

# MOTIVATION OF TEACHERS CLASSROOM PERFORMANCE FOR REVITALIZING SUSTAINABLE SECURITY IN JUNIOR SECONDARY SCHOOLS (JSS) IN ABA SOUTH LOCAL GOVERNMENT AREA OF ABIA STATE.

By

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## **Abstract**

*This study investigated motivation of teachers' classroom performance for revitalizing sustainable security in junior secondary schools (JSS) in Aba South Local Government Area of Abia State. The study adopted a descriptive survey. The population of the study consisted of all the 189 teachers in public secondary schools in Aba South Local Government Area of Abia State. A simple random sampling technique was used in selecting the sample of 100 teachers for the study. Data collection was done using a researcher constructed questionnaire known as "Influence of Motivation of Teachers' Classroom Performance Questionnaire" (IMTCPQ). The questionnaire had 25 items and was structured on a four point likert scale. Two experts validated the instrument before administration. The reliability of the instrument was determined by the Pearson Product Moment Correlation Coefficient after the test re-test which gave the coefficient of 0.78. Data analysis was by the application of descriptive statistics of mean. The findings of the study revealed that promotion with pay, opportunities for professional development, appreciation, availability of learning materials, good remuneration and good working conditions motivate teachers' classroom performance. It was recommended that there should be regular and prompt payment of salaries and allowances to teachers in order to enhance their classroom performance, the working environment under which teachers perform their duties should be made conducive enough to boost their interest in the teaching and learning process.*

**Keywords:** Motivation, Teachers, Classroom, Performance and Revitalizing.

## **Introduction**

Education plays a very important role in the economic development of a country as it is aimed at supplying the economy with human capital that can convert effectively and efficiently other resources into output of high value. Education is defined as a process of inculcating the right knowledge, right

attitude, values and right skills to make an individual an effective citizen (FRN, 2014). It is the corner stone of economic and social development and an important means of providing for the welfare of individuals. Educational organizations are established to help society enhance knowledge, attitudes and skills. Schools as organizations help in actualizing the goals of education. This call for quality teaching and learning. At the center of quality teaching are teachers and students who are supposed to jointly achieve the goals. In secondary schools many variables are required for the achievement of goals and one of them is the motivation of the teachers.

The term motivation is derived from a Latin word “movers”, which means to move into action. This means that motivation is simply the cause and why of human behavior. To be motivated means to be moved to do something. A person who feels no drive to act is being characterized as unmotivated. Basically, motivation is the force that initiates, guides and maintains goal-oriented actions or behaviors. It is what drives individuals to act. Motivation is a drive that influences someone’s efforts towards performing a task. The basic principle of motivation is based on an individual’s ability (Agebure, 2013). Other earlier studies further noted that motivation is seen as the person’s effort to accomplish his/her duties, dedicating the needed effort and continuing it (Ayeni, 2011). In the same vein, Burns (2011) alludes that all educators need to be concerned about the impact of motivation on academic performance. The absence of motivation has a negative influence on the standard of education in a school as students are being deprived of the need of knowledge because they are less motivated. Gitonga (2012) indicates that one of the issues affecting academic performance includes lack of motivation for teachers and so far this has not been dealt with in totality. Therefore, the resultant effect of this problem affects the society at large.

According to Alarm and Farid (2011), motivation of teachers is very important as it affects the students directly. This fact is supported by Marques (2010) in her conclusion that motivation, satisfaction and performance are interdependent. Lack of motivation of teachers affects their performance which affects the students’ performance. Schools in Nigeria are fast decaying and the “rot” in the system ranges from shortage of teaching and learning resources to lack of effective leadership and proper motivation of teachers. Teachers in Nigeria are unhappy, frustrated, uninspired and unmotivated. The school environment is dotted with dilapidated buildings equipped with outdated laboratory facilities and equipments (Marques, 2010). Teachers at times have to work under the most unsafe and unhealthy conditions. This has no doubt, translated into students’ poor performance in external examinations, their

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involvement in examination malpractice, cultism and other negative dispositions.

In Aba South Local Government Area, teacher motivation and classroom performance is not any better. Teachers' salaries and allowances are comparatively low than in the other professions and they are owed many months of salaries. Teaching profession is seen as 'profession of the last resort' where individuals find themselves there after they fail to secure better professional courses. There is poor housing and working conditions and poor teaching and learning materials and equipments. They also face some challenges in the line of their duties such as walking long distances to schools, inadequate schools facilities and equipments and indiscipline of students. It is important to note that teachers may experience motivation or demotivation which may affect negatively or positively the performance of the students in examinations in junior secondary schools. Signs of motivation are higher performance, lower absenteeism and lower turnover. Teachers' classroom satisfaction is a decisive factor that determines the general efficiency of an organization. Lack of classroom satisfaction among teachers results in absenteeism from school, aggressive behavior towards colleagues and learners, early exit from teaching profession and psychological withdrawal from work. Hence, poor motivation of teachers would also have the same results as lack of classroom satisfaction. Many studies confirm low motivation of teachers. Findings in many developed countries confirmed presence of low teachers' motivation which was attributed to intrinsic factors. According to a study carried out by Nyantika (2006) on factors leading to poor performance in KCSE in Magombo zone of Nyamira District, lack of rewards for teachers and students to boost their morale and clan politics was to blame for poor KCSE performance.

