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## ASSESSMENT OF MOTIVATION AND JOB PERFORMANCE AMONG TEACHERS IN TECHNICAL SCHOOLS IN UYO LOCAL GOVERNMENT AREA

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### ABSTRACT

*The center point of this paper was to assess the relationship between motivation and job performance of teachers in technical schools in Uyo Local Government Area. A correlational research design was adopted for the study. The study was conducted in Uyo Local Government Area. The population of the study comprised all teachers in technical schools. A simple random sampling technique was used to sample 150 technical school teachers in Uyo Local Government Area, which comprised the sample size used for the study. The instrument used in this study for data collection was a questionnaire titled "Motivation and Teachers' Job Performance Questionnaire (MTJPQ)." Face and content validation of the instrument was carried out by an expert in test, measurement, and evaluation to ensure that the instrument had the accuracy, appropriateness, and completeness for the study under consideration. The reliability coefficient obtained was 0.80, and this was high enough to justify the use of the instrument. The researcher subjected the data generated for this study to appropriate statistical technique such as Pearson Product Moment Correlation analysis. The test for significance was done at 0.05 alpha levels. It was established in this paper that teacher motivation plays an important role in the promotion of teaching and learning excellence. Generally, motivated teachers are more likely to motivate students to learn in the classroom, to ensure the implementation of educational reforms and feelings of satisfaction and fulfillment. Teacher motivation is very important because it improves the skills and knowledge of teachers and it directly influences the students' achievement. Based on the findings of the study, the study concluded that prompt payment of salaries, regular promotion, and training significantly influence job performance of technical school teachers in Uyo Local Government Area. One of the recommendations made was that in order for teachers to perform well in their teaching activities, they need to undergo training in the form of in-service training with pay since teachers' training is one of the most effective motivational variables, which is the gateway to teachers' positive performance.*

**KEYWORDS:** Motivation, Teachers, Job performance, Technical Schools & Uyo Local Government Area

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## **Introduction**

Motivation is important in schools because it boosts teacher morale and performance, and it allows school goals to be met more efficiently. The behaviour of teachers can be changed through motivation in any school. From situation to situation, the level of motivation differs within an individual (Robbins, Judge, and Sanghi, 2005). Mustafa and Othman (2010) noted that if in schools, the teachers do not have sufficient motivation, then they are less competent, which directly influences the students and the education system. Most developed countries allocate a significant portion of their national budget to education because it plays a vital role in social development (Fadeyi, Sofoluwe, & Gbadeyan, 2015). The success of an educational system depends largely on the performance of teachers, who can be considered the backbone of the system (Amin, Shah, Ayaz, & Atta, 2013; Hanif, 2004; Khan, Shah, Khan, & Gul, 2012).

Wesly (2018) opined that an evaluation of teachers' job performance could be carried out by considering their professional knowledge, teaching plan, teaching strategy, individual teaching and remedial, evaluation techniques, feedback, teaching-learning environment, challenging academic environment, professionalism, and communication. Job performance is an effort by a teacher to achieve some specific goals. According to Lash and Kirkpatrick (2017), the teacher bears the majority of the responsibility for working with students. The job performance of school teachers could be identified based on the achievement of teaching objectives. Fadeyi, Sofoluwe, and Gbadeyan (2015) identified three factors that are regarded as criteria or parameters for measuring teachers' job performance. These are students' examination results, absenteeism, and turnover. They stressed that the presence or absence of each or all of the criteria is a measure of the level of the teachers' job performance.

## **Statement of Problem**

Observations have shown that some teachers in technical schools have been complaining about the lack of motivation by the government and administrators of the school in terms of poor remuneration, inadequate in-service training, among others. This inadequate motivation for teachers in technical schools are said to be among the factors that might contribute towards a falling standard of education. It is against this background that this study sought to assess motivation and job performance among teachers in technical schools in Uyo Local Government.

