



Teachers Job Motivation and Quality Education Delivery in Mission Secondary Schools

Francis Tamunonengiyefori Orupaboⁱ

Department of Educational Management
Faculty of Education
Ignatius Ajuru University of Education, Nigeria

Helen N. Nwankwoalaⁱⁱ

Department of Educational Management
Faculty of Education
Ignatius Ajuru University of Education, Nigeria

Abstract

This study sought to find the influence of teachers' job motivation on quality education delivery in Mission Secondary Schools in Rivers State. The sampled population consisted of 279 teachers from 34 Mission Secondary Schools in Rivers State using the proportional stratified random sampling technique. The study adopted the analytic descriptive survey design. Five research questions and five hypotheses were formulated to guide the study. Data were collected by the use of a questionnaire tagged Teachers' Job Motivation and Quality Education Delivery Survey (TJMQEDS). The instrument was validated by the research supervisor and two experts from the Department of Educational Management, Ignatius Ajuru University of Education (IAUE), Rumuolumeni, Port-Harcourt and the instrument was found to be reliable through the test-retest method and it yielded reliability co-efficient of 0.79. The data collected was analyzed by using mean and standard deviation to answer research questions 1, 2, 4 & 5, while regression was used to answer research question 3. Z-test was used to test the hypotheses at 0.05 level of significance. Following the findings, it was discovered that the extent to which teachers will be highly or poorly motivated will depend on the way the school administrators will effectively work on intrinsic and extrinsic factors of motivation in an attempt to address teachers' problems. Hence, the study recommends among others that school administrators should review policies on secondary education. The policies should be well designed and implemented to address motivation of teachers.

Key Words: Teachers, Job Motivation, Quality Education, Delivery,

Reference to this paper should be made as follows:

Orupabo, F. T., & Nwankwoala, H. N. (2018). Teachers Job Motivation and Quality Education Delivery in Mission Secondary Schools. *International Journal of Scientific Research in Education*, 11(3B), 577-612. Retrieved [DATE] from <http://www.ij sre.com>.

INTRODUCTION

Education is the most efficient tool of change in any given society (Nwankwoala, 2016). In Nigeria, as well as other countries of the world, education is a tool for socio-economic and political development (Valentine, 2003). Education as stated in the National Policy on Education (FRN, 2004) will continue to be highly rated in the National Development Plans. It is an instrument for national development and social change. Hence, the quality of education of any nation will determine the rate of development of her citizens and the change that will occur. This implies that if education is to bring the desired change, then teachers and students are expected to live up to their responsibilities of efficient teaching and learning respectively.

Teachers are important instrument in education. They are also the pivot on which the educational process hang. Teachers play a major role in the whims and caprices of the educational system. They can influence the teaching –learning outcomes either positively or negatively because they determine the quality of instructional delivery and also influence quality education when it comes to implementation of the curriculum and educational policies. They are to be considered when addressing issues such as: quality assurance; quality delivery (teaching), quality content and quality learning outcomes (Onocha, 2002). As such, they are the custodians of the educational and school systems. Since teaching can be regarded as a systematic, rational and organized process of transmitting knowledge, skills, attitudes, values and what is worthwhile (education) in accordance with certain professional principles; there is need for the services of efficient teachers (whose knowledge is bonded with innovations) in order to achieve the educational objectives. Without teachers in the school system, there will definitely be no learning. Teaching makes learning take place and the teacher determines the quality of instructions that will be given to learners. This is the more reason why they should be motivated properly for effectiveness and efficiency in the educational and school system (Ololube, 2006, 2017).

The efficient and effective management of any organization lies in the abilities of the top management to put in place measures that would ensure constant greater productivity and a comfortable working relationship between management and the followers. Consequently, motivation has often been an effective tool used by managers and administrators to boost productivity and commitment among members of staff in any organization. The word motivation is derived from the Latin word “*motus*”, a form of the verb “*movere*”, which means to move, influence, affect, and excite (Reem, 2011,). Srivastava and Bhatia (2013,) said that, motivation triggers, directs human behaviour and how this behavior is preserved to achieve a particular goal.

According to Saeed and Rizwani (2012), secondary schools administrators have in most cases made used of motivation in order to boost the morale of staff in teaching and learning process, thereby promoting high quality output. These motivational strategies are often adopted from the various motivational theories postulated by different theorists and implemented in the form of rules, reforms and regulations that guide the institution.

Thus, motivating people according to Amstrong (2012) is about getting them to move in the direction desired in order to achieve particular result. Staff motivation is very important in any organization that seeks to improve its performance. Ololube (2017) argued that there is a close relationship between motivation and performance in any organization. This is because highly motivated employees are likely to contribute to productivity and organizational success in general. Motivated employees are likely to increase their effort towards achieving the goals set

by their organization because they would be happy to contribute their best in any organization that cares about their needs.

This view is supported by Iyeke (2013), who sees motivation as a management function that stimulates individual to accomplish laid down institutional goals. It is no wonder, scholars see it as a process of instigating and sustaining goal directed behaviour (Schunk, 2002). Bahago (2008) supports this claim by noting that it is purposely designated goal oriented behaviour that involves certain forces acting on or within the individual in order to initiate, sustain or direct behaviour. It is an explanatory concept that helps us to understand why people behave as they do (Schunk, 2002).

Intrinsic motivation and extrinsic motivation were two types of motivation as originally identified by Herzberg (1987). Intrinsic motivation is self-generated factors that influence people to behave in a particular way or to move in a particular direction. These factors include responsibility (feeling that the work is important and having control over one's own resources), autonomy (freedom to act), scope to use and develop skills and abilities, interesting and challenging work and opportunities for advancement (Armstrong, 2012). Intrinsic motivational factors include appreciation, praise, recognition etc. According to Ryan and Deci's (2000) intrinsic motivation refers to performing an activity for its inherent satisfactions rather than for some separable consequence. When intrinsically motivated, people engage in activities that interest them, and they do so freely, with a full sense of volition and without the necessity of material rewards or constraints (Deci, 1993). People who are intrinsically motivated feel that they are doing an activity because they have chosen to do so voluntarily and because the activity represents a challenge to their existing competencies and require them to use their creative capabilities. This kind of motivation is considered to be highly self-determined in the sense that the reason for doing the activity is linked solely to the individual's positive feelings while performing the task (Noels, Clement & Pelletier, 1999).

Extrinsic motivation, in contrast to intrinsic motivation, requires an instrumentality between the activity and some separable consequences such as tangible or verbal rewards, so satisfaction comes not from the activity itself but rather from the extrinsic consequences to which the activity leads (Deci, 1993). That is, the behaviour is not performed for its own sake, but instead to receive a reward or to avoid some punishment once the behaviour has ended (Pelletier et al., 1997). Extrinsic motivation relates to what is done to or for people to motivate them. These include rewards such as increased pay, praise, or promotion, and punishments, such as disciplinary action, withholding pay or criticism (Armstrong, 2012). Extrinsic motivation refers to the motivational factors external to the individual and unrelated to the task they are performing or in other words extrinsic motivation refers to motivation that comes from an external as opposed to an internal source (Csikszentmihalyi, 1990). It is also influenced by external factors such as salary, providing better working and living conditions and opportunities for in-service training.

In the field of education, motivation is a management function that stimulates teachers to realize the laid down institutional goals for sustainable development. It is purposive, designated and goal oriented. Both intrinsic and extrinsic motivations are vital in making teachers have job satisfaction to ensure quality service delivery UNESCO (2006) re-emphasized that quality assurance is a powerful means that can improve the quality and effectiveness of education. Its key principle is that the main actors at the forefront of education, such as teachers, head teachers, etc. are responsible for improving educational performance. Teachers are essential elements in the school organization whose cost effectiveness in maintaining them accounts for over 60

percent of the total cost of education, their motivation or empowerment should be at the forefront of policy making in order to enhance quality education and attain the goals and objectives of education (Edem, 1982; Ofojebe & Ezugoh, 2010; Onocha, 2002).

The National Policy on Education (FRN, 2014) articulated that no nation can rise above the qualities of its teachers. If the quality of the existing stock of teachers in Nigeria in terms of quality service delivery is inadequate, and ineffective; raising the level of societal enlightenment and delivery of quality education may be in jeopardy. Teachers are the heart of classroom instruction, so they are key to learners' productivity and hence to society's effectiveness. Teachers' efficiency depends on their competence, both academic and pedagogical, as well as a correlation between their training, skills, position, workload, and work encouragement.

Thus, Fredrickson (2004) re-emphasized the importance of motivating teachers on their jobs using a study conducted by the Voluntary Service Overseas (VSO) in 2002, whose research findings pointed out that teachers' motivation was fragile and declining mostly in the developing countries including Nigeria. The study also observed that poor absolute value of the teachers' salaries was a significant factor influencing their motivation. Low salaries and bad working conditions always breed corruption. The research findings also noted that there is a strong link between teachers' motivation, quality performance and quality education, all involved in guaranteeing quality assurance in the Nigerian educational system. Therefore teachers' performance in contributing towards learning is strongly influenced by teacher motivation which includes good working conditions, promotion, staff training and development, good salary and remuneration, participatory decision making, job security, recognition of performances and the teaching profession, financial rewards, scholarships and awards and provision of other facilities are strong tools for improving the status of teachers.

In view of the above backdrops, it is obvious that several studies have been done in the area of teachers' job motivation to ensure quality education delivery in many public Secondary Schools in many states of the country as well as other nation, but no study to the knowledge of the researcher has been done on teachers' job motivation to ensure quality education delivery in mission Secondary Schools. Hence, the need for this study. Therefore, this study is aimed at investigating the influence and effect of teachers' job motivation (intrinsically and extrinsically) on quality education delivery in Mission Secondary Schools in Rivers state, Nigeria.

Statement of the Problem

Over the past few years, Nigeria has witnessed a dearth in the quality of education. Therefore, improving the quality of secondary education in Nigeria is crucial to the nation's quest for improved living conditions, increases economic development and hope for better future. In spite of the effort by churches to properly manage and run Mission Secondary Schools in Nigeria to ensure quality educational service delivery, there continues to be claims by teachers in Mission Secondary Schools that working conditions that are capable of motivating them are poorly met and unavailable in some cases.

