**EFFECT OF MOTIVATIONAL FACTORS IN ENHANCING ECONOMICS TEACHERS’ JOB PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN EBONYI STATE**

**SYLVESTER N. OGBUEGHU (Ph.D), FCAI, FNISM.**

**Department of Social Science Education, University of Nigeria Nsukka.**

**Sylvester.ogbueghu@unn.edu.ng**

**PAUL IKECHUKWU IFERE (Ph.D)**

**Department of Arts and Social Science Education,**

**Ebonyi State University, Abakaliki.**

**Abstract:**

*This study investigated the extent of enhancement of job performance of Economics teachers in Secondary Schools through motivational factors in Ebonyi State. The study was guide by three research questions. The design of this study was descriptive survey research. The population of the study comprised 360 Economics teachers serving in 221 public secondary schools in which 150 teachers at the rate of 50 each from the three education zones of the State were randomly sampled. The instrument for the data collection was a structured questionnaire titled: Extent of enhancement of job performance of Economics teachers by motivational factors Questionnaire (EEJPETMFQ). Data collected for this study were analysed using mean and standard deviation to answer the three research questions . The finding of the study revealed that remunerations/welfare package, retraining of Economics teachers through workshop/seminar, and promotion/advancement after obtaining higher qualification enhanced job performance of Economics teachers. Based on the findings of the study, it was recommended among others that State and Federal governments should take cognizance of motivational factors in terms of remuneration/welfare package, promotion, and other incentives for teacher in order to enhance their job performance.*

**Keyword:** Motivational factors, Economics the teachers and Public Secondary Schools.

**Introduction:**

Education is a planned process of preparing an individual for a useful living in the society. It is a common experience that Economics teachers who impart the knowledge and serve as the main implementers of Economics curriculum require adequate motivation like other employees, and such include: training, payment of salary as and when due, financial increments, promotions, leave, loan and so on. This is to enable them put in their very best and to avoid mass exodus of economics teaching staff to another life endeavours because Economics educators have vast places to work. Some economics teachers who left the teaching job complained of inadequate motivational factors which it adequate will make them to be dedicated and committed to work and remain on the job (Chukwu C. 2021). Chukwurah (2016) in his view stated that the exist of qualified and experience teachers from the teaching profession to other sectors of the economy has greatly dealt a devastating blow to the country’s educational system. This mass exodus of teachers as a result of poor treatment by their employers left the school system in the hand quack teachers.

 Generally speaking, the much talked about low standards of education in Nigeria is linked closely to non-continuity of qualified and experienced teachers in our educational system due to lack/low levels of workforce motivation. **According** to Ekpe (2011), motivation refers to all those phenomenon which are involved in the stimulation of action towards a particular objective where previously there was little or no movement towards those goals. Akinkson (2012), defined motivation as the arousal of tendency to act in order to produce one or more effects. This motivation could be in form of an extrinsic or intrinsic need of man in all areas of his existence. It is extrinsic when it tangible like financial rewards while it is intrinsic when it is intangible, that is in the form praise.

 Maslow as cited in Ekpe (2013), stated that motivation is derived from the Latin verb, **mover**, which means to move. It is the word used to refer to what stimulate individuals to behave in a particular manner as stipulated in psychology. The reason for motivation may include satisfaction of basic needs such as food, shelter, cloth, philological needs or desired objects like car and so on. Maslow in his hierarchy of needs identified motivation as an important element of man’s daily need to attain goals. However in this study, motivation could be seen as an inner state that Energizes Economics Teachers for Actions or moves and direct their behaviour to goal.

 Deci and Ryan (2010), opined that motivation is informed by a number of factors like need satisfaction, self-esteem ,actualization and so on, and when these factors are present adequately, ones’ motivation will be high, but if they are lacking, ones’ motivation will be greatly reduced leading to doubts and desires to find relevance elsewhere. Need satisfaction is very essential in the life of employees, and Economics teachers inclusive. Every employee works in order to satisfy his needs in life. Adana (2009) remarked that a job or gainful employment is the single most reliable means of obtaining the fundamental benefits, privileges and satisfactions in the society. Those benefits include economic, security, social status, family and social prerogatives, medical, recreational and educational opportunities (Ofoegbu 2014). To attract and retain the best Economics teachers in the teaching profession, motivation is very necessary. When there is little or no commensurate motivation for the Economics teachers for enhancing their job performance, such situation would give room to mediocre in the teaching profession which might cause problem to the educational system in Nigeria. Most of the tasks like teaching, research, improvisation of instructional materials, evaluation and assessment of students by Economics teachers need to be adequately motivated by the government in order to improve on their performances.

