

## Relationship Between Motivational Factors and Teachers' Performance on the Job in Ogba/ Egbema/ Ndoni Local Government Area, of Rivers State

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**Abstract** This study investigated the relationship between motivational factors and teacher's performance on the job. A sample of 150 teachers was randomly drawn from 10 secondary schools in Ogba Egbema Ndoni Local Government Area of Rivers State. The study made use of correlational research design. The findings indicated that there is a significant relationship between motivational factors and teacher's performance and a significant relationship existing between teachers experience and their job performance. Some recommendations such as providing highly motivated, conscientious and efficient classroom teachers, encourage the spirit of enquiry and creativity in teachers, help teachers to fit into the social life of the community and society at large, enhance teachers commitment to the teaching profession etc, were also highlighted that have implications for educational practice.

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### Introduction

In recent times, interest has been developing toward the adoption of transformational leadership approach which appeals to followers beyond their self interest. Such leadership form occurs when one or more persons engage with others in such a way that leader/managers and followers raise one another to higher levels of motivation and morality. The world of work within which the worker dwells, and which largely influences his work is dominantly pervaded by the effects of motivational processes. Ahiauзу (1985) argued, that if management as a process has to do with achieving results through people, then one of the most important functions of an effective manager or government must be motivation. This is because, if the abilities of a worker are ascertained and taken as given (for purposes of analysis) then his performance at work, which is of utmost importance to the manager, or government, becomes an exclusive function of the worker's level of motivation at any point in time.

Pinder (1998) has described work motivation as the set of internal and external forces that initiate work-related behaviour, which the need theories of motivation hypothesize that people have a variety of different needs and that those needs, which are most important and salient to a person at any given time have a critical impact upon the person's motivation and behaviour, Equity theory holds that motivation of individuals in organizations is influenced by the extent to which they feel that they are being treated in a fair and equitable manner, Expectance theory hypothesize that motivation is determined by (1) a person's perceptions or beliefs regarding the relationship between his or her behavior and the outcomes or results of that behaviour, and (2) the personal satisfaction or dissatisfaction which the person expects to experience as a result of obtaining those outcomes. Ahiauзу A I. (1999). In line with this, incentives play a significant role in all human endeavours. In order to increase productivity in different jobs, workers need to be motivated. Some professions attract the attention of people due to the benefit derived from the work. Significantly in the teaching profession, commitment of teachers is a function of the motivational factors they enjoy. Hence some research findings have shown that people can only put in their best when their needs are satisfied and they are motivated (Sanguin, (1999), Bass, (1985), Coad and Barry, (1998). In support to this, Baker and Sandore (1991) argued that motivation is a willful desire to direct ones behaviors towards achieving certain goals. Motivation is concerned with how workers get energized, sustained, directed and the kind of reactions that are present in them.

Motivated employees help organizations to survive and increase productivity. Motivated employees are needed in rapidly changing work places, and performance is directly related to motivational factors (Linder, 1998), In the study conducted by Sanguine (1999), using a sample of 123 subject specialist, it was found that their high performance was related to the abilities of employers to communicate with their employees the workers wanted transport and traveling allowances to be paid in order to perform their duties effectively. In another development Linder, (1998), using a descriptive survey, of twenty five (25) employees in research center, rank-ordered the motivational factors affecting performance thus,

- Interesting work
- Good wage
- Appreciation for work done
- Job security
- Good working conditions
- Promotions and growth in the organizations
- Feeling of being in a thing
- Personal loyalty to employees
- Tactful and sympathetic help with personal problems.

Some other studies have also established the relationship between motivational factors and workers job performance Obimoye, (1987), Olumide, (1983). This study is interested in investigating the relationship between some motivational factors and workers performance to see if earlier findings can be confirmed as it relates to teaching and in this particular location, since motivation seems to increase workers performance in any field of human endeavour and since many factors have been found to have motivational effects on workers, the problem now is incentives like rewards and prompt payment of salaries of teachers on the one hand and their level of performance on the other hand.

Issues affecting teachers' laxity and poor performance on the job have become increasingly prevalent in recent times. It is therefore, pertinent to find out the ways in which motivation increase the level of teachers' performance on the job.