Indeed, a lot of teachers in Mission Secondary Schools have often expressed deep dissatisfaction with their remuneration such as salaries, allowances, salary increase etc. which are far less when compared to what their counterpart in schools managed by state and federal government are paid. Challenges like unavailability of accommodation, befitting offices, and limited opportunity for professional development in form of seminars, in-service training, workshop, and study leaves are obvious in Mission Schools (Sitta, 2006). Consequently, these

teachers tend to display lackadaisical attitude to work by not entering classroom on time to teach and low self-esteem which may lead to students' poor performance in internal and external examination. Also, the teachers tend to spend more time attending to personal businesses after school without preparing for lessons to be taught next day. It is believed that these practices may generally have negative effect on quality of education delivery in Mission Secondary Schools, hence the need for this study.

Purpose of the study

The main purpose of the study is to investigate the influence of Teachers job motivation on quality education delivery in Mission Schools in Rivers state. Specifically, the study is aimed at:

- Examining the extent to which intrinsic motivators such as seminars, in-service trainings, recognition, appreciation, praise, workshops and study leaves can motivate teachers for quality education delivery in Mission Secondary Schools in Rivers state.
- Finding out the extent to which extrinsic motivators such as salaries, allowances, salary increase, promotion, befitting offices and awards can motivate teachers towards quality education delivery in Mission Secondary Schools in Rivers state.
- Investigating the relationship that exists between Teachers Motivation and Students Academic Performance in Mission Secondary Schools in Rivers state.
- Examine the difference in Job Motivation of teachers of Mission Secondary Schools in urban areas and their rural counterparts.
- Determining the difference in academic performance of students in urban and rural Mission Secondary Schools in Rivers state, as a result of Teachers' Job Motivation.

Research Questions

The following research question guided this study:

- What are the effects of workshop, in-service trainings, conferences, seminars, recognition and praise on the performance of teachers in Mission Secondary Schools in Rivers State?
- To what extent are teachers of Mission Secondary Schools in Rivers state motivated by their salaries, allowances, salary increase, befitting offices and physical environment?
- What relationship exists between teachers job motivation and student academic performance in Mission Secondary Schools in Rivers State?
- What difference exists in job motivation of teachers of Mission Secondary Schools in urban areas and their counterpart in rural areas?
- To what extent does academic performance of students of Mission Secondary Schools in urban area differ from their counterpart in rural areas?

Hypotheses

The following hypotheses guided the study:

- Ho1. There is no significant difference in the job performance of teachers who are intrinsically motivated and those who are not, in mission secondary school in Rivers State.
- Ho2. There is no significant difference in degree of performance of teachers who are extrinsically motivated and those who are not, in mission secondary school in Rivers State.
- Ho3. There is no significant relationship between teachers' job motivation and students' academic performance in mission secondary school in Rivers State
- Ho4. There is no significant difference in job motivation of teachers in urban areas and their counterpart in the rural areas, in mission secondary school in Rivers State.
- Ho5. There is no significant difference in academic performance of students in the urban areas and their counterpart in the rural areas, based on the teachers' motivation in mission secondary school in Rivers State.

THEORETICAL FRAMEWORK

Theories are analytical tools for understanding, explaining, and making predictions in particular areas of study (Shafritz & Ott, 2001). Many theories exist in varied fields of study, including the arts and sciences. A formal theory is syntactic in nature and only makes meaning when given a semantic component by applying it to some content (i.e. facts and relationships of the actual historical world as it is unfolding). Theories of motivation are therefore a set of tools for understanding, explaining, and making predictions on the forces that push people to behave in a particular way or take a particular action (motivation) (Shah & Shah, 2000).

The teacher as a human being is an “economic-man”, essentially motivated by economic or material reward. Giving good rewards and appropriate motivation will enhance his/her productivity and performance in the school system for quality service to be guaranteed (Ejiogu, 1985). Various theories of motivation such as Modified Maslow's need hierarchy theory, Herzberg motivational – hygiene theory, Equity theory etc. have asserted the nexus between teachers' motivation and quality education delivery. Among the motivational theories mentioned above, the Modified Maslow's need hierarchy theory will be employed in this study. The theory laid emphasis on the importance to identify workers needs such as physiological, social, safety and psychological needs which must be highly considered for job efficiency in the educational and school system.

Modified Maslow's Need Hierarchy Theory

Abraham Maslow (1970), saw human needs in the form of a hierarchy, ascending from the lowest to the highest, and he concluded that when one set of need is satisfied, this kind of need ceases to be a motivator (Hoffman, 1988, p. 79). According to Nwankwoala (2016, p. 111), Maslow posited that human needs are arranged in a hierarchy which naturally means that “man can live by bread alone when there is no bread”. But when there is surplus bread and when man's belly is filled up, immediately a higher level of need emerges. Maslow's need hierarchy was initially concerned with five basic human needs that are arranged into successive levels (hierarchy) of importance (Nwankwoala, 2016). These needs are arranged in ascending order starting from the lowest to the highest and are tagged:

- Physiological needs;
- Safety needs;
- Social needs;
- Ego or esteem needs;
- Self-actualization needs

According to Nauert (2010) cited in Nwankwoala (2016), a team of psychologists have updated the cornerstone of modern psychology- Maslow’s pyramid of needs. The pyramid describes human motivation from the most basic to the most advance. According to experts, Maslow’s time-tested pyramid first proposed in the 1940s needed to be updated to reflect the last 50 years of research (Nwankwoala, 2016).

It is therefore observed that the theory missed out on some very basic facts about human nature, facts which were not well understood in Maslow’s time but were established by research and theory at the interface of psychology, biology and anthropology (Nwankwoala, 2016). However, the research team which included Viadas Griskevicius of University of Minnesota, Minneapolis, and Mark Schaller of the University of British Columbia, Vancouver restructured the famous pyramid after observing how psychological processes radically change in response to evolutionary fundamental motives such as self-protection; mating and status concerned (Nwankwoala, 2016). The bottom four levels of the new pyramid are highly compatible with Maslow’s, but big changes are at the top. Perhaps, the most of controversial modifications no longer appear on the pyramid at all. At the top of the new pyramid are three evolutionarily critical motives that Maslow overlooked. They are, mate acquisition, mate retention and parenting. The researchers stated that while self-actualization is interesting and important, it is not an evolutionarily fundamental need. Instead, many of the activities that Maslow labeled as self-actualizing for example, artistic creativity reflect more biological basic drives to gain status which in turn serves the goal of attracting mates (Nwankwoala, 2016). Below therefore is the modified version of Maslow’s need hierarchy which now has eight levels of needs.

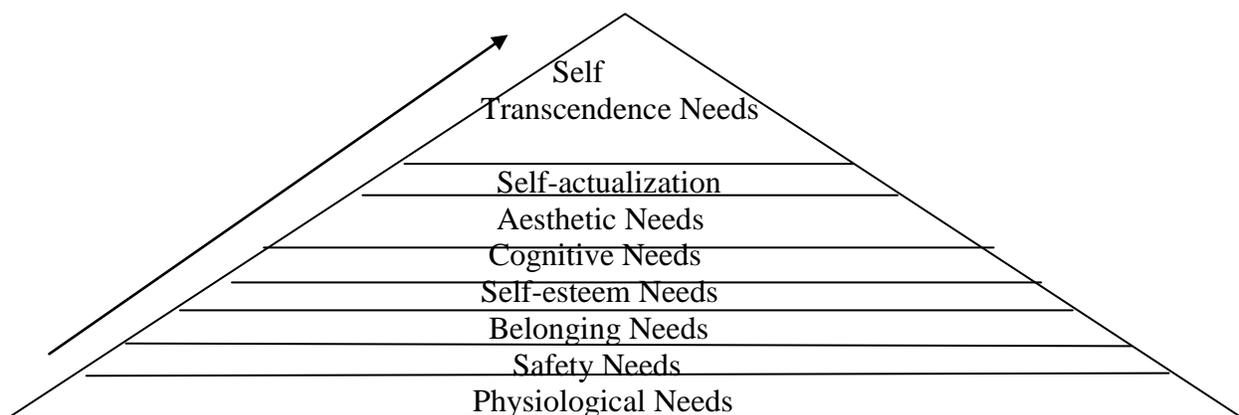


Figure 1: The modified version of Maslow’s need hierarchy. Adopted from Nuart, Rick (2010) in Nwankwoala (2016).

Physiological Needs

Physiological needs are very essential for human life. Example of such needs include; water, food, air, shelter, sleep, warmth, medicine. Just to name a few. According to Maslow, unless these needs are being satisfied and meet in such a manner that life will be maintained; no other motivating factors can work (Shafritz & Ott, 2001).

Safety Needs

This is the next level of needs in Maslow Hierarchy of needs which ought to be satisfied after the physiological needs are already being satisfied. According to Pfeifer (1998), in order to develop and learn, we need to make sure that we are safe where ever we are be it in lives or in our jobs. We need certain steadiness in our lives. We need to be well organized in every aspect in our daily lives such as feeling secure where ever we are. To Maslow, this is a motivating factor.

Belonging Needs

Such needs include love, friendship, to sum up it is the socialization/interaction of an individual in the society. When the physiological and security needs are being satisfied, the next level of need to be satisfied is the love and belonging need. To Maslow, we need to give and receive love in order to overwhelm the feelings of isolation and disaffection (Nyameh, Douglas, Teru & Titu, 2013). If one finds failure in having such close relationship, one is be-devilled with such negative and social emotions like guilt and low extraversion values. (Nwankwoala, 2016)

Self-Esteem Needs

When the above mentioned needs are being met, self-esteem needs can become prevailing. This needs include both the needs for self-esteem and the esteem a person gets from friends. In life, we need to be respected while we also need to respect others. According to Maslow, when esteem needs are being met and satisfied, we feel belong in the world and if they are not met, we feel inferior and valueless in the society (Nyameh, Douglas, Teru & Titu, 2013).

Cognitive Needs

Maslow believe that humans have the need to increase their intelligence and thereby chase knowledge. Cognitive need is the expression of the natural human need to learn, explore, discover and create to get a better understanding of the world around them when this is not fulfilled, it leads to confusion and identity crisis (Nwankwoala, 2016).

