

Motivation and Job Performance of Secondary School Teachers in Ebonyi State: A Study of Selected Schools.

¹LARRY E. UDU, ²FIDELIS O. OGBAGA, ³GRACE IBENWO

¹DEPARTMENT OF PUBLIC ADMINISTRATION EBONYI STATE UNIVERSITY, ABAKALIKI, NIGERIA

²DEPARTMENT OF BUSINESS EDUCATION EBONYI STATE COLLEGE OF EDUCATION, IKWO

³AKANU IBIAM FEDERAL POLYTECHNIC UNWANA, AFIKPO

Abstract

The study investigated the relationship between motivation and job performance of Secondary School teachers in Ebonyi State with particular attention to Senior Secondary Schools in Abakaliki Local Government Area. To enhance the achievement of the research objectives, the study was designed to critically examine the interplay between the various components of motivation such as job security, regular salaries and regular promotion with those of teachers' performance or service delivery like punctuality to school, quality of teaching services and commitment to duties. The study is a cross-sectional survey. Sampling technique involving both purposive and random sampling was employed to select 200 respondents from a total population of 448 teachers comprising both the principals, Deans, Vice-Principals of academic and administration in 9 public Secondary Schools in Abakaliki LGA. Data were collected via the instrumentality of a well-structured questionnaire augmented by interview schedule and focal group discussion. The instrument was validated using a test-re-test method. Both descriptive and inferential statistical tools were employed for data analysis while the hypotheses were tested at 5% alpha level using Pearson product moment correlation coefficient. Findings revealed that there is a significant positive relationship between job security and teachers' punctuality to school; similarly, there is significant positive correlation between regular salaries and, regular promotion and quality of teaching services as well as teachers' commitment to duties, respectively. Accordingly, the study recommends regular salaries and emoluments as well as regular promotions as at when due so as to engender optimal service delivery of teachings in the study area.

Keywords: motivation, job performance, secondary school teachers, Abakaliki LGA, Ebonyi State.

I. Introduction

There is seeming consensus among schools such as Amakiri, (2016); ESU and Ntukidem (2013); Ogbaga and Udu (2021), that a motivated worker is a satisfied worker and a satisfied worker, all things being equal is assumed to be a productive worker. The apparent dwindling quality of service delivery among Secondary School teachers in particular may be attributed to a demotivated workforce.

Many years ago, the teaching progression was regarded as the first among equals. Teachers were respected, honoured, admired as they commanded enormous influence in the society as ones who bring about the realization and the preservation of the cultural heritage, transmission of accumulated knowledge, skills and transformation of the nation.

The FRN (2013) National Policy on education was consistent with the foregoing perception of the teacher as encapsulated in the following paragraphs. "Some goals of education shall be:

- (i) To produce highly motivated, conscientious and efficient classroom teachers for all levels of our educational system;
- (ii) To enhance teachers' commitment to the teaching profession.

Unfortunately, some aspects of these laudable goals are far from being attained. For instance, "...motivated, conscientious and efficient classroom teachers..." end up learning the profession for other job they consider to be more rewarding and, for this reason, the expected commitment is absent among some teachers; culminating into what is referred to as teachers' attrition".

In Ebonyi State Secondary School System, the situation is reflective of the scenario presented above, particularly with the jettisoning of the hitherto free and compulsory primary/secondary education introduced by the Sam Egwu regime. With poor and irregular remuneration, delayed and sometimes lack of promotion over many years, the job security of teachers tend to be unpredictable, there's apparent lack of commitment among the teachers which ultimately result to poor service delivery as well as poor academic performance of students. This situation is quite unfortunate considering that the secondary school is a sort of reservoir from where tertiary education candidates are procured.

To capture the problem more aptly, the study, was designed to provide answers to the following and related questions.

- (i) What is the relationship between job security and teachers' punctuality to School?
- (ii) What is the effect of regular salaries on quality of teaching services? and,
- (iii) What is the relationship between regular promotion and teachers' commitment to their duties?

Hypotheses

- (i) There is no significant relationship between job security and teachers' punctuality to School;
- (ii) There is no significant effect of regular salaries on quality of teaching services; and,
- (iii) There is no significant correlation between regular promotion and teachers' commitment to their duties.

Conceptual Clarifications

Motivation

According to McNamara (2010), "Motivation is the complex of forces starting and keeping a person at work in an organization. Motivation is something that puts the person to action, and continues him in the course of action already initiated". Motivation refers to the way a person is enthused at work to intensify his desire and willingness to use his energy for the achievement of organization's objectives. It is something that moves a person into action and continues him in the course of action enthusiastically.

