UNIJERPS
Unizik Journal of Educational Research and Policy Studies VOL.18 (3); ***July-December, 2024*** https://unijerps.org
2023 Impact Factor: **6.834;** 2022 ***Impact Factor***: 5.156; ***2021 Impact Factor: 5.641;***
2020 Impact Factor: 5.355. *Indexing and Impact Factor URL: http://sjifactor.com/passport.php?id=21363*

MOTIVATIONAL VARIABLES AND TEACHERS' JOB EFFECTIVENESS IN SECONDARY SCHOOLS

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ABSTRACT

This paper investigated motivational variables and its influence on teachers' job effectiveness in Ikwo L.G.A of Ebonyi State. The population of the study was 415 teachers and proportionate sampling technique was deployed to select 292 teachers representing 70% of the population. A well-structured questionnaire titled: "Motivational Variable and Teachers' Job Effectiveness Questionnaire (MVTJEQ)" was used for data collection. Mean and standard deviation were used to answer research questions while Chi square was used to test the hypothesis. The instrument was pilot tested using Cronbach alpha which yielded reliability co-efficient of 0.82. The findings revealed that intrinsic motivation influence teachers' job effectiveness and that extrinsic motivational variables significantly influence teachers job effectiveness. Thus it was recommended among others that School administrators should ensure equal and fair treatment of teachers while assigning and delegating responsibilities, School administrators should timely payment of salaries of teachers, also other fringe benefits be sustained so as to enhance commitment and delivery capacities thus academic performance.

Keywords: *Motivation, motivational variables, Intrinsic, Extrinsic, Job Effectiveness*

Introduction

Job effectiveness entails the degree to which employees successfully implement assigned tasks, achieve and contribute meaningfully to the attainment of the overall organizational goals and objectives. Teachers' job effectiveness has to do with teachers been able to perform their instructional roles of effective teaching and ensuring effective learning in schools. It is the level at which teachers deliver instruction effectively in the classroom using appropriate instructional strategies and procedures, timely preparation of lesson notes, prompt classes attendance among others. Teacher job effectiveness is often associated with the degree to which a teacher uses desirable skills in task performance, the level of students' achievements in examinations, the level at

which students display acceptable learning behaviour in school and the level at which they acquire functional skills (Kajo, 2011). Teachers' effectiveness can be viewed as the ability of the teacher to employ appropriate techniques and strategies to impart in the learners' knowledge, skills and competencies required to bring about desired positive learning outcomes. Teacher effectiveness is a teacher's ability to produce desired results measured in terms of how well the teacher is able to maximize learning in the students' (Diamond, 2017). Teachers' effectiveness has been accepted as a multidimensional construct since it measures a variety of different aspects of teaching such as; subject mastery, effective communication, lesson preparation and presentation (Awodiji, 2018). For teachers to be effective, motivation is crucial as it plays a very important role in the school because it boost teachers' morale resulting in effectiveness and efficiency. Given credence to the foregoing, the realization of the objectives of secondary schools education depends on adequate professionals and motivated school administrators, teachers and students (Olowonefa & Ogunode, 2021; Mohammed, Ogunode, Yahaya 2021).

A recent situational analysis revealed ineffectiveness in secondary school system evident in students poor behavioural outcome, academic performance, teachers lack of commitment and punctuality, poor lesson preparation, absenteeism, lack of supervision, lack of befitting classrooms and office space for teachers among other evident factors which can negatively impact the overall functioning of the school. This challenge has been linked to absence of motivational element, as it is believed that, low staff morale, staff disciplinary issues, low teacher motivation among others These problems could be responsible for teachers' ineffectiveness.

At the heart of secondary education is the teacher because all other factors mean little without teachers' competence. Student's good performance is often attributed to the teachers even in a school with all standard and relevant resources. It requires a committed, satisfied and result-oriented teacher to raise the students' performance. Given the important role teachers play in moulding students character and values as well as impacting knowledge and skills, it is essential investigate factors are responsible for teachers' Job effectiveness to ensure that the school's goals and objectives are attained. A lot of deliberate efforts by successive governments to allocate funds to the educational sector especially schools on the basis that it is the basic foundation of education, yet, there are still issues of teachers' ineffectiveness in so many schools. Thus is the basis why this study "motivational variables and teachers Job effectiveness was undertaken.

