurate to efforts is motivating. According to (Obikeze 2005:229), "the major utility of Vroom's theory to employers is

that they should try to tie rewards to performance. The relationship between the rewards and performance should be clear to all workers while the rewards must be things which most of the workers cherish.

This theory suggests that people are motivated to perform if they believe that their efforts resulting in high performance will lead to rewards and that the positive aspects of the outcome outweigh the negative aspects. Furthermore, the worker's performance will result in outcomes and rewards. In trying to specify how much he desires the various outcomes or rewards should be performed successfully, such desires as intrinsic and extrinsic rewards come in.

Vroom's assumptions depart from the content theories in that it depicts a process of cognitive variables that reflect individual differences in work motivation (Mpibom, 2000)). It does not attempt to describe what the content is or what the individual differences are. Everyone has a unique combination of valences, instrumentalities and expectancies. Thus the Vroom's theory indicates only the conceptual determinants of motivation and how they are related. Vroom's theory does not contribute much to personnel motivation techniques; rather it is of value in understanding organizational behaviour. In this regard therefore the theory is considered inappropriate for this study.

## **Adam's Equity Theory**

The Equity model as developed by J. Stacy Adams is concerned with worker's perception of fairness and equilibrium in the workplace. According to the theory, when a worker compares his inputs in the job and the outcomes (reward) with that of a referent (who does basically the same work), he may feel that;

- a. There is equity in the reward system
- b. He is under-rewarded
- c. He is over rewarded

Interestingly, whichever way he feels has some implication for his subsequent behaviour. If he feels there is equity, then he will not change his behaviour. But if he feels that there are inequities in the reward system, he will work to reduce the inequity through:

- a. Trying to increase his inputs if he feels he is over rewarded
- b. Trying to get an increase in his salary if he feels he is under-rewarded
- c. Trying to decrease his inputs if the increase is not forthcoming
- d. Trying to resort to illegal ways of increasing his output (through theft, cheating, bribery and so on)



This theory relates to reward system to organizational productivity. This is why Obikezie (2015) pointed out that unfair reward system affects the organization. The importance of this theory is that motivation does not end one's estimation of actions leading to a reward. It goes into the workers general perception of work situation. To motivate workers for higher performances is greatly influenced by equity in the reward system. The theory accounts for why some workers exhibit poor attitude to work, engage in fraudulent acts while at work; resort to strike actions for better working conditions. By implication workers in a developing country will only strive to perform better if this law of equity is generally observed.

The reward system as earlier observed by Robert (2008) had apparently remained the most motivating factor in Nigeria organization (although other motivating factors are visible). Financial reward is the sole source of livelihood to workers. Most disagreement between government and workers union have been attributed to inequality in the reward system. The consequences of this has always manifested in the attitude to work. Although the equity theory departs from the content theories, it recognizes the fact that rewards are very important in motivation and the consequences of this have always manifested in the

attitude to work. Although the equity theory departs from the content theories, it recognizes the fact that rewards are very important in motivation and advocated fairness in the reward system. The work on equity goes beyond the expectancy theory as a cognitive explanation of work motivation (Obikezie, 2015) In this regard therefore, it can be deduced that the equity theory suits this study since it takes into cognizance the nature of this study.

## **2.2 Conceptual Framework**

The term "motivation" might have different meaning to different scholars. Although some of these opinions seem to have similar meanings. Robert (2008:6) defined motivation as "the will to act". He saw it as having its starting point from influencing individuals' behaviour. The implication of this working definition is that once an employer understands how to influence the employee's motivation, he is more likely to gain results that both the organization and its members want.

In a similar view, Ihunda (2004) confirmed that motivation is the process of influencing subordinates or followers to work for a course desired by the motivator. From this definition, we can perceive the link between motivation on one hand and leadership on the other. This

implies that the motivator (leader or employer) is a topical side of human motivation.

Adebakin (2005:19) took his view on motivation from the perspective of instinct, wages, purpose, goals, desire, wants, motives, and drives, something involving the physiological, psychological and the social aspect of human being. To him, motivation is that individual's need, desires, and concepts that directs his actions. Those physical needs of the workers are the things to urge them to work harder in order to achieve them. Those physical changes in the environment like the provision of social amenities which alleviate the suffering of workers.

He went further and identified some principles that must be observed for actions to be regarded as motivation. Firstly, He saw motivation to be energy arousal, where there is minor urge that prompts workers to mobilize resources and achieve their goals or interest. Secondly, motivation directly channels effort towards a particular goals or interest. By this effort of workers are not aimless or at random, but focused on the attainment of a particular goal or interest.

Oti (2005:213) in his contribution made a confirmation of this definition. He submitted that motivation is a socio-psychological concept which has to do with inducing individuals to behave in required ways. This process is often generated through an external action such as

offering someone more to do a work, providing incentives which in turn stimulate certain responses from such individual. Whether or not these efforts are successful are determined internally.

Michael (2005) sustained his idea on motivation by subscribing to the view that motivation has to do with the factors that influence people to behave in certain ways. The implication of this definition is that motivation is a goal-directed behaviour, which means that motivating other people is about getting them to move in the direction you want them to go in order to achieve a result.

### **In-Service Training and Job Performance of Teachers**

All organizations need to train their staff for maximum utilization. Training is the systematic development of the knowledge, skills and attitude required by an individual to perform adequately in a given task or job. This presupposes that training in any organization is aimed at giving employees at all levels sufficient instruction and guidance to enable them perform their jobs effectively and prepare themselves for promotion and advancement (Ajila, 2007).

Training according to (Evans, 2001) is the organizations effort to increase a person's ability to advance in his organization. Organizations in their bid to achieve cooperative objectives make use of human

resources. Management therefore, has the challenge and responsibility to develop the full potentialities of every staff through properly planned training and development programmes for optimum job satisfaction and performance.

In-service training in this context is defined as planned activities for the instructional improvement of secondary school teachers (Akpa, Udo and Fagbamiye, 2005). The need for in-service training cannot be over-emphasized with particular reference to education; the growth of knowledge manifests itself in new developments in subject areas. Common examples are the new content for science, integrated science, modern mathematics, introductory technology, business studies and information technology. In-service trainings programmes are therefore needed to intimate teachers with these new developments and new teaching techniques (Ekpo and Inyang 2004).

This is why Ukeje (2012) asserted that professional growth can be encouraged through the in-service training which helps to reduce some existing deficiencies in ideas, skills and methods. Therefore, effectiveness and efficiency in job performance emanate from a good training and practice which results in satisfaction on the job and its performance.