The following hypotheses were formulated to guide the study

1. There is no significant relationship between level of teacher's motivation and their performance on the job.
2. There is no significant relationship between teachers experience and their performance on the job.

This study is a correlational design. This is used in order to establish the relationship between some motivational factors and teacher's job performance on the job, one hundred and fifty (150) public secondary school teachers in 10 secondary schools were selected in Ogba/ Egbema/Ndoni Local Government Area of Rivers State, In order to obtain a representative sample.

The instrument used for data collection in this study was a questionnaire. The researchers designed instrument consisting of three parts, Section A consisted of demographic data, while sections B and C consisted of 23 items measuring the motivational factors and teachers performance on the job used the four point rating scale. The instrument was face validity, validated by four experts in education. The test retest reliability method was used to establish the consistency of the instruments. The reliability indices obtained after a month interval .74 and .9 for motivational factors and teachers job performance respectively.

The researcher visited the schools used in the study in order to administer the questionnaire. In each of the schools permission was obtained from the school authority before administering the questionnaires to the teachers. The schools include. Government secondary school Omoku, Government secondary school Akabuka, community secondary school Obrikom, Government secondary school Obie, Community secondary school Ebogoro, Government secondary school Osiakpu, Government secondary school Okwuzi, Government secondary school Kriegani, Government secondary school Ndoni, and Government secondary

school Erema. In some schools the questionnaires were collected back during subsequent visit testing the hypotheses the Pearsons product moment correlation statistical procedure was used.

## Results

The results were analyzed according to the hypotheses for the study.

**Hypothesis 1:** There is no significant relationship between levels of teachers' motivation and their job performance.

**Table 1. Pearson product-moment coefficient between teachers' level of motivation and their job performance.**

Variables	Df	Observed r value	Critical r value
1.Allowances			
2.Teachers Promotion	155	*.305	.162

\* $p > .05$

Table 1.Shows the correlation between teachers' level of Allowances and their promotions. The observed r value (.305) is greater than the critical r value (.162).The null hypothesis is rejected. Therefore there is a significant relationship between Teachers Allowances and their Promotion.

**Hypothesis2** There is significant relationship between teachers level of training and prompt payment.

**Table 2.**

Pearson product-moment coefficient between teachers Experience and their job performance.

Variables	Df	Observed r value	Critical r value
1.level of training			
2. Teachers Prompt payment.	155	.173	.162

\* $p < .05$

Table 2 indicates the Pearson product-moment correlation coefficient between teacher's level of training and their prompt payment. Observed r Value is .173 and the critical r value is .162 the observed r value is greater than the critical r value and so the null hypothesis is rejected. It means that there is a significant relationship between teacher level of training and prompt payment.

## Discussion

The result from the first hypothesis revealed a significant relationship between Allowances and teachers promotion. A possible explanation for this result is that motivation helps the teachers to perform better on their jobs. Incentives and rewards from school administrators should have contributed to the teachers' job performance. The finding is in agreement with those of Kelvech (1987) and Linder (1998). In their view, motivational factors such as finding an interesting job, motivates an individual to perform the job better, Sanguin (1999) also found that employees that are motivated by the payment of certain allowances perform better in their duties than others not given the same incentives. Though the study of Obimoye (1987) tends to disagree with this finding as he noted that high job performers were not those who were the most highly motivated.

The result of the second hypothesis showed that there is a significant relationship between teachers level of training and prompt payment the reason for this finding may be attributed to the fact that job performance increases with the teachers' level of training. Hence mastery of job situation could act as incentives that will promote job commitment on the part of the teachers. Graham (1992) disagrees with this findings; hence he said that what one does will depend on what one expects to gain out of it.

## Recommendations

It is therefore recommended that the government, the educational administrators should strive

- To provide highly motivated, conscientious and efficient classroom teachers,
- Encourage the spirit of enquiry and creativity in teachers.
- Help teachers to fit into the social life of the community and society at large.
- Enhance teachers' commitment to the teaching profession.
- To encourage the spirit of enquiry and creativity in teachers. And teachers salaries should be paid as and when due.

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