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# PREDICTIVE INFLUENCE OF MOTIVATIONAL FACTORS ON TEACHERS' JOB PERFORMANCE IN PUBLIC SENIOR SECONDARY SCHOOLS IN ABUA/ODUAL AND AHOADA-WEST LGA OF RIVERS STATE

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## ABSTRACT

This work was carried out to unravel the predictive influence of job factors on teachers' job performance in public senior secondary schools in Abua/Odual and Ahoada-West Local Government Area of Rivers state. Three research questions and three hypotheses guided the study. The population of the study consisted of 385 teachers from Abua/Odual and Ahoada-West Local Government Area of Rivers State. This study adopted a correlational design. A sample of 196 respondents was selected for the study through proportionate stratified random sampling technique. Two instruments were used for data collection namely: Job Factors Questionnaire (JFQ) and Teachers Performance Scale (TPS). Pearson Product Moment Correlation Coefficient was used to answer research question 1 and 3 while mean and standard deviation were used to answer research question 2. Analysis of Variance (ANOVA) and associated t-test were used to test the hypotheses 0.05 level of significance. The results showed that working conditions, and insecurity, as job factors did not motivate teachers to higher performance of their duties in public senior secondary schools; the job factors (working conditions, and insecurity) related with teachers' performance in public senior secondary schools; working conditions, and insecurity, as job factors accounted for 14.8%, 16.6%, 9.1% and 23.1% respectively of the total variance in teachers' performance in public senior secondary schools. Two relevant recommendations were made which are that job factors, working conditions, and security should be made available for educators to improve their performance of duties in the school climate.

**Keywords:** Predictive Influence, Job Performance, Motivational Factors, Teachers, Senior Secondary Schools, Rivers State.

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## INTRODUCTION

Motivation of employee is one of the most reliable strategies organization uses to bring about the needed productivity required in the working system. It assist in measuring the performance of individual through quality of output, quantity of output, timeliness of output, cooperation and the presence of work (Gungor, 2011). Campbell (1990) proposed in his model that performance was assumed to be a function of a person's ability, personality, interest, educational training, experience and aptitude. Therefore, performance is usually defined as the extent to which an organizational member contributes to achieving the organizational goals. It however, involves an organization communicating its mission and strategies to its employees, setting individual performance targets to meet the employee as well as the organizational goals.

The trend of performance is undergoing changes as organizations change nowadays (Ilgena & Pulakos, 2009). Today, motivation is a key factor in the performance of employees as it enhances commitment and engagement to work. People do not like to do their jobs, work hard and be satisfied because of mere existence of contracts or even rules and procedures. In addition to contractual requirements and rules, people must work hard but they need to be motivated (Ngirwa, 2006).

Motivational factors such as security as well as good working condition and other motivation factors play a substantial role in realizing goals and objectives and is equally imperative for establishments that work in team based environments or for workers who work independently. For an organization to ensure that the employees workplace goals and values are aligned with the organizations task and vision, they should generate and maintain high levels of motivation leading to high performance. Improved motivation, commitment and engagement levels are key system for what employees do and can motivate the employees to provide high levels of performance, effort and contribution and retain them as well. Motivation is related to leadership, for good leadership sets an example, provides guidance, encouragement and instructions. This can be one of the greatest motivation strategies in schools which effective principals should use to motivate teachers and pupils. Good motivation of teachers is definitely related to morale though, in large organizations, high morale is difficult to attain (Herzberg, 1968).

Motivation is defined as all the tensions and inner energies and drives that move people to behave in particular ways; it is concerned with the 'why' of human behavior and explains why people behave in certain ways, Angela (2006). However, motivation is the willingness of an employee to contribute high levels of effort towards his or her work, conditioned by the capacity of the effort to satisfy needs as well as his or her personal environment. A motivated employee willingly tries hard to contribute his or her best performance towards accomplishing his or her work (Ngirwa, 2006). Peretomode (1991) asserted that motivational factors are factors that bring about active participation and commitment to achieve prescribed results. Basically, from the above definitions, employee motivational factors was seen as the inner drive or push that led to a certain human action or inaction in a given time, given specific prevailing conditions. It is a force that considers individual inner drive in the pursuit of pushing people to do something in turn.

