

Teachers' Characteristics and Motivational Techniques on Teachers' Job Performance in Public and Private Secondary Schools in Akoko South West Area of Ondo State, Nigeria

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Abstract: - The study investigated the influence of teacher's characteristics and motivational techniques on teacher's job performance in the public and private secondary schools in Akoko South West Local Government Area of Ondo State. The purpose was to find out the characteristics and motivational techniques used in public and private secondary schools and also to see the relationship between motivation and teachers job performance in public and private secondary schools in Akoko south west area of Ondo state. A descriptive research design of the survey type was used to investigate the problem of the study. Ten (10) schools were selected using stratified random sampling techniques from the 33 secondary schools in Akoko South West Local Government Area. Purposive random sampling techniques were used to sample 10 principals and 50 teachers to participate in the study. A self-developed questionnaire, titled (Teachers Characteristics and Motivational Techniques on Teachers Job Performance Questionnaire (TCMTTJPQ)) was used to obtain data from respondents. Data collected were analyzed using descriptive and inferential statistics. The findings revealed that there was a positive relationship between motivation and teachers job performance. The findings also showed that teacher's characteristics as well as the school type i.e either private or public had significant influence on teacher's job performance. It was concluded that teacher's attitudes to their job is determined by how much they are well motivated and that teachers' characteristics in terms of their gender, age and experience also determine their job performance. Based on the findings, the study recommends that government and school management should improvise ways either in attitude or in materials to motivate teachers in carrying out their duties. The study also recommends that the school management should put in place measures geared towards enhancing performance of teachers and formulates motivational policies that enhance employee performance.

Keywords: Motivational Techniques, Teachers Characteristics, Job Performance, students outcome

I. INTRODUCTION

Education remains a very important sector in Ondo state. The Government ensures that funds, instructional materials, facilities and personnel for teaching are made

available for the sector (Ige 2006). Despite the efforts of the government in ensuring that citizens benefit from education as well as making the necessary facilities available for use so as to improve the academic performance of the student in both internal and external examinations, it has been observed that it has not yielded the necessary result, this can be seen in the poor performances of students as recorded in public examinations in recent years.

Poor academic performance of students in Nigeria has been an issue of concern to all and sundry, and it has resulted to fallen standard in education, generally in Nigeria. However, the relatively low level of students' academic performance in terms of those who obtain five (5) credits performance in the Senior Secondary School Certificate Examination (WASSCE), including English and Mathematics is often below 40% (WAEC 2016). Hence, educational quality rest to a large extent on the teachers and this is seen in how they carry out their responsibility.

Researchers and stakeholders in education have pointed out various factors as to what causes poor performance of student in public examinations, among such factors are the job performance of teachers. Overtime the academic performance of the students both in internal and external examinations have been used in determining if the teacher actually performs his/her responsibility excellently (Ajao 2001). Teachers have been shown to greatly influence the academic performance of the students and play a vital role in the attainment of educational goals because it is the responsibility of the teacher to translate the policies and principles into action and this is on the basis of practice during interaction with the students (Afe 2001). Based on the observation of the poor academic performance of secondary school students in public secondary school, one can assume that the poor academic performance of the students is a reflection of the instructional quality in the schools. This can mean that the ineffectiveness of the teachers in classroom instruction with the students could be

responsible for the poor academic performance of the students.

The importance of teachers in any educational institution of teaching and learning cannot be over emphasized. This is because of the central role in the implementation of the curriculum at the classroom level. We can deduce from this that the teacher directly or indirectly affects the attainment of instructional objectives in the classroom. Subsequent scholars have attributed the academic performance of the students to certain characteristics of the teachers such as their qualification, years of experience, classroom behavior and even their job performance among others (Adu, Tadu, & Eze 2012; Bolarinwa, 2013; Fehintola, 2014). Academic performance of students is greatly influenced by the job performance of the teachers and the teachers job performance can be determine by the attitude of the teacher.