Theoretical Framework

This paper is anchored on Abraham Maslow's hierarchy of needs theory of 1943. This is a theory of psychology explaining human motivation based on the pursuit of different levels of needs. The theory states that humans are motivated to fulfill their needs in a hierarchical order. This order begins with the most basic needs before moving to higher needs diagrammatically presented as follows:



1: Physiological Needs: Physiological needs are the lowest level of Maslow's hierarchy of needs. They are the most essential things a person needs to survive. They include the need for shelter, water, food, warmth, rest, and health. A person's motivation at this level derives from their instinct to survive.

2: Safety Needs: Safety, or security needs, relate to a person's need to feel safe and secure in their life and surroundings. Motivation comes from the need for law, order, and protection from unpredictable and dangerous conditions. There are many examples of safety needs in modern society. To find stability and security, a person must consider their physical safety. This means seeking protection from the elements, violent conditions, or health threats and sickness. Additionally, an individual needs economic safety to live and thrive in modern societies. This refers to the need for job security, stable income, and savings. One method of achieving economic safety is to learn proper investment strategies.

3: Love and Belonging Needs: Humans are social creatures that crave interaction with others. This level of the hierarchy outlines the need for friendship, intimacy, family, and love Humans have the need to give and receive love, to feel like they belong in a group. When deprived of these needs, individuals may experience loneliness or depression.

4: Esteem Needs: Esteem needs are related to a person's need to gain recognition, status, and feel respected. Once someone has fulfilled their love and belonging needs, they seek to fulfill their esteem needs. Maslow broke up esteem needs into two categories: the need for respect from others and the need for respect from oneself. Respect from others relates to achieving fame, prestige, and recognition. Respect from oneself relates to dignity, confidence, competence, independence, and freedom.

5: Self-Actualization Needs: Self-actualization relates to the realization of an individual's full potential. At this level, people strive to become the best that they possibly can be.

The implications of the hierarchy of needs theory as it relates to this study, implies that school administrators are saddled with the responsibility of ensuring provision of these needs as enunciated by Maslow if teachers must be effective in the discharge of their jobs. school managers must also ensure that

he or she understand the various needs of his or her employees and see to it so that the employees are motivated to work in a more effective and efficient manner Focusing and providing regular motivation can bring about teachers' effectiveness.

Review of Related Literatures

Motivation is an essential factor as it pertains to teachers' effectiveness and students' academic attainments, this is because motivation has a significant influence on job effectiveness as it determines an individual's willingness to perform tasks, improve productivity, and accomplish goals. Motivation has several effects on teachers' performances which also determine students' academic wellbeing. A motivated teacher does not only perform his work enthusiastically with commitment but also transfers such enthusiasm and dedication to the student because such a teacher will always teach with excitement and commitment. Motivation is to inspire people to work, individually or in groups in the ways such as to produce best results. It is the will to act. It is the willingness to exert high level of effort towards organizational goals, conditioned by the efforts and ability to satisfy some individual need (Orodho, 2013). Motivation is the state of the individual which disposes him to certain behavior for seeking goal.

Deci and Ryan (2013) suggested in their research that motivation can be classified into two main categories: intrinsic motivation and extrinsic motivation. Intrinsic motivation is the natural tendency to seek out and conquer challenges as we pursue personal interests and exercise capabilities. When we are intrinsically motivated, we do not need incentives or punishments because the activity itself is rewarding. Extrinsic motivation on the other hand results from the attainment of externally administered rewards, including pay, material progressions, prestige and positive evaluation among others. Motivation increases have been realized work behaviors including attendance, punctuality, work of productivity and customer service Recently, the notion of intrinsic-and extrinsic motivation as two ends of a continuum has been challenged. An alternative explanation is that just as motivation can include both trait and state factors, it can also include both intrinsic and extrinsic factors. Intrinsic and extrinsic tendencies are two independent possibilities and at any given time, we can be motivated by some of each (Woodworth, 2019)

Motivational variables are psychological tools used to influence individuals to achieve a particular outcome by utilizing their intrinsic or extrinsic motivations, emotions, values, and beliefs. These techniques aim to energize and direct individuals' behavior towards a desired goal by offering incentives, rewards, positive feedback, creating a supportive work environment, setting clear objectives, and tapping into their personal motivations and interests."