Motivation is a complex phenomenon, which is influenced by individual, cultural, ethnic and historical factors. Motivation can be defined as a "series of energizing forces that originate both within and beyond an individual's self". These forces determine the person's behavior and therefore, influence his/her productivity (Obisi, 1996). According to Agburu (2012), people who are motivated use a greater effort to perform a job than those who are not motivated. In other words, this means that all thinkable factors of physical or psychological aspects that we interact with, leads to a reaction within our self or of the entire organization.

Motivation describes a reason or reasons for acting or behaving in a particular way. Typically a desire and willingness or enthusiasm is implied. It is these positive attributes that energize, direct and sustain the relevant behavior. People are motivated by many different considerations to work for and in government. As noted by Nnadi (2010), the public sector has traditionally offered some strong extrinsic motivators that might attract people such as security of tenure, career and development opportunities and the pension system.

Ryan, (2000), has also identified 'quality of life' as an attraction of public sector work with people having the impression that the public sector affords better flexibilities for those combining work with family or other commitments. However, these extrinsic or rational considerations which might lead a person to seek public sector employment lie outside what is widely understood by the terms 'public service motivation' (PSM). Rather PSM relates only to the notion that individuals are oriented to act in the public domain for the purpose of doing good for others and society, (Nnadi, 2020).

Nowlin (2020) suggests that in part this reflects governments seeking to 'break with the tradition of bureaucracy towards one of customer oriented service'. Secondly, the substitution of service for sector is in recognition that values traditionally upheld by those in public sector employment can also be found among those delivering a public service but employed by private organizations.

At the core of PSM theory is the belief that public service motivation is higher among those employed in the public sector compared to the private sector. However, researchers have also queried whether PSM depends on the task or function being carried out rather than the sector of employment. It is difficult to investigate if this is the case because employees in the private and public sector perform different tasks and functions. A group of Danish researchers (Ajakimo, 2013), explored the differences in the public service motivation (PSM) levels for a single occupational group, physiotherapists, performing the same tasks in the Danish private and public sectors. The most important findings in the study are that there is no difference in the general level of PSM between employees performing the same tasks in public and private organizations. However, different types of PSM are expressed. While private sector physiotherapists seem to be more narrowly oriented towards the user, physiotherapists in the public sector have a broader orientation towards the public interest.

Components of motivation as conceived in this study are discussed in the following paragraphs.

i. Job Security

Job security falls under the basic needs of every worker. This includes both physical and psychological securities. Organizational management can effectively motivate workers for better result by providing working conditions that conjure an image of physical and psychological security in the minds of the workers, Udu, & Nwofoke (2020).

ii. Money (Good wages/salaries)

Good salaries and wages are very important elements in motivating workers. The salary/wage should be equitable to the demands of the job and commensurate with what others of the same grade receive elsewhere.

Anikeze (2007) noted that, 'The problem with most wages and salaries in developing nations like Nigeria is that they are not large enough to motivate the receiver'.

iii. Regular Promotion

There should be regular and periodic promotion exercise in an organization. Desire for progressive or upward movement is a natural aspect of man. Every worker would like to see this happen in his organization. Promotion is both in terms of money, and recognition of a worker's services, importance or performance, Udu, & Nwofoke (2020).

Employee Job Performance

Employee job performance is the accomplishment of a given task measured against present known standards of accuracy, completeness, cost and speed. Employee job performance is a standard for employee behavior at work. These criteria connote much more than how an employee does the work. Employees are rated on how well they do their jobs compared with a set of standards determined by the employer (Marcia 2017).

According to Ashley (2019) Employee job performance refers to how your workers behave in the work place and how well they do the job assigned to them. He also posits that performance includes work effectiveness, quality and efficiency at work.

Components of Employee Job Performance

Some of the components of performance include punctuality, quality of work done and employee commitment.

(a) Punctuality

According to George (2018) punctuality is that quality or habit of adhering to an appointed time. Lionel (2012) also states that punctuality is the quality or state of being punctual, especially, adherence to the exact time of an agreement. Anna (2017) asserts that punctuality is the characteristics of being able to complete a required task or fulfill an obligation before, or at a previously designated time. Punctuality is often used synonymously with "on-time". It is a common misconception that punctual can also, when talking about grammar, mean "to be accurate". Lionel (2012) enumerated the impact which punctuality would have on workplace as: punctuality shows Mastery; punctuality shows integrity; punctuality shows you value of people; punctuality shows you value yourself;

(b) Quality of Work Done

According to John (2017) quality of work is the value of work delivered by an individual, team or organization. This can include the quality of task completion, interactions and deliverables. Quality of work is a common consideration in managing the performance of programs, projects, vendors and individuals.