Aesthetic Needs

Based on Maslow's belief, it is stated in the hierarchy that human need beautiful imagery or something new and aesthetically pleasing to continue towards self-actualization.(Nwankwoala, 2016:121). This implies that there is always a desire by humans to refresh themselves in the presence of beautiful nature that their immediate environment offers them.

Self-actualization Needs

This is the instinctual need of human to make most of their ability and to strive to be the best they can (Nwankwoala, 2016). Maslow sees these needs in regard to human life as that point of life in which an individual has reach where he/she was destined to reach (Nyameh, Douglas, Teru & Titu, 2013)

Self-transcendence Needs

This is sometimes referred to as spiritual needs. Spiritual needs are a little different from other needs, accessible from many levels. This need when fulfilled leads to feeling of integrity and taking things to another level of being (Nwankwoala, 2016).

Implication of Maslow's Theory in the School System

Maslow's theory is of great importance in the school system especially in the area of staff administration for quality service delivery. Learning to understand in schools is one of the most important goals in education and the need to make meaningful use of the information learned. The essential tool needed in achieving these goals is motivation. If teachers and students are unmotivated in one way or the other, it is likely that very little learning will take place and if by chance some learning takes place, it is probable that it will not be retained. Consequently, in order to maximize the effectiveness of the entire school system and Individual classrooms in particular, school administrators must consider teachers' needs with reference to all the levels of needs in Maslow's pyramid. This can be achieved with better understanding of the motivators (both intrinsic and extrinsic) that can move teachers through the various levels in Maslow's pyramid from the base level of physiological needs to the peak level of self-transcendence needs because once a current level of teachers' need is satisfied such need cease to be a motivator (Hoffman, 1988:79).

Therefore, this must be their top priority in the development of school programs so that students can have the capabilities of reaching their highest levels of potential. For instance, a teacher who is frequently owed salary arrears, and a student who comes to school without eating or taking breakfast will not be concentrating in the teaching - learning exercises but will preoccupy themselves with physiological needs such as food, clothing, shelter etc, thereby keeping them at the base level of physiological needs on the Maslow's pyramid. It is therefore the duty of the school system to identify these needs and address them for quality education delivery. Also in the school system, the implication of Maslow's theory is that the school administrators need to know the level of needs that each personnel belong on Maslow's needs hierarchical order in order to better manage them and look for means to satisfy them.

CONCEPTUALIZATION

Motivation

Motivation as a concept is derived from a Latin word "Movere" meaning "to move" or "motevate" (Nwankwoala, 2016). Many writers and researchers have been able to forward several description and definitions of motivation in terms of institutional behaviour. Motivation

is the internal drive that stations human beings to achieve goals. Motivation is directly linked to an individual's needs. On the surface, needs seem understandable. We all need food, shelter, love, self-esteem, and purpose (Anyim, Chidi, & Badejo, 2012). To be motivated means to be moved to do something. A person who feels no drive to act is being characterized as unmotivated. Whereas, someone who is strengthened in doing something is consider as being motivated (Ryan & Deci, 2000). Basically, motivation is the force that initiates, guides and maintains goal-oriented actions or behaviors. It is what drives individuals to act, whether to take food in order to reduce hunger or get into a university to earn a degree (Kendra, 2000).

According to Greenberg (1999) motivation is the process of arousing, directing and maintaining behavior towards particular goals. This act of arousing according to Greenberg is linked to the vigor and readiness to produce. Direction is the vote of behavior and upkeep is the inclination to behave in a certain manner until the desired objectives are met. Furthermore, Emeruwa, (1988) posits that motivation is the act of giving people reasons or incentive to act. That is a feeling of enthusiasm, interest, or commitment that makes an individual or a group of people want to act toward the attainment of set goals and objectives. To corroborate the above definitions of Greenberg and Emeruwa, McClelland (1985) contends that, motivation is the extent to which persevering exertion made by an individual is directed toward a goal. Arif, (2003) holds the view that; motivation is an extremely complex concept, and motivating teachers in an educational organization is critical to the attainment of teaching-learning objectives. Both environmental and personal factors influence motivation in organizations, and needs, goals, attributions, beliefs, expectations, rewards and incentives all affect motivation in one way or the other.

The word motivation is a general term that can be related to a complex series of physical and mental behaviors. According to Green (2002), motivation is an internal state that activates, guides, and maintains behavior. Gagne (2004) considers it to be a condition that facilitates the development of high achievement. Wlodkowski and Jaynes (1990) define it as a value and a desire for learning, Kim (2000) as inner striving conditions, such as wishes, desires, and urges, which stimulate the interest of a person in an activity. Motivation, therefore, is generally considered to be an inner state that stimulates and triggers behavior. It is an internal condition that serves to activate or energize behavior and give it direction. Thus, teacher motivation sets teachers in motion and makes them do things (which may or may not be worth doing), in order to reach their goals.

Factors influencing Motivation

Motivational strategies are methods that encourage the individual's goal-related behavior (Dornyei, 2001). This is because human behavior is very difficult to understand and there are many different ways in promoting it (Dornyei, 2001). In sum, almost every stimulus a person is open to may possibly affect his/her behaviour. Motivational strategies refer to those motivational stimuli that are consciously used to achieve some systematic and lasting positive effect (Dornyei, 2001).

There are many factors that will motivate people to work, but they can be broadly divided in two major types or call influential factors of motivation (Anyim, Chidi, & Badejo, 2012). These include factors in the external environment – also known as extrinsic motivation, and factors within the individual concern – also known as intrinsic motivation (Ryan & Deci, 2000).

Reeve (2001) supported this view that, there are two types of motivation, namely, the extrinsic and the intrinsic motivation. To him, people may be motivated by factors in the external environment such as pay, supervision, benefits, and job perks. He sees this type as extrinsic and that in which people are motivated by the love they have for job or task as intrinsic motivator (Reeve, 2001:95). In explaining the two types of motivation, Deci (1993) added that individual's behavior in any organization working for externally determined rewards falls in the extrinsic category while those who are trying to satisfy their curiosity and competent falls in the intrinsic category. According to Arif (2003), both intrinsic and extrinsic motivations are very important in quality education delivery. People who are intrinsically motivated feel that they are doing an activity because they have chosen to do so voluntarily and because the activity represents a challenge to their existing competencies and require them to use their creative capabilities. This kind of motivation is considered to be highly self-determined in the sense that the reason for doing the activity is linked solely to the individual's positive feelings while performing the task (Noels, 1999).

Extrinsic motivation, in contrast to intrinsic motivation, requires an instrumentality between the activity and some separable consequences such as tangible or verbal rewards, so satisfaction comes not from the activity itself but rather from the extrinsic consequences to which the activity leads (Deci, 1993). That is, the behaviour is not performed for its own sake, but instead to receive a reward or to avoid some punishment once the behaviour has ended. (Pelletier, Tuson & Haddad, 1997). Initial conceptualizations viewed intrinsic and extrinsic motivation as being invariantly antagonistic. Intrinsic motivation was considered self-determined, whereas extrinsic motivation was thought to reflect a lack of self-determination. However, later researchers have indicated that extrinsic motivation does not necessarily undermine intrinsic motivation and that it may even enhance it, implying that extrinsic motivation is invariantly controlled. These findings resulted in a more refined analysis of extrinsic motivation (Vansteenkiste, Simons, Lens, Sheldon & Deci 2008).

Within SDT, Deci and Ryan (2000) introduced a second sub theory, called organismic integration theory, to detail the different forms of extrinsic motivation and the contextual factors that either promote or hinder internalization and integration of the regulation for these behaviours. Specifically, various types of extrinsic motivation were distinguished that differ in their degree of autonomy or self-determination, depending on the extent to which people have been successful in internalizing the initially external regulation of the behaviour (Vansteenkiste, Simons, Lens, Sheldon & Deci, 2004).

Besides intrinsic and extrinsic motivation, Deci and Ryan (2000) have proposed a third motivational concept namely, amotivation, to fully understand human behavior. When amotivated, a person's behaviour lacks intentionality and a sense of personal causation. Amotivation results from not valuing an activity, not feeling competent to do it, or not believing it will yield a desired outcome.

Relationship between Intrinsic and Extrinsic Motivation

Cognitive evaluation theory cited in Kamile, (2011) suggested first that external factors such as tangible rewards, deadlines, surveillance, and evaluations tend to diminish feelings of autonomy, prompt a change from internal to external, and undermine intrinsic motivation. In contrast, some external factors such as providing choice about aspects of task engagement tend to enhance

feelings of autonomy, prompt a shift from external to internal, and increase intrinsic motivation (Gagne & Deci, 2005).

A number of recent studies have investigated the effect of extrinsic rewards upon intrinsic motivation. Researchers have found evidence indicating that intrinsic rewards are more effective motivators than are external rewards such as money (e.g. Goudas, Biddle & Underwood, 1995; Dündar, Özutku, & Taspınar, 2007). Evidence also indicates that the use of external rewards reduces internal motivation (Hitt, Marriot & Eser, 1992).

A number of meta-analyses have been conducted on the experimental studies, which have examined the effects of reward on intrinsic motivation. In a meta-analysis on the topic, Rummel and Feinberg (1988) concluded from a meta-analysis that the existence of the detrimental effects of extrinsic rewards on intrinsic motivation. In meta-analysis of 128 studies, Deci, Koestner and Ryan (1995) examined the effects of extrinsic rewards on intrinsic motivation and concluded that rewards -whether contingent on engagement, completion, or performance- significantly undermined intrinsic motivation. In each of these meta-analyses, rewards are shown to increase measures of intrinsic motivation.

Cameron and Pierce (1994) presented a meta-analysis of extrinsic reward effects on intrinsic motivation, concluding that; overall, rewards do not decrease intrinsic motivation. In the few studies that have also shown positive effects of rewards on intrinsic motivation (Özer, 2009). According to Eisenberger, Rhoades and Carmeron (1999), rewards generally increase perceived self-determination.

The Place of Motivation in Education

Education in its every day sense could mean formal training that is given in schools, colleges, and universities, for the acquisition of the abilities for example, read, write and calculate. According to Denga (2005) education is the process by which every society tries to preserve and promote the stored knowledge, skills and attitude in its cultural settings and heritage in order to foster endless wellbeing of mankind and assure its survival against the irregular, at times aggressive and destructive elements and forces of nature. To further substantiate this, Ogbonna (2011) sees education as a process of acculturation through which an individual is helped to attain the development of his/her potentialities and their maximum activation when necessary according to right reason and to achieve his/her perfect self-fulfillment.