Agu, Oputa, &Umeh (2021) and (Ormord 2003) noted that motivated teachers are determined to give their best to achieve the maximum output. Motivation can be in the form of regular payments of salary, fringe benefits and incentives such as allowance, bonuses on the job training, promotion provisions of good work

condition, maintaining high level of mutual and good relationship among employees and between employees and management. Thus any teacher that enjoys the aforementioned benefit from the principal under which he works is bound to discharge his duty to the best of his knowledge for his conscience will prick him if he does not.

(Akpan 2013) conducted a research on the influence of teachers' job performances on student's academic performance in biology in Akwa Ibom State and found out that that teachers that are motivated teach more effectively than teachers that are not motivated. (Agu, Oputa, & Umeh 2021) ascertained that provision of welfare packages as a technique for influencing teachers' job performances principals set up welfare associations, provide soft loans, encourage savings, encourage cooperatives and set aside money for attending staff occasions. (Chandrasekar, 2011) asserted that workplace environment impacts on teachers' job performance positively and negatively and if the environment is tense the teachers will not be motivated and their performance also affected. Agu and Manafa (2019) examined principal's motivational strategies for improving teacher job performance in public secondary schools in Enugu East LGA**.** The study found out among others that principals use principals' leadership behaviour, welfare packages and provision of conducive environment as motivational strategies to influence teacher job performance. Ude (2016) researched on Principal motivational techniques and teacher's job effectiveness. The findings of his study showed that regular payment of salaries and in-service trainings motivates teachers in the secondary schools.

Purpose of the Study

The main purpose of this study was to examine influence of motivational variables on teachers' Job effectiveness in secondary schools in Ikwo Local Government Area Ebonyi State, Nigeria. Specifically:

i To examine the ways intrinsic motivational variables influence teachers' job effectiveness.

ii To determine the ways extrinsic motivational variables influence teachers' job effectiveness.

Research Questions

i. In what ways do intrinsic motivational variables influence teacher's job effectiveness?

ii In what ways does extrinsic motivational variables influence teacher's job effectiveness?

Research of Hypothesis

The following hypothesis guided the study:

H0^{I} There is no significant influence between extrinsic motivational variables and teachers job effectiveness.

Research Method

Research design of this study was a descriptive survey. This design was considered most appropriate because it affords the researcher the opportunity of collecting data on and describing in a systematic way a phenomenon as they are appear in their natural state. The population of the study was 415 teachers and proportionate sampling technique was

deployed to select 292 teachers representing 70% of the population. A well-structured questionnaire titled: "Motivational Variable and Teachers' Job Effectiveness Questionnaire (MVTJEQ)" was used for data collection. The questionnaire was divided into two sections – A Section A consisted of 7 items addressing research question one while Section B consisted of 7 items addressing research question two respectively. The 4-point likert scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) was adapted. The instrument was pilot tested using Cronbach alpha which yielded reliability co-efficient of 0.82. Mean and standard deviation were used to answer research questions while Chi square was used to test the hypothesis.

Presentation of Results

Research questions 1: In what ways does intrinsic motivation influence teachers' job effectiveness?

Table 1: Opinion on ways intrinsic motivational variables influence teachers' job effectiveness

S/N	Items	Mean	SD	Decision
1	I feel sense of belonging when I am assigned to teach	3.32	0.57	Accepted
2	Teaching gives me recognition and respect	3.20	0.64	Accepted
3	Teaching gives me a sense of control and superiority	3.03	0.52	Accepted
4	Teaching provides me opportunity for further training	3.19	0.58	Accepted
5	Teaching gives me platform to interact and develop relationship	3.00	0.49	Accepted
6	Teaching is a good profession and I get satisfaction teaching	3.03	0.52	Accepted
7	I feel accomplished when I am assigned to teach	3.16	0.52	Accepted
Cluster Mean and SD		**3.13**	**0.54**	

Source: field work (2024)

Table 1: Findings shows that intrinsic motivational variables influence teachers job effectiveness, as the respondents agreed on all the items with mean scores ranging from 3.00 – 3.32 which are above the cut off mean of 2.50. The cluster mean was 3.13 while the SD is 0.54. The foregoing is a pointer that the seven items contained in the table above influence teachers job effectiveness.