In the study of Jayaratne and Gamon (2013) general correlation were found among extension workers job performance when the staff cabinet was restructured. Ahren's (2013) in an in-service training programme for non-technical staff conducted post training interviews with those who received the training and found that such a programme helped to develop and maintain working skills. Another report of Ahren's study was the laboratory managers of 380-bed Humana Hospital suburban in Louisville KY were exposed to formal training programme. According to Ahrens a number of hospitals in the 89-Hospital Humana system have adopted the programmes and noticed significant improvement in the non-technical staffs morale and performance.

Therefore, in-service programme does not only improve the quality of staff service, but also boosts staff involvement and morale. Nkebem (2009) studied in-service training and job performance of librarians in South-South zone of Nigeria. A sample size of 120 librarians was drawn from 11 university libraries in the zone. One hypothesis was tested using Pearson's Product Movement Correlation and simple regression. The result showed a significant relationship between in-service training and job performance of librarians. The result also showed that in-service training can increase job performance of librarians in Nigeria.

## **School Facilities and Teachers Performance**

The performance of secondary school teachers in Aba North LGA in particular has been observed to be noticeably poor as evidenced in the abysmal performance of our students in both the internal and external examinations. This shows that the performance of our teachers can partly be attributed to lack of educational facilities in our public schools. Ogbodo (2012) opined that education facilities are the things of education. These include school buildings, classrooms, assembly halls, workshops laboratories and libraries, teaching aids and devices as modern education hardware and other software in the form of magnetic tapes, films and transparencies. Ogbodo (2012) further stated that education facilities therefore are the material things that facilitate teaching and learning processes in the school. Absence of these influences teachers' job performance negatively.

Education like every other business has aims and objectives, and to achieve the goals of education, resources are basic requirements. Umoh (2004) explained that curriculum implementation entails the following:

- (a) Training and recruitment of teachers
- (b) Procuring seats and desks
- (c) Providing functional buildings

- (d) Equipping the school library and laboratories
- (e) Purchase of stationery
- (f) Provision of instructional materials example charts and maps.

This implies that curriculum implementation and job performance are resource based.

School facilities are vital tools in education. They are used to increase, enhance, improve and implement educational programmes. It is worthy to mention that for any planned programme of action to be effectively realized, it must be matched with adequate school facilities. Hence, for job performance to be maximized, the school facilities must be given priority in the school system.

There is a significant relationship between school facilities and job performance. School facilities are operational inputs of every instructional programme. The school is like a manufacturing organization where plants and equipment must be in real operational shape to produce results. Efficiency in the production function depends on how the plants are maintained, likewise is effective job performance dependent upon availability to operation of school facilities. School facilities are those things that enable teachers to achieve the goal of the organization. Simply put, they are the things teachers need to make the work performance noticeable.



Umoh (2004) stated that it is rather unfortunate that our educational sectors are constrained by inadequate supply of school resources. Consequently, the job performance of schools at all levels is impeded upon. He said, since education is constantly competing with other sectors of the nation's economy, such as health, defense, justice, agriculture, commerce, communication and transportation makes found insufficient for the procurement of educational resource.

Akpan (2008) also expressed disappointment that our schools have been unable to provide basic materials needed by the classroom teachers to do their work. All these findings are supportive of the fact that our schools are besieged by inadequate facilities. Castaldi (2007) noted that a well designed school curriculum with wide array of functional educational facilities provide effective delivery of the school curriculum. Jimoh (2004) lamented that the public post primary schools are suffering from shortage of educational resources.

The children will learn more and work harder when facilities are adequate, but in the absence of the essential facilities, the children and staff will not feel comfortable to carry on with teaching and learning. The effectiveness of any teacher depends largely on the motivation derived from the physical plant of the school, which in this case is the school facilities and building. The complete presence of these facilities

will help to motivate the teacher in the teaching process, while the absence of these things will reduce the performance or productivity of the teacher (Utuk 2006).

The importance of school facilities in teachers' job performance informed the launching of the building Educational Success Together Best initiated to improve the quality of school facilities in urban communities for students and teachers and to make schools centre of their communities. Chukka (2005) conducted a comparative study of the quality of the managers, teachers and facilities of private and public primary schools in Ibadan. The study revealed that though the management of private schools was better than that of public schools, but the public schools performed better in infrastructure and in teachers' effectiveness. The foregoing confirmed the assertion that job performances of teachers are propelled by their evaluation of what they expect to gain or lose by acting in a particular way (Akuegwu, Etudor, Uchendu, and Durummanku-2005). In conclusion, the authors stated that the success or failure of the education system depends, in part, on the quality and quantity of the school facilities available.

### **Payment of Salary and Job Performance of Teachers**

Performance brings about rewards or fulfillment. A teacher will tend to work hard if by working hard his needs are satisfied and he will experience satisfaction when he is aware that he has accomplished something. Motivation is not simply a matter of need fulfillment, though an individual's need maybe fulfilled in his feeling of satisfaction. This will very much depend on whether he thinks that he/she compares favourably with other people in similar jobs and positions (Cameron 2004). It is importance that salary payment be commensurate to the employees work and also be made attractive in an organization. In order to promotes job performance in such an organization, Hoy and Miskel (2013-220) postulated that to encourage higher performance, a system of reward be designed that attempts to equate hard work and rewards. "Supporting this idea Vroom (1994) in Armstrong (2000) admitted that monetary rewards are offered in an organization to bring about the desired output. That is to say that teachers' pay should have direct bearing with job performances in the school. But in the school system, there seems to be no correlation between efforts expended by teachers and the reward received.

When an employee (teacher) believes that equity does not prevail he is likely to withhold a measure of his effort in order to restore the equity. Therefore management must give adequate compensation to

employees so that they can put their best effort in the attainment of organizational goals.

Adesina (2004) also contributing said that high productivity is influenced by the extent to which staff needs are met. In addition to other benefit, good salary service as a good way of compensating workers. Adesina (2014) in his write up on compensation of personnel stated that the objectives of personnel compensation policy should be the desire to make it attractive, to retain and motivate personnel. It is on the basis of this fact there should not be any more delay in the government implementing any special salary scale for teachers just as it is done in the medical sector.

Ukeje (2012) said "it must be in words and in action that in the process of social change and nation building, teachers are as it were, the builders. This in essence means that teachers as a matter of responsibility the present and future builders of any action. It is on the strength of the realization of this fact that teachers should be motivated. Reward is mobilizing of this factor for higher and better performance. The effect of odious jobs and good performance are usually compensated by high pay and incentive packages. They believe that money is a greater motivator of behaviour and could be oriented by giving that employee higher pay. Human beings have many needs and

unfulfilled needs and would want a worker to work hard in order to fulfill these needs. Arkinson (2013) stated that workers when they are liberally paid seem to perform effectively. The salary employees receive for the service are of importance to them not only financially for what it will buy but psychologically for what it will provide for them in terms of status and recognition within and outside the organization. He further said because money represents a measure of worth, employees are quite sensitive about salary they receive in return for their contribution on the job performance.