However, the process of motivation usually started with someone recognizing unsatisfied needs, then establish a goal to be achieved and thus, satisfying the need and accomplishing the goal (Maslow, 1948). According to Hoy and Miskel (1987), employee motivation is a complex force, drive, need, tension state that starts and maintains voluntary activity directed towards the achievement of personal goals. Therefore, motivation is what starts and energizes human

behavior, how those forces are directed and sustained as well as the outcomes they bring about (performance). It therefore follows that there is a relationship between motivation and performance which is paramount in any organization's existence. It is possible that an employee may display low motivation from the organization's perspective, yet, enjoy every aspect of the job. This state represents high job satisfaction. Ifnedo (2003) demonstrated that a motivated worker is easy to be spotted by his or her agility, dedication, focus, zeal and general performance.

Working conditions and environment are the factors to influence employee's performance at labour market, moreover, working environment has the impact on the level of employee job satisfaction, even leads to a higher engagement, high level of commitment or choose to leave the work. Working condition offers an atmosphere upon work done. Prasad (2009) showed that employees' performance is affected by factors, such as working condition, health, attitude, employees, and relationships with supervisors among others.

Gallan (2003) investigating influence of working conditions on workers performance in health facilities in Venezuela found out that many workers were satisfied with their jobs, citing presence of improved working environment. Most of the health facilities were considered to have hit the performance high, all courtesy to continuous improvement with which health facilities workers were performing. Working environment also entails availability of motivating rewards, accessibility to fringe benefits, guaranteed annual and other leaves as well as annual salary increment (Odundo, 2002).

Insecurity is defined as the state of being unsafe or secure, liability to give way, be lost or become unsafe or fraught with danger, want of secureness or stability, instability, liability to damage or loss. According to Orisa (2017), insecurity is simply "not safe or protected", when citizens do not have confident about their country and relationship with others. The issue of insecurity has been a wide discussion in our society; it is no longer a new phenomenon, as almost every state in our country, Nigeria has experienced insecurity and the world at large. Orisa posited there is absolute fear of instability in governance. This instability creates tension, fear and leads to insecurity in our society. Again, Effiom and Edinyamg (2013) saw insecurity as the state of being subject to danger or injury. It is a feeling of unease or nervousness that may be triggered or propelled by perceiving of oneself to be vulnerable.

Imo and Essien (2013) posited that the Nigerian society is enveloped in general insecurity occasioned by youth restiveness and all manner of crimes and anti-social behaviour, which have become potent threat to peaceful co-existence in the Nigerian state, affecting educational system and political activities. Corroborating this view, Effiom and Mezieobi (2014) cited in Emeodu (2019) posited that the most current Nigeria's challenge is the issue of national insecurity, which they claim is promoted by visionless people that employ the services of youth to unleash atrocious acts of national destruction. To Salawud (2010), insecurity of lives and properties has become a major problem in Nigeria with myriads of political assassinations, communal violence, religious intolerance, militancy and kidnappings, bombing and killing of humans.

Atiya and Palwasha (2008) conducted a study on the influence of job factors on performance and found that the association between job factors and performance proved moderately positive. A regression analysis done to examine the influence of motivation on performance and with not teaching experience revealed that there was a positive relationship between teachers' motivation and performance. The objective of the study was to examine the effect of job factors on teachers performance in public and private schools in Peshawar city, Khyber Pakhtunkwa. The aim was to reveal the significant and positive relationship between

teachers' motivational factors and their performance. The research was quantitative in nature and a survey was conducted to acquire the views of the respondents who were the teachers themselves. Motivation and performance were important factors in terms of organizational success and achievement to gain competitive advantage and for this reason; they required skilled and competent employees. Motivation increases productivity of employees thus achieving goals in an effective way. Teacher motivation was important as it improved skills and knowledge of teachers as well as directly influencing students achievement. If in schools the teachers did not have sufficient motivation then they would be less competent which directly influence the students and the education system. An instrument was designed to measure the variables and high scores indicated that teachers motivation towards performance was measured using self-developed questionnaires. The findings were described in respondent characteristics and were organizational. As such, the correlation between motivation and performance proved that there was a moderate positive correlation. However, regression analysis was also used to examine the influence of motivation on performance and this was not associated with teaching experience of the teachers. The analysis revealed that there was a positive relationship between teachers motivation and performance. As motivation increased, the level of performance increased. The research showed great importance to motivation of teachers in the field of education. If teachers were not motivated and had low performance, then, they could not give their best efforts. This study relates to the present study in focus, design. However, they differ in population, area of the study and instrument for data collection and method of data analysis.