The former United Nations Secretary General, Mr, Koffi Atta Annan, who wrote that education is a human right with immense power to transform (UNO, 2005). This signifies that the political, economic and social stability of any society is undoubtedly and directly linked to its educational system. From these, it can be deduced that education is the physical, intellectual, moral, social, and emotional cultivation of the whole person in a formal or informal setting for smooth functioning of the society and the person concerned.

However, the place of motivation in the attainment of the above stated lofty goals of education cannot be overemphasized as they (motivation and education) are inextricable linked to each other. According to Ofoegbu (2004), the importance of motivation in educational administration for instance is only beginning to be understood and applied to professionals and other employees within the school system. Ofoegbu (2004) concludes that it is vital and essential to recognize the motivational value of intrinsic factors like; wish for achievement or self-fulfillment in order to strike a balance on what has been an over dependent on extrinsic motivators.

Primarily, motivation comes from the willingness to learn or acquire new knowledge geared towards the construction of an authentic product for an appropriate audience, thus protecting the audience from being disappointed. Motivation is not the same for every individual. This is due to the differences in needs, goals and personalities. For instance, different teachers and students are motivated differently at different times and in different courses of instruction. Schunk (2002) posits that; good teachers are sensitive to students' motivational needs and so try to create a climate that supports the development of the learning community.

Furthermore, Crowl (1997) argues that teachers perform vital role in motivating learners. Teacher motivation according to Crowl, is made up of two beliefs; firstly in their own teaching ability and secondly on their belief in the students' learning ability. Crowl (1997) posits that, the ability of the teacher to believe in the effectiveness of her teaching skills is known as teacher efficacy. This efficacy is reflected in the teacher's great personal effort in building a rousing learning environment.

Motivation is therefore an important factor in education especially in the administration of school staff and the teaching and learning process. It implies the stimulation and sustenance of interest in education. This means that interest is an underlying factor in education, as no education can take place without the interest of stakeholders especially staff and students. Thus, motivation plays a pivotal role in learning. Like Bhatia (1977) puts it; no real education can take place without motivation, as it brings especially the teachers and learners to a proper frame of mind for teaching and learning, concentrating their attention and energies on the tasks or knowledge to be dished out or acquired.

Teachers' Motivation

Teachers' motivation is a way of empowering teachers in the occupation and involves the perceptions, variables, methods, strategies and activities used by the management for the purpose of providing a climate that is conducive to the satisfaction of the various needs of the employees, so that they may become satisfied, dedicated and effective in performing their task. In education, teachers should be motivated in order to boost their productivity, effectiveness, efficiency and dedication in performing their task, which will enhance quality assurance, quality education and quality instructional delivery in the educational system. This will also enhance the achievement of educational objectives (Obi, 1997).

Peretomode (1991) opined that teachers' motivation relates to a purposive and goal-directed behavior, performance and attitudes towards work. It includes considering such factors as the physiological, psychological and environmental differences of individual employees. It also leads to job satisfaction which is defined as the feelings (either good or bad) one has about his/her work and the work environment.

Teachers' motivation has great significance or value to the Nigerian educational system in guaranteeing and aiding quality assurance. When teachers are highly motivated and adequate attention given to them, it adds value and quality to the educational system by raising its standards to rise to the expected level thereby ensuring quality teaching-learning outcomes and output. Teachers' motivation influences such other variables like quality output, quality performance, enhancing quality educational outcomes and instructional delivery (teaching); teachers' job satisfaction and productivity; all which is of great significance to guaranteeing quality assurance in the educational system (Ofojebe & Ezugoh, 2010). However, when teachers influence the educational system positively, they intend to perform their task effectively and

efficiently; and all educational goals will be achieved with positive outcomes and the outputs from the school system will be competent-vibrant, educated personnel's that will contribute immensely towards societal development and nation building, as such quality assurance is guaranteed.

Giving an instance with a radio news briefing on Rhythm 94.7FM station (2009) on teachers' motivation as a means of achieving quality assurance; the Niger State government in order to promote teachers efficiency and effectiveness for quality assurance in their educational system, in 2009 asserted that the State was to spend 750 million naira on the empowerment of teachers as part of motivation. Similar attempt has been made by the State government in 2006 when the increment in teachers' salaries and the promotion of teachers was considered in that same year (2006) as a means of teachers' motivation in order to guarantee quality assurance. Through these means quality was guaranteed in the education sector of Niger State (Rhythm 94.7FM radio station, news briefing, 2009).

Forms of Teachers' Motivation

Job motivation as a variable deals directly with employees who are essentially the most important assets any organization have, (Slocum & Hellriegel, 2009). It is the employees who keep the organization running and ensure that the organizational objectives and goals are achieved. To this end, workers attitude and feelings towards their job should be of utmost concern to any management. Many researchers have agreed that quality service delivery is a function of employees' intrinsic and extrinsic motivation elements such as Compensations, Working condition/environment, Trainings and Recognition.

Compensation (Extrinsic)

Compensation refers to all the extrinsic rewards employees receive in exchange for their work, (Byars, & Rue, 2008). Usually, compensation is composed of the base wage or salary, salary increase, allowances, promotion, incentives or bonuses and benefits. According to Byars, & Rue, (2008), Compensation is payment to an employee in return for their contribution to the organization, that is, for doing their job. He continues that the most common forms of compensation are wages, salary increase and tips.

In today's competitive business environment, organizations strive to gain competitive advantage by offering their employees highly competitive rewards. Compensation is not only a tool for gaining competitive advantage but also a strategy for attracting, motivating and retaining top talents within the organization. When employees feel that they are well compensated for the services they offer to the organization, they are likely to work harder, beat deadlines and targets, and work overtime. On the contrary, when employees feel under remunerated, then lateness, absenteeism, strikes, go-slows, may characterize employee behaviour. "The main purpose of a reward system is to motivate the employees to work in a direction that corresponds with the company's predefined goals. To make the employees work in a desired direction it is important that companies use rewards, which stimulate the desirable behaviour", Muathe, (2008).

The equity theory basically holds that employees have a strong need to maintain a balance between what they perceive as their inputs to their jobs and what they receive from the jobs in the form of rewards. For instance, if an employee believes that he/she is underpaid, they are likely to reduce expended effort by working more slowly, taking off early or being absent.

Similarly, if an employee believes that he/she is being overpaid, they are likely to work harder or for longer hours.

Working Condition/Environment

Working conditions play a very central role in influencing job motivation of any employee. Kyongo (2006), asserts that employees would feel satisfied in their jobs if they are working in a clear and orderly work place, with adequate tools and equipment, acceptable levels of environmental quality, temperature, humidity and noise. The surrounding in which people work should not be that which pose a threat to the workers lives; when that is the case then the employer should ensure that there are safety measures in place to ensure that the hostile conditions are tamed.

According to Herzberg (1987), if working conditions are not conducive, hardworking employees who can find work elsewhere leave, while mediocre employees would remain and this compromises the success of the organization. Castillo and Cano (2004) conducted a study at an agricultural college at a university using the Herzberg's theory to explore the factors that influence job motivation. The findings showed that the work itself was the most important factor that contributed to job satisfaction, with working conditions being the least important. However, they did report that all of the factors of the Herzberg's theory were moderately related to job motivation.

Trainings (Intrinsic)

Training is the process of providing employees with the knowledge and skills needed to do a particular task or job (Werner & Dismore, 2009). Normally, a new employee's manager has the primary responsibility for his/her training. The new employee's training can have a significant influence on the new employee's productivity and attitude towards his/her job, (Byars, & Rue, 2008). Today, employers have got no other choice but to ensure the training and development of their employees while they remain valued assets in the organization. Training is a major facet of talent and knowledge management which is crucial for the future of human resources of any organization. (Muathe, 2008) explains that training is a learning process that involves the acquisition of knowledge, sharpening of skills, concepts, rules, or changing of attitudes and behaviors to enhance the performance of employees. Training is activity leading to skilled behavior.

Recognition (intrinsic)

Recognition at the work place has to do with appreciating employee's effort. It is acknowledging of employee's accomplishment. Recognition can occur both in verbal, promotion, and in tangible reward. While citing Okumbe, (1998), Njoroge, (2011), refers to promotion as the advancement of a worker to a better job in terms of more skills, responsibilities, status and remuneration. When an employee is recognized through promotion to more challenging and more demanding job, they feel trusted and their contributions valued in the organization. Such an employee is more likely to give his/her all to the organization. Kyongo, (2006) cites Herzberg (1987), who explains that individuals at all levels of organization want to be recognized for their

achievements on the job. That their success do not have to be monumental before they deserve recognition. It is just natural that peoples' effort is recognized for them to feel part of the system.

Quality Education Delivery

Onocha (2002) defined quality as the degree of excellence and that which is relative with attribute and characteristics. Ayodele (2007) asserted that quality assurance entails the quality of teaching personnel; quality of available instructional teaching materials, equipment and facility, and school environment; It embraces all functions and activities that will ensure that quality of the academic (teaching, curriculum, etc.) and structures (buildings, infrastructures, etc.) will allow an objective review of the quality of the program/instructional delivery.

According to Morgatrod and Morgan in Fredricksson (2004) quality assurance also refers to the determination of standards, appropriate methods and quality requirements by an expert body, accompanied by a process of inspection or evaluation that examines the extent to which practice meets these standards. Some European countries like the United States, Britain, Canada and others have attained high level of quality assurance in their educational system as a result of some strategies and adequate attention given to teacher education, empowerment, motivation and all other aspects of education.

It is commonly presumed that formal schooling is one of several important contributors to the skills of an individual and to human capital. It is not the only factor. Parents, individual abilities and friends undoubtedly contribute. Schools nonetheless have a special place, not only because education and 'skill creation' are among their prime explicit objectives, but also because they are the factor most directly affected by public policies. It is well established that the distribution of personal incomes in society is strongly related to the amount of education people have had. Generally speaking more schooling means higher lifetime incomes. These outcomes emerge over the long term. It is not people's income while in school that is affected, nor their income in their first job, but their income over the course of their working life.