Here, the issue of salary equity and comparability are of essence if money serves as a motivator in teaching industry. This is because it is the expectation of sound monetary reward that people work to sell their labor. The use of money as a motivating factor must not be brushed aside lightly. In the study of productivity level of highly motivated and non-highly motivated technical school teachers in Akwa Ibom State school system, Bassey (2002) discovered that highly paid teachers performed highly on their teaching effort, workshop control, and students evaluation than those who were not well paid. Bassey also observed that very unskilled and inexperienced but highly paid teachers could perform on the job as highly skilled and experienced teachers who are poorly paid.

Akapo (2006) conducted a study on effect of teachers' motivation on the quality of education in private school in Warri, Delta State, using a sample size of 190 teachers from 12 private schools. Data for this study were analyzed using chi-square. The findings were that money is a motivator and toward for effective job performance. In other words, there was a strong relationship between teachers' motivation in form of salary payment and quality of education in schools.

In the same vein, Unambo (2006) conducted a study on the influence of staff motivation on job performance of Mobil Oil Producing Nigeria unlimited. The data used were obtained from 850 staff of the company who were selected through systemic random sampling technique and analyzed using chi-square and percentages. The findings of this study were that motivation which payment of salary was among has a significant influence on staff performance. Hence, Unmba concluded that motivation is a management initiative. Therefore, management should always provide environment that encourages motivation for improvement of staff's job performance.

Etudor (2005) also examined the influence of financial benefits on staff's job performance. The researcher made use of 600 subjects that were randomly selected from a population of 4,620. The data obtained were analyzed using factorial analysis of variance with which the

hypothesis was tested. The finding was that financial benefits was not a significant determinant of staff's job satisfaction as a whole, but was significantly influenced by the work itself. Etudor therefore concluded that financial benefits including salary is the price of labour which measures the work rate of a worker and rewards him in accordance with his success in meeting the organizational targets. The author likened the fact that financial benefits did not significantly influence overall job satisfaction to the study of Herzberd (1959) who found that salary is not satisfier but a dissatisfied.

A similar study was conducted by Jake (2003) where 280 teachers were randomly selected to respond to principal's motivated technique and staff efficiency questionnaire. Data obtained were analyzed using Pearson's Product Movement Correlation and Revealed that there is a significant relationship between payment of salary and staff job performance.

In the study of teaching staff remuneration and job performance in secondary school in Akwa Ibom State, Etuk, Etudor and Akpanumoh (2007) administered researcher constructed instrument called remuneration and Teachers' Job Performance questionnaire to 500 teachers randomly selected from a population of 4,276. The data obtained were analyzed using Pearson's Product Movement Correlation

and it yielded a significant positive relationship between teaching staff remuneration and their job performance. The researchers therefore recommended that an improved salary structure for teachers should be provided by the government in order to always get teachers satisfied in discharging their respective responsibilities.

### **Regular Promotion and Job Performance of Teachers**

Promotion is one of the ways to increase teacher's job performance. Promotion means the elevation of someone's status as a result of having satisfied the required conditions. It results in increased status, increased salaries and allowances, more prestige and increased responsibilities. It is a way of rewarding teachers for their efforts and service.

Until recently in Abia State some teachers are known to have stagnated at one salary grade level for many years. The zeal of these teachers were killed professionally as they continued to lose interest in the job. In any work place growth is indispensable to human existence since an employee is believed to grow along the organizational ladder without age and experience.

Promotion is an indispensable desire of any human being. It is a change within the organization to a higher position that has greater



responsibility and requires more skills (Wehrich and Koontz, 2004). According to Etudor (2005) promotion is a means of motivating an employee for higher productivity. It is a move up organizational ladder. Dinham and Scott (1997) carried out a study on the performance 350 duck workers and discovered that 43% of the respondents felt satisfied with the concept of promotion on their performance; 16% were satisfied with the way promotion occurred in the schools, while 14% were satisfied with the opportunity granted for them based on promotions.

In the University of California, a man was employed in a large poultry farm for twelve years; he was promoted to a temporary managerial position for a year which was originally supposed to be for few weeks on the job. Recently he found out that he has been passed over for the permanent management position which he was to train for. He got disappointed and left for another job. For a long time farm mechanic had expected the promotion to a supervisory position. Suddenly an outsider got the job (a woman), and he was deeply disappointed. With bitterness in his heart, his job performance was affected adversely while he withdrew his full effort from the farm work after a while. These reports simply show the importance of allowing regular performance of the staff when due.

Etudor (2005) confirmed that promotion for organizational staff can boost their job performance. He did his study with 600 teachers that were randomly selected from population of 4,620. The data obtained was analyzed using a factorial analysis of variance. The researcher recommended that both government and school administrators should motivate the teaching personnel through regular promotion as this will encourage them to put more effort in carrying out their respective responsibilities.

### **Motivational Variable and Job Performance of Teachers**

The joint motivation relation between all the variables and job performance of secondary school teachers is necessary for desirable change to be realized in students. The teachers who teach the students must be effective in their teaching moreover. For teachers to perform effectively certain conditions such as in-service training, school facilities, payment salary, regular promotion must be fulfilled on their behalf. If the country's citizens perception and understanding towards greater tomorrow is genuine, then teachers who are charged to instruct or teach the learners should be encouraged and motivated to discharge their professional skills effectively.

Similarly, when there is no provision for in-service training for secondary school teachers, they will improve themselves for continuous professional growth and they will improve upon their job performance. Ajila (2007) saw training as a significant management tools in bringing about changes. Obi (2002) asserted that training is the best medium for imparting information to teachers on their job performance. Therefore, secondary school teachers should be trained in order to enable them to perform their jobs effectively and prepare them for challenges of present and future needs for their promotion.

When the necessary school facilities needed by secondary school teachers to perform their teaching assignment and to facilities their learning of students are provided secondary school teachers show positive attitude towards their performance. There is also positive relationship between pay package of secondary school teachers and their job performance. That is the higher the pay package the better the performance of secondary school teachers. In our secondary schools, teachers need to be motivated so that they can put more effort at work. In other words, they will prepare adequately for their lessons, go to school regularly and punctually, attend classes on schedule, teach the students well, give and mark assignments, test and examination. Most importantly, they will not indulge in secondary occupations that so much

distract their attention from school work which is their primary occupation. Therefore, a motivated teacher is potentially better equipped to face his job than the unmotivated one. The motivated teacher is the one with aroused need for better performance.