Chudi-Oji (2013) conducted a study on the impact of motivation on teachers-students performance in secondary schools in Udi local government area. The study revealed that education was recognized as the fundamental basis on which the nation could function effectively. The government's social-political and economic viability depended solely on the quality of education given to her citizens. Therefore, the technical development of the population had to be well educated and so those who imparted the needed knowledge had to be motivated adequately as it is the key to performance and improvement. The purpose of the study was to identify the impact of motivation on teachers performance and academic performance of students. A survey study was carried out in selected schools in Udi local government area in public and private schools. Questionnaires were administered, organized and analyzed to determine the mean score. Findings were based on the responses of respondents as regards to the research questions. It was found that teachers refused to teach effectively in class causing a decline in performance because of irregular payment of salaries.

Aacha (2010) conducted a study investigating the effects of motivation on the performance of primary school teachers in Kimanya-Kyabakuza division, Masaka district. The study was to find out whether motivation of teachers had any effect on their role to perform and the effect of intrinsic and extrinsic motivation. A descriptive survey design was adapted. Primary data was collected using structured questionnaires for teachers as well as key informative guides for head teachers and education officers in the municipal. Both qualitative and quantitative data were collected. The research findings revealed that the performance of teachers was good despite the fact that motivation was inadequate. A significant positive relationship between intrinsic motivation and performance of teachers was found to exist in primary schools in the division. On the other hand, the relationship was revealed between extrinsic motivation and performance of teachers implying extrinsic motivation affected teachers performance. In order to improve teachers motivation and performance at work, the study recommended an increment in primary teachers salaries to match their cost of living, provision

of accommodation, strengthening of supervision as well as instituting awards to good performers among others. The research focused on teachers motivation and incentives in low income countries. The study assessed the extent to which the material and psychological needs of teachers were being met. These included; occupational status, pay and benefits, attrition, job satisfaction to mention a few. Teachers status declined resulting from de-professionalism for example; increased reliance on less educated and qualified teachers with low job security, low standards of teaching, feminization and declines in standard of living. The argument remains that pay on its own did not motivate though pay and other material benefits were motives dominating but were too low for individual and household survival needs. He reported that available evidence suggested that teacher pay was generally very low and declining in real terms in most countries. The findings revealed that improvement of quality education had generally failed to be recognized in the pivotal role of teachers. He further identified African countries like Madagasca and Malawi where teachers had only two years of secondary education, form 4 levers in 1990 were employed in Malawi and Tanzania in 2001. The key issues of teachers' motivation and pay had been skimmed over, at times ignored. Education reforms focused on improving teachers competence, learning and working environment as well as trying to increase workload ignoring to pay other conditions of service. This study relates to the present study in focus, instrument for data collection, it differs in Area and method for data analysis.

A study on motivational factors as correlated of librarian's job satisfaction in Nigeria University Libraries was conducted by Ekere (2010). The purpose of the study was to determine the relationship between motivational factors and librarians' job satisfaction in University libraries in Nigeria. The study adopted the descriptive survey design. Seven research questions were posed and five hypotheses formulated and tested at 0.05 level of significant. The population of the study was 683 librarians comprised of 456 librarians from 25 Federal Universities and 229 librarians from 26 Universities. A sample of 453 respondents representing 80% of the population was drawn using random sampling technique. The instrument for data collection was the Librarians Motivational Factors Questionnaire. It was adapted from the Minnesota Satisfaction questionnaire (1977) to reflect local conditions and job peculiarity of Librarians in Nigeria. The instrument was divided into three sections. Section 'A' sought background information of the subjects with respect to gender, age and years of working experience. Section 'B' contains items designed to find the level of motivation and section 'C' was on how satisfied the subjects are with the various job variables under study. The reliability coefficient determined using Spearman Brown formula was 0.099 for section B, and 0.98 for section C. simple percentage, means, Pearson Product Moment Correlation Coefficient, Analysis of Variance, and t-test were used to analyze the data. The findings showed that all the factors, namely, work itself, achievement, recognition, responsibility and advancement were perceived by the librarians as motivational factors. The results also revealed that age and years of working experience had significant influence on librarians' job satisfaction. Gender had no significant influence on librarians' job satisfaction in university libraries in Nigeria. It was recommended that the identified motivators (job satisfiers) should be re-directed by university library management to effectively impact on the lives of librarians. The study has relationship with the present study since both examined motivational factors and used similar statistical tools for data analysis. But differs in design, sampling technique, and focus, while this study was on job satisfaction, the present study was performance.