Thus, any noticeable effects of the current quality of schooling on the distribution of skills and income will become apparent some years in the future, when those now in school become a significant part of the labor force.

Relationship between Teachers Motivation and Quality Education Delivery

In education, teachers should be motivated in order to boost their productivity, effectiveness, efficiency and dedication in performing their task, which will enhance quality assurance, quality education and quality instructional delivery in the educational system. This will also enhance the achievement of educational objectives (Obi, 1997).

Teachers' working conditions affect their ability to provide quality education. Many aspects of school life and educational policy go into teachers' perceptions of their employment. As mentioned above, the condition of infrastructure, availability of textbooks and learning materials and class sizes all influence the teacher's experience as an educator.

Teachers' remuneration also matters. In many countries, teacher salaries have declined in recent years, and teachers are not always paid on time. In Bangladesh, Nepal and Uganda, for example, the teachers of 27 per cent, 35 per cent and 60 per cent of all students, respectively, were paid after a month or much late (Postlewaithe, 1998). Low and late remuneration may lead teachers to take on another job, which hurts student learning. A study in 12 Latin American

countries found that children in schools where many teachers work in other jobs in addition to teaching are 1.2 times more likely to have lower test scores and/or higher grade repetition (Willms, 2000). Effective teachers are highly committed and care about their students (Craig, Kraft, & du Plessis, 1998); they need supportive working conditions to maintain these positive attitudes.

METHODOLOGY

Research Design

The research design adopted for this study is the analytic descriptive survey design, which was defined by Ogomaka (1992:51) as the “type of the study in which the variables being studied for any sample are compared for various identified strata of the sample through the use of hypotheses. The present study is analytic descriptive survey because the researcher collected data from a large sample of mission secondary school teachers in urban and rural areas to describe Job Motivation and Quality Education Delivery in mission secondary schools.

Other aspects of the study that make the analytic descriptive survey design suitable for it is that; the study demanded an intensive and extensive collection of data from a particular set of people (sample) in different geographical location (Urban and Rural), employing the questionnaire techniques of data collection. Furthermore, the study was limited to a particular sector of education –Mission secondary Schools (which is a social Unit). More so, the findings of the study were limited only to Mission Secondary Schools in Rivers State, and consequently, the results were generalized on the entire Mission secondary education sector in Nigeria. The findings however provided relevant background information that gave rise to more extensive studies in this domain. All these were what made the investigation an analytic descriptive survey study and consequently the need to adopt such a design.

Area of the study

The study was carried out in Rivers state. Rivers state was created out of the old Easter region on 27th May, 1967. It is located within the South-South Geo-Political Zone of the Federal Republic of Nigeria. The state (Rivers) is bordered in the North by Imo, and Abia States, in the West by Bayelsa State, in the East by Akwa-Ibom State and in the South by the Aquatic Splendor of the Atlantic Ocean. According to the census data released in 2006, the state has a population of 5,198,716 making it the sixth most populous state in the country.

The state has three senatorial districts that are further divided in Twenty Three local government areas under an elected chairman. It is the home to many indigenous ethnic groups: Ikwerre, Ibani, Opobo, Ogoni, Kalabari, Etche, Okrika and others who are predominantly Christians by religion. The capital city, Port Harcourt is the nerve centre of the famous Nigerian oil industry with several industrial facilities including Shell Petroleum Development Company, SAIPEM, Texaco, Total, Elf, West African Glass Industry, Risonpalm, NAFCON, Pabod Brewries, to mention a few.

Population of the Study

The population for this study consisted of 515 male and 415 female teachers from 34 Mission Secondary Schools that spread across the 23 local governments of Rivers State. Teachers of these schools were chosen because these are the schools managed by major religious bodies such as Catholic, Methodist, Baptist and Seventh Day Adventist in the state. (See appendix 2 for details)

Sample and Sampling Technique

A sample of 279 teachers representing 30% of the total population was used for the study. Proportional stratified random sampling technique was used to compose the sample of teachers from the 34 mission secondary schools across the state. According to Nwankwo (2010) it is not appropriate to draw samples arbitrarily using stratified random sampling, the criteria for doing so is by proportional allocation. Since the researcher is dealing with religious subgroups comprising of Catholic, Methodist, Baptist, Anglican and Adventist Schools the researcher drew 30% of the teachers from each school through proportional stratified random sampling. This gave a total sample size of 279 teachers who will be the respondents for the study

Instrument for Data Collection

The instrument for data collection in the study is a self-designed questionnaire tagged “Teachers’ Job Motivation and Quality Education Delivery Questionnaire”. The questionnaire was a non-cognitive one because there were no right or wrong answers as far as responding to the items are concerned. Furthermore, it was non-standardized instrument developed to investigate the influence and effect of varying levels of intrinsic and extrinsic Teachers’ Job Motivators on quality education Delivery in Mission Secondary Schools. The instrument consisted of two parts A and B. Part A is demographic while Part B is further divided into five sections I, II, III, IV, and V which contained 8 items each. Section I was designed to provide adequate information on intrinsic Teachers Job Motivators such as workshops, in-service trainings, conferences, seminars, recognition, and praises in Mission Secondary Schools. While Section II elicited information on extrinsic Teachers’ Job Motivators such as salaries, allowances, salary increase, befitting offices and physical environment in Mission Secondary Schools. Also, Section III sought information on the relationship that exists between teachers’ job motivation and student academic performance in Mission Secondary Schools.

Moreover, Section IV elicited information on the differences that exists in job motivation of teachers in urban Mission secondary Schools and their rural counterpart. Lastly, Section V sought information on the differences that exists in academic performance of students in urban Mission Secondary Schools and their rural counterpart. On the whole, the instrument contained 40 items in which 33 items were positively keyed while the other 7 were negatively keyed. The items on the instrument were responded to on a 4-point Likert scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD).

For the purpose of scoring the items on the instrument, the response level of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD) were weighted or quantified 4-Points, 3-Points, 2-Points, and 1-Point respectively. Based on the assigned weights, the total score of each respondent were obtained for each section in Part B by adding the scores on each

section. The sectional total score and the grand total score for each respondent will be noted and indicated on the instrument. For the fact that the Section I-V of Part B contained 8 items each, on a 4-points scale weighted 1, 2, 3, and 4 respectively, the minimum score for each section will be 8 while the maximum score will be 32. Therefore, the minimum obtainable score by each respondent on all items in the instrument is 40 while the maximum obtainable score is 160.

Validity of the instrument

The validity of the instrument was determined in two phases. At the first stage, some copies of the instruments were distributed to some experts in the education management and education psychology to make some inputs. During the second phase, copies of the instrument which inputs had been made at the first phase were re-distributed to another set of experts in education management and education psychology to measure and evaluate the extent or degree of relevance of the items on the instrument to the topic of the study. All these were carried out to achieve high validity of the instrument.

Reliability of the instrument

The reliability of the instrument were determined through the internal consistency method using Cronbach alpha. Copies of the instrument were administered to 120 teachers of secondary schools drawn from different schools owned by government and individuals within Rivers state through simple random sampling. The need to respond honestly to the items was explained by the researcher to the respondents. The scores obtained from the teachers were subjected to Cronbach alpha analysis to get the coefficient alpha value. Cronbach alpha value between 0.79 was considered high enough to guarantee the use of the instrument as a reliable one for this study.

Administration of the Instrument

Good level of rapport was developed with the respondents by the researcher. The researcher made the respondents understand the need for honest response by giving appropriate explanations. Copies of the instruments were then administered directly to the respondents by the researcher with the help of two research assistants. Instructions guiding the filling of the instrument were thoroughly explained to the respondents. The researcher and the research assistants supervised the filling after which the copies of the filled instrument were collected from the respondents on the spot.

Method of Data Analysis

In analyzing and interpreting the data collected for the study, the descriptive statistics-specifically mean and standard deviation was adopted to answer research questions 1, 2, 4, and 5. In using this, a criterion mean or cut-off mean of 2.5 was used in taking decision on the research questions. The criterion mean was obtained by adding the weights of 4-points, 3-points, 2points, and 1 point assigned to Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD) respectively, the sum was then divided by 4 because it is a 4-point scale. For research question 3 which sought for relationship between teachers' motivation and students' academic

performance, the correlation statistics was adopted to obtain a coefficient reflecting the magnitude and direction of the relationship between the two variables

For all the null hypotheses, z-test was used to test the significance of the coefficient of correlation (r) obtained from the research questions. The z-test was adopted in place of the t-test due to the large sample size involved. For each hypothesis, all the appropriate data were substituted into the z-test formula. The value obtained was compared with the table value to find out whether the obtained r-value is significant.

RESULTS

Research question 1: What are the effects of workshop, in-services trainings, conferences seminars, recognition, praises and appreciation on the performance of teachers in Mission secondary schools in Rivers state?

Table 1: Mean and standard deviation showing the effects of workshop, in-services trainings, conferences, seminars, recognition, praises and appreciation on the performance of teachers

s/n	Items	N	Mean	Std. dev.	Decision
1	Organizing workshops for mission secondary school teachers will improve their performance.	279	3.39	0.57	Agree
2	Attending seminars will improve the performance of teachers in mission secondary schools.	279	3.41	0.50	Agree
3	In-service trainings do not have direct influence on performance of teachers in mission secondary schools.	279	2.30	0.79	Disagree
4	The performances of mission secondary schools teachers will improve when they attend conferences.	279	2.78	1.07	Agree
5	Recognition of job well done will influence teachers' performance in mission secondary schools.	279	3.39	0.57	Agree
6	Praising and appreciating of teacher in mission secondary schools have influence on their performance.	279	2.98	0.94	Agree
7	The performance of teachers who attend workshops, in-service trainings, seminars, conference is not better than those who do not in mission secondary schools.	279	2.09	0.83	Disagree
8	Performance of teacher who receives recognition, praises, and appreciation is better than those who do not mission secondary schools.	279	3.11	0.99	Agree
Grand mean			2.93		

Table 1 above revealed that items 1-8 had high mean scores. Item 1 had a mean score of 3.39 and standard deviation of 0.57. These shows organizing workshops for missionary school teachers improve their performance. Item 2 had a mean score of 3.41 and standard deviation 0.50. This shows that when teachers attend seminars their job performance will be improved. Item 3 had a mean score of 2.30 and standard deviation of 0.79. This depicts that in-service training has direct influence on the performance of teachers in missionary schools. Item 4 had a mean score of 2.78 and standard deviation of 1.07. This shows that when teachers attend conferences their performance will improve. Item 5 had a mean score of 3.39 and standard deviation of 0.57. This shows that when teachers are recognized their performance will increase. Item 6 had a mean score of 2.98 and a standard deviation of 0.94. This shows that when reward is given to teachers they tend to perform more. Item 7 had a mean score of 2.09 and a standard deviation of 0.83.