Research questions 2: In what ways does Extrinsic Motivation Influence Teachers Job Effectiveness?

Table 2: Opinions on ways extrinsic motivational variables influence teachers' job effectiveness

S/N	Items	Mean	SD	Decision
1	Timely payment of Salaries	3.33	0.58	Accepted
2	Access to free medical treatment	2.77	0.47	Accepted
3	Teachers get soft loans from school to solve personal problems	3.19	0.54	Accepted
4	Provision of free accommodation	2.78	0.48	Accepted
5	Opportunity for in-services trainings	3.17	0.60	Accepted
6	Provision of allowances enhances teachers' completion contents	3.03	0.52	Accepted
7	Provision of ventilated classrooms and of office space for teachers'	3.33	0.58	Accepted
Cluster Mean and SD		**3.08**	**0.53**	

Source: field work (2024)

Table 1: Findings shows that Extrinsic Motivation Influence Teachers Job Effectiveness, as the respondents agreed on all the items with mean scores ranging from 2.77 – 3.33 which are above the cut off mean of 2.50. The cluster mean was 3.08 while the SD is 0.53. the foregoing is pointer that seven items contained in the table above influence teachers job effectiveness.

Hypothesis 1: Extrinsic motivational variables do not significantly influence teachers job effectiveness.

Table 3: Chi-Square test of influence of extrinsic motivation on teachers' job effectiveness

Variables	N	Df	χ2	Sig	Alpha Level	Remark
	292	12	146.076	.000	.05	Significant

Df = Degree of Freedom; χ2 = Chi-Square Calculated Value; Sig = P-Value

Table 3 shows the Chi-square calculated value (χ2) of 146.076, degree of freedom df =12 and a sig (P-value=0.00) which is less than the alpha value (α=.05). Since P<.05, the result is significant, therefore the null hypothesis is rejected and the alternative hypothesis upheld. This implies that, timely payment of Salaries influences performance, access to free medical treatment influences job performance, teachers get soft loans from school to solve personal problems, provision of free accommodation influence my job performance, opportunity for in-services trainings influences performance, provision of allowances enhances teachers completion contents and provision of office space enhance teachers' performance influence teachers job effectiveness.

Discussion of Findings

Findings showed intrinsic motivational variables influence teachers job effectiveness. This finding is in consonance with that of Akpan (2013) who conducted a research on the influence of teachers' job performances on student's academic performance in biology in Akwa Ibom State and found out that teachers who are motivated teach more effectively than teachers that are not motivated.

Findings revealed that extrinsic motivational variables influence teachers' job effectiveness. This finding is consistent with the findings of Agu and Manafa (2019), who examined principal's motivational strategies for improving teacher job performance in public secondary schools in Enugu East LGA which among other findings revealed that principals use principals' leadership behaviour, welfare packages and provision of conducive environment as motivational strategies to influence teacher job performance.

Findings also showed that extrinsic motivational variables significantly influence teachers' job effectiveness. This finding is in agreement with the findings of Ude (2016) who investigated Principal motivational techniques and teacher's job effectiveness. The findings of his study showed that regular payment of salaries and in-service trainings motivates teachers in the secondary schools.

Conclusion

Based on the findings, it was concluded that motivational variables positively influence teachers' job effectiveness. Thus effectiveness of teachers can be improved if motivational needs of teachers are provided and sustained

Recommendations

Based on the findings of this study, the following recommendations were made.

1. School administrators should ensure equal and fair treatment of teachers while assigning and delegating responsibilities
2. School administrators should timely payment of salaries of teachers, also other fringe benefits be sustained so as to enhance commitment and delivery capacities thus academic performance.
3. The government through the Ministry of Education and school administrators should ensure timely payment of salaries, provision of ventilated classrooms and office space, make provision of for accommodation, medical and other benefits to that will keep motivating teachers to effectively discharge their responsibilities.

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