Attitude can influence a person's performance positively or negatively. For instance when a person have negative attitude towards his or her job, it will result in negative performance. Similarly, attitude could as well affect a teacher's plan and prepares for his or her lessons, writing of lesson note, attendance to class, and punctuality to class, to school, marking of attendance register, monitoring and supervising of students, class room management, discipline of students and evaluation of students. It is certain that student's academic performance can be affected greatly, consciously or unconsciously by teacher's attitude.

The attitude of teachers greatly influences student interest in learning. Most times student might not be able to be close or approach teachers with negative attitude as to teachers who are positively motivated. So, students find it difficult to ask such teacher questions in the classroom most times when he is not clear about some things even as regard the subject he or she teaches. Most times the teachers just leave the students to do what they like; they do not pay attention to the students even if they have needs. This implies that the attitude of teachers towards their students and instructional activities in general is vital to the academic performance of the students. Negative attitude will result to negative performance while positive attitude will result to positive performance. This performance is to a large extent determined by how well a teacher is motivated or not. Motivation greatly influences the attitude of teachers which determine how teachers perform their responsibility.

Teacher's job satisfaction has called the attention of school principals in adopting different motivational techniques. Studies have revealed that there is high level of teacher's commitment to their duty or jobs when teachers are highly motivated. (Silins & Mulford, 2002). Some research conducted on the commitment of teachers to their job have made it known that when teachers are not properly motivated by the school principal, it will affect the job performance of the teachers negatively and this will definitely reflect on the academic performance of the students, in that the desired

outcome will not be achieved (Bogler, 2002). However, the school principal through the use of effective and efficient motivation techniques must ensure that teachers are committed to their duties, considering the fact that education is a vital instrument in the development of a nation.

The school principal is in a unique position as the manager or administrator who controls schools' resources for the purpose of attaining organizational goals. Hence, the aspects of motivational techniques to be studied include: Shared decision-making, professional development of teachers, use of merit based rewards and recognition of teachers performance. Teachers have both intrinsic and extrinsic needs. A teacher who is intrinsically motivated may be observed to undertake a task for its own sake, for the satisfaction it provides or for the feeling of accomplishment and self-actualization. On the other hand, an extrinsically motivated teacher may perform the activity/duty in order to obtain some reward such as salary. Extrinsic motivation plays an important part in people's life. It is pre-eminent in influencing a person's behavior. Therefore, the aim of a school should be to build on and enhance the intrinsic motivation for teachers to teach effectively and at the same time, to supply some extrinsic motivation along the way for school improvement (O'neil, 1995).

Statement of the Problem

Teachers are seen as the builder of nation, they build an individual to become a self-reliance and a nation developer. Once the foundation is faulty, then the future target is therefore jeopardized. Students' academic performance depends solely on teacher's productivity. It was reported by Owadia (2018) that students who passed with five credit including English and mathematics are between 28%, this shows that the educational system needs a lot of concentration. It was observed that teachers attitude to work seem to be negative in terms of absenteeism, negligent of duty and lack of interest to the job. This could be as a result of many factors. The researcher therefore wishes to find out the influence of teachers characteristics and motivational techniques on teachers job performance.

Purpose of the Study

- To find out teachers' characteristics and motivational techniques used in public and private secondary schools in Akoko south west area of Ondo state.
- To find out the level of teachers' commitment in public and secondary schools in Akoko south west area of Ondo state.

Research Hypotheses

The following hypotheses are formulated to guide the study:

- The school type will have no significant influence on teacher's job performance.
- Teacher's characteristics will have no significant influence on teacher's job performance.

- Motivational techniques will not significantly predict teacher's job performance.

II. RESEARCH DESIGN

The descriptive research design of the survey type was used to investigate the problem of the study.

Population of Study

The targeted population comprises of 17 public secondary schools and 16 private secondary schools in Akoko South West Local Government Area, of Ondo state.

