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## MOTIVATION AND TEACHERS' JOB SATISFACTION FOR IMPROVED ACADEMIC PERFORMANCE OF STUDENTS IN SECONDARY SCHOOLS IN ANAMBRA STATE

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### ABSTRACT

*This study investigated the motivation of teachers and their job satisfaction as correlates of improved students' academic performance in Secondary Schools in Anambra State. The total population for the study comprised 5,761 public secondary school teachers in Anambra State. The sample for the study comprised 1,728 teachers which were composed using a stratified random sampling technique. Two research questions guided the study and two hypotheses were tested at a 0.05 level of significance. The study utilized a correlational research design. The instrument was duly validated by experts. The researcher developed an instrument titled "Motivation and Teacher Job Satisfaction and Students' Academic Performance" Questionnaire (MTJSSAP) was used to collecting data. A reliability index of 0.88 for the questionnaire was obtained using Cronbach's Alpha to measure the internal consistency. Out of the 1,728 copies of the questionnaire distributed, 1,700 copies were duly completed and retrieved representing a 98.4% return rate, and these were used for data analysis. Data were analyzed using Pearson's Product Moment Correlation Coefficient. The findings revealed that there is a positive correlation between motivation and improved students' academic performance. It was therefore recommended that since teachers are happy with their job if they have clear information, professional achievement, recognition, opportunity to participate in decision making, receive a living wage, and have good relationships with their boss that the state government, and secondary school administrators should make efforts to uphold these conditions so as to improve teachers job satisfaction and ultimately students' academic performance.*

### KEYWORDS

*Motivation, teacher job satisfaction, academic performance*



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## Introduction

The education system in Nigeria is facing numerous challenges. In response to this, Government and the Private sector have introduced initiatives that facilitate equality assurance and focus hugely on developing teacher's capacity to participate constructively in quality improvement. For instance, supervisors and monitoring team visit schools from time to time to ensure high standard in the academic learning environment. The future of any nation depends largely on the quality of its educational system. It further depends on the teachers who are the heart and soul of teaching and learning.

The maxim that no educational system can rise above the quality of its teaching staff underscores the importance of teachers to national development (FRN, 2013). Teachers are instrumental to effective learning and quality education. They guide individual learners towards acquisition of knowledge, skills, abilities, information, ideas and competencies needed for purposeful living.

Fehintola (2014) sees a teacher as an individual who plays the moral foundation on which good citizen is built. Thus, a teacher's job goes beyond teaching. It stretches into moulding and guiding youths, monitoring students and promoting general character training. Therefore, teachers need to be motivated for effective performance of, and dedication to their job. Gedefaw (2012) and Osakwe (2014), observed that teacher job motivation is a key to quality teaching and high standards of academic performance at all levels of education.

The relevance of teachers' job satisfaction is vital for a long term growth and development of any educational system around the world. Therefore, it is an undeniable fact that the future of schools' business depends upon the satisfaction level of its workforce (employees). Dissatisfied teachers because immediate problems to their organization, thus better condition of service for teachers could be an important vehicle for improving students' performance and achieving national educational goals (Omoniyi, 2013).

However the perceived unsatisfactory work conditions of school teachers still prevails. In the words of Adeyanju and Oshinyad (2021) low teacher motivation and its detrimental effects on students achievements are central problems of many education systems in Nigeria, Anambra state inclusive. Teachers often complained during world teacher's day that they were not part of the decision making process in their school. These unsatisfactory conditions as most often complained by teachers' include]: delay in salaries; lack of motivation, hike in fuel ump prize;

ineffective staff meeting, communication gap; favouritism; discrimination; minimally effective decisions, unavailability of teaching resources, poor salaries; unhealthy working environment; lack of professional autonomy; political interferences among others are some of the reasons proffered for low teacher job satisfaction. These factors adversely affected students' academic performance. Its effects on teaching/learning process include lack of enthusiasm for the job, teacher absenteeism, teacher stress and poor student performance. Akpan (2012), cited in Osawe (2015) stated that some teachers exhibit poor work behaviours like tardiness, absenteeism, delay in marking examination scripts and submission of grades. When this happen students suffer. Aslamiah (2018) and Osakwe(2014) found that academic staff job satisfaction has significant relationship with academic performance of their students. No wonder, Connors (2000) cited in Ihueze (2021) concluded that if you don't feed the teachers, they eat the students.