### **Review of Related Empirical Studies**

The place of motivation on job performance of staff is revealed in the study of motivation and job behaviour of staff in Akwa Ibom State Local Education Committee by Anita (2001). The researcher adopted a quasi experimental design where the staff job behaviour were observed, then a treatment package of incentives and other motivational packages given to the staff, before the last observation was made. The data obtained was subjected to independent t-test analysis. The results were that the staff differed significantly in terms of punctuality, regularity, readiness to accept responsibility at places of work, attitude to carry out assigned tasks, readiness to takeover co-workers duty in their absence, after which the motivational treatment was introduced, than before the treatment.

Eking (2010) conducted a study on managerial variables and staff job performance. Among the managerial variables examined was motivation. An ex-post de facto design was adopted for the study and

756 teachers randomly selected from the population of 1,178 teachers. The data obtained were subjected to t-test analysis and the result was that there is a significant difference in staff job performance based on principal's motivational patterns.

In the study of motivational techniques and staff job performance in public secondary schools in Benue State of Nigeria, Jabe (2003) obtained data from 280 teachers using principal's motivational technique and staff job performance questionnaire. Najafi, Hamidi, Vatankha, Punajat (2010) conducted a study on performance appraisal and its effect on employee's motivation and job promotion, and the result yielded a significant effect. Therefore, motivation is a determinant of behaviour in work organization.

### **2.3 Summary of the Literature.**

In summary, this review highlighted the philosophical concept of the human person (the teacher) and the motivational variable as they influence job performances of secondary school teachers. A variety of literature showed that learning does not take place in a vacuum. There is somebody who possesses knowledge, who takes interest in ensuring that learning goes on with minimum difficulty. The person is teacher and he is the object of inquiry. How well or badly teaching is done is

therefore important factor that determines the quality of education in the country.

The reviewed literature showed that teachers are vital machines and are more crucial in school system. The review further revealed that when there is provision for in-service training for secondary school teachers, they improve themselves for continuous professional growth and they improve upon their performance.

The study also found that there is a positive significant relationship between payment of salary of secondary school teachers and their job performance. That is the higher the pay package, the higher the job performance of secondary school teachers; enhancing and motivating their teaching performance. However, most of the studies reviewed were in other countries, some in other parts of the country, Nigeria and not Aba North L.G.A. This study therefore, investigated how motivation influence's teachers' job performance in Aba North Local Government Area of Abia State

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

The methods used in studying motivation and job performance of secondary school teachers in Aba North Local Government Area of Abia State are presented under the following sub-heading: Research Design, Area of Study, population of Study, Sampling Technique, Instrument for Data Collection, Validation of Instrument, Reliability of Instrument, Method of Data Collection, and the methods of Data Analysis.

#### **3.1 Research Design**

The researcher employed the descriptive survey design in this work. This is because the survey design is aimed at collecting data and analyzing data from only a few people or items or a representative of the entire group. The design will also permit the use of the results got from the sample studied to make generalizations about the characteristics of the entire population.

## 2.2 **Area of Study**

The study was conducted in Aba North Local Government Area in Abia State. Aba North is made up of five (5) secondary schools. The schools include Boys Technical College, Girls Technical College, Okigwe Road Secondary School, Osusu Community Secondary and Umuola Egbelu Community Secondary School. The schools in Aba North Local Government where the study was carried out are situated in urban areas. Some teachers that teach in urban areas live in rural areas which gave rise to lateness to school and absenteeism from school. Aba North Local Government is made up of civil servants, traders and artisans. As a result of its metropolitan nature, it has a lot of influence on the academic productivity of students.

There are only a handful of industries in the area. Some of these are in local oil and palm oil production from the palm fruits available in the local government area. There are so many local bakeries, paint industries, shoe industries, and bag factories in the area. The area is known for her rich and enviable cultural heritage. The people in Aba North Local Government Area exhibit cultural patterns which are epitomized in their menu, housing, dressing as well as dancing.



## Population of Study

The population of the study consists of one hundred and eight five (185) teachers in Aba North Local Government Area of Abia State. The population is distributed to schools as follows.

**Table 1: Population Distribution of Teachers of Aba North Local Government Area.**

S/N	NAME OF SCHOOL	TEACHERS		
		NO. OF MALE	NO. OF FEMALE	TOTAL
1.	Boys' Technical College	14	64	78
2.	Girls' Technical College	4	43	47
3.	Okigwe Road Secondary School	7	20	27
4.	Umuola Egbelu Community	4	13	17
5.	Osusu Community Secondary School	2	14	16
<b>Total</b>		<b>31</b>	<b>154</b>	<b>185</b>

**Source:** SEMB Aba Zonal Office 14/09/2910 statistics Unit

### 3.4 Sample and Sampling Techniques

Due to the small size of the population, the entire population was used for the study. Therefore, there is no sampling procedure or sampling size adopted for this research work.

### Instrument for Data Collection

Data for this study was gathered from the primary source using structured questionnaire. The research instrument used for the study was a 24-item structured questionnaire titled "Motivation and Teacher's

Job Performance Questionnaire” (MTJPQ). The questionnaires were developed by the researcher on a four point rating scale of strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) with numerical weights of 4, 3, 2, 1 respectively. For all positively worded items, the questionnaire is divided into clusters. Part A is the personal data section while Part B is the core item section that contains statements that need responses from the respondents.

The questionnaire had 24 items with six of them measuring each motivational variable of in-service training, school facilities, payment of salary and regular promotions. The questionnaire was responded to by 154 female teachers and 34 male teachers to assess their performances. Efforts were made to ensure clarity and brevity in item construction. This removed uncertainties that the respondent may have had.

### **3.6 Validation of the Instrument**

To ensure the validity of the instrument, two research expert from the NTI school of Health Study Centre Aba assessed the items on the instrument for study. They made their input corrections and checked for clarity of language and relevance of the items to the research questions. Finally the researcher’s supervisor made the final correction before the instrument was used.

### **3.7 Reliability of the Instruments**

The Chronbach Alpha reliability method was used by the researcher to determine the reliability coefficient of the instrument. The instrument was administered to 5 teachers outside the researcher's area of study once. After the calculation the reliability coefficient was 0.78.

### **3.8 Method of Data Collection**

Copies of the questionnaire were administered and collected personally by the researcher. The researcher waited for the respondents and collected back the questionnaire a few hours after the administration. By this method, the researcher was able to ensure hundred percent return of the questionnaire.

### **3.9 Method of Data Analysis**

The method adopted by the researcher in analyzing the data was the descriptive statistics. The researcher used ranking, and mean score to answer the research questions while the t-test was used to test hypotheses testing at 0.05 level of significance.

## **CHAPTER FOUR**

### **DATA PRESENTATION AND ANALYSIS**

This chapter presents the analysis of data collected in respect of the research questions and hypotheses stated. The presentation is made separately for each research question and hypothesis.

#### **4.1 Analysis of Research Questions**

##### **Research Question One**

To what extent does regular payment of salary influence job performance of secondary school teachers?