Another study on motivation factors and principals' job performance in secondary schools in Ondo State was carried out by Kolawole and Fashina (2009). The purpose of the study

was to examine the influence of motivational factors as catalyst in propelling, encouraging and stimulating principals as character moulders of students who are Nigeria's future leaders. The study adopted a descriptive research design. Five research questions and five hypotheses were posed to guide the study. All 150 principals of government owned secondary schools in Ondo West education zone comprised the population of the study. A sample of 110 principals was drawn from the population using convenience sampling technique. A research instrument titled 'Motivational Factors and Principal Jobs performance in secondary schools was designed to measure the level of motivation in the area of the job itself, promotion, prospects, recognition for achievement, supervisory styles, wages and salary, interpersonal relation with co-workers, quality of work done and knowledge of the job. The reliability coefficient of the instrument obtained using split-half method was 0.93. The data were analyzed using a two-way Analysis of Variance (ANOVA) to test the hypothesis at 0.05 levels of probability, and pair wise comparison done by a Scheffe Post Hoc Test. The result showed that the motivational variables were found to impact significantly on job performance of principals of secondary schools. The study related with the present study since both examined motivational factors on principals' performance in public secondary schools. They differed in design of the study, specific motivational items instruments for data collection and statistical tools for data analysis.

### **Statement of the Problem**

It is worrisome when people complain of teachers' performance in secondary schools in Nigeria. There are reports of laxity among the teachers in their professional duties such as preparing lesson plans and lesson notes and indiscipline. Moreover, it was also observed that more teachers were irregular in their places of work, supervision of school activities was equally inadequate and learners were insufficiently attended to, as most of these teachers felt demotivated in their job. Teachers hold the key that unlocks the door to knowledge in the teaching and learning process and anything that could limit their performance of their duties need to be checked. Abua/Odual and Ahoada-West Local Government Area of Rivers State is endowed with resources that are supposed to make teachers live comfortable and stay on the job. The effect of environmental factors may influence their performance some times in the year, likewise some job factors. However, the extent at which job factors predict the performance of teachers is yet to be verified in public secondary schools in the Abua/Odual and Ahoada-East Local Government Areas of Rivers State. Hence, the study examined the job factors that relate with teachers performance in public senior secondary schools in Abua/Odual and Ahoada-East Local Government Areas of Rivers State.

### **Purpose of the Study**

The general purpose of this study is to examine job factors which motivate the performance of teachers in public senior secondary schools in Abua/Odual and Ahoada-East Local Government Areas of Rivers State. Specifically, the study sought to:

- Determine the extent working condition predict teachers' performance in public senior secondary schools in Abua/Odual and Ahoada-East Local Government Areas of Rivers State.

- Determine the job factors predict teachers in public senior secondary schools in Abua/Odual and Ahoada-East Local Government Areas of Rivers State.
- Determine the extent job security predict teachers' performance in public senior secondary schools in Abua/Odual and Ahoada-East Local Government Areas of Rivers State.

### Research Questions

- What is the correlation coefficient between working condition and teachers' performance in public senior secondary schools in Abua/Odual and Ahoada-East Local Government Areas of Rivers State?
- What are the motivational factors which motivates teachers' performance in public senior secondary schools in Abua/Odual and Ahoada-East Local Government Areas of Rivers State?
- What is the correlation coefficient between insecurity and teachers' performance in public senior secondary schools in Abua/Odual and Ahoada-East Local Government Areas of Rivers State?

### Hypotheses

- **HO<sub>1</sub>**: There is no significant relationship between working condition and teachers' performance in public senior secondary schools in Abua/Odual and Ahoada-East Local Government Areas of Rivers State.
- **HO<sub>2</sub>**: There is no significant relationship between motivational factors and teachers' performance in public senior secondary schools in Abua/Odual and Ahoada-East Local Government Areas of Rivers State.
- **HO<sub>3</sub>**: There is no significant relationship between job security and teachers' performance in public senior secondary schools in Abua/Odual and Ahoada-East Local Government Areas of Rivers State.

### METHODS

The researcher adopted the co-relational survey design for the study. The co-relational survey design according to Howell (2007) examines the degree, patterns and strength of relationship between two or more variables being studied rather than explore causal relationship between them. Thus, the co-relational design provides clues for the proper understanding of patterns of relationships among variables in the study. Therefore, the co-relational survey design becomes imperative since this study is an analysis of the relationship among motivational factors and teachers' performance in public senior secondary schools in the Abua-Odual and Ahoada West Local Government Area of Rivers State, Nigeria.

The population of the study consisted of the total numbers of teachers found in senior secondary schools in Abua-Odual and Ahoada West Local Government Area of Rivers State. The population of teachers in Abua-Odual and Ahoada West Local Government Area of Rivers State at the time of conducting this research was 385 teachers as obtained from the Rivers State Senior Secondary Schools Board (2015). A proportionate stratified random sampling technique

was adopted to draw 196 teachers in Abua-Odual/Ahoada West Local Government Area. This was further checkmated statistically using Taro Yemene formular.