This shows that the performance of teachers that attend conferences, seminars and workshops will be better than those who do not attend. Item 8 had a mean score of 3.11 and standard deviation of 0.99. This reveals that teachers who receive praises and are recognized will perform better than those who are not praised. Furthermore, a grand mean of 2.93 which is greater than cut-off point of 2.5 is an indication that workshop in-services trainings, conferences, seminars, recognition, praises and appreciation increases the performance of teachers in Mission secondary schools in Rivers state.

Research question 2: To what extent are teachers of mission secondary schools in Rivers state motivated by their salaries, allowances, salary increase, and physical environment?

Table 2: Mean and standard deviation showing the extent in which salaries, allowance, salary increase, and physical environment motivates teachers

s/n	Items	N	Mean	Std. dev.	Decision
9	The salaries that teachers in mission secondary schools receive are enough to motivate them for better performance.	279	1.89	0.93	Disagree
10	Giving allowances to teachers in mission secondary schools will motivate them for better performance.	279	3.25	0.82	Agree
11	Salary increase has direct influence on performance of teachers in mission secondary schools.	279	2.98	0.97	Agree
12	Befitting offices is not a source of motivation for teachers in mission secondary schools.	279	1.89	0.94	Disagree
13	The physical environment of teachers in mission secondary schools will motivate them for better performance.	279	3.03	0.92	Agree
14	Financial incentives (allowances, bonuses and salary increase to teachers in mission secondary schools) lead to better performance and effectiveness	279	2.91	0.76	Agree
15	Teachers of mission secondary schools that receive financial increase (allowances, bonus, and salary increase) are more motivated than those who do not receive.	279	2.79	1.07	Agree
16	Teachers of mission secondary schools that occupy befitting offices are motivated while those who do not have are not motivated	279	3.74	0.43	Agree
Grand mean			2.81		

Table 2 above revealed that items 9-16 had high mean scores. Item 9 had a mean score of 1.89 and standard deviation of 0.93. This shows that the salaries received by teachers in missionary secondary schools are not enough to motivate them. Item 10 had a mean score of 3.25 and standard deviation of 0.82. This means that giving allowances to teachers in mission secondary schools will motivate them for better performance. Item 11 had a mean score of 2.98 and a standard deviation of 0.97. This means that increase in salary creates a better performance of teachers. Item 12 had a mean score of 1.89 and standard deviation of 0.94. This means that befitting offices is a source of motivation for teachers. Item 13 had a mean score 3.03 and standard deviation of 0.92. this reveals that a good environment motivates teachers for better performance. Item 14 had a mean score of 2.91 and standard deviation 0.76. This means that financial incentives motivate teachers to perform better. Item 15 had a mean score 2.79 and standard deviation of 1.07. This means that teachers who receive financial increment will

perform better than those who do not receive. Item 16 had a mean score of 3.74 and standard deviation of 0.43. This means that teachers of mission secondary schools that occupy befitting offices are more motivated than those who do not have. Furthermore, a grand mean of 2.81 which is greater than cut-off point of 2.5 shows that teachers of mission secondary schools in Rivers state are motivated by their salaries, allowance, salary increase, and physical environment.

Research question 3: What relationship exists between teachers’ job motivation and students’ academic performance in mission secondary schools in Rivers State?

Table 3: Regression summary of relationship between motivated teachers students’ academic performance

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.664 ^a	.441	.439	5.70399

Correlation analysis in table 3 above shows that there is a moderate and positive significant relationship between teachers’ job motivation and students’ academic performance. ($r=0.66$). The coefficient of determination (R square) indicated that 44% of the variation in students’ academic performance was associated with the motivation of teachers. Therefore, 56% variations in students’ academic performance were explained by other factors other than teachers’ motivation.

Research question 4: What difference exists in job motivation of teachers of mission secondary schools in urban area and their counterpart in rural areas?

Table 4: Mean and standard deviation showing the difference that exists in job motivation of teachers

s/n	Items	N	Mean	Std. dev.	Decision
17	Teachers in urban mission secondary schools receive equal salary with their rural counterparts.	279	1.74	0.43	Disagree
18	Teachers in urban mission secondary schools receive allowances than their rural counterparts.	279	3.24	0.98	Agree
19	There is regular upward salary review of teachers in urban mission schools than their rural counterparts.	279	3.00	1.22	Agree
20	Teachers in urban mission secondary schools occupy better office environment than their rural counterparts.	279	3.00	0.70	Agree
21	Teachers in the urban mission secondary schools have access to workshops than their rural counterparts.	279	3.25	0.82	Agree
22	Teachers in urban and rural mission secondary schools attend seminars and conferences at the same rate.	279	1.50	0.50	Disagree
23	In-service trainings are equally received by teachers in urban and rural mission secondary schools.	279	1.74	0.43	Disagree
24	Recognition, praises and appreciation are not equally received by teachers in urban mission secondary schools and their rural counterparts.	279	3.50	0.50	Agree
Grand mean			2.62		

Item 17 had a mean score of 1.74 and a standard deviation of 0.43. This shows that teachers in urban secondary schools do not receive equal salary as those in rural schools. Item 18 had a mean score of 3.24 and standard deviation of 0.98. This shows teachers in urban mission secondary schools receive allowances than their rural counterparts. Item 19 had a mean score 3.00 and standard deviation of 1.22. This shows there is regular upward salary review of teachers in urban mission schools than their rural counterparts. Item 20 had mean score 3.00 and standard deviation of 0.70. This shows that in urban missionary schools teachers occupy better office environment than their rural counterparts. Item 21 had mean score 3.25 and standard deviation of 0.82. This shows that teachers in the urban mission secondary schools have access to workshops than their rural counterparts. Item 22 had mean score 1.50 and standard deviation 0.50. This shows that teachers in urban and rural mission secondary schools do not attend seminars and conferences at the same rate. Item 23 had mean score 1.74 and standard deviation of 0.43. This shows that In-service trainings are not equally received by teachers in urban and rural mission secondary schools. Item 24 had a mean score 3.50 and standard deviation of 0.50. This shows that recognition, praises and appreciation are not equally received by teachers in urban mission secondary schools and their rural counterparts.

Research question 5: To what extent does academic performance of students in mission secondary schools in urban area differ from their rural counterpart?

Table 5: Mean and Standard deviation showing how the academic performance of urban students differ from their rural counterpart

s/n	Items	N	Mean	Std. dev.	Decision
25	The score of students in urban mission secondary schools in internal examinations is not different from their rural counterparts.	279	1.74	0.43	Disagree
26	The score of students in urban mission secondary schools in external examinations is not different from their rural counterparts.	279	1.74	0.43	Disagree
27	Students in rural mission secondary schools can perform educational tasks than their counterparts in urban areas.	279	1.25	0.43	Disagree
28	Students in urban mission secondary schools cannot defeat their rural counterparts in quiz competition.	279	1.99	0.70	Disagree
29	Punctuality to class attendance is the same between students in urban mission secondary schools and their rural counterpart.	279	1.25	0.43	Disagree
30	Students in urban mission secondary schools always have better W.A.E.C. result than their rural counterparts.	279	3.74	0.43	Agree
31	Students in urban mission secondary schools have practical skills than their rural counterparts.	279	3.25	0.82	Agree
32	The level of truancy among students of urban mission secondary schools is higher than their rural counterparts.	279	1.74	0.82	Disagree

Item 25 had a mean score 1.74 and standard deviation of 0.34. This shows that the scores of students in urban mission secondary schools in internal examinations are different from their rural counterparts. Item 26 had a mean score 1.74 and standard deviation of 0.43. This shows that the score of students in urban mission secondary schools in external examinations is different from their rural counterparts. Item 27 had a mean score 1.25 and standard deviation of 0.43. This reveals that Students in urban mission secondary schools can perform better educational tasks

than their rural counterparts. Item 28 had a mean score 1.99 and standard deviation 0.70. This means that students in urban mission secondary schools can defeat their rural counterparts in quiz competition. Item 29 had a mean score 1.25 and standard deviation 0.43. This means that students in urban schools are more punctual to school than their rural counterparts. Item 30 had a mean score 3.74 and standard deviation of 0.43. This is an indication that students in urban mission secondary schools always have better WAEC result than their rural counterparts. Item 31 had a mean score 3.25 and standard deviation of 0.82. this depicts that Students in urban mission secondary schools have better practical skills than their rural counterparts. Item 32 had a mean score 1.74 and standard deviation of 0.82. This shows that the level of truancy among students of urban mission secondary schools is not higher than their rural counterparts.

Hypothesis One: There is no significant difference in the job performance of teachers who are intrinsically motivated and those who are not in mission secondary schools in Rivers State.

Table 6: Z-test showing job performance of teachers who are intrinsically motivated

Variable	N	Mean	Std.dev.	Df	Z-cal	Sig	Decision
Intrinsically motivated	60	74.30	7.97	128	13.493	.000	Sig.
Not intrinsically motivated	70	54.45	8.67				

Table 6 shows that the calculated z-value is 13.49 while its corresponding table value (z-critical) is 1.96 at 0.05 alpha level. The calculated value is greater than the critical value. Therefore hypothesis one was rejected. This implies that teachers who are intrinsically motivated perform better than those who are not.

Hypothesis Two: There is no significant difference in the degree of performance of teachers who are extrinsically motivated and those who are not, in mission secondary schools in Rivers State.

Table 7: Z-test showing job performance of teachers who are extrinsically motivated

Variable	N	Mean	Std.dev.	Df	Z-cal.	Sig	Decision
Extrinsically motivated	70	55.57	5.04	143	11.09	.000	Sig.
Not extrinsically motivated	75	45.80	5.52				

Table 7 shows that the calculated Z-value is 11.09 while its corresponding table value (Z-critical) is 1.96 at 0.05 alpha level. The calculated value is greater than the critical value. Therefore hypothesis two was rejected. This implies that teachers who are extrinsically motivated perform better than those who are not.