Svonn, Torstein & Karen (2009) stressed that quality of work can be accessed through measurements of physical products or service, statistical sampling of the output of processes, or through surveys of purchasers of goods or services. Kimberlee (2018) argues that higher quality establish the value of any employee performing a specific job. Managers are more effective and develop more valuable employees when they help employees understand how to demonstrate the quality of work. This is done by establishing well defined expectation, so that employees are on the same page as managers. University of Washington (2018) argues that for an employee to have a good quality of work performed, he needs a clear understanding of what is expected of him. The employee may also need support and training to meet those expectations. The University of Washington (2018) listed some of the evaluations indicating quality of work done by employees as:

- Quality of work (Accuracy, thoroughness, competence)
- Quality of work (Productivity level, time management, ability to meet deadlines)
- Establish quality requirements: Define quality in ways people understand, create performance reviews with sections that define quality.

There are different standards for different jobs. Some of the quality control requirement may include how few rings; it takes to answer phones, consistency of product preparation or giving customers a receipt with every purchase. Employees should always have access to these standards so that they are not shocked by performance evaluations. Review things in team meetings and training. Put reminders and list where appropriate this implies setting of quality metrics, job knowledge, working relationship and overall achievements.

(c) Employee Commitment

George, Allen, Mackenzie (2013) defined employee commitment as the degree to which an employee identifies with the organization and wants to continue actively participating in it. When employee is strongly committed with an organization, job satisfaction, performance appraisal and employee retention formulates as

strong foundation for commitment. According to Heskett (2011) employee commitment is very worth for the sound growth of organization. He stated that employee commitment can be seen as one's identification with and loyalty to an organization. He held that employee's commitment is a multidimensional construct, comprising three components: affective, continuance and normative.

Empirical Review

In the empirical review of the foregoing, Ocho (2012) conducted a study on the influence of Motivation and Teachers' Job Performance in Selected Secondary Schools of Uyo Local Government Area of Akwa Ibom State. To achieve this, three hypotheses were formulated and tested at 0.05 alpha level. The design adopted for the study was the survey study. The sample for the study consisted of all the selected senior secondary schools teachers randomly selected from public secondary schools in Uyo Local Government Area of Akwa Ibom State. The sample was selected using stratified and simple random sampling techniques. The instrument used for this study was an adapted 15 items, 4- option rating scale questionnaire. The instrument was subjected to reliability measure using a test-retest method which gave an index of 0.68 to 0.82. The data collected were subjected to statistical analysis using an independent t-test. The results obtained amongst others revealed that good conditions of service significantly influence student academic performance among secondary school teachers in public secondary schools.

On the other hand, Kyriakon and Sutchffe (2018) researched on job satisfaction, absenteeism and intentions to leave the teaching job. Two hundred and eighteen (218) teachers were used as samples for the research. Proportion or percentage statistical tools were used. The study demanded that the respondents should answer to the question. Are you going to remain in the teaching job in ten years to come? So many teachers indicate dissatisfaction in the job, threatening to leave sooner or later, meaning that there are not satisfied with the condition of service. Some of the problems pointed out as being reasons for this dissatisfaction include: low benefit packages, poor promotion prospects and several other incentives that are not forthcoming in the teaching job. The employees that have favourable rewards as result from their job stay longer and are happy with the job. But workers who have unfavourable rewards do not have the urge to stay. However, teachers are always not satisfied if they discover that there is a big gap between their income and fringe benefits with that of their counterparts in other enterprises. They will always itch to leave for those places where they will also enjoy what their counterparts are enjoying. But if they should be allowed to enjoy a good income and quality fringe benefits, they will be stable and productive in their jobs. When one is happy with his job, he will want to go the extra mile to show his talent and would get to the climax to achieve self-actualization.

Ubom (2013) conducted research on teacher motivation and students academic performance in Okobo Local Government Area. A sample of 100 teachers were randomly selected for study. The result of the analysis using chi-square reveals that amongst other variables, there is a significant relationship between regular payment of teacher salaries and students academic performance in the Okobo Local Government Area. These were recommended amongst others that Government and Private firms should pay teacher salaries, wages, all allowances and many other entitlements when dues. This will provides a spur or zeal in the teacher for better performance.

Theoretical Underpinning

The Study is anchored on Abraham Maslow's 'hierarchy of needs' theory (1954).

It states that lower-level basic needs like air, food, shelter, drink, warmth, sleep, have to be satisfied first before progressing to meet high-level growth needs. This high-level growth needs to include safety, belongingness and love, esteem and self-actualization, using a hierarchy of needs for its illustration.

According to Maslow (1943), human beings are organisms that are perpetually in need. These needs are arranged in a hierarchical order and they propel man to action. The satisfaction of one level of needs leads to the emergence of another. But when needs cannot be satisfied it means they will be dissatisfaction which could give way to tension.