Teachers are expected to render a very high job performance, and the Ministry of Education is always curious regarding the job performance of its teachers. Similarly, the roles and contexts of educations' motivational methods and tools cannot be underemphasized because high motivation enhances productivity which is naturally in the interests of all educational systems (Oluchukwu, as cited in Gitonga, 2012). For most people, it is undeniable that monetary compensation is a major rationale for working, no matter what other motivations or passions co-exist for the job. Studies conducted by Marnane and Olson as cited in Gitonga (2012) using data from Michigan and North Carolina, demonstrated that teacher salary is an important determinant of the length of time that teachers stay in teaching. The results indicate that teachers who are paid more stay longer in teaching and teachers with higher opportunity costs, as

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measured by test scores or degree subject, stay in teaching less than other teachers. However, pecuniary motives are likely to be dominant among teachers where pay and other material benefits are too low for individual and household survival needs to be met. Only when these basic needs have been met is it possible for higher-order needs, which are the bases of true job satisfaction to be realized (Akyeampong & Bennell, 2012). When teachers do not have enough money to live, they often resort to secondary employment activities, which can undermine their motivation to perform in their primary job and lead to increased absenteeism. One such secondary employment activity was private tutoring. Besides resorting to secondary employment, teachers who earn poverty wages are often unable to eat properly before coming to school. This reduces their concentration and further their motivation to teach hence affecting the students' performance to a greater level.

According to Griggs (2009), in a United States based research, appreciation of teachers is the effective agent in an organization because; self-driven workers are always innovative in their work. It is task for the schools, government, students and parents to appreciate and understand the procedures necessary to have an effect on encouragement of their teachers. Many theorists in the area of motivation believe that there is a link between appreciation of teachers and job satisfaction and motivation with teacher loyalty to the teaching profession. Polly as cited in Nyakongo (2015) like others, in her study on the influence of motivation on workers performance in Rwanda, noted that a feeling of self worth and recognition by a worker enhance their desires to give much to the organization. Wambugu, Peter and Muola (2018) conducted a study to establish the influence of appreciation of teachers on students' performance in KCSE in public secondary schools in Kinangop Sub County established that teachers' appreciation through rewards and incentives for good performance enhances work commitment, increases engagement with students consequently leading to improved academic performance. Ude, Nwokoro, Uba and Onuigbo as cited in Nwoye (2018) carried out a research which was aimed at investigating the perception of teachers on job satisfaction in relation to wages, academic qualification, sex and experience. It was observed that apart from the above factors, there are also factors that enhance job satisfaction; such are interest, fringe benefits, status and prestige of the profession, opportunity for advancement, working environment and general condition of service. Nwosu (2015) findings reveals a significant positive relationship between teachers' job performance and motivation in ensuring quality education in secondary schools ( $r = .567$ ;  $p > .05$ ). The study also indicated that reward system, professional training and development, work situational factors

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accounted for 10.4%, 29.1%, and 13.9% respectively of the variance in the motivation of teachers in public secondary schools. Therefore, motivation is very important in any organization.

This study was anchored on Adams' Equity theory and Abraham Maslow's Hierarchy of Needs.

Adams' Equity Theory (1963) in (Cole 2002) calls for a fair balance to be struck between employees' inputs (e.g., hard work, skill levels, tolerance, and enthusiasm) and employees' outputs (e.g., salary, benefits, and intangibles such as recognition). According to this theory, a person has five fundamental needs: physiological, security, belonging, esteem and self-actualization. The physiological needs include: pay, food, shelter, clothing, education and comfortable work conditions. Maslow's opinion is that until these needs are satisfied to a degree to maintain life, no other motivating factors can work. Security needs are those needs such as, need to be free from physical danger and of the fear of losing a job, property, food and shelter. It also includes protection against any emotional harm. Belonging or social needs include: need for attention, acceptance and friendship. Esteem needs include the need for recognition, respect, achievement, autonomy, independence etc. Finally, self-actualization needs, which are the highest in the level of Maslow's need theory include: realizing ones full potential of self-development. According to Maslow, once a need is fulfilled, it is no longer a need. It ceases to motivate employees' behaviour and they are motivated by the need at the next level up the hierarchy.