 Motivation could be intrinsic or extrinsic in nature. Intrinsic motivation involves self-generated factors that influence people to behave in a particular manner. Such factors include individual’s deep sense of responsibility, freedom to act/perform, scope to use and develop abilities and skills; interesting and challenging work coupled with opportunities for advancement, while extrinsic could be seen as what is done to people to stimulate them for more effort. Some of these act include: having regard for people, adequate remuneration, promotion and recognition when they perform well. Ekpe (2011) stated that intrinsic and extrinsic motivations are complementary in nature. While extrinsic motivations do not last long due to its fleeting nature, it is nonetheless great and goes a long way to reinforce the intrinsic motivation. Extrinsic motivation has more lasting effect than the intrinsic one, but intrinsic motivation depends on extrinsic (Kendra, 2019). Basically, rewards can also be extrinsic or intrinsic. Extrinsic rewards are external to the person, for example gifts and money donation while intrinsic rewards are internal to recipients, for example satisfaction or feeling of accomplishment. Agbafor (2011) stated that intrinsic motivation is when people engage in an activity such as a hobby without obvious external incentives. When Economics teachers are stimulated to perform their duties as hobby, it could improve the academic performances of Secondary School Economics student considerably because they will teach students with passion.

 Economics Teachers refers to those teachers who studies humanities of Economics and Education in the tertiary institution, with a view to impart the knowledge to students. They are professional teachers who specialize in the teaching of economics, especially in secondary schools, which the ones owned by government called Public Secondary Schools are inclusive.

 However, from the above analysis, based on this study, motivational factors are those conditions that can arouse and stimulate the interest and actions of Economics teachers in public secondary in order to enhance their job performance. Such motivational factors according to Okocha (2008) include remunerations/welfare packages (financial benefits), adequate recognition, placement/advancement adequate teaching and learning materials, good working environment and retraining through workshops/seminars. These motivational factors are briefly discussed below.

Remunerations/welfare packages in this sense refers to allowances and other forms of fringe benefits that are accruable to Economics teachers like other employees which will stimulate them to remain focused and committed to their work until retirement. Fumlayo (2008) was of the opinion that remunerations are the monthly salaries and take-home packages which should motivate workers to be more productive and thereby perform more creditable in their work places. Adequate recognition entail that after the occurrence of an event (behaviour), reward be it tangible should be presented having in mind to stimulate more future positive behaviour. Studies such as that of Chukwu (2021) showed that if an individual receives a reward immediately, the effect would be greater and decreases as duration lengthens. However, repetitive action reward combination can cause the action to become habit. Another motivational factor to be discussed is promotion and advancement of Economics teachers.

 Promotion/advancement here refer to the appropriate position that economics teachers occupy as befitting to the status and higher qualifications obtained. Okocha (2008) was of the opinion that advancement is upward mobility of Economics teachers through rank consequent upon fulfilment of certain conditions in line with the public service rules. Adequate teaching materials refers to all kinds of concreticized teaching and tearing materials available to Economics teachers to effectively and efficiently utilize during their teaching and learning exercises. They are of different kinds and their usage depends on topics to be taught. Darling Hammond (2010) observed that instructional materials could be in the form of audio, such as radio, tape recorder, headphone etc. or visual like posters, charts, video films, models, maps, diagrams and so on .Good teaching environment refers to the physical buildings, class size, office accommodation, school’s climate, materials and resources, discipline and support from administrations, Parents Teacher Association and Colleagues at work. These are necessary conditions for effective performance of duties by the employees. While training and retraining entails enhancement of Economics teacher’s ability through regular seminars and in service trainings, it should be sponsored by the government because the teachers may not have enough resources to do that.

Ebonyi state government need to adopt these motivation strategies in order to stimulate the interest and ability of Economics teachers for effective performance of their duties which will in turn help to improve on the poor performances of Economics students in public secondary school as observed recent times in external examinations like WAEC, NECO and JAMB.

 It is in attempt to find out if proper remuneration, promotion/advancement, retraining and good working facilities for Economics teachers in the public secondary schools in Ebonyi state can stimulate them, and to improve on their job performances that has necessitated this study.

**Research Questions**

1. To what extent do remuneration/welfare packages influence the job performance of Economics teachers in public Secondary Schools in Ebonyi State?
2. To what extent do promotion/advancement of Economics teachers influence their job performances in the public Secondary Schools in Ebonyi State.
3. To what extent do training and retraining of Economics teachers influence their job performance in the public Secondary School in Ebonyi State.