Hypothesis Three: There is no significant relationship between teachers' job motivation and students' academic performance, in mission secondary schools in Rivers State.

Table 8: Regression summary of relationship between teachers' job motivation and students' academic performance

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.755 ^a	.570	.569	5.24476

ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	10106.59	1	10106.5	367.41	.000 ^b
Residual	7619.56	277	27.507		
Total	17726.15	278			

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	84.275	.994		84.782	.000
	-12.037	.628	-.755	-19.168	.000

Correlation analysis showed that there is a high and positive significant relationship between teachers' job motivation and students' academic performance. $F(1,277) = 367.41, P < 0.05$. The coefficient of determination (R square) indicated that 57% of the variation in students' academic performance was associated with the motivation of teachers. Therefore, 43% variations in students' academic performance were explained by other factors other than teachers' motivation.

Hypothesis Four: There is no significant difference in the job motivation performance of teachers in urban areas and their counterparts in rural areas in mission secondary schools in Rivers State.

Table 9: Z-test showing difference in the job motivation performance of teachers in urban areas

Location	N	Mean	Std.dev	Df.	Z-cal.	Sig.	Decision
Urban	142	68.35	4.458	277	22.30	.000	Sig.
Rural	137	50.94	8.122				

Table 9 shows that the calculated z-value is 22.30 while its corresponding table value (z-critical) is 1.96 at 0.05 alpha level. The calculated value is greater than the critical value. Therefore hypothesis four was rejected. This implies that there is a significant difference in the job motivation between teachers in the urban areas and their counterparts in the rural areas.

Hypothesis Five: There is no significant difference in the academic performance of students in urban areas and their counterparts in rural areas based on teachers' motivation in mission secondary schools in Rivers State.

Table 10: z-test showing difference in academic performance of students based on job motivation of teachers

Location	N	Mean	Std. dev.	Df.	Z-cal.	Sig.	Decision
Urban	147	65.43	8.97	277	13.60	0.00	Sig.
Rural	132	52.97	5.794				

Table 10 shows that the calculated z-value is 13.60 while its corresponding table value (z-critical) is 1.96 at 0.05 alpha level. The calculated value is greater than the critical value. Therefore hypothesis five was rejected. This implies that there is a significant difference in the academic performance of students in urban areas and their counterparts in rural areas based on teachers' motivation in mission secondary schools in Rivers State.

DISCUSSION

The extent to which intrinsic motivators such as workshops, in-service trainings, conferences, seminars, recognition, praises and appreciation can motivate teachers for quality education delivery in Mission Secondary Schools in Rivers State.

The first purpose of this study is to examine the above. This was verified by research question one that states; what are the effects of workshops, in-service trainings, conferences, seminars, recognition, praises and appreciation on the performance of teachers in Mission Secondary Schools in Rivers State? It was also tested with hypothesis one which states that there is no significant difference in job performance of teachers who are intrinsically motivated and those who are not in Mission Secondary Schools in Rivers State. Items 1-8 on the questionnaire were carefully constructed to answer this question.

For item 1 that states that organizing workshop for Mission Secondary School teachers will improve their performance had an acceptable mean score of 3.39. The rating thus indicates that the respondents agreed to the fact that the performance of teachers in Mission Secondary Schools will improve by organizing workshops for them. This obviously shows that they are aware of the enormous benefits of attending workshops if organized. Ojedele and Fadipe (1999) while giving analysis on this stated that workshop organized for teachers will update their knowledge, increase their skill and equip them with teaching techniques/methodologies. Item 2 which stated that attending seminars will improve the performance of teachers in Mission Secondary School also had an acceptable mean of 3.41. This implies that the teachers of Mission Secondary Schools understand the importance of attending seminars on their job performance. This corroborates the findings of Byars and Rue (2008) who opined that seminars among other motivators promote their (teachers) job performance.

In item 3, the respondents while rating that in-service trainings do not have direct influence on performance of Mission Secondary Schools had unacceptable mean score of 2.30. This indicates that the performance of teachers in Mission Secondary Schools will be directly influenced when they go for in-service trainings to update their skills and knowledge. This is in line with Edem (1992) who opined that in-service trainings largely contribute to the professional improvement of job. Still supporting this view, Fredrick et al, (2015) stated that in-service trainings influence teacher's job performance positively.

Item 4 which states that the performance of teachers in Mission Secondary Schools will improve when they attend conferences yielded an acceptable mean score of 2.78. by this rating, it is agreed by the respondents that conferences will improve teachers' job performance in Mission Secondary Schools in Rivers State. This finding corroborates with Peretomode (1991), who reported that teachers' motivation relates to a purposive and goal directed behavior, performance and attitude to work.

Item 5 which states that recognition of job well done will influence teachers' performance in Mission Secondary Schools had an acceptable mean score of 3.39. This implies that the respondents agreed that when the job of teachers in Mission Secondary Schools is recognized, it will positively influence their job performance. This is corroborated by Fredrick et al. (2015), which state that recognition is one of the motivation factors that influences teachers job performance positively.

For item 6, praising and appreciation of teachers in Mission Secondary Schools have influence on their performance had an acceptable mean score of 2.98. This rating shows that the respondents are in agreement with the item statement above. The rating also implies that teachers job in Mission Secondary Schools will be positively influence when they are praised and appreciated for job well done.

Item 7 stated that the performance of teachers who attends workshop, in-service trainings, seminar, and conference is not better than those who do not in Mission Secondary Schools had an unacceptable mean score of 2.09. This rating indicates that the respondents disagree with the item statement above. Therefore it is generally believed by the respondents that the performance of teachers who attends workshops, in-service trainings, seminars, and conferences is better than those who do not attend in Mission Secondary Schools in Rivers State.

Finally, item 8 stated that performance of teachers who receive recognition, praises and appreciation is better than those who do not had an acceptable mean score of 3.11. This implies that the respondents agreed to the item statement stated above indicating that the performance of teachers in Mission Secondary Schools will improve when their job is recognized, praised and appreciated.

Analysis of data on Table 4.6 shows that there is a significant difference in job performance of teachers who are intrinsically motivated and those who are not in Mission Secondary Schools in Rivers State. This is indicated by the calculated z-value of 13.49 which is far higher than the table value of 1.96 at 0.05 alpha level. Therefore the null hypothesis was rejected.

The extent to which teachers in Mission Secondary Schools in Rivers state are motivated by their salaries, allowances, salary increase, befitting offices and environment.

The second purpose of this study was to find out the extent to which extrinsic motivators such as salaries, allowances, salary increase, befitting offices and physical environment can motivate teachers towards quality education delivery in Mission Secondary Schools in Rivers State. Consequently, research question 2 states; to what extent are teachers of Mission Secondary Schools in Rivers State motivated by their salaries, allowances, salary increase, befitting offices and physical environment? Was formulated with null hypothesis 2 stating that there is no significant difference in degree of performance of teachers who are extrinsically motivated and those who are not in Mission Secondary Schools in Rivers State ($p > 0.05$). Furthermore, items 9-16 were constructed to elicit information from the respondents.

Item 9 which states that the salaries that teachers in Mission Secondary Schools receive are enough to motivate them for better performance had an unacceptable mean score of 1.89. This rating clearly shows the disagreement of the respondents to the item statement. This implies that the salaries received by teachers in Mission Secondary Schools are not enough to motivate them for better performance. Fredrickson (2004) emphasized that teachers performance is strongly influenced by motivators which include good salary and remuneration. Therefore, salaries of teachers in Mission Secondary Schools in Rivers State should be looked into in order to motivate them for better performance.

Item 10 which state that giving allowance to teachers in Mission Secondary Schools will motivate them for better performance had an acceptable mean score of 3.25. This indicates that the respondents acknowledge the importance of giving allowances to teachers of Mission Secondary Schools in the area of teachers' job motivation.

Item 11 which state that salary increase has direct effect influence on performance of teachers in Mission Secondary Schools had an acceptable mean score of 2.98. This implies that the respondents were in agreement with the item statement. Therefore regular review of salaries of teachers in Mission Secondary Schools in Rivers State should be highly considered in motivating the teachers for better performance.

For item 12, that befitting offices is not a source of motivation for teachers in Mission Secondary Schools had unacceptable mean score of 1.89. This rating revealed that the respondents are of contrary view to the item statement. This implies that befitting offices is a source of motivation for teachers in Mission Secondary Schools in Rivers State.

Item 13 which states that physical environment of teachers in Mission Secondary Schools will motivate them for better performance had acceptable mean score of 3.03. This rating shows that the respondents are in agreement with the item statements. This also indicates that a good physical environment will motivate teachers of Mission Secondary Schools for better performance when provided. So, employees would feel satisfied and motivated if they are working in a clear and orderly workplace, with adequate tools and equipment (Kyongo, 2006)

Item 14 states that financial incentives leads to better performance and effectiveness had an acceptable mean score of 2.91. This implies that the respondents agreed that when financial incentive are given to teachers of Mission Secondary Schools, they will be motivated for better performance and become more effective in discharging their duties. This is in agreement with Ngoroje (2011) who reported on factors influencing job motivation among primary school teachers in Mombasa Municipality. The study revealed that 56% of the respondents agreed that compensation as a form of financial incentive affects job motivation.

On item 15 which state that teachers of Mission Secondary Schools that receive financial incentives are more motivated than those who do not had an acceptable mean score of 2.79. This rating revealed that the respondents agreed to the item statement indicating that teachers of Mission Secondary Schools that receive financial incentives are more motivated than those who do not receive.

Finally item 16 which stated that teachers of Mission Secondary Schools that occupy befitting offices are more motivated than those who do not had an acceptable mean score of 3.74. This implies that the respondents are in agreement with the item statement. This indicates that they were of the view that teachers of Mission Secondary Schools who occupies befitting offices are more motivated than those who do not.

Analysis on table 4.7 shows that there is a significant difference in job performance of teachers who are extrinsically motivated and those who are not. This is indicated by the

calculated z-value of 11.09 which is higher than the table value (z-critical) of 1.96 at 0.05 alpha. Therefore the null hypothesis 2 was rejected.