Revitalizing means giving vitality or vigor to something or somebody. Oladele (2011) described revitalizing as giving new life or energy to something or somebody that is weak or inactive to become strong and successful again. Sustainable security is a bold rethinking of national security that introduces the notions of collective and human security and rebalances the three tools of foreign policy—defense, diplomacy, and development. Education for sustainable development involves learning how to make decisions that considers the long term future of the economy, ecology and equity of all communities. UNESCO argues that education has a special responsibility to generate the knowledge needed as well as communicate this knowledge to decision makers and the public at large. (UNESCO, 2003). Education for sustainable development functions to educate, train and undertake research to contribute to the sustainable development of the society. For example, the training of people in monitoring of targets and detection of sustainable concerns and graduates with skills, knowledge and attitudes to make sustainability contribution ( Bedawy, 2014). The commission as cited in Drazen(2016)

defines sustainable development (as) development that meets the needs of the present without compromising the ability of future generations to meet their own needs. It is against this that this study examined motivation of teachers' classroom performance for revitalizing sustainable security in junior secondary schools in Aba South Local Government Area of Abia State.

### **Statement of the Problem**

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. While teacher motivation is fundamental to the teaching and learning process, several teachers are not highly motivated. The ineffectiveness of teachers has really been matters of general concern in our society as the school system have been adversely affected. This is chiefly attributed to lack of motivation and incentives to teachers. It therefore contributes immensely as a serious setback in the academic performance of junior students in secondary schools particularly in Aba South Local Government Area of Abia State. Teachers in Aba South Local Government Area seem to experience irregular payment of salaries and allowances which hinder their dedication to duties. Poor salaries also affect their performance in the classroom as their promotions are not implemented which reduces their morale in teaching. The environment under which teachers teach or work is not conducive hence reducing their interest in their job as well as their output in teaching. Therefore, the problem of this study was to find out how motivation of teachers' classroom performance revitalizes sustainable security in junior secondary schools in Aba South Local Government Area of Abia State.

### **Purpose of the Study**

The purpose of the study was to investigate motivation of teachers' classroom performance for revitalizing education for sustainable security in junior secondary school students in Aba South Local Government Area of Abia State. Specifically the study sought to:

- i. identify the factors that motivate teachers' classroom performance for revitalizing education for sustainable security in junior secondary schools in Aba South Local Government Area.
- ii. find out how teachers' remuneration influence teachers' classroom performance for revitalizing education for sustainable security in junior secondary schools.

### **Research Questions**

The study was guided by the following research questions:

- i. What are the factors that motivate teachers' classroom performance for revitalizing education sustainable security in junior secondary schools in Aba South Local Government Area?
- ii. How does teachers' remuneration influence teachers' classroom performance for revitalizing education sustainable security in junior secondary schools?

### **Methodology**

This study adopted a descriptive survey design. The population of this study consisted of all the 189 teachers in public secondary schools in the seven (7) secondary schools in Aba South Local Government Area. The sample for this study consisted of 100 teachers that were randomly selected from 5 public secondary schools in Aba South Local Government Area. Twenty teachers each were randomly selected from five schools which brought the sample to 100. The instrument for data collection was a questionnaire designed by the researcher titled "Influence of Motivation on Teachers' Classroom Performance Questionnaire" (IMTCPQ). The instrument was divided into two sections. Section A dealt with demographic data of the respondents while section B dealt with items of the questionnaire. The response format of the instrument was based on a 4 point likert scale rating such as: Strongly Agree (SA) 4, Agree (A) 3, Strongly Disagree (SD) 2 and Disagree (D) 1 respectively. The instrument was face validated by two experts from the National Teachers Institute, Aba study centre. Copies of the questionnaire were submitted to the experts. The final draft was produced taking into consideration the comments and suggestions of the experts. To establish the reliability of the questionnaire, test retest method was used. The instrument was administered on 20 teachers from Aba North Local Government Area which is outside the study area. This exercise was repeated after two weeks interval. The test-retest method was used to test the reliability using the Pearson's Product Moment Correlation Coefficient which yielded 0.78 indicating that the instrument was reliable. The questionnaire was administered to the respondents by the researcher with the help of two briefed assistants and collected on the spot. This was to ensure high return rate. Responses of strongly agree and agree were collated to be agree while that of strongly disagree and disagree were collated to be disagree. Research questions were answered using mean statistics. Items of the research question with the mean score of 2.50 and above were regarded as positive and

acceptable while any mean score below 2.50 were regarded as negative and thus rejected.