**Methods**

The study adopted descriptive research survey design. This pattern of research design helps a researcher to have idea of large population at one point in time. Nworgu (2016) defined survey research design as a type of research in which a group of people or items are studied by collecting and analysing data from only a few people or items which are considered to be representative of the entire group, and generalize on them.

 This study was carried out in the 121 public secondary schools in Ebonyi state. Ebonyi state has three education zones, namely Abakaliki, Onueke and Afikpo Education zones, and also has 13 local Government areas. 50 Economics teachers were randomly drawn from each of the three education zones and a total of 150 respondents (teachers) were used for the study. Instrument for data collection was structured questionnaire, which was duly validated by experts and its reliability coefficient of 0.86 was established using Cronbach Alpha Statistics. Data collected for this study were analysed using mean and standard deviation to answer the research questions through SPSS computer application.

**Results:**

**Research question one:** To what extent do remunerations/ welfare packages enhance job performance of Economics teacher in public secondary schools in Ebonyi State?

**Table one:** mean ratings and standard deviation of respondents on extent remuneration/welfare packages enhance job performance of Economics teacher.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| s/n | Items statement  | N | Mean  | Std. Deviation | Remarks  |
| 1. | Government provision of transportation allowance to them | 150 | 3.45 | .609 | HE |
| 2. | Free medical service if provided for teachers and their family members | 150 | 3.55 | .609 | HE |
| 3. | Feeding allowance if given to teachers | 150 | 3.55 | .575 | HE |
| 4. | Payment of salaries on time | 150 | 3.53 | .594 | HE |
| 5. | Prompt payment of annual leave allowance | 150 | 3.09 | .994 | HE |
| 6. | Provision of maternity/paternity leave with pay for Economics teacher  | 150 | 3.40 | .636 | HE |
| 7. | Approval of sick leave with pay | 150 | 3.52 | .611 | HE |
|  | **Overall** |  | **3.44** | **0.654** | **HE** |

 Table one showed the mean ratings and standard deviations of respondents on the extent of enhancement of job performance of Economics teachers by remunerations/welfare packages in public secondary school. In the table above, seven questionnaire items presented to the respondents were analysed. The mean ratings of these items were all above 2.50 benchmark. The overall mean ratings of 3.44 implied that payment of remunerations/welfare packages such as transportation allowance, feeding allowance, free medical among others enhance job performance of Economics education teacher to high extent. The overall standard deviation of 0.654 implied that there was moderate variability of individual responses to their group mean.

**Research Question Two:**  To what extent does promotion/advancement after obtaining higher qualification enhances job performance of Economics teacher in public secondary schools in Ebonyi State?

Table two: The extent to which promotion /advancement after obtaining higher qualification enhances job performance of Economics teachers in Ebonyi State.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| s/n | Items statement  | N | Mean  | Std. Deviation | Remarks  |
| 1. | Government prompt promotion of economics teacher as when due | 150 | 3.62 | .508 | HE |
| 2. | Conduct of promotion interview with pay | 150 | 3.96 | 4.097 | HE |
| 3. | Effective promotion on teachers’ salaries enhances their job performance  | 150 | 3.61 | .567 | HE |
| 4. | Approval of study leave with pay for more advancement knowledge | 150 | 3.53 | .611 | HE |
| 5. | Provision of a special office for teachers after the acquisition of higher qualification  | 150 | 3.49 | .689 | HE |
| 6. | Placing teachers on a higher position like Head of department, Dean of studies among others | 150 | 3.54 | .702 | HE |
| 7. | Placing Economics teachers on a higher position like a subject coordinator and education officer and directors | 150 | 3.46 | .610 | HE |
|  | **Overall** |  | **3.60** | **1.112** | **HE** |

 Table two showed the mean ratings and standard deviation of respondents on the extent promotion/advancement after obtaining higher qualification enhance job performance of Economics teachers. The mean rating of respondents on these seven item questionnaire were above 2.50. Hence, the overall mean rating of 3.60 showed that the respondents uniformly agreed that promotion/advancement after obtaining higher qualification such as promotion of Economics teachers as when due, effective increment on teachers’ salaries, approval of study leave with pay among others would enhance job performance of Economics teachers to high extent. The overall higher standard deviation of 1.112 showed that there was high dispersion of individual mean ratings compared to their group mean.