## **Objectives of the Study**

The main purpose of this paper was to assess motivation and job performance of teachers in technical schools in Uyo Local Government Area. Specifically, the study sought to:

1. Find out the relationship between prompt payment of salaries and job performance among teachers in technical schools in Uyo Local Government Area.
2. Examine the relationship between regular promotion and job performance among teachers in technical schools in Uyo Local Government Area.
3. Determine the relationship between training and retraining of teachers and their job performance in technical schools in Uyo Local Government Area.

## **Research Questions**

1. What is the relationship between prompt payment of salaries and job performance among teachers in technical schools in Uyo Local Government Area?
2. What is the relationship between regular promotion and job performance among teachers in technical schools in Uyo Local Government Area?
3. What is the relationship between training and retraining of teachers and their job performance in technical schools in Uyo Local Government Area?

## **Hypotheses**

1. There is no significant relationship between prompt payment of salaries and job performance among teachers in technical schools in Uyo Local Government Area.
2. There is no significant relationship between regular promotion and job performance among teachers in technical schools in Uyo Local Government Area.
3. There is no significant relationship between training and retraining of teachers and their job performance in technical schools in Uyo Local Government Area.

## **Conceptual Review**

### **Concept of Motivation**

The term "motivation" is derived from the word "motive." Motivation is the process of inspiring people in order to intensify their desire and willingness to execute their duties effectively and to cooperate to achieve the common objectives of an enterprise. In other words, it means inducing, instigating, inciting or prompting someone to take a particular course of action to get the results expected from him. Many contemporary writers and researchers have expressed their views on the concept of motivation. According to Wigfield (2004), motivation has been defined as the psychological feature that stimulates an organism to action toward a desired goal and elicits, controls, and sustains certain goal-directed behaviors. In directing the subordinates, the manager has to try to create in them the willingness to pursue the goals of the organization enthusiastically. In trying to do so, the manager may be said to concern himself with motivation. Motivation may be regarded as an integral part of the process of direction.

Motivation can be defined as a driving force that compels an individual to take actions with the goal of achieving certain goals (Maslow, 1993). This implies that motivation is a force that drives one to do things that he or she would not normally do. Many people know motivation as the driving force behind an action. This is probably the simplest explanation of motivation. Motivation can be considered the state of having the encouragement to do something. Motivation is a general term applied to the entire class of drives, desires, needs, wishes, and similar forces. To say that managers motivate their subordinates is to say that they do those things which they hope will satisfy these drives and desires and induce the subordinates to act in a desired manner.

## Types of Motivation

Motivation is said to be intrinsic or extrinsic. Intrinsic motivation is internal. It occurs when people are compelled to do something out of pleasure, importance, or desire. Extrinsic motivation occurs when external factors compel the person to do something.

- **Extrinsic motivation:** Extrinsic motivation occurs when things are done to or for people to motivate them. These include rewards, such as incentives, increased pay, praise, or promotion; and punishments, such as disciplinary action, withholding pay, or criticism. An extrinsically motivated person will work on a task even when they have little interest in it because of the anticipated satisfaction they will get from some reward. The rewards can be something as minor as a smiley face or something major like fame or fortune. For example, an extrinsically motivated person who dislikes math may work hard on a math equation because he wants a reward for completing it. In the case of a student, the reward would be a good grade on an assignment or in the class. Extrinsic motivation does not mean, however, that a person will not get any pleasure from working on or completing a task. It just means that the pleasure they anticipate from some external reward will continue to be a motivator even when the task to be done holds little or no interest. An extrinsically motivated student, for example, may dislike an assignment, find it boring, or may have no interest in the subject, but the possibility of a good grade will be enough to keep the student motivated in order for him or her to put forth the effort to do well on a task.
- **Intrinsic motivation:** Intrinsic motivation can arise from the self-generated factors that influence people's behaviour. It is not created by external incentives. It can take the form of motivation by the work itself when individuals feel that their work is important, interesting, and challenging and provides them with a reasonable degree of autonomy (freedom to act), opportunities to achieve and advance, and scope to use and develop their skills and abilities. Intrinsic motivation refers to motivation that comes from inside an individual rather than from any external or outside rewards, such as money or grades. Motivation comes from the pleasure one gets from the task itself or from the sense of satisfaction in completing or even working on a task. An intrinsically motivated person will work on a math equation, for example, because it is enjoyable. Or an intrinsically motivated person will work on a solution to a problem because the challenge of finding a solution provides a sense of pleasure. In neither case does the person work on the task because there is some reward involved, such as a prize, a payment, or in the case of students, a grade.