**Table 2: Results of Data Analyzed on the Regular Payment of Salary of Teachers on Job Performances.**

<b>S/N</b>	<b>ITEM STATEMENT</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>	<b>TOT</b>	<b>X</b>	<b>R/A</b>
1.	My salary is commensurate with the work	400	210	20	5	635	3.48	A
2.	I enjoy attractive salary every month	360	240	12	9	621	3.35	A
3.	Payment of attractive salary increases my work output	480	180	6	2	668	3.60	A
4.	Our salaries are uplifted as	280	270	40	5	595	3.20	A

	we got promoted							
5.	Motivation incentive are always paid to me as a school teacher	240	300	30	10	580	3.13	A
6.	My salary is enough to take care of my family expense	108	150	120	48	426	2.30	R
	<b>CLUSTER MEAN</b>						<b>3.16</b>	

Result of data analysis presented in table 2 show the results of data analyzed on the influence of regular payment of salary on teachers' job performance. This was observed from the cluster mean which had a mean of 3.16. From the table, the salary is commensurate with my work has a mean value of 3.43 which was accepted. That they enjoy attractive salary every month had a value of 3.36 and was accepted. Payment of salary increases my job performance has a value of 3.61 which was accepted. The teachers accepted that their salaries are uplifted as the get promoted which has a value of 3.21 and was accepted. Motivation incentives are always paid to me as a school teacher had a mean of 3.13 and was accepted. My salary is enough to take care of the family expenses had 2.30 and was rejected.

## **Research Question Two**

To what extent does regular promotion influence job performance of secondary teachers?

**Table 3: Results of Data Analyzed on the Regular Promotion Influence Job Performance of Secondary Teachers.**

<b>S/N</b>	<b>ITEM STATEMENT</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>	<b>TOTAL</b>	<b>X</b>	<b>R/A</b>
7.	My promotion is always delayed	40	60	130	90	320	1.72	R
8.	I was appraised by my principal before promotion	320	180	90	15	605	3.3	A
9.	I am always promoted when due	240	240	80	5	565	3.3	A
10.	Only teachers with god-father are always promoted	120	210	100	35	465	3.19	A
11.	I am always moved to the next salary grade level after promotion	280	270	30	10	590	3.19	A
12.	My promotion entitlement are not paid on time	40	45	160	80	325	1.76	R
	<b>CLUSTER MEAN</b>						<b>2.74</b>	

Results of data analysis presented in table 3 show that the respondents agreed that regular promotion enhances their job performance. This was observed from the cluster mean of 2,74 which is greater than the cut off mean of 2.5. That their promotion is always delayed had a mean of 1.72 which was rejected. That the teachers were appraised by their principal before promotion had a mean of 3.3 and

was accepted. The teachers accepted that they are promoted as at when due with a mean of 3.05. Teachers accepted that only teachers with godfathers are always promoted with a mean of 3.4. The teachers accepted that they always move to the next salary grade level after promotion with a mean of 3.19. The teachers rejected the fact that their promotion entitlement are paid on time with the mean 1.76.

### Research Question Three

To what extent does inadequate provision of school facilities influences teachers' job performance.

**Table 4: Results of Data Analyzed on the Inadequate Provision of School Facilities Influences Teachers' Job Performance.**

S/N	ITEM STATEMENT	SA	A	D	SD	TOTAL	X	R/A
13.	Our school has adequate teaching facilities	68	120	136	20	384	2.0	R
14.	There is a functional library in our school	200	180	100	25	505	2.73	A
15.	Our students have problem of desks and seats	200	210	120	5	535	2.89	A
16.	We have new model computers for teaching and learning in our school	160	180	100	35	475	2.56	A
17.	Our classrooms are adequate	240	210	90	10	550	2.97	A
18.	We enjoy good lighting system in our school	160	180	100	35	325	4.75	R
	<b>CLUSTER MEAN</b>						<b>2.61</b>	

From result above, the respondents agreed to a great that the inadequate provision of school facilities influences teachers' job performance. This was observed from the cluster mean which has a value of 2.61. From the above table, teachers rejected the fact that their school has adequate teaching facilities which has a mean of 2.0. There is a functional library in our school has a mean value of 2.73 which was accepted. Our students have problem of desks with a mean of 2.89 was accepted. The teacher accepted that they have new model computers for teaching and learning in their school with a mean of 2.56. Teachers accepted that their classrooms are adequate with a mean of 2.97. The teachers accepted that they enjoy good lighting system with a mean of 2.56.

#### **Research Question Four**

To what extent does in-service training affect the performance of teachers?

**Table 5: Results of Data Analyzed on the In-Service Training Affect the Performance of Teachers?**

<b>S/N</b>	<b>ITEM STATEMENT</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>	<b>TOTAL</b>	<b>X</b>	<b>R/A</b>
19.	I have been attending seminars since i started teaching	380	150	60	10	600	3.24	A
20.	I have never attended workshop since i became a teacher	40	15	160	90	305	2.73	R
21.	I always enjoy principals recommendation for further studies	320	210	40	15	585	3.16	A



22.	Our schools always organize personal development programmes for teachers	160	180	100	35	475	1.64	A
23.	Workshops are not encouraged by school principals	20	30	160	90	300	1.62	R
24.	I have never been encouraged to attend a workshop organized for teachers	16	30	162	90	298	1.61	R
	<b>CLUSTER MEAN</b>						<b>2.61</b>	

The response to the question to what extent does in-service training influence job performance of teachers was observed from the cluster mean of 2.30 in table 5. From the above, the mean value of 3.24 was accepted by the teachers that they have been attending seminars since they started teaching. The value mean of 1.64 was rejected because they strongly disagree that they have never attended workshops since they became teachers. I always enjoy principal's recommendation for further studies had a mean of 3.16 which was accepted. The teachers rejected that workshops are not encouraged by school principals with the mean value of 1.62. I have never been encouraged to attend conference organized for school teachers was rejected which has a mean of 1.61.

#### 4.2 Test of Hypotheses

$H_{01}$ : There is no significant difference between the mean rating score of male and female teachers on the influence of regular payment of salary on teacher's job performance.  $P < 0.05$

**Table 6: Result of Hypothesis Test on the Influence of Regular Payment of Salary on Teacher's Job Performance.**

<b>SOURCES</b>	<b>N</b>	<b>X</b>	<b>SD</b>	<b>df</b>	<b>P</b>	<b>t<sub>cal</sub></b>	<b>t<sub>crit</sub></b>	<b>DECISION</b>
Females	154	2.64	0.13	183	P<0.05	1.01	1.96	Accept Ho <sub>1</sub>
Males	31	2.54	0.28					

From the test of hypothesis above, it means that the respondents agreed unanimously that there is no significant difference between the mean rating scores of male and female teachers on the influence of regular payment of salary on job performance of teachers. From the above table the mean score of 154 female teachers was 2.64 with a standard deviation of 0.13 while the score of the 31 male teachers was 2.54 with a standard deviation of 0.28. The degree of freedom was 183. The calculated t value was 1.01 while the critical t value was 1.96 at 0.05 level of significance. Since the calculated t was less than the critical t the null hypothesis was not rejected.