From all indications the situation to improve working conditions of teachers to meet teachers' demand is not forthcoming as the government decided to remove fuel subsidy without consultation. This invariably has caused hike in fuel pump prize thereby causing more stress on teachers. Considering the effects of this like, teachers worrisomely agitate for implementation of the new Teacher Salary Scale (TSS) and reduction in fuel prize. As a result of this, some teachers take it upon themselves to engage in commercial activities during official hours to argue their pay due to the aforementioned lapses, others out of frustration absent themselves from work while others punish students unnecessarily as a response to the negative feeling. In some cases, those absent from work at some occasions lack transport money to and fro work, evident conflict between teachers' job satisfaction and their regular attendance to work (Duvie, 2011). In addition, Fehintola (2014) states that the instructional approach of some teachers are dominated by sale of textbook syndrome. Hence, much harm has done to the education system.

In Nigeria, Newspaper discussions frequently focus on educational standards. The public's unhappiness becomes more prominent following the annual release of senior, secondary school certificate examination result (Punch, 2018). Teacher morale and students achievement go hand in hand. This presupposes that teachers must have job satisfaction for them to produce better results.

Job satisfaction has been referred to as a state of mind of an individual worker and how individuals experience, their work lives. Job satisfaction can also be determined as a relationship between the work and the individual. Furthermore, as stated by Adeyanji and Oghinyad(2021), "job satisfaction is often determined by how well outcomes meet or exceed expectations. For instance, if organization participants feel that they are working much harder than others in the department but are receiving fewer rewards they will probably have negative attitudes towards the work, their boss and their co-workers.

Workers who are satisfied with their job will be co-operative and well-motivated while those who are dissatisfied will be inclined to produce low quality output, go on strike, be absent from work, invoke grievance procedures or, even leave the organization. The level of job satisfaction is affected by intrinsic and extrinsic factors, the relationships with the work group and degree to which individuals succeeded or fail in their work. Ihueze (2016), identifies factors that promote job satisfaction, they are opportunity, good leadership, increase in relative strength, work standards. Fair reward and adequate authority. Other factors according to Osakwe (2014) are professional recognition, good salary, interpersonal relations, job security, professional advancement, favourable working conditions, supervision, achievement in work and promotion as and when due. Shelina(2012), noted that the most important value or condition conducive to job satisfaction is good salary. Continuing, she concluded that due to the fact that the salaries of the teachers and other members of the staff either come late or not at all, they pay no heed to their job. The bottom line is that, when teachers are not motivated to work students' academic achievement will become a mission impossible.

Motivation is the inner force or urge that drives, directs, or influences an individual to attain organizational goals. Mullins (2010) describes motivation as the direction and persistence of action. It is concerned with why people choose a particular course of action in preference to others, and why they continue with a chosen action, often over a long period and in the face of difficulties and

problems. Marlina (2019) sees motivation as the process of influencing or stimulating a person to take action that will accomplish desired goals. Teacher motivation can arise from factors within the school system which if favourable to them, could help improve their teaching effectiveness and thus improve on the quality output (students). Motivation is a key factor that determines the rate and success of the teaching learning process.

A motivated teacher is one who not only feels satisfied with his or her job but is empowered to strive for excellence and growth in instructional practice. When teachers are motivated, they become satisfied and more committed to their teaching job. It eventually leads to or contributes positively to the attainment of educational goals and objectives. The more satisfied teachers are with their job the more productive they will be and the healthier they will be physically, emotionally, socially and academically. This is only possible if the necessary motivational factors that enhance job performance and satisfaction are in place. Motivational factors are those aspects of the job that make teacher's want to perform their duties. They help to propel, stimulate, channel, direct, energize, arouse, sustain and influence the teachers' behavior towards striving for excellence. They also encourage teachers to increase their persistence level in the teaching learning process for the achievement of national educational goals. Vitria, Sulaman, Ahmad and Suhaimi argue that teachers who feel deprived of these factors are less motivated to do their best in the classroom.