**Research Question three To what do training retraining of Economics teachers influence their job performance in the Secondary Schools in Ebonyi State.**

**Table three :**  mean rating and standard deviations of respondents on extent of enhancement of job performance of Economics teachers by retraining through workshop/seminars

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| s/n | Items statement  | N | Mean  | Std. Deviation | Remarks  |
| 1. | Government organizing workshop/seminars for teachers with training allowance | 150 | 3.55 | .575 | HE |
| 2. | Maintaining annual conference for teachers for more knowledge acquisition | 150 | 3.62 | .546 | HE |
| 3. | Provision of instructional resources like projector, computer for retraining program like conference, workshop etc. | 150 | 3.60 | .532 | HE |
| 4. | Adequate organization of conference for teacher | 150 | 3.61 | .549 | HE |
| 5. | Organizing conference and workshop with resources persons for Economic teachers for more knowledge acquisition  | 150 | 3.57 | .573 | HE |
| 6. | Provision of certificate for teachers after training & presentation of papers | 150 | 3.49 | .595 | HE |
| 7. | Inadequate fund for Economics teachers to attend workshop/seminars | 150 | 3.10 | .611 | HE |
|  | **Overall** |  | **3.51** | **0.616** | **HE** |

 The data in table three showed the mean ratings and standard deviation of the respondents on the extent of enhancement of job performance of Economics teachers through training and retraining. The respondents mean rating on seven item questionnaires were all above 2.50 benchmark. The overall mean ratings of 3.48 showed that respondents uniformly established that provision of training and retraining enhance job performance of Economics teachers to higher extent. Overall standard deviation of 0.647 showed that there was moderate variability of individual mean rating to their group mean.

**Discussion of the findings**

In line with research question one, this study revealed that payment of remuneration/welfare packages such as transportation allowances, feeding allowance, free medical among others enhance job performances of Economics education teachers to high extent. Remuneration and welfare package is one of the motivational factors that enhance job performance of Economics teachers to higher extents. In secondary school, some of these remunerations and welfare packages augment the monthly salary with respect to daily expenditure of teachers. The findings of this study established that some of the remuneration and welfare package that enhance Economics teachers’ job performance include transportation allowance, feeding allowance, annual leave allowance, maternity/paternity leave,study leave with pay and approval of sick leave with pay. The finding of this study is in consonance with the finding of Kadzamira (2017) who observed that teacher’s levels of job satisfaction and motivation depend largely on an array of factors like levels of remuneration, availability of appropriate housing among others. Fumilayo and Okocha (2008) observed that the impact of incentives such as high salaries, have in teachers commitment and satisfaction are enormous.

 In conformity with research question two, this study revealed that promotion/advancement as when due after obtaining higher qualification by Economics teachers, effective increment on teachers’ salaries, approval of study leave with pay among others would enhance job performance of Economics teachers to high extent. The finding of this study has proven that approval of study leave as well as promotion of Economics teachers’ motives teachers to seek for more knowledge on innovative pedagogies for implementation of Economics contents in the classroom. Incentives like provision of a special office for teachers on a higher position like a subject coordinator would enhance Economics teachers’ job performance as well as ginger others to acquire additional degree.

 The findings of this study is in agreement with the finding of Kadzamira (2017) who revealed that opportunities for further training and conditions of service, promotion and career path, students’ behaviour, relationship with community and school quality factors such as teaching and learning resources available are the motivating factors for teachers. The finding of this study also conforms to findings of Fumilayo and Okocha (2008) who observed that the impact of incentives such as promotion and high salaries have in teacher commitment and satisfaction are enormous.

 The finding of this study with respect to research question three showed that retraining of Economics teachers through workshops/seminar, such as maintenance of annual conferences for teachers, adequate participation and organization of conference for teachers among others enhances job performance of Economics teachers to high extent. As revealed by the finding of this study, retraining of Economics teachers involves providing adequate fund, organizing conferences and workshop with resources persons for Economics teachers for more knowledge acquisition, provision of instructional resources like projector, computer for retraining program in conference, workshop and provision of certificate for teachers after training and presentation of papers. All this process of retraining of Economics teachers restore their dignity as teachers as well as expose them on innovative pedagogies to be utilized in the delivery of the contents of Economics curriculum. The finding of this study is in conformity with the finding of Nweke (2014) who observed that adequate workshops/seminars organized for teachers, serve as an avenue for them to learn new innovative methods and techniques that can facilitate teaching and learning.