Two instruments namely: Jobs Factors Questionnaire (JFQ) and Teachers Performance Scale TPR were adopted for data collection. The validation of the instrument was done by experts in measurement, evaluation and educational management of Ignatius Ajuru University of Education. They read and make corrections, which were reflected in the copies used to collect data for the study. The reliability of the instruments was determined by the researcher through the trial method and subjected to Cronbach Alpha which gave an index of 0.72 and .63 for JFQ and TPQ.

Pearson Product Moment Correlation Coefficient were used to answer research question1 and 3 while Mean and standard deviation were used to answer research question 2. Analysis of Variance (ANOVA) and associated t-test were used to test the hypotheses 0.05 level of significance.

## RESULTS

**Research Question 1:** What is the correlation coefficient between working conditions and teachers' performance in public senior secondary schools in Abua/Odual and Ahoada-West Local Government Areas of Rivers State?

Table 1: Correlation coefficients between working conditions and teachers' performance in public senior secondary schools in Abua/Odual and Ahoada-West Local Government Areas of Rivers State?

Variables			r <sup>2</sup>	Percentage
working conditions	Pearson Correlation	.408**	0.166464	16.65
	Sig. (2-tailed)	.000		

Table 1 showed the correlation coefficient between working conditions and teachers' performance in public senior secondary schools in Abua/Odual and Ahoada-West Local Government Areas of Rivers State. The correlation coefficient between working conditions and teachers' performance was substantial (.408). Teachers who had good working conditions performed better than those who had poor working conditions. Working conditions accounted for 16.65% of the variance in teachers' performance in public senior secondary schools in Abua/Odual and Ahoada-West Local Government Areas of Rivers State.

### Hypothesis One (HO<sub>1</sub>)

There is no significant relationship between working conditions and teachers' performance in public senior secondary schools in Abua/Odual and Ahoada-West Local Government Areas of Rivers State.

Table 2: Analysis of Variance of Regression on teachers' performance

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	7685.573	1	7685.573	38.724	.000 <sup>b</sup>
Residual	38503.381	195	198.471		
Total	46188.954	196			

- a. Dependent variable: teachers performance
- b. Predictor: (Constant), working conditions.

Table 2 showed that F-value of 38.724 is significant at 0.000. This indicated that working conditions was significantly related to teachers’ performance in public senior secondary schools in Abua/Odual and Ahoada-West Local Government Areas of Rivers State. Therefore, the null hypothesis of no significant linear relationship between working conditions and teachers’ performance in public senior secondary schools was rejected.

Table 3: Model Summary for teachers’ performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
	.408 <sup>a</sup>	.166	.162	14.08797

The coefficient of determination ( $R^2$ ) is 0.166. This indicates that 16.6% of the variance in teachers’ performance is caused by variations in the predictor variable. Therefore, 16.6% of the variance in teachers’ performance is predicted by working conditions.

Table 4: t-Values of working conditions on teachers’ performance

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error			
(Constant)	128.442	5.015	.408	25.611	.000**
Working conditions	1.417	.228		6.223	.000**

To determine if the predictor variable was significantly related to or predicted teachers’ performance in public senior secondary schools in Abua/Odual and Ahoada-West Local Government Areas of Rivers State, the t-value was presented in table 14. The t-value for working conditions was (25.611,  $P < 0.000$ ). Working conditions as motivation factor had significant relationship ( $P < 0.05$ ) with and predicted teachers’ performance in public senior secondary schools in Abua/Odual and Ahoada-West Local Government Areas of Rivers State. Teachers who worked in schools with good working conditions performed better than their counterparts who are not provided with good working conditions.

**Research Question 2:** What are the job factors, which motivates teachers’ performance in public senior secondary schools in Abua/Odual and Ahoada-West Local Government Areas of Rivers State?

Table 5: Means and standards deviations of job factors that motivate teachers' performance in public senior secondary schools in Abua/Odual and Ahoada-West Local Government Areas of Rivers State?