However, Maslow developed a model known as the "hierarchy of needs" where physiological and safety needs must be met before proceeding to needs like esteem and self-actualization. In this model, when a particular need is met, it no longer motivates, rather it gives room for another need to take its place. This model has also classified human needs into five categories namely: Physiological needs, Safety and Security needs, Belongingness, Love and Social needs, Esteem needs and Self-actualization needs. The first category talks about Physiological needs that have to do with the physical requirements that contribute towards the sustenance of human lives. These needs are very important, they need to be satisfied first. With this level of needs, teachers should be provided with a good income that can buy life's essentials. Safety and security will come to play after physiological needs have been attended to. Safety and Security needs include, Personal Security (living in a safe place), financial security, health and well-being of employees (medical insurance). Safety and security needs implies that a safe environment free from threats should be provided for teachers. The health of teachers should

be paramount in the minds of their employers. Free medical attention should be given to them. The financial security here implies that teachers emoluments and other fringe benefits should be given to them as at when due because it is their right.

Love, social and belongingness needs are the third category of needs in Maslow's model. This level of needs involve feelings of belongingness, acceptance of human beings in their different social groups, whether big or small. This implies that they should be a cordial relationship between superiors and subordinates in the system. By so doing, some of the teachers will have a feeling of acceptance. They need to love and be loved. The fourth category of needs is esteem needs. This level of needs is divided into two sub-categories of motivation, namely: internal and external motivation. Internal motivation includes self-respect, self-esteem and accomplishment, while external talks about needs like recognition and reputation, attention and social status. This implies that the effort of teachers should be recognized, respected and appreciated by way of motivating them. The last category of needs is the self-actualization needs which require the quest of getting to the top. It is for one to be fulfilled and acquire one's potentials as a person. Unlike other levels of needs, self-actualization needs are never fully satisfied. Teachers should be allowed to get to their full career potentials.

Motivation comes to play as a result of unsatisfied needs. But everyone is not supposed to be motivated by the same needs. At different times in individual lives and careers, employees will have to be motivated with different kinds of needs. It is therefore necessary for management of different organizations to identify which needs are more important for their employees. For some of these teachers their needs can be identified as follows: a positive working environment, incessant promotions followed with reasonable benefits, participation in decision making concerning the school, attractive income and self-enhancement.

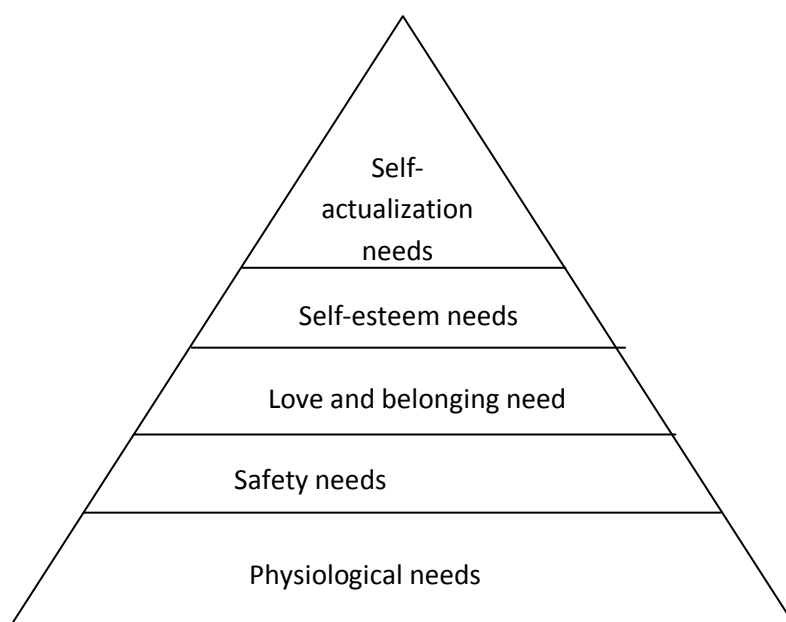


Figure 1: 'Hierarchy of needs'

Source: Maslow, A. H. (1954). *Motivation and personality*, New York: Harper.

Conclusively, this theory has a relationship with this research because it has revealed that individuals like some teachers have the desire to move up to the hierarchy to achieve self-actualization. But the opportunity of doing that is not there in most cases. This is because some teachers have refused to derive the much-needed satisfaction in the teaching job. Some, after their training, pick up the job and leave as soon as possible. Some do not even enter the classrooms at all. Some just accept the job so they can use it as a springboard for jumping into their vocations or other areas of their choice. So, teachers do not even have the opportunity to study on and on until they get to the top of self-actualization. Teachers should be given the opportunity of getting to their full career potentials. This will be done by allowing them to derive satisfaction that will make them stay on the job. The theory is connected to this study because the theory believes that when human beings are hungry, all they need is food to quench this hunger. Teachers as human beings are hungry; they need food to quench their hunger. This food is the motivational strategies that are to be applied to make them happy, dedicated, committed and go the extra mile to impress their employers. This they will do by sticking around their job and not always having the intentions to pull out.