Ho<sub>2</sub> There is no significant difference between the mean rating score of male and female teachers on the influence of regular promotion on teacher's job performance. P<0.05

**Table 7: Result of Hypothesis Test on the Influence of Regular Promotion of Teachers on Teacher's Job Performance.**

<b>SOURCES</b>	<b>n</b>	<b>X</b>	<b>SD</b>	<b>df</b>	<b>P</b>	<b>t<sub>cal</sub></b>	<b>t<sub>crit</sub></b>	<b>DECISION</b>
Females	154	2.71	0.31	183	P<0.05	1.01	1.96	Accept Ho <sub>2</sub>
Males	31	2.54	0.28					

From the results of hypothesis test above, it means that the respondents accepted the fact that there is no significant difference between the mean rating scores of male and female teachers on the influence of regular promotion on teachers job performance. From the above table, the mean score of 154 female teachers was 2.71 with a standard deviation of 0.31 while the score of 31 male teachers was 2.82 with a standard deviation of 0.14. The degree of freedom was 183. The calculated t value was 1.07 while the critical value was 1.96 at 0.05 level of significance. Since the calculated t value was less than the critical t value, the null hypothesis was therefore not rejected.

$H_{03}$  There is no significant difference between the mean rating score of male and female teachers on the influence of inadequate provision of school facilities influence teachers job performance.  $P < 0.05$

**Table 8: Result of Hypothesis Test on the Influence of Inadequate Provision of Facilities on Teachers Job Performance.**

<b>SOURCES</b>	<b>n</b>	<b>X</b>	<b>SD</b>	<b>df</b>	<b>P</b>	<b>t<sub>cal</sub></b>	<b>t<sub>crit</sub></b>	<b>DECISION</b>
Females	154	2.66	2.29	183	P<0.05	0.18	1.96	Accept Ho <sub>2</sub>
Males	31	2.71	0.13					

The result of hypothesis test presented in table 8 show that there is no significance between the mean rating scores of male and female

teachers on the influence of inadequate provision of school facilities on teachers' job performance. From the table the mean score of the 31 male teachers was 2.66 with a standard deviation of 2.29 while the mean score of the 154 female teachers was 2.71 with a standard deviation of 0.13. The degree of freedom was 183, the probability level was 0.05. The calculated t value is 0.18 while the t critical is 1.96. Since the critical t was less than the calculated t value the null hypothesis was not rejected.

Ho<sub>4</sub>: There is no significant difference between the mean rating score of male and female teachers on the influence of in-service training on job performance.

**Table 9: Result of Hypothesis Test on the Influence of In-Service Training On Job Performance.**

<b>SOURCES</b>	<b>n</b>	<b>X</b>	<b>SD</b>	<b>df</b>	<b>P</b>	<b>t<sub>cal</sub></b>	<b>t<sub>crit</sub></b>	<b>DECISION</b>
Females	154	2.77	0.13	183	P<0.05	0.48	1.96	Accept Ho <sub>2</sub>
Males	31	2.58	0.13					

The result of the hypothesis test presented in table 9 shows that there is no significant difference between the mean rating scores of male and female teachers on the influence of in-Service training on teachers' job performance. From the table the mean score of the 31 male teachers was 2.58 with a standard deviation of 0.13 while the

mean score of the 154 female teachers was 2.77 with a standard deviation of 0.13 the degree of freedom was 183 at the probability level of 0.05. The null hypothesis was not rejected because the t-critical of 1.96 was greater than the t-calculated 0.48.

### **Summary of the Findings**

From the data analysis the following results obtained was:

- a) Inadequate provision of school facilities influences teachers' job performance.
- b) In-service training has a tremendous influence on teachers' job performance.
- c) Regular payment of salary influences their job performances and motivation.
- d) Regular promotion of teachers helps to influences job performance.
- e) There is no significant difference between the mean rating scores of male and female teachers on the influence of:
  - i regular payment of teachers' salary on teachers' job performance;
  - ii regular promotion of teachers' salary on teachers' job performance;

- iii inadequate provision of facilities on teachers' job performance;
- iv in-service training on teachers' job performance;

## **CHAPTER FIVE**

### **DISCUSSION OF FINDINGS, RECOMMENDATIONS AND SUGGESTIONS**

This chapter presented the Discussion of Findings, Educational Implication, Limitations of the Study, Recommendations, Suggestions for Further Studies and Summary of the Entire Study

#### **5.1 Discussion of Findings**

##### **Regular Payment of Salary and Teachers Job Performance**

The findings on the influence of regular payment of teachers salary was significant. This is obvious because money is known to be a motivator for better performance. These findings of the study are in line with the findings of Bassey (2012) who studied and found out that highly paid technical teachers performed highly on their teaching effort than those who were not well paid.

Akakpo's (2006) study also confirmed the findings of this study that salary payment gives room for teacher quality performance. Etudor (2005) also agreed with the findings of this study that financial benefits including salary are a price of labour which measures the work rate of a worker. Hypothesis was tested to prove that there is no significant difference between the opinion of male and female teachers on the influence of regular payment of salary on teachers' job performance.

### **Regular promotion of Teachers and Job Performance**

Regular promotion was also found to have influence on teachers' job performance. Since promotion is a kind of advancement in one's place of work, it is expected to make one put in more effort in his or her responsibilities. The findings of this study are in consonance with the study of Etudor (2005) that promotion is a booster to staff job performance. This result therefore calls for the need to regularly recommend teachers for promotion as it would increase their investment on the profession. The results of the hypothesis test proved that there is no significance difference between the opinion of male and female teachers on the influence of regular promotion and teachers' job performance.

## **School Facilities and Teachers Job Performance**

From the hypothesis it was observed that inadequate provision of school facilities significantly influence teachers' job performance. By implication, availability of school facilities in good quantity and quality in schools will make teachers to perform well. In other words, the inadequate provision of school facilities could equally imply that teachers would slack in the discharge of their responsibilities. The findings of Akomolofe's (2005) study found that availability of adequate classroom, furniture and seats for teachers, and enough infrastructural materials for general school use enhances teachers' job performance.

## **In-Service Training**

The testing of hypothesis showed that there is a significant difference between the opinion of male and female teachers on the influence of In-service training on teachers' job performance. This means that teachers' job performance can be effective if teachers are sent out for in-service training. On the other hand, job performance could be negatively affected if teachers do not go for seminar, conference, workshop and orientation programmes related to the teaching profession. The result of this study is consistent with the study of Ahren (2013) who discovered that in-service training helped to



develop and maintain workshop skills. Also a significant improvement in the non-technical staff's morale and performance was observed by Ahren due to in-service training.