## Concept of Job Performance

According to Jamal (2007), job performance can be defined as the extent to which an employee can carry out tasks successfully using organizational resources under regular conditions. As can be understood from the definitions, job performance can be conceptualized in terms of employee behavior or outcomes produced by the employee. According to Robbins and Judge (2012), good employees are those who can perform the desired behaviors in both task and contextual performance. Job performance assesses whether a person performs a job well. Job performance, studied academically as part of industrial and organizational psychology, also forms a part of human resources management. Performance is an important criterion for organizational outcomes and success. Campbell (2009) describes job performance as an

individual-level variable, or something a single person does. This differentiates it from more encompassing constructs such as organizational performance or national performance, which are higher-level variables. According to Motowidlo (2003), job performance is defined as the total expected value to the organization of the discrete behavioral episodes that an individual carries out over a specified time period. Job performance is likely to be a complex function of the indirect benefits of social capital and the direct benefits of successfully incorporating emotions in (or excluding them from) decision-making processes.

### **Teachers Job Performance**

In broader terms, teachers' job performance is defined as their contribution to the achievement of educational goals and objectives (Özdemir & Gören, 2017; Özdemir & Yirmibeş, 2016), while in some studies it is limited to teaching behavior (Bashir, Alias, Saleh, & Halizah, 2017; Amin et al., 2013). However, teachers' job performance applies not only to the classroom or school, but to all settings where students are present (Shaikh, Saad, & Bhutto, 2012). So, teachers' job performance can be regarded as multidimensional (Adeyemi, 2008; Ali & Haider, 2017; Amin et al., 2013; Demir, 2008; Hanif & Pervez, 2004; Mehmood, Qasim, & Azam, 2013; Yusoff, Ali, & Khan, 2014). These dimensions are: preparation for the lesson, instruction, student evaluation, commitment, extracurricular activities, effective monitoring and inspection, effective leadership, motivation, and discipline (Adeyemi, 2008); instructional, professional, and personal qualities (Ali & Haider, 2017); contextual and task performance (Yusoff, Ali, & Khan, 2014); classroom management, considering individual differences among students, using motivational tools continuously, teaching style and methods, finding solutions to students' problems, and guidance (Mehmood, Qasim, & Azam, 2013).

Teachers are expected to carry out effective teaching, satisfy the students with their teaching quality and style, manage the time effectively in the classroom, discipline the class, carry out the tasks assigned to them by school administrators, motivate the students, be punctual and orderly, and ensure the students' academic achievement. Additionally, teachers are required to build positive relationships with parents and their colleagues since these relationships have a direct or indirect effect on their job performance. It appears that irregular payment of salary, perception of a lack of support for their work, and bad working conditions often lead to poor teachers' job performance. For instance, Obineli (2013) stated that money is an economic reward and a means of bringing about job satisfaction among Nigerian workers. A teacher's performance must be directed towards educational goals and objectives that are relevant to their job. Studies based on the factors influencing students' performance in national examinations in basic educational schools in India reported that a teacher's performance directly influenced learning outcomes, whose measures are examination results.

### **Effect of Motivation on Job Performance of Teachers**

Motivation is important in schools because it boosts teacher morale and performance, and it allows school goals to be met more efficiently. Performance is something a person does, which is normally affected by motivation. In order for teachers to perform well in their teaching activities, they need to be motivated. When teachers are motivated, their performance automatically rises towards a high level. In schools, a teacher's performance can be seen in their interactions with students, with other teachers, and with their superiors. However, teachers in secondary schools in Tanzania have been reported to perform the least due to a number of

challenges which hinder their effective work (Shahzad, 2007). Most teachers have reported their dissatisfaction as emanating from a lack of housing, lack of improved salaries, and other compensation needed to motivate and raise their performance. Teacher motivation encompasses forces both within and external to the individual. Internal teacher motivation comprises of the needs, wants, and desires that exist within an individual; as such, they influence the teachers' thoughts, which in turn leads to a positive change in behavior toward improving learning.