II. Methodology

The study was conducted in Abakaliki Local Government Area in Ebonyi State, Nigeria. The area lies between latitude 4°22' and 5°07' North of the Equator and longitude 7°41' and 7°50' East of the Greenwich Meridian. Christianity is the predominant religion in the area although some Hausa settlers practice their religion without any interruption. Educationally, there are many state public and private Primary and Secondary Schools in the area in addition a considerably fair transport and communication network. The major occupations of the citizens is petty trading, farming and a few civil and public servants. The people are not hostile to strangers but friendly and amiable.

Multi-stage sampling technique involving both purposive and random sampling was used to select 200 respondents from a total population of 448 teachers comprising both the principals, Deans, Vice-Principals of Academic and Administration in 9 public Secondary Schools in Abakaliki LGA; as presented in table 1.

Data were collected using well-structured questionnaire augmented by interview schedule and focal group discussion. The instrument was validated using a test-re-test method as shown in table 2.

Both descriptive and inferential statistical tools were employed for data analysis while the hypotheses were tested at 5% alpha level using Pearson product-moment correlation coefficient.

Table 1:
Distribution of sample teachers

Schools/teachers	Male	Female	Total
A	12	9	21
B	10	7	17
C	8	15	23
D	8	14	22
E	15	9	24
F	9	15	24
G	14	6	20
H	12	14	26
I	10	13	23
Total	98	102	200

Source: Field survey study 2020

Table 2:

Reliability of the instrument
(Motivation and Teachers' Job Performance)

Variables	Test re-test	No of items	X	SD	Rxx
Job Security	1st	6	14.51	5.23	
	2nd	6	14.73	5.50	0.74
Regular payment of salary	1st	6	15.71	5.93	0.75
	2nd	6	15.62	5.81	0.69
Regular promotion	1st	6	14.41	5.12	
	2nd	6	14.52	5.41	0.73

Source: Field survey study 2020

Socio-Demographic Characteristics of the Respondents

Table 3.1 Academic Qualification of Respondents (N=200)

Qualification	Frequency	Percentage (%)
WAEC	0	0
NCE	15	7.5
B.ED	140	70
M.ED	40	20
PhD	5	2.5
Total	200	100%

Source: Field Survey, 2020

Table 3.1 shows the academic qualification of respondents. Respondents representing 0% of the sample population, had WAEC as their educational qualification; 15 respondents, representing 7.5% of the sample population, had NCE; 140 respondents, representing 70.% of the sample population, had B.ED; 40 respondents, representing 20% of the sample, had M.ED; 5 respondents, representing 2.5% if the sample population had PhD. The majority of the respondents therefore, were those with B.ED qualifications. From the educational qualification of the respondents, it could be deduced that the respondents are well disposed to have a good knowledge on the major effects of Motivation and Teachers' Job Performance in Selected Senior Secondary Schools of Abakaliki Local Government Area of Ebonyi State, Nigeria.

Table 3.2 Marital Status of Respondents (N=200)

Qualification	Frequency	Percentage (%)
Single	80	40
Married	70	35
Divorced	0	0
Widowed	40	20
Others	10	5
Total	200	100%

Source: Field Survey, 2020

Table 3.2 shows the marital status of respondents. The table shows that, out of the two hundred (200) respondents, 80 respondents were single, and represented 40% of the sample population and constituted the majority of the respondents. 70 respondents, representing 35% of the sample population, were married. None respondents, representing none % of the sample were divorced, 40 respondents, representing 20% was widowed, while 10 respondents, representing 5% of the sample population, represent the view of others. Base on the above data presentation, the majority of the respondents were singled as at the time of this study. This shows that the respondents, marital status predisposed them to the understanding of the effect of Motivation and Teachers' Job Performance in Selected Senior Secondary Schools of Abakaliki Local Government Area of Ebonyi State, Nigeria.

Table 3.3 Gender Distribution of Respondents (N=200)

Qualification	Frequency	Percentage (%)
Male	98	49
Female	102	51
Total	200	100%

Source: Field Survey, 2020

Table 3.3 above shows the distribution of the respondents by gender. Out of 200 respondents, 98 respondents, representing 49%, were male while 102 respondents, representing 51% were female. This table, therefore, shows that the female folk were the majority in the sample questionnaire distributed when compared to the male respondents.