S/N	(Job factors)	$\bar{X}$	SA	Rank	DEC
1	In-service training	2.51	1.07	2 <sup>nd</sup>	A
2	Working conditions	2.50	1.06	3 <sup>rd</sup>	A
3	Insecurity	1.65	.89	5 <sup>th</sup>	D
4	Teachers promotion	2.26	1.06	4 <sup>th</sup>	D
5	Organizational policies	2.70	1.08	1 <sup>st</sup>	A
<b>Cluster</b>		2.32	1.03		D

Table 5 showed that items 1, 2 and 5 had high mean score of 2.51, 2.50, and 2.70 respectively above the criterion mean of 2.50. This implies that teachers are of the opinion that in-service training, working conditions, and organizational policies served as motivators to them in public senior secondary schools in Abua/Odual and Ahoada-West Local Government Areas of Rivers State. Items 3 and 4 had low mean scores of 1.65 and 2.26 respectively below the criterion mean of 2.50. This indicated that insecurity and teachers promotion were not motivators of teachers' performance in public senior secondary schools in Abua/Odual and Ahoada-West Local Government Areas of Rivers State. The cluster mean and standard deviation of 2.32 and 1.03 showed that teachers disagree that the listed factors motivated them to higher performance of duties in public senior secondary schools in Abua/Odual and Ahoada-West Local Government Areas of Rivers State.

### Hypothesis Two (Ho<sub>2</sub>)

There is no significant relationship between job factors and teachers' performance in public senior secondary schools in Abua/Odual and Ahoada-West Local Government Areas of Rivers State?

Table 6: Analysis of Variance of job factors Regression on teachers' performance

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	24352.749	4	6088.187	53.253	.000 <sup>b</sup>
Residual	21836.205	192	114.326		
Total	46188.954	194			

a. Dependent variable: teachers performance

b. Predictors: (Constant), in-service training, working conditions, insecurity, and promotion

Table 6 showed that F-value of 53.253 is significant at 0.000. This indicated that the motivational factors were significantly related to teachers' performance in public senior secondary schools in Abua/Odual and Ahoada-West Local Government Areas of Rivers State. Therefore, the null hypothesis of no significant linear relationship between motivational factors and teachers' performance in in in public senior secondary schools was rejected.

Table 7: Model Summary for teachers' performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
	.726 <sup>a</sup>	.527	.517	10.69232

The coefficient of determination ( $R^2$ ) is 0.527. This indicates that 52.7% of the variance in teachers' performance is caused by variations in the predictor variables. Therefore, 52.7% of the variance in teachers' performance is predicted by motivational factors.

Table 8: t-Values of the motivational factors on teachers' performance

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	48.865	7.751		6.304	.000**
In-service training	.896	.200	.246	4.485	.000**
Working conditions	.967	.215	.278	4.500	.000**
Insecurity	.519	.192	.170	2.705	.007**
Promotion	3.616	.330	.558	10.956	.000**

(\*\* Sig. at  $P < 0.05$ )

To determine which of the variables were significantly related to or predicted teachers' performance in public senior secondary schools in Abua/Odual and Ahoada-West Local Government Areas of Rivers State, the t-values of each variable were presented in table 8. The t-values were in-service training (6.304,  $P < 0.000$ ), working conditions (4.485,  $P < 0.000$ ), insecurity (2.705,  $P < 0.007$ ), and promotion (10.956,  $P < 0.000$ ). All of the motivational factors had significant relationship ( $P < 0.05$ ) with and predicted teachers' performance in public senior secondary schools in Abua/Odual and Ahoada-West Local Government Areas of Rivers State. Teachers who had in-service training performed better than those who were not given in-service training for professional development. Teachers who had good working conditions performed better than those who worked in poor working conditions. Besides, teachers who worked in secured environment performed better than those who worked in hostile environments. Finally, teachers who were promoted performed better than those who were not promoted.

**Research Question 3:** What is the correlation coefficient between insecurity and teachers' performance in public senior secondary schools in Abua/Odual and Ahoada-West Local Government Areas of Rivers State?

Table 9: Correlation coefficients between insecurity and teachers' performance in public senior secondary schools in Abua/Odual and Ahoada-West Local Government Areas of Rivers State?

Variables			r <sup>2</sup>	Percentage
Insecurity	Pearson Correlation	.301**	0.090601	9.06
	Sig. (2-tailed)	.000		

Table 9 showed the correlation coefficient between insecurity and teachers' performance in public senior secondary schools in Abua/Odual and Ahoada-West Local Government Areas of Rivers State. The correlation coefficient between insecurity and teachers' performance was substantial (.301). Teachers who worked in secured environments performed better than those who worked in unsecured environments. Insecurity accounted for 9.06% of the variance in teachers' performance in public senior secondary schools in Abua/Odual and Ahoada-West Local Government Areas of Rivers State.

### Hypothesis Three (HO<sub>3</sub>)

There is no significant relationship between insecurity and teachers' performance in public senior secondary schools in Abua/Odual and Ahoada-West Local Government Areas of Rivers State.