The teacher's motivational level can rise when the teaching job enables the teacher to satisfy the life-supporting elements of his or her physical body, like food, water, shelter, etc. It can also rise when the teacher feels useful in his or her job and when he or she feels satisfied with what she or he is doing. According to Iwu, Gwija, Olumide, and Tengeh (2013), research has continuously suggested that highly motivated teachers experience job satisfaction and also perform better than their poorly motivated counterparts; and that a mix of intrinsic and extrinsic factors tend to exert influence on the teachers' motivation. According to Ukpong and Uchendu (2016), teacher motivation is very important because it improves the skills and knowledge of teachers because it directly influences the students' achievement.

## **Method**

Correlational research design was adopted for the study. The study was conducted in Uyo Local Government Area. The population of the study comprised all teachers in technical schools. A simple random sampling technique was used to sample 150 technical school teachers in Uyo Local Government Area, which comprised the sample size used for the study. The instrument used in this study for data collection was a questionnaire titled "Motivation and Teachers' Job Performance Questionnaire (MTJPQ)". Face and content validation of the instrument was carried out by an expert in test, measurement, and evaluation to ensure that the instrument had the accuracy, appropriateness, and completeness for the study under consideration. The reliability coefficient obtained was 0.80, and this was high enough to justify the use of the instrument. The researcher subjected the data generated for this study to appropriate statistical technique such as Pearson Product Moment Correlation analysis. The test for significance was done at 0.05 alpha levels.

## **Results and Discussion**

### **Hypothesis One**

The null hypothesis states that there is no significant relationship between prompt payment of salaries and job performance among teachers in technical schools in Uyo Local Government Area. In order to test the hypothesis, Pearson Product Moment Correlation analysis was used to analyse the data. (See Table 1 below).

**TABLE 1: Pearson product moment correlation analysis of the relationship between prompt payment of salaries and job performance among teachers in technical schools in Uyo Local Government Area.**

Variable	$\sum X$	$\sum X^2$	$\sum XY$	r
	$\sum Y$	$\sum Y^2$		
Prompt Payment (X)	1929	25175		
			35674	0.75*
Job Performance (Y)	2755	50893		

**\*Significant at 0.05 level; df = 148; N = 150; Critical R-value = 0.197**

The above table 1 presents the obtained r-value as (0.75). This value was tested for significance by comparing it with the critical r-value (0.197) at 0.05 level with 148 degree of freedom. The obtained r-value (0.75) was greater than the critical r-value (0.197). Hence, the result was significant, meaning that there is significant relationship between prompt payment of salaries and job performance among teachers in technical schools in Uyo Local Government Area.

### Hypothesis Two

The null hypothesis states that there is no significant relationship between regular promotion and job performance among teachers in technical schools in Uyo Local Government Area. In order to test the hypothesis, Pearson Product Moment Correlation analysis was used to analyse the data. (See Table 2).

**TABLE 2: Pearson product moment correlation analysis of the relationship between regular promotion and job performance among teachers in technical schools in Uyo Local Government Area.**

Variable	$\sum X$	$\sum X^2$	$\sum XY$	r
	$\sum Y$	$\sum Y^2$		
Regular Promotion (X)	2270	34632		
			41859	0.58*
Job Performance (Y)	2755	50893		

**\*Significant at 0.05 level; df = 148; N = 150; Critical R-value = 0.197**

The above table 2 presents the obtained r-value of (0.58). This value was tested for significance by comparing it with the critical r-value (0.197) at 0.05 level with 148 degree of freedom. The obtained r-value (0.58) was greater than the critical r-value (0.197). Hence, the result was significant, meaning that there is significant relationship between regular promotion and job performance among teachers in technical schools in Uyo Local Government Area.