Table 3.4 Age of Respondents (N=200)

Qualification	Frequency	Percentage (%)
21-30	40	20
31-40	20	10
41-50	70	35
51-60	60	30
60 and above	10	5
Total	200	100%

Source: Field Survey, 2020

Table 3.4 above shows the distribution of the respondents by age. The data shows that respondents between the ages of 21-30 years were 40 in numbers representing 20% of the sample. Respondents whose ages fell between 31-40 years were 20 in numbers and constituted 10% of the sample population. Respondents whose age brackets were between 41-50 were 70 in numbers, and representing 35% of the sample population and constituted the majority of the respondents. Respondents whose age brackets were between 51-60 were 60 in numbers, representing 30% of the sample population, while 10 of the respondents, representing 5% of the sample, constituted the lowest number of the respondents that fell within 61 years and above age bracket. This shows that the respondents were of age and better disposed of the knowledge on the effects of Motivation and Teachers' Job Performance in Selected Senior Secondary Schools in Abakaliki Local Government Area of Ebonyi State, Nigeria.

Table 3.5 Religious Affiliation of Respondents (N=200)

Qualification	Frequency	Percentage (%)
Christianity	175	87.5
Islamic	10	5
African Traditional Religion	15	7.5
Others	0	0
Total	200	100%

Source: Field Survey, 2020

Table 3.5 shows religious affiliation of respondents. The table shows that out of the two hundred (200) respondents, 175 were Christians and represented 87.5% of the sample population. 10 respondents were Islam and represented 5% of the sample population. 15 respondents were African Traditional Religion and represented 7.5% of the sample population, while none % of the respondents belonged to any other religion not mentioned. As observed from the data presented above, the respondents were mostly Christians.

Presentation of Results and Interpretation

Research Question One

What is the relationship between job security and teachers punctuality to school?

Table 4: Mean rating on the relationship between job security and teachers punctuality to school.

S/N	Questionnaire items	S. Agree	Agree	Disagree	S. Disagree	Total
i	My income is guaranteed so, I value my work	196 (98%)	2 (1%)	1 (0.5%)	1 (0.5%)	100
ii	I understand the Importance of morning assembly so, I attend regularly and on-time	194 (97%)	2 (1%)	2 (1%)	2 (1%)	100
iii	I have never been late to staff meetings without cogent reason	152 (76%)	44 (22%)	2 (1%)	2 (1%)	100
Iv	I adhere to teaching time-table conscientiously and timely	144 (72%)	54 (27%)	1 (0.5%)	1 (0.5%)	100
v	I am always ready with students' examination results within record-time	196 (97%)	2 (1%)	2 (1%)	2 (1%)	100
	Grand Total	882	104	8	8	1002
	Percentage	85%	13%	1%	1%	100%
	Grand Mean	4.3	0.63	0.035	0.035	

Source: Author's Computation, 2020

Five (5) questions were set out in the questionnaire to find out relationship between job security and teachers punctuality to work. The result of the analysis based on the cumulative response as shown in table 4 reveals an expected response frequency of 1002. The observed response rate of strongly agree of 882 (85%), agree of 104 (13%), disagree OF 8 (1%) AND strongly disagree of 8 (1%). These responses show that 85% of the respondents' strongly agree that there is a relationship between job security and teachers' punctuality to school, 13% agree, 1% disagree while 1% strongly disagree. Given that the mean value of 4.3 is higher than the acceptance cut-point of 2.5 the statistics indicates that the above stated items proved that there a significant relationship between job security and teachers punctuality to school.

Research Question 2.

What is the effect of regular salaries on quality of teaching services?

Table 5: Mean rating on the effect of regular salaries relating to quality of teaching services

S/N	Questionnaire items	S. Agree	Agree	Disagree	S. Disagree	Total
I	My salary comes regularly so, I am accurate and thorough in my teaching services	192 (96%)	2 (1%)	2 (1%)	4 (2%)	100
ii	I don't entertain any form of distraction while in duty	182 (91%)	4 (2%)	4 (2%)	10 (5%)	100
iii	I am conscientious of completing my teaching scheme	194 (97%)	2 (1%)	2 (1%)	2 (1%)	100
Iv	I administer assignments to students' as prescribed in the duty roaster	174 (87%)	16 (8.0%)	6 (3%)	4 (2%)	100
V	I meet deadlines in all my teaching services	181 (91%)	4 (2%)	10 (5%)	4 (2%)	100
	Grand Total	923	28	24	24	999
	Percentage	92%	3%	2.5%	2.5%	100
	Grand Mean	4.62	0.16	0.11	0.11	

Source: Author's Computation, 2020

Four (4) questions were designed in the questionnaire to examine the extent to which regular salaries relate to quality of teaching services. The result of the analysis based on the cumulative response as shown in table 5 reveals an expected response frequency of 999. The observed response rate of strongly agree of 923 (92%), agree of 28 (3%), disagree of 24 (2.5%), strongly disagree of 24 (2/5%). This implies that 92% of the respondents strongly agree that regular salaries relate to quality of teaching services, 3% agree while 2.5 5% for both disagree and strongly disagree respectively. Given that the acceptance cut-point is 2.5, the grand mean value of 4.62 indicates that regular salaries relate to quality of teaching services, confirming that there is a significant relationship between regular salaries and quality of teaching services in the school.