**Conclusion**

The research emanated from the need to determine the extent of enhancement of job performance of Economics teacher by motivational factors. Hence, this study investigated the extent of enhancement of job performance of Economics teacher by motivational factor in Ebonyi State public secondary schools. Based on the finding of this study, the conclusion drawn was that payment of remunerations/welfare packages, retraining of Economics teachers through workshop/seminar and promotion/advancement after obtaining higher qualification enhanced job performance of Economics teachers in Ebonyi State public secondary schools. However, for strong basic Economics principles to be inculcated in senior secondary school students, considerations of these motivational factors are paramount.

**Recommendation of the study**

Based on the finding of the study, the following recommendations were made:

1. State and federal government should take cognizance of motivational factor in terms remuneration, promotion, welfare package and other incentives for teachers as it has been found to enhance their job performance.
2. Federal and state government should grant study leave for teachers with pay to enable them acquire more innovative instructional pedagogy for implementation of Economics contents.
3. Seminars, conference and workshop should organize for teachers every term.
4. State and federal government should fund seminar, conference and workshop organized for teachers.
5. Promotions/advancement of Economics teachers should be as and when due.

**References**

Adana, M. (2009). *Motivation and job security:* the employee expectations. Job: Wushishi press Ltd

Agbafor, L. (2011). Achieving society; achieving motivation (n­ – ch), authority/power motivation (n – pow) and affiliation motivation (n – affil). 1919-1999. *Journal of education*.

Akinkson, I. (2012). Factors of retention of Economics teachers in senior secondary schools in Kaduna State. Unpublished M.Ed. Thesis, Department of Economics Education, University of Calabar.

Chikaodili, C. (2018). *Assessment on Development of Economics Education in other developing countries.* Department of social science education. University of Nigeria Nsukka.

Chukwurah, H. S. C. (2016). *Worker motivation* Nsukka: Ezike communications technology.

Darling – Hammond, L.& Berry, R. (2010). *Teacher Quality and Equality*. Unpublished paper prepared. College Boards project on Access to Learning. New York State University.

 Department of Education, National Centre for Education Statistics.

Ekpe, J. A. (2011). An Introduction to Human Learning. Innarrok press, publishers.

Kadzamira, E. C. (2017). Teacher Motivation and Incentives in Malawi. Malawi: Centre for *Educational Research and Training,* University of Malawi. W

Kendra, C. (2019). *Components of Motivation as activation, persistence and Intensity.* Meks publishers Ltd.

Lee, Y.H. (2000). The Impact of Teacher Salary upon attraction and retention of individuals in teaching: Evidence from National Longitudinal Study of the High School Class of 1972 Unpublished Doctoral Dissertation: Madison. University of Wisconsin.

Maslow, A. H. (2008). *Motivation and Personality*. New York: Harper and Row.

Nweke, J. (2014). Research writing in social science Education, HIPUKS ADDITIONAL PRESS Publishers.

Nwogu, B. G. (2016). Research method and ICT Application in research writing in social sciences. New York: Redom House Publishers.

Nzewi, E. O. (2000). Factors that enhance Economics Teachers’ motivation & effectiveness in Nnewi Local Government Area of Anambra State. Unpublished M.Ed. Thesis Department of Educational Foundations, University of Nigeria Nsukka.

Obinna, D. (2016). Influence of effective promotion of teachers in Ebonyi South Education Zone, Ebonyi State. Unpublished M.Ed. Thesis Department of Educational Foundations, Ebonyi State University.

Ofoegbu, F. I. (2014). Teacher motivation, *College student Journal, 38.*

Okocha, S. A. (2008*). Education- How to Fix Nigeria.* A News watch Magazine special independence Anniversary Edition. Lagos: News-Watch communications Ltd.

Okonkwo, S. W. (2014). Job satisfaction and the work behaviour of Nigerian teachers *Dynamic of Educational Administration and Management.*

Okwor, C. R. & Okike, H. (2013). Optimization of service delivery in social science Education through incentive administration for Economics Teachers in Secondary Schools. *Journal of Education,* 15.

Osuala, E. C. & Osuala, J. D. C. (2010). The Occupational Satisfaction Teachers of Women and their Husbands in the Eastern States of Nigeria. *Journal of Education,* 15

Wiles, N. & Lovels, S. (2014). Job satisfaction: “The concept of its Measurement”. Work Research Unit, Department of Employment. London: Oxford University.

Williams, M. & Burden, R. L. (2009). *Psychological for language* Teachers*: A Social Constructivist Approach.*