Table 10: Analysis of Variance of Regression on teachers' performance

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	4181.870	1	4181.870	19.313	.000 <sup>b</sup>
Residual	42007.084	195	216.531		
Total	46188.954	196			

a. Dependent variable: teachers performance

b. Predictor: (Constant), insecurity

Table 10 showed that F-value of 19.313 is significant at 0.000. This indicated that insecurity was significantly related to teachers' performance in public senior secondary schools in Abua/Odual and Ahoada-West Local Government Areas of Rivers State. Therefore, the null hypothesis of no significant linear relationship between insecurity and teachers' performance in public senior secondary schools was rejected.

Table 11: Model Summary for teachers' performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
	.301 <sup>a</sup>	.091	.086	14.71500

The coefficient of determination ( $R^2$ ) is 0.091. This indicates that 9.1% of the variance in teachers' performance is caused by variations in the predictor variable. Therefore, 9.1% of the variance in teachers' performance is predicted by insecurity.

Table 12: t-Values of in security on teachers' performance

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error			
(Constant)	147.207	2.885	.301	51.022	.000**
Working conditions	.918	.209		4.395	.000**

To determine if the predictor variable was significantly related to or predicted teachers' performance in public senior secondary schools in Abua/Odual and Ahoada-West Local Government Areas of Rivers State, the t-value was presented in table 17. The t-value for insecurity was (51.022,  $P < 0.000$ ). Insecurity as motivation factor had significant relationship ( $P < 0.05$ ) with and predicted teachers' performance in public senior secondary schools in Abua/Odual and Ahoada-West Local Government Areas of Rivers State. Teachers who worked in secured schools performed better than their counterparts who worked in unsecured schools.

## DISCUSSION

The discussion of findings is based on the summary of findings as provided below:

### **Working Conditions as Predictor of Teachers' Performance in Public Senior Secondary Schools**

The results on job factors that motivate teachers' performance in public senior secondary school showed that organizational policies, in-service training, and working conditions were motivators to teachers' performance in public senior secondary schools in Abua/Odual and Ahoada-West Local Government Areas of Rivers State. Insecurity and promotion were not found to be job factors that motivated teachers' performance. These findings corroborate with the assertion of Trow (2004) who stated that lack of motivation bears a negative impact on the performance of teachers; however, there were variables which were suggested to determine the level of satisfaction of an employee so as to enhance performance. These included promotion, benefits, better working conditions, good communication and relationships, security, pay which also had a great impact on individuals (Bery, 1997). In a similar vein, a study by Prasad (2009) showed that employees' performance was affected by factors like health, attitude, working environment, employees, and relationships with supervisors among others. In another dimension related to the findings on motivational factors, Njeri (2010) noted that since training is perceived as the process of acquisition of knowledge, skills and desirable attitudes needed in addressing threats in real life, an institution that seeks to solve its job performance challenges must consider investing in human capital.

Offering in-service training to teachers is crucial in determining the extent to which an institution intends to achieve its academic goals, since this is motivational for purposes of realizing increased job performance. Institutions, therefore, need to embrace regular training so that defined behavior patterns expected in the accomplishment of specialized task can be acquired (Ndege, 2004). Omieri (2009) in a study that focused on influence of in-service training on teachers' job performance in public secondary schools in Manga Sub-County of Kisii County, observed that institutions of learning should invest more in training their personnel to build

human capital with suitable knowledge and skill in order to discharge their duties competently. The researcher suggests that training be embraced continuously so that people's skills are enriched for productivity performance of tasks. The results in this regard were also similar to that of Saida (2004) who conducted a study on the influence of working environment on employee's performance noted that workers in the mining industries in Athi River were subjected to dangerous working conditions. The workers were found to be inhaling current dusts, which were seemingly considered a normal experience. Protective gargets were not considered and the physical environment was equally unfriendly. Most of the workers who complained of ill-health displayed respiratory complications implying that the working environment did not promise life but death. A visit to other mining sites in Kenya paints a picture of a society that waits for disasters to strike and then reacts too little too late.

The view of Imo and Essien (2013) in relation to the results is that the Nigerian society is enveloped in general insecurity occasioned by youth restiveness and all manner of crimes and anti-social behaviour which have become potent threat to peaceful co-existence in the Nigerian state affecting educational system and political activities. Corroborating this view, Effiom and Mezieobi (2014) cited in Emeodu (2019), posited that "the most current Nigeria's challenge is the issue of national insecurity", which they claim is promoted by visionless people that employ the services of youth to unleash atrocious acts of national destruction.