Research Question 3

What is the relationship between regular promotion and teachers' commitment to duties?

Table 6: Mean rating on the relationship between regular promotion and teachers' commitment to duties.

S/N	Questionnaire items	S. Agree	Agree	Disagree	S. Disagree	Total
i	I find fulfillment in teaching my students'	196 (98%)	2 (1%)	1 (0.5%)	1 (0.5%)	100
ii	I desire to retire as a teacher	194 (97%)	2 (1%)	2 (1%)	2 (1%)	100
iii	I get involved in all aspects of the teaching duties	184 (92%)	12 (6%)	2 (1%)	2 (1%)	100
iv	I am not involved in politics or any other job that takes my time from teaching duties	196 (98%)	2 (1%)	1 (0.5%)	1 (0.5%)	100
	Grand Total	770	18	6	6	800
	Percentage	96%	2.3%	0.85%	0.85%	100%
	Grand Mean	4.8	0.12	0.04	0.04	

Source: Author's Computation, 2020

Four (4) questions were designed in the questionnaire to examine relationship between regular promotion and teachers' commitment to duties. The result of the analysis is based on the cumulative response as shown in table 6 reveals an expected response frequency of 800. The observed response rate of strongly agree/ of 770 (96%), agree of 18 (2.3%), disagree of 6 (0.85%) and strongly disagree of 6 (0.85%). This implied that

96% of the respondents strongly agree that regular promotion leads to teachers' commitment to duties. 2.3% agree while (0.85%) are both for disagree and strongly disagree respectively.. Given that the acceptance cut-point is 2.5, the grand mean value of 4.8 indicates that there is a strong relationship between regular promotion and teachers' commitment to their duties.

Test of Hypotheses

Hypothesis one

There is no significant relationship between job security and punctuality of teachers' to school. Pearson product moment correlation coefficient analysis was employed to test data collected in the respect to this hypothesis. This is because both the independent and dependent variables that form this hypothesis were measured continuously. The hypothesis was tested at 0.05 level of significant the summary of result is as presented in table 7.

Table 7: Pearson product moment correlation coefficient analysis of the relationship between job security and punctuality of teachers' to school N=200

Variable	$\sum X\sum x^2$	$\sum Y\sum y^2$	$\sum Xy$	r-cal.
Job security			2610	5329
			6326	0.78 Punctuality
		2451	4312	

*Significant at 0.05, critical r=0.198,df=198.

The summary of results presented in table 7 shows that the calculated r-value of 0.78 is greater than the tabulated r-value of 0.198 at 0.05 level of significance with 198 degrees of freedom. On this note, the null hypothesis was rejected while the alternate hypothesis was upheld. This means that, there is a significant relationship between job security and punctuality of teachers' to work in the study area.

Hypothesis two

There is no significant effect of regular salaries on quality of teaching services. Pearson product moment correlation coefficient analysis was employed to test data collected in respect to this hypothesis were measured continuously. The hypothesis was tested at 0.05 level of significant. The summary of result is as presented in table 8.

Table 8: Pearson product moment correlation coefficient analysis of the relationship between regular salaries on quality of teaching services N=200

Variable	$\sum X\sum x^2$	$\sum Y\sum y^2$	$\sum Xy$	r-cal.
Regular salaries	2513	6635		
			7394	0.81
Quality of teaching services			2451	4312

*Significant at 0.05, critical r=0.198,df=198.

The summary of results presented in table 8 shows that the calculated r-value of 0.81 is greater than the tabulated r-value of 0.198 at 0.05 level of significance with 198 degrees of freedom. On this note, the null hypothesis was rejected while the alternate hypothesis was upheld. This means that, there is a significant relationship between regular salaries on quality of teaching services in the selected senior secondary schools.

Hypothesis three

There is no significant relationship between regular promotion and teachers' commitment to their duties. Pearson product moment correlation coefficient analysis was employed to test data collected in respect to this hypothesis were measured continuously. The hypothesis was tested at 0.05 level of significant. The summary of result is as presented in table 9.