### Hypothesis Three

The null hypothesis states that there is no significant relationship between training and retraining of teachers and their job performance in technical schools in Uyo Local Government Area. In order to test the hypothesis, Pearson Product Moment Correlation analysis was used to analyse the data. (See Table 3).

**TABLE 3: Pearson product moment correlation analysis of the relationship between training and retraining of teachers and their job performance in technical schools in Uyo Local Government Area.**

Variable	$\sum X$	$\sum X^2$	$\sum XY$	r
Training and Retraining of Teachers(X)	2556	43990	47201	0.72*
Job Performance (Y)	2755	50893		

**\*Significant at 0.05 level; df = 148; N = 150; Critical R-value = 0.197**

The above table 2 presents the obtained r-value of (0.72). This value was tested for significance by comparing it with the critical r-value (0.197) at 0.05 level with 148 degree of freedom. The obtained r-value (0.72) was greater than the critical r-value (0.197). Hence, the result was significant, meaning that there is significant relationship between training and retraining of teachers and their job performance in technical schools in Uyo Local Government Area.

### Discussion of Findings

The result of the data analysis in table 1 was significant due to the fact that the obtained r-value (0.75) was greater than the critical r-value (0.197) at 0.05 level with 148 degree of freedom. This result implies that there is significant relationship between prompt payment of salaries and job performance among teachers in technical schools in Uyo Local Government Area. The result is in agreement with the research findings of Iwu, Gwija, Olumide, & Tengeh, (2013), which stated that research has continuously suggested that highly motivated teachers experience job satisfaction, and also perform better than their poorly motivated counterparts; and that a mix of intrinsic and extrinsic factors tend to exert influence on the teachers' motivation. The result of the analysis caused the null hypotheses to be rejected while the alternative one was retained.

The result of the data analysis in table 2 was significant due to the fact that the obtained r-value (0.58) was greater than the critical r-value (0.197) at 0.05 level with 148 degree of freedom. This result implies that there is significant relationship between regular promotion and job performance among teachers in technical schools in Uyo Local Government Area. The result is in agreement with the research findings of Ukpong & Uchendu, (2016), which stated that teacher motivation is very important because it improves the skills and knowledge of teachers because it directly influences the student's achievement. The result of the analysis caused the null hypotheses to be rejected while the alternative one was retained.

The result of the data analysis in table 3 was significant due to the fact that the obtained R-value (0.72) was greater than the critical R-value (0.197) at 0.05 level with 148 degree of freedom. This result implies that there is significant relationship between training and retraining of teachers and their job performance in technical schools in Uyo Local Government Area. The result is in agreement with the research findings of Wesly (2018) which opined that an evaluation of teachers' job performance could be carried out by considering their professional knowledge, teaching plan, teaching strategy, individual teaching and remedial, evaluation techniques, feedback, teaching-learning environment, challenging academic environment, professionalism and communication. The result of the analysis caused the null hypotheses to be rejected while the alternative one was retained.



## **Conclusion**

Teacher motivation plays an important role in the promotion of teaching and learning excellence. Generally, motivated teachers are more likely to motivate students to learn in the classroom, to ensure the implementation of educational reforms and feelings of satisfaction and fulfillment. Teacher motivation is very important because it improves the skills and knowledge of teachers because it directly influences the student's achievement. Based on the findings of the study, the study concluded that prompt payment of salaries, regular promotion, and training significantly influence job performance of technical school teachers in Uyo Local Government Area.

## **Recommendations**

1. In order for teachers to perform well in their teaching activities, teachers need to undergo training in the form of in-service training with pay since teachers' training is one of the most effective motivational variables which are the gateway to teachers' positive performance.
2. It is very pertinent for the administrative arm of technical schools in Uyo Local Government Area to look into area of prompt payment of salaries, regular promotion and training etc. of teachers in order to promote motivation for effective service delivery and sustainability.

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