**Results**

**Research Question 1: What are the factors that motivate teachers' classroom performance for revitalizing education for sustainable security in junior secondary schools in Aba South Local Government Area?**

**Table 1. Mean responses of teachers on the factors that motivate teachers' classroom performance for sustainable security in junior secondary schools in Aba South Local Government Area?**

S/No	ITEM	SA	A	SD	D	Total	X	Remark
1	Salaries as at when due	224	75	28	5	332	3.32	1 <sup>st</sup>
2	Promotion with pay	208	66	36	8	318	3.18	2 <sup>nd</sup>
3	Good working conditions	168	54	52	14	288	2.88	7 <sup>th</sup>
4	Availability of learning materials	160	96	40	8	304	3.04	5 <sup>th</sup>
5	Opportunities for professional development	192	87	28	9	316	3.16	3 <sup>rd</sup>
6	Good remuneration	160	81	42	12	295	2.95	6 <sup>th</sup>
7	Appreciation of staff	184	75	40	9	308	3.08	4 <sup>th</sup>

Table 1 above shows that all the items have a mean score above 2.50 which indicate the respondents' agreement that salary as at when due, promotion with pay, opportunities for professional development, appreciation, availability of learning materials, good remuneration and good working conditions motivate teachers' classroom performance.

**Research Question 2: How does teacher's remuneration influence teachers' classroom performance in junior secondary schools?**

**Table 2: Mean responses of teachers on how teachers' remuneration influence teachers' classroom performance in junior secondary schools.**

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S/No	ITEM	SA	A	SD	D	Total	X	Remark
14	Good salary structure makes teachers to teach the students well.	200	75	30	10	315	3.15	1 <sup>st</sup>
15	Teachers are happy when their salaries are commensurate with their work load.	172	63	46	13	294	2.94	5 <sup>th</sup>
16	Paying teachers' salaries regularly and as at when due makes them to be committed to duty.	192	78	28	12	310	3.10	2 <sup>nd</sup>
17	Owing teachers many months of salaries makes them look for alternative source of income thereby neglecting their duty.	176	84	32	12	304	3.04	4 <sup>th</sup>
18	Payment of teachers' pensions on retirement makes them to be hard working.	184	75	40	9	308	3.08	3 <sup>rd</sup>
19	The regular payment of leave allowances makes teachers more dedicated to duty.	160	93	38	10	301	3.01	

Table 3 above shows that the mean of the items were above 2.50 showing that teachers' remuneration influences their classroom performance in junior secondary schools positively.

### **Discussions**

The findings of this study revealed that the respondents agreed that salaries as at when due, promotion with pay, opportunities for professional development, appreciation, availability of learning materials, good remuneration and good working conditions motivate teachers' classroom

performance. This is in line with Oluchukwu as cited in Gitonga (2012) who indicates that one of the issues affecting academic performance includes lack of motivation for teachers and so far this has not been dealt with in totality. This agrees with Griggs (2009), when he opines that in a United States based research, appreciation of teachers is the effective agent in an organization because; self-driven workers are always innovative in their work. When teachers are motivated, their job security is assured.

The finding of the study showed that remuneration influence teachers' classroom performance in junior secondary schools positively. This is in agreement with Ude, Nwokoro, Uba and Onuigbo as cited in Nwoye (2018) carried out a research which was aimed at investigating the perception of teachers on job satisfaction in relation to wages, academic qualification, sex and experience. It was observed that apart from the above factors, there are also factors that enhance job satisfaction; such are interest, fringe benefits, status and prestige of the profession, opportunity for advancement, working environment and general condition of service. The findings indicated that wages were to a large extent responsible for teachers' level of jobs satisfaction. This is in tandem with Nwosu,(2015) whose findings of his study reveals a significant positive relationship between teachers' job performance and motivation in ensuring quality education in secondary schools ( $r = .567$ ;  $p > .05$ ). The study also indicated that reward system, professional training and development, work situational factors accounted for 10.4%, 29.1%, and 13.9% respectively of the variance in the motivation of teachers in public secondary schools.

### **Educational Implications of the Study**

When teachers are not adequately motivated, they will not be satisfied with their jobs. This would no doubt make them not to be committed as expected of them. To improve teachers' classroom performance and students' performance all those factors that motivate teachers should be strictly implemented like good working conditions, remuneration, appreciation of teachers among others. This will ensure their job security.

### **Conclusions**

Based on the findings it was concluded that good working condition provides conducive learning atmosphere which enable teachers to perform better hence good students' performance in the examinations. Teacher remuneration such as payment of salaries and leave allowances as at when due

will enhance high teaching quality thus positively influencing students' performance.

### **Recommendations**

Following the findings and conclusions of this study the researcher made the following recommendations:

1. There should be regular and prompt payment of salaries and allowances to teachers in order to enhance their classroom performance.
2. Government should look into the allocation of monthly salaries and allowances of teachers with a view to reviewing and increasing it, since the economic situation in the country is not static and favourable. This will help to increase the job performance of the teachers.

### **Suggestions for Further Studies.**

1. Since the study was limited to Aba South Local Government Area, the same research could be conducted in other Local Government Areas to compare the findings.
2. A study on the relationship between teachers' motivation and students' performance should also be investigated for comparative purposes.

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