Sample and Sampling Techniques

The sample for the study was selected using stratified random sampling techniques to select 10 secondary schools that is 5 public and 5 private schools from the 33 secondary schools in Akoko South West Local Government Area of Ondo state. A purposive random sampling technique was used to select 10 principals and 50 teachers respectively. That is, five principals were sampled each in both public and private secondary schools while 25 teachers, that is 5 in each school were randomly selected from both public and private secondary

schools of Akoko South West Local Government Area of Ondo state, to participate in the study.

III. DATA ANALYSIS

The data collected were analyzed using inferential statistics. Hypothesis one was analyzed using the test of difference (T-test), while hypothesis two was analyzed using Analysis of Variance (ANOVA) and hypothesis three was analyzed using hierarchical regression.

Test of Hypotheses (Results of the Survey Study)

Three research hypotheses were appropriately formulated in the present study to guild the purpose of the study. The stated hypotheses were formulated to ascertain the relationship between the independent variables (socio-demographic factors and teachers' motivational techniques) and the dependent variable (i.e. teachers' performance).

Hypothesis One

The study hypothesis one which stated that school type will have no significant influence on teachers' performance was tested using T-Test of Independent Sample as presented in table 4.2.

Table 4.2: T-Test of Independent Sample showing the influence of School type on Teachers' performance in Akoko South West, Ondo State

DV	Type of school	N	\bar{X}	SD	df	t	p
Teachers' Performance	Private	29	16.14	02.10	57	01.18	< .05
	Public	30	15.17	03.97			

Result from table 4.2 presents that school type had significant influence on teachers' performance ($T = 01.18$, $df = 57$, $p < .05$). Further exploration revealed that teachers in private schools ($\bar{X} = 16.14$; $SD = 02.10$) exhibited better teaching performance than teachers in public secondary schools ($\bar{X} = 15.17$; $SD = 03.97$). This finding was not in support with the stated null hypothesis one which states that "school type will have no significant influence on teachers' performance".

Therefore, alternate hypothesis one is accepted, while the null hypothesis is rejected.

Hypothesis Two

The study hypothesis two which stated that teacher characteristics (i.e., sex, age & education qualification) will have no significant influence on teachers performance was tested using 2 x 4 x 4 Analysis of variance (ANOVA) as presented in table 4.3.

Table 4.3: Factorial analysis showing the influence of school type on teachers' performance in Akoko South West, Ondo State

Source	SS	Df	MS	F	P	η_p^2
Sex (A)	00.14	1	00.14	0.02	< .05	.321
Age (B)	23.21	3	07.74	0.89	> .05	.030
Education(C)	13.21	3	04.40	0.50	> .05	.019
A*B	18.67	2	09.34	1.06	> .05	.005
A*C	17.17	2	08.58	0.97	> .01	.002
B*C	90.05	6	15.01	1.70	< .05	.673
A*B*C	06.09	1	06.09	0.69	< .05	.377
Error	334.90	38	08.81			
Total	15033.00	59				

Result from table 4.3 presents that teachers' sex has significant influence on teacher's performance ($F(1, 38) = 0.02, p < .05; \eta_p^2 = .32$), such that, 32.1% variance observed in teachers' performance was accounted for by the teachers' gender categories. Teachers' age ($F(1, 38) = 0.89, p > .05$) and academic qualification ($F(1, 38) = 0.50, p > .05$) have no significant influence on teachers' job performance. However, teachers' characteristics (i.e., sex, age & education qualification) interactively has significant influence on teachers' performance ($F(1, 38) = 06.09, p < .05; \eta_p^2 = .377$), such that 37.7% of the variance observed in teachers' job performance was accounted for by the joint influence of

teachers' characteristics (sex, age, & educational qualification). This finding was not in support with the stated null hypothesis two which states that "teachers' characteristics (i.e., sex, age & education qualification) will have no significant accepted while the null hypothesis is rejected.