Table 9: Pearson product moment correlation coefficient analysis of the relationship between regular promotion and teachers commitment to their duties N=200

Variable	$\sum X$	$\sum X^2$	$\sum Y$	$\sum Y^2$	$\sum Xy$	r-cal.
Regular promotion	2691	7037				
Teachers commitment to their duties			2451		8291 4312	0.52

*Significant at 0.05, critical r=0.198,df=198.

The summary of results presented in table 9 shows that the calculated r-value of 0.52 is greater than the tabulated r-value of 0.198 at 0.05 level of significance with 198 degrees of freedom. On this note, the null hypothesis was rejected while the alternate hypothesis was upheld. This means that, there is a significant relationship between regular promotion and teachers' commitment to their duties.

Summary of findings

Based on the result obtained from the analysis the result revealed thus:

- i. There is significant relationship between job security and teachers' punctuality to school
- ii. There is significant effect of regular salaries on quality of teaching services
- iii. There is significant relationship between regular promotion and teachers' commitment to their duties.

III. Discussion of findings

The first hypothesis statement states that there is no significant relationship between job security and teachers' punctuality to school. This null hypothesis was however rejected on the ground that the calculated r-value obtained from the analysis of data was statistically greater than the critical r-value. The implication of this result is that there is significant relationship between job security and teachers' punctuality to school.

The finding of this hypothesis is in line with the earlier finding of Ocho (2012) who conducted a study on the influence of motivational variables on teaching effectiveness among secondary schools biology teachers in Uyo local Government Area of Akwa Ibom state. Using the survey research design and stratified sampling, a 15 item, four-point Likert rating scale questionnaire was used for data collection. The result obtained among secondary school teachers in public secondary schools. The finding of this hypothesis is in line with the earlier position of Vincent (2010) who conducted a study to examine the effect of motivation on teachers. The study revealed that there is a significant influence of condition of service on teaching effectiveness amongst secondary school teachers in Akpabuyo Local Government Area of Cross River State.

The second hypothesis statement states that there is no significant relationship between regular salaries on quality of teaching services. This null hypothesis was however rejected on the ground that the calculated r-value obtained from the analysis of data was statistically greater than the critical r-value. The implication of this result is that there is a significant relationship between regular salaries on quality of teaching services.

The finding of this hypothesis is in line with the earlier position of Ozichi (2018) that when employees' salaries take place regularly, they work efficiently and productivity will increase. The finding also agrees with the position of Ani (2010) that when regular salaries takes place, teachers will work efficiently to attain the aim of picking up the job. That they will work harder to increase their productivity and the desire to pull out will not be there.

The third hypothesis statement states that there is no significant relationship between regular promotion and teachers' commitment to their duties. This null hypothesis was however rejected on the ground that the calculated r-value obtained from the analysis of data was statistically greater than the critical r-value. The implication of this result is that there is a significant relationship between regular promotion and teachers' commitment to their duties.

The findings of this hypothesis is in line with the earlier position of Ekpenyong (2016) who conducted the study to investigate teachers motivation variables and teacher job performance in Uyo educational zone of Akwa Ibom State. Using a randomly selected samples of 525 teachers, a four-point Likert rating scale questionnaire was used for data collection. The result of the analysis reveal that among others value, there is a significant influence of regular payment of promotion on teachers' job performance. The finding also agrees with the position of Joshua (2008) that regular promotion has been recognized as chief of satisfying the needs of workers and that this helps to improve productivity.

IV. Conclusion

The cardinal objective of the study was to investigate the effects of motivation on teachers' job performance in the study area. There is a consensus among scholars that motivation boosts efficiency and productivity of employees in any organization; the reverse is also true of a demotivated workforce.

The research outcome shows significant positive correlation between job security and teachers' punctuality to work; regular salaries and quality of teaching services as well as regular promotions and teachers' commitment to their duties.

Our study has made a significant contribution to the existing body of information about the interaction among indicators of motivation/reward system and the corresponding actions, inactions and, reactions of the workforce.

Against this backdrop, the position of this study is that motivation of the workforce should predominate all other considerations of an institution's policy and that of any institution that down plays on staff motivation, could be doing so to the collective peril of all concerned.

V. Recommendations

In line with the findings of this study and conclusion made therein, the following recommendations were made:

i. Government should ensure regular payment of teachers salaries and prompt promotion when due to ensure teachers in the study area are motivated to ensure teaching effectiveness to improved students' academic performance

ii. Teachers in the study area should be specially trained to enhance their pedagogical efficiency. It is expected that government should regularly promote their teachers' to the desirable levels after training, then posting with good work environment.

iii. That teachers should be reinforced frequently to encourage them so as to take their work and duties more seriously thereby achieving effective teaching and learning in secondary schools.

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