## **Conclusion**

Based on this study the following conclusions were drawn:

- 1) Regular payment of teachers salary enhances teachers' job performance
- 2) Regular promotion of teachers enhances teachers' job performance
- 3) Regular in-service training of teachers enhances teachers' job performance
- 4) Adequate provision of educational facilities enhances teachers' job performance

## **5.2 Educational Implication of the Study**

The research work has the following implications. Promotion of teacher has a far reaching implication with regard to their output or job performance owing to the fact that the teachers want to be appreciated on their input and encouraged to do more. It serves as an incentive for teachers to have more responsibilities which in the long run brings about high level of productivity in the teaching and learning process.

Secondly, the implication of teachers' salary on their job performance cannot be over emphasized. No worker gives his or her best when he/she is not properly remunerated. The teachers also are human beings. They are parents and guardians whose regular salary for work done implies accelerated input or productivity on job performance otherwise the reverse will be the case.

Thirdly, infrastructural facilities are indispensable morale booster and motivator to both teachers and the learners. If a school has a well equipped library, laboratories, computer room, electricity, sporting field etc. the implication of these entire infrastructure is that the job of the teacher and the students would be easier, convenient and less cumbersome. Teachers' job will be performed pleasurable and this will bring about significant academic achievement of students and society at large.

Finally, one of the implications of in-service training of teacher is a fundamental duty or function of personnel management department; it is to keep the teachers abreast with job performance, to constantly keep them abreast on the current instructional methods and techniques. This is very important because knowledge is continuous. The teachers have to regularly undergo training, seminars, workshops, embark on

distant/advanced learning programmes of study to be the best and on top of their profession.

### **5.3 Limitation of Study**

Due to lack of time, the researcher was not able to conduct a thorough research work as a result of the nature of the programme.

Another constraint to this research work was insufficient funds. This researcher experienced shortage of funds in the act of moving from one school to another for the research work.

Finally, there was difficulty in collecting data from teachers as some were busy attending to students in their various classes.

### **5.4 Recommendations**

On the strength of the findings of this study, the following recommendations are made:

1. State Secondary Education Board should always organize in-service training for the qualified teachers in order to get them informed on innovations in the teaching profession.

2. School facilities such as building, seats, and computers, lighting, and staff offices, among others should be made available by the state school board and maintained by the school principals.
3. The government should ensure better and regular payment of teachers' salaries. Principals should always recommend their teachers for promotion. Such exercise should be devoid of partiality, nepotism and corruption.

## **5.5 Suggestions for Further Studies**

For a better generalization of the findings of this study, the following suggestions were made for further studies:

1. Motivational variables and teachers job performance in Aba North
2. Regular payment of teachers as a strategy for motivation and job performance.
3. Intrinsic motivational variables and teachers job performance in Abia State.

## **5.6 Summary of the Study**

The purpose of this study was to examine and find out areas of motivation on job performance of secondary school teachers in Aba North Local Government Area. To guide this study, four research questions and four hypotheses were formulated respectively. The review of related literature was done on the motivation and job performance of teachers among other topics. The instrument for data collection was a structured questionnaire of 24 question items. The respondents who were teachers were randomly picked from the school in Aba North Local Government Area. The mean rating was used to answer research the questions, while t-test statistics was used to test the hypothesis at 0.05 level of significance. The measure of four-point rating scale of strongly agree, Agree, Disagree, strongly disagree were used to design the data collection instrument. The result of the hypotheses showed that adequate provision of school facilities, in-service training, regular payment of teachers' salary and regular promotion of teachers tremendously and significantly influence teachers' job performance. One limitation of the study was inadequacy of funds to conduct the research. It was recommended among others that government regularly pay teachers their salary, promote them, and send them for in-service training



## BIBLIOGRAPHY

- Adelakin (2005) "Motivation: High Productivity" *Vanguard*, July 14. P. 19
- Adesina, S. (2014) Educational Management Enugu: Fourth Dimension
- Ahrens, J. (2013) *An In-Service Training for Non Technical Staff, Health Publication*. Retrieval 5<sup>th</sup> June, 2015 from <http://findarticles.com/articles/tn-health/P1>
- Ajila, C. O. (2007) Job Motivation and Attitude to Work as a Correlation of Productivity Among Workers in manufacturing Companies in Lagos State Nigeria. *Unpublished PhD Dissertation* Submitted to the Department of Psychology. O.A.U Ile Ife, Osun State Nigeria.
- Akomolafe, C. D. (2005) A Comparative Study of Resources Situation and Teachers Job Performance in Public/Private Secondary Schools in Ekiti State. *Nigeria Journals of Educational Administration and Planning*, 5 (2), 46-51
- Akpa, G.O., Udo, S.U. and Fabaniye, E.O (2005) *Deregulating the Provision and Management in Nigeria*. Jos: M.P HGINAC Concept Ltd.
- Akpan, P. A. (2008) Factors Militating Against the Effectiveness of Technical Education Programme in Cross River State. *Unpublished B.Sc (Ed) Thesis* University of Nigeria Nsukka.
- Akuegwu, B.A. Etudor, T.E.; Echendu, C.C. and Durumaku-Dim (2005) Job Performance Among Academic Staff: A study of Selected Public and Private Tertiary Institutions in South Eastern Nigeria. *Nigerian Journal of Educational Administration and Planning*, 5 (1) 42-46
- Andrew, D.S. (1994). *Management and Performance*, Illinois: Scott, Foresman and Company
- Atakpo, T.E. (2006). Effect of Teachers Motivation, the Quality of Education in Private Primary School in Warri South Local Government Area of Delta State. *Journal of Curriculum Organization of Nigeria*, 2 (1) 162-170