Hypothesis Three

The study hypothesis three which stated that motivational techniques will not significantly predicts teachers' performance; holding constant the influence of extraneous variables (teachers' characteristics) was tested using hierarchical regression as presented in table 4.4

Table 4.4: Hierarchical Regression analysis Showing the predict Impact of Motivation Techniques (Intrinsic and Extrinsic) on Teachers' Performance

Predictors	SE (B)	B	T	R	R ²	ΔR^2	F	P
Model 1								
School's type	.874	.106	.076	.422	.178	.261	0.948	< .05
Level of Education	.437	.173	01.22					
Sex	.877	.039	01.28					
Model 2								
School's type	.124	.020	01.13	.790	.624	.267	1.903	< .001
Level of Education	.662	.215	01.52*					
Sex	.361	.057	01.42					
Intrinsic Motivation	.501	.487	03.01**					
Extrinsic Motivation	.395	.342	02.19*					

* $P < 0.05$

** $P < 0.01$

This result presented in block 2 of table 4.4 showed that motivation techniques (intrinsic and extrinsic motivation) jointly predicted teachers' job performance significantly, ($F(5, 54) = 1.90, p < .001, R^2 = 0.624$). However, reflected variables in block 2 (teachers' characteristics {sex, level of education & school of practice}, and motivational techniques {intrinsic and extrinsic}) contributed 62% variance observed in teachers' job performance. Controlling the variance caused by the teachers' characteristics in block 1 (sex, level of education & school of practice), which might serve as co-founding variables, the variance observed in block 2 was deducted from the variance in block 1 ($R^2 = 0.624 - 0.178 = .446$). Therefore, motivational techniques (intrinsic vs. extrinsic) are strictly responsible for the 44.6% variance observed in teachers' job performance. Therefore, the alternate hypothesis three is accepted, while null hypothesis is rejected.

In addition, it was revealed that intrinsic motivation technique ($\beta = .487; P < .001$) independently predicted teachers' job performance significantly, such that the higher the scores of respondents on intrinsic subscale, the higher the scores on job performance scale. In other words, the 48.7% variance observed in teachers' job performance was independently accounted for by intrinsic motivation techniques.

Furthermore, it was revealed that extrinsic motivation technique ($\beta = .342; P < .05$) independently predicted teachers' job performance significantly, such that the higher the scores of respondents on extrinsic subscale, the higher the scores on job performance scale. In other words, the 34.2% variance observed in teachers' job performance was independently accounted for by extrinsic motivation techniques.

IV. FINDINGS

The findings revealed that there was a positive relationship between motivational techniques and teachers' job performance. As motivation increases, the level of teacher's performance also increases. The study also examined the characteristics of teachers in relation to their job performance. The findings revealed that teachers' characteristics in respect to sex, age and qualification, interactively has significant influence on teachers' performance. Such that 37.7% of the variance observed in teachers' job performance was accounted for by the interactive influence of teacher's characteristics (sex, age and qualification).

The finding shows that school type had significant influence on teacher's performance. Further exploration revealed that teachers in private schools exhibited better teaching

performance than teachers in public secondary school, because most of the respondents agreed that factors which influence motivation are reasonably provided in schools especially in private schools. Like good working environment, job satisfaction, good leadership of principal etc. It is also found that majority of the respondents agreed with the statement that they are motivated by salaries and benefits which they receive and disagreed with the statement that their pay as a teacher is good and it is regular. It meant that salary and rewards are very important factors for increasing the teacher's motivation that could improve their performance. Ahianzu, (2011) also examined that motivation through rewards and incentives helps the teachers to improve their job performance.

V. CONCLUSION

Though the findings finds out that, teachers in public schools are not well motivated, that could affect their performance in any ways. There may be deficiencies of lacking motivation and good performance that could be as a result of bad working environment, salary irregularities, job security, bad leadership of principals etc. Davidson (2005) found that bad working conditions have adverse effects in teacher's performance. It could be improved by providing benefits to them. Therefore, job performance is that function which is based on motivation. There should be motivation on schools to have a better teacher's job performance.

VI. RECOMMENDATIONS

Based on the findings, the study recommends that;

- i. government and school management should improvise ways either in attitude or in materials to motivate teachers in carrying out their duties.

- ii. the study also recommends that the school management should put in place measures geared towards enhancing performance of teachers and formulates motivational policies that enhance employee performance.

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