### **Job Factors as Correlates of Teachers' Performance in Public Senior Secondary Schools**

The results of the study in this regard showed that, working conditions, insecurity, and promotion related with teachers' performance in public senior secondary schools in Abua/Odual and Ahoada-West Local Government Areas of Rivers State. This finding corroborates with that of Atiyaand Palwasha (2008), who conducted a study on the influence of motivation on performance and found that the correlation between motivation and performance proved moderately positive. A regression analysis done to examine the influence of motivation on performance and teaching experience revealed that there was a positive relationship between teachers' motivation and performance. As motivation increased, the level of performance increased. The research showed great importance to motivation of teachers in the field of education. If teachers were not motivated, they would not give their best efforts and low performance will be observed. The results were also similar to the findings of Chudi-Oji (2013) who carried out a study on the impact of motivation on teachers-students' performance in secondary schools in Udi local government area of Enugu State Nigeria. The results showed that teachers required more knowledge from programs like seminars, workshops to mention a few. Teachers were not also serious with their work because of inadequate promotions. Teachers abandoned their teaching job for better paid ones. Teachers also refuse to carry out their duties effectively and efficiently because their welfare is neglected.

In the same direction, the results in this vein corroborates with that of Aacha (2010) who conducted a study investigating the effects of motivation on the performance of primary school teachers in Kimanya-Kyabakuza division, Masaka district. The research findings revealed that the performance of teachers was good despite the fact that motivation was inadequate. A significant positive relationship between intrinsic motivation and performance of teachers was found to exist in primary schools in the division. On the other hand, the relationship revealed between extrinsic motivation like job security, promotion, salary, and organizational policies and performance of teachers affected teachers' performance. These finding may not be far from the

truth in Rivers State. The policies of government of Rivers state of non-promotion of teachers may de-motivate teachers to higher performance.

### **Insecurity as Predictors of Teachers' Performance in Public Senior Secondary Schools**

The results of the study in this regard showed that job factors such as in-service training, working conditions, insecurity, and promotion had joint significant relationship with teachers' performance in public senior secondary schools in Abua/Odual and Ahoada-West Local Government Areas of Rivers State. These job factors also have significant relationship with teachers' performance in public senior secondary schools. These findings agree with those of Kolawole and Fashina (2009) who carried out a study on motivation factors and principals' job performance in secondary schools in Ondo State. The result showed that motivational variables were found to impact significantly on job performance of principals of secondary schools. Similarly, the findings agree with that of Ejike (2011) who investigated teachers' motivation on job satisfaction in schools of nursing in south-West zone of Nigeria. It was revealed that teachers in schools of nursing in south-West, Nigeria have different motivational patterns; motivational patterns of teachers in schools of nursing significantly relate to job satisfaction. The results also agree with that of Okolo et al. (2013) in a study on the influence of motivation on job satisfaction of secondary school teachers in Lokoja education zone of Kogi State. The results showed that there is no significant difference between the mean response of male and female secondary school teachers on the extent to which motivation influences teachers' job satisfaction.

### **CONCLUSION**

The following conclusions were drawn based on the research findings. The considered job factors such as working conditions and security jointly did not motivate teachers' to higher performance in public senior secondary schools in Abua/Odual and Ahoada-West Local Government Areas of Rivers State. Working conditions, security, and motivational factors, individually and jointly related and predicted teachers' performance in public senior secondary schools in Abua/Odual and Ahoada-West Local Government Areas of Rivers State.

### **Educational Implications**

The findings of this study have far reaching educational implications to the teachers, school administrators and the government. The results have provided empirical evidence in respect of job factors and teachers' performance in public senior secondary schools in Abua/Odual and Ahoada-West Local Government Area. The study revealed that job factors working conditions, security, and promotion, did not motivate teachers' performance in public senior secondary schools in Abua/Odual and Ahoada-West Local Government Area of Rivers State. The implication of this is that what motivates teachers to higher performance varies depending on the situation. While some factors motivate some people, they could serve as de-motivators to others. A choice of factors that serve as motivators as revealed by the study is necessary.

The findings of the study also revealed that job factors like: in-service training, working conditions, security, and promotion, individually and jointly related and predicted teachers' performance in public senior secondary schools in Abua/Odual and Ahoada-West Local Government Areas of Rivers State. The implication is that the performance of teachers in public

senior secondary schools could be determined by such job factors depending on the circumstance and situation.

## Recommendations

Based on the findings of the study and the various implications which have been highlighted, the following recommendations were made:

- Job factors like in-service training, working conditions, security, and promotion should be provided for teachers to enhance their performance of duties in the school system since they individually and jointly related and predicted teachers' performance in public senior secondary schools in Abua/Odual and Ahoada-West Local Government Areas of Rivers State.

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