- Bassey, S.U. (2012). They Productive Level of Highly Motivated and Non Highly Motivated Technical School Teachers in Akwa Ibom State School System. *International Journal of Education development* 3 (2) 22-26
- Cameroun, S. (2004) Job Satisfaction. *The Concept and its Measurement*, London work Department of Employment.
- "Motivation: (Anon, ND) A strategy Option for Increased Profitability in Nigeria Banks. *International Journal of Labour and Organization Psychology*. Vol 2, Nos. 1 and 2.
- Ejiogu, P.E. (2002). Theories of Job Satisfaction and Job Performance: Chris O.U. (2007). *An Overview of Critique (Focus on the Teaching Profession* Lagos: Jaja Educational Publishers Ltd.
- Ekpo, K. and Inyang, O. (2004). *Motivating the Nigerian Secondary School Teachers*. A Paper Presented at the 1<sup>st</sup> National Conference of Educators Forum of Nigeria (EFON) at Akwa Ibom State College of Education.
- Etudor, E.N. (2004). *Remarking the Nigerian Teachers' Profession Preparation and Practice for the Implementation of the Universal Basic Education (UBE)* A Paper Presented at the 1<sup>st</sup> National Conference of Educators Forum of Nigeria (EFON) at Akwa Ibom State College of Education.
- Evan, G.W. (2001), *Management Techniques for Laboratories* 2<sup>nd</sup> Ed. New York Acade Inc 175.
- Fred, L. (1996) *Organizational Behaviour*, New York: McGraw Hill Inc.  
Herbergs, F. (1968) *Work and the Nature of Man*. London: Goby Lockwood Staples.
- Hoy, W.K and Miskel C.G. (2013) *Educational Administration: Theory Research and Practice* (2<sup>nd</sup> ed). In: Mbipom G (2000) *Educational Administration and Planning*. Calabar: University of Calabar Press
- Ihunda, C.C. (2004) *Element of Management*. Owerri Spring Field Publication.



- Ivancevich, J.M. Lorenzi, P. Skinner, S.J., with Crosby, P.B (1994) Management, Quality and Competitiveness Illinois: Irwin Publishers
- Jabe, M.U. (2003). Motivational Techniques and Staff Job Performance in Public Secondary Schools in Benue State of Nigeria. *Unpublished M.Ed Thesis*, University of Calabar, Calabar Nigeria
- Michael, A (2005), *A Handbook of Human Resource Management Practice*. London: Kogan Press.
- Mpibom, G. (2000), *Educational Administration and Planning*, Calabar University of Calabar Press.
- Nkebem, E.N. (2009), In-Service Training and Job Performance of Librarians in University Libraries of South-South Zone, Nigeria, *Global Journal of Educational Research* and I – Retrieval 21/03/2011 from [www.globaljournalseries.com/index/indexihp/gjerl/articles/viewarticle169](http://www.globaljournalseries.com/index/indexihp/gjerl/articles/viewarticle169)
- Nnabuo, P.O.M. (2001), *Essentials of Educational Management*, Umuahia Versatile Publishers.
- Obi, E. (2002), Leadership and Effective School Administration in R.N. Achuime (Ed), *Management and Administration of Secondary Education*. Owerri. Totan Publishers Ltd.
- Obikeze, S.O, Obi, E.A. and Abonyi N. (2005) *Personnel Management Concepts, Principles and Applications*, Onitsha: Book Point Ltd.
- Ogbodo, C.M (2002) Public Expenditure on Education in Nigeria. An Overview in J.P Agbentar Ed. *The Educator Planner* 4 (1 and 3), Benin Nsep.
- Ojeifo, S.A. (2007), Motivation and Organizational Performance, *Journal of Business Studies and Technology Development*. Vol. 3 No. 2.
- Olajide, A. (2000), Getting the Best out of the Employees in Developing Economy: *A personal Psychology Guest Lecture Series*. Department of Guidance and Counseling, University of Ibadan. Nigeria.

- Oti, E. O. (2004), *Industrial Sociology and Sociology of the Third World*, Okigwe: Whytem Publishers.
- Otuka, A.O.U (2005) A Comparative Study of the Quality of Managers, Teachers and Facilities of Private and Public Schools in Ibadan, Oyo State. *Nigeria Journal of Educational Administration and Planning* 5, (2) 210-216.
- Richard, M.H (1985) *Management*, London: Academic Press.
- Robert, H. (2008) *Motivating People*, London: Darling Kinderly
- Ubom, I.U. (2003) Job Satisfaction and Productivity among Public Servants in Akwa Ibom state: *An unpublished M.Ed Thesis* University of Calabar.
- Ukeje, B. O. (2012) *Educational Administration theory and Practices: Owerri: Totan.*
- Umoh, C.G. (2007) Resource Situation in Secondary School. A challenge to Curriculum Implementation in Nigeria Schools. *A paper Presented at the 2<sup>nd</sup> Annual Conference of Curriculum Organization of Nigeria* at University of Uyo, Akwa Ibom State, the Educators Forum of Nigeria.
- Unambo U.E. (2006). Effect of Staff Motivation on Job Performance of Mobil Producing Nigeria Unlimited. *Unpublished M.Sc Thesis* Imo State University Owerri, Nigeria.
- Utuk, N.I. (2006), Organizational Climate and Teachers Job Satisfaction Secondary Schools in Akwa Ibom State. *Unpublished M.Sc Thesis* University of Uyo.
- Vroom, U. (1964), *Work and Motivation*. Wiley: New York
- Wayne, F.C. (1998), *Managing Human Resources*, New York: McGraw Hill
- Wehrich, H. and Koontz, H (2004), *Management. A Global Perspective*, Singapore: McGraw Hill.

## **APPENDIX I**

**Department of Post Graduate Studies  
National Teachers Institute,  
College of Health Study Centre  
Aba, Abia State.  
30<sup>th</sup> October, 2015**

Dear Respondent,

### **Teacher Motivation and Teacher Productivity Questionnaire**

This researcher is carrying out a research on Motivation and Job Performance of Secondary School Teachers in Aba North Local Government Area in Abia State.

It will be appreciated if you will help by answering the under listed questions which will enhance the successful completion of the research work.

Yours faithfully,

**Esther Josiah Onyinyechi**  
***Researcher***



<b>S/N</b>	<b>IN-SERVICE TRAINING</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
1.	I have been attending seminars since i started teaching				
2.	I have never attended workshop since i became a teacher				
3.	I always enjoy principals recommendation for further studies				
4.	Our schools always organize personal development programmes for teachers				
5.	Workshops are not encouraged by school principals				
6.	I have never been encouraged to attend a workshop organized for teachers				
	<b>SCHOOL FACILITIES</b>				
1.	Our school has adequate teaching facilities				
2.	There is a functional library in our school				
3.	Our students have problem of desks and seats				
4.	We have new model computers for teaching and learning in our school				
5.	Our classrooms are adequate				
6.	We enjoy good lighting system in our school				
	<b>PAYMENT OF SALARY</b>				
1.	My salary is commensurate with the work				
2.	I enjoy attractive salary every month				
3.	Payment attractive salary increases my purchasing power				
4.	Our salaries are uplifted as we got promoted				
5.	Motivation incentive are always paid to me as a school teacher				
6.	My salary is enough to take care of my family expense				
<b>S/N</b>	<b>REGULAR PROMOTION</b>				
1.	My salary is commensurate with the work				
2.	I enjoy attractive salary every month				
3.	Payment attractive salary increases my purchasing power				
4.	Our salaries are uplifted as we got promoted				
5.	Motivation incentive are always paid to me as a school teacher				
6.	My salary is enough to take care of my family expense				