There is therefore need for the Nigerian government to devise strategies for motivating teachers so as to ensure teacher job satisfaction. Such Strategies will enable teachers to put in their best rather than leaving the educational system to collapse. Secondary School teachers in Anambra State are contending with both political and administrations interferences in their job. Prominent among these problems are the removal of fuel subsidy, delay salaries, poor working condition, non-involvement of teachers in decision making and lack of will to give teachers in the state a living wage.

The foregoing according to some teachers affect their desire not only towards work but also being physically present at work. Consequently, upon this, some teachers abandon their work in search of greener pastures and others develop, "I don't care attitude" towards educational improvement. It was also observed that some teachers take it upon themselves to engage in commercial activities during official hours to augment their pay due to the aforementioned lapses while others out of frustration absent themselves from work as a response to their negative feelings. In some cases, those absent from work at some occasions lack transport money to and from work with evident conflict between teachers' job satisfaction and their regular attendance to work. Students on their own gradually develop non-challant attitude towards teaching and learning. This has adversely affected students' performance in the Senior Secondary School Certificate Examination (SSSCE).

This study therefore investigated motivation and teacher job satisfaction as correlates of students' academic performance in public secondary schools in Anambra State. Specifically, the study investigated teacher job satisfaction and motivational factors with reference to general working conditions, method and mode of payments, promotion, potentials, and satisfaction with co-workers. It is pertinent to fully investigate this problem in order to identify how motivation and job satisfaction of teachers correlate with students' academic performance in public secondary schools in the state.

## Research Questions

Two research questions guided the study namely;

1. What is the nature of relationship between motivation of teachers and students academic performance in public secondary schools in Anambra State?
2. What is the nature relationship between teachers' job satisfaction and students' academic performance in public schools in Anambra State?

## Hypotheses

Two null hypotheses were formulated and tested in this study:

1. There is no significant relationship between motivation of teachers and students academic performance in public secondary schools in Anambra State.
2. There is no significant relationship between teacher job satisfaction and students' performance in public schools in Anambra State.

## METHOD

The study adopted the correlational survey design. This type of study seeks to establish the relationship that exists between two or more variables (Nworgu, 2015). In this study, design is used to show the magnitude and levels of relationship between teacher motivation, teacher job satisfaction and students' improved academic performance. Five thousand seven hundred and sixty one (5,761) respondents made up of secondary school teachers in the 256 state government owned secondary schools in the area of the study constitute the population for the study. A total of 1,728 teachers were sampled using stratified random sampling technique. Researcher developed instrument titled "Motivation and Teacher Job Satisfaction and Student's Academic Performance Questionnaire (MTJSSAP) was used for data collection. The instrument is made up of four parts A, B, C, and D, Part A is on the background information of the respondent. Part B contained 18 items on Motivation, and Part C 21 items on Teacher Job Satisfaction while Part D with 20 items on Students Academic Performance. The instrument is structured on a 4-point response scale ranging from Strongly Disagree (SD), Disagree (D), Agree (A), and Strongly Agree (SA), weighted 1, 2, 3 and 4 respectively. The instrument was subjected to face validation by experts. The internal consistency was verified using the Cronbach's Alpha co-efficient which yielded a coefficient of 0.84. A total of 1,728 copies of the questionnaire were administered. Out of these 1,700 were correctly completed and returned and were used for data analysis. Pearson product moment correlation coefficient was used in testing the hypotheses at level of  $P < 0.05$ .

## Results

**Table 1: Test of Correlations between motivation of teachers and students' academic performance**

Source of Variation	N	r	p-value	Remark
Teachers' Motivation	1,700	.73	0.00	Sig
Students' Academic Performance				

Data analysis in Table 1 shows that there is a significant positive relationship between motivation of teachers and students improved academic performance,  $r = 0.73$ ,  $p\text{-value} < 0.05$ . This implies that teachers are satisfied with their job when motivated thus enhancing their performance towards achieving improved students' academic performance.

**Table 2 Test of Significance of Pearson's Correlation between Teacher Job Satisfaction and Students' Academic Performance.**

Source of Variation	N	r	p-value	Remark
Teachers' Job Satisfaction	1,700	.74	0.00	Sig
Students' Academic Performance				

Table 2 shows that there is a significant positive relationship between teacher job satisfaction and improved students' academic performance,  $r = 0.74 = P < 0.05$ . This implies that teachers are satisfied with their job when they are given the necessary conditions that will enable them to perform thus leading to improved student's academic performance.

### Discussion of Findings

The study tested two hypotheses on motivational factors and teacher job satisfaction as correlates of students' academic performance in Public Secondary Schools in Anambra State. Results on hypothesis one revealed that teachers' responded to motivational factors that give them job satisfaction and higher productivity. The factors are good salary, good condition of service, prompt and regular promotion, recognition and feedback, increased job security./enrichment, professional development and authority, good working environment, challenging and varied work, participation in decision making and research grants. Results on hypothesis one show that motivational factors promote job satisfaction and thus improve students' academic performance. Teachers work harder and are more dedicated to their job when motivated to do so. This finding lend credence to the findings of Ihueze (2021) and Osakwe (2014) who variously found out that, irrespective of gender, teachers are more productive, satisfied with their job and healthier, physically, emotionally, socially, and academically, when motivated. These scholars noted that a conducive school climate and job security influence teachers dedication to their job and thus leads to improved students' academic performance. The finding is also in line with Choi and Tang (2011) and Asif, Fakura, Tahir and Shabir (2016) who argued that teachers who do not feel supported with motivational factors are less motivated to do their best in the classroom.

On hypothesis two results shows that the more teachers believe that teaching is a valuable career and are considered while making decision that affects them, the more satisfied they are with teaching. Thus, an evident of improved students' academic performance. This agrees with the view of Omoniyi (2013), who pointed out that administrators should not see themselves as the "boss" but as a "facilitator". Continuing, an 'administrator who sees himself as a facilitator always involves his staff in decision making thereby enhancing teacher job satisfaction. Towing the same line, Choi and Tang

(2011), asserted that in order to get the best out of employees, the job itself must have desirable features such as being interesting, good pay and job security. Teachers whose job satisfaction is high, generally like to go the extra mile in teaching and learning. No wonder, Connors (2000) cited in Ihueze (2021) argued that teacher morale and student academic achievement go hand in hand and therefore concluded that if you don't feed the teachers, they eat the students. Therefore motivation and teacher job satisfaction play a key role in determining academic performance of students.

### **Conclusion**

Teacher job satisfaction and students' academic achievement happen to be the most noteworthy subject in any educational institution. Motivation plays a vital role in job satisfaction for teachers. Teacher job satisfaction enhances their productivity and is essential to a healthy and prosperous teaching learning environment.

It is for this reason that school managers, and the government should pay increasing attention to the satisfaction of teacher needs in order to boost their morale in implementing educational goals and hence, improved students' academic performance in schools.

### **Recommendations**

Based on the finding, the following recommendations are suggested to assist policy makers and administrators to develop effective strategies that will motivate teachers and by extension improve school academic performance.

- 1 The government and administrators should create a pleasant and supportive work environment that emphasizes the importance of academic achievement.
- 2 The government and school administrators should recognize teachers' individual learning training needs and be supportive of their continuing education and involvement in research.
- 3 School authorities should provide professional development forums (seminars, workshops, conferences etc) and encourage academic staff to participate in same.
- 4 Teachers should be involved in decision making.
- 5 Government should make living wage salary for teachers a reality.
- 6 Incentives should be given to teachers who are hardly absent from work to encourage others.

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