The relationship that exists between teachers' job motivation and students' academic performance in Mission Secondary Schools in Rivers State

This purpose was verified through research question 3 which state; what relationship exists between teachers' job motivation and students' academic performance in Mission Secondary Schools in Rivers state? The same purpose was also tested with hypothesis 3 stating that there is no significant relationship between teachers' job motivation and students' academic performance in Mission Secondary Schools in Rivers state.

The coefficient of determination (R square) indicated that there is a high and positive significant relationship between teachers' job motivation and students' academic performance. This was revealed as 57% of the variations in students' academic performance were associated with teachers' motivation. This corroborate with the findings of Ofojebe and Ezugoh (2010) that revealed that adequate teachers' motivation will enhance quality instructional delivery, quality output and quality assurance in the school system. Therefore the null hypothesis was rejected.

The difference in job motivation of teachers of Mission Secondary School in urban areas and their rural counterpart

The above purpose was verified through research question 4 that state; what difference exists in job motivation of teachers of Mission Secondary Schools in urban area and their counterparts in rural areas? This was tested with hypothesis 4 which states that there is no significant difference in job motivation of teachers of Mission Secondary Schools in urban area and their rural counterpart. To this effect, items 17-24 were constructed to get responses from the respondents. The grand mean score of the 8 items is 2.62, which is greater than the cut-off point of 2.5 hence, the respondents agreed that there is significant difference in job motivation of teachers of Mission Secondary Schools in urban area and their rural counterpart. This agrees with the findings of Takupiwa et al. (2012) who posited that there were major disparities in respect of teachers motivation in rural and urban areas. He stated further that this is basically because of poor working conditions, limited opportunities for growth and poor management system exhibited in the rural areas.

Analysis of data on Table 4.9 shows that the calculated z-value is 22.30 while its corresponding table value (z-critical) is 1.96 at 0.05 alpha level. Since the calculated value is greater the table value, the null hypothesis was rejected. This implies that there is a significant difference in job motivation between teachers in urban Mission Secondary Schools and their rural counterpart.

The difference in academic performance of students in urban and rural Mission Secondary School in Rivers state as a result of teachers' job motivation

The above purpose was verified through research question 5 that state that to what extent does academic performance of students of Mission Secondary Schools in urban area differs from their counterparts in rural areas? This was tested with hypothesis 5 which states that there is no significant difference in academic performance of students in the urban area and their rural

counterpart based on teachers motivation in Mission Secondary Schools in Rivers State. To this effect, items 25-32 were constructed to get responses from the respondents.

Item 25 had a mean score 1.74. This shows that the scores of students in urban mission secondary schools in internal examinations are different from their rural counterparts. Item 26 had a mean score 1.74. This shows that the score of students in urban mission secondary schools in external examinations is different from their rural counterparts. Item 27 had a mean score 1.25. This reveals that Students in urban mission secondary schools can perform better educational tasks than their rural counterparts. Item 28 had a mean score 1.99 and. This means that students in urban mission secondary schools can defeat their rural counterparts in quiz competition. Item 29 had a mean score 1.25. This means that students in urban schools are more punctual to school than their rural counterparts. Item 30 had a mean score 3.74. This is an indication that students in urban mission secondary schools always have better W.A.E.C. result than their rural counterparts. Item 31 had a mean score 3.25. This depicts that Students in urban mission secondary schools have better practical skills than their rural counterparts. Item 32 had a mean score 1.74. This shows that the level of truancy among students of urban mission secondary schools is not higher than their rural counterparts.

The analysis of data on Table 4.10 shows that the calculated z-value was 13.60 while its corresponding table value (z-critical) was 1.96 at 0.05 alpha level. Since the calculated value is greater the table value, the null hypothesis 5 was rejected. This implies that there is a significant difference between the academic performance of students in the urban areas and their rural counterpart based on teachers' job motivation in Mission Secondary Schools in Rivers State.

CONCLUSION

The main purpose of this study is to investigate the influence of teachers' job motivation on quality education delivery in Mission Secondary Schools in Rivers State, the researcher made the following conclusion from the result of the study. Poor payment of teachers' salaries adversely affects teaching and learning in missionary schools. Hence teachers refuse to teach and consequently, some subjects are not taught in the schools and these hinder the effective and efficient teaching and learning in the sampled schools.

The establishment of seminars and conferences to teachers has a great impact in their teaching performance. These programs will enable the teachers to improve the academic performance of the students. Inadequate promotion of teachers poses a very big hindrance in disposing their duties effectively and efficiently. It leads to their low standard of living and hence, they lack some basic needs. Also, it causes unseriousness of the teachers, sometimes, they abandon their teaching work and they look for better paid job.

The negligent of teachers welfare emanated from all institutions and individuals concerned in education such as the government, the external agencies like the communities and non-governmental organizations (NGO's) and even the individual who are directly involved in the schools such as the school head, and hence, they (teachers) always have problem with them.

The results of this study have revealed that there is inadequate motivation of teachers and consequently low performance in missionary secondary schools public secondary schools. Therefore, there is need to investigate innovative strategies that can be implemented in highly disgruntled professional teachers in Rivers State to help improve teachers' motivation and performance in secondary schools. The selected sample was based on selected schools not taking

cognizance of tertiary institutions. Therefore, further research in this area of study should be carried out in tertiary institutions.

Recommendations

- There is need for the government to motivate teachers through regular payment of organization salaries, establishment of seminars, workshops, conferences and in-service training in order to enhance productivity.
- School heads should look for correct motivational strategies in schools such as attitude motivation and recognition.
- Parents as well as the government should engage in programs that can motivate the students to improve in academic performance. It is therefore hoped that these findings will serve as resource materials for school authorities, psychologists, counselors, government, parents and others who are concerned with academic progress of the students.

REFERENCES

- Amstrong, M. (2012). *How to manage people*. London, United Kingdom: Kogan page publishers.
- Anan, K. (2005). *Brainy Quote*. Retrieved from http://www.brainyquote.com/quotes/authors/k/kofi_annan.html
- Anyim, F. C., Chidi, C. O., & Badejo, E. A. (2012). *Motivation and Employee's Performance in the Public and Private Sectors in Nigeria*. *International Journal of Business Administration*, 3(1), 31-40. doi:10.5430/ijba.v3n1p31.
- Arif, M. H. (2003). *Human Development and Learning*. Lahore: Majeed Book Deport.
- Asongwe, E. (2008). *Principalship in Cameroon Secondary Schools*. Buea: Unpublished Paper.
- Ayodele, J. B. (2007). *Private Sector Participation in Basic Education in Nigeria: Implications for access and Quality Assurance*. Retrieved from www.medwelljournals.com/fultex/pjss/2007/691-696.pdf.
- Bahago, B. A. (2008). *Strategies for motivating nomadic primary school teachers for effective job satisfaction in universal basic education program*. *Nigerian Journal of Sociology of Education*, 11(2), 208-213.
- Barrett, A. M (2004). *African Teacher Narratives in Comparative Research*. Mimeo.
- Bhatia, K.K. (1997). *Educational Psychology and Techniques of Teaching*. New Delhi: Kalyani Publishers.
- Bhella, S. K. (1982). *Principal's Leadership Style: Does it Affect teacher morale?* *Education Review*, 102(3), 369-376.
- Byars, B., & Rue, A. (2008). *Human Resource Management*. New York, McGraw-Hill.
- Cameron, J., & Pierce, W.D. (1994). *Reinforcement, reward, and intrinsic motivation: a meta-analysis*. *Review of Educational Research*, 64, 363-423.
- Castillo J, & Cano, O.D. (2004) *Job Satisfaction of Ohio Agricultural Education Teachers*. *Journal of Agricultural Education*, 45(2), 19-25.
- Crowl, T. K., Kaminsky, S., & Podell, D. M. (1997). *Educational psychology windows on teaching*. New York: Brown and Benchmark Publishers.

- Csikszentmihalyi, M. (1990). *The Psychology of Optimal Experience*, New York: Harper and Row Publishers.
- Dearden, R. F. (1984). *Theory and Practice in Education*. London: Routledge and Kegan Paul.
- Deci, E. L. & Ryan, R. M., (2000). *Intrinsic and extrinsic motivations: classic definitions and new directions*. *Contemporary Educational Psychology*, 25, 54–67.
- Deci, E. L. (1993). *Extrinsic Rewards and Intrinsic Motivation in Education*. New York: Plenum Press.
- Deci, E. L., & Ryan, R. M. (1985). *Intrinsic Motivation and Self Determination in Human Behavior*. New York, NY: Plenum Press.
- Deci, E. L., & Ryan, R. M., (2000). *Intrinsic and extrinsic motivations: classic definitions and new directions*. *Contemporary Educational Psychology*, 25, 54–67.
- Denga, D. (2005). *Introduction to Sociology of Education*. Uyo: Magnet Publishers.
- Dornyei, Z. (2001). *Motivational Strategies in the Language Classroom*. The Edinburgh Building: Cambridge University Press.
- Dündar, S., Özutku, H., & Taspınar, F., (2007). *İçsel ve dışsal motivasyon araçlarının işgörenlerin motivasyonu üzerindeki etkisi: ampirik bir inceleme*. *Journal of Commerce & Tourism Education*, 2, 106-119.
- Edem, D. A. (1992). *Introduction to Educational Administration in Nigeria*. Spectrum Books.
- Edem, D.A. (1982). *Introduction to Educational Administration*. Ibadan: Spectrum Books Limited.
- Educational Research Service (2000). *The principal, keystone of a high-achieving school: Attracting and keeping the leaders we need*. For the National Association of Elementary School Principals and National Association of Secondary School Principals. Washington, D.C.
- Eisenberger, R., Rhoades, L., & Carmeron, J., (1999). *Does pay for performance increase or decrease perceived self-determination and intrinsic motivation?* *Journal of Personality and Social Psychology*, 77, 1026-1040.
- Ejiogu, A. (1985). *Theories of job Satisfaction and job Performance: an Overview and Critique (focus on teaching profession)*, Second Edition. Lagos: JOJA Educational Research and Publishers.
- Ememwa, H. N. (1988). *Motivation in the Classroom: A Guide to Teachers*. Owerri: New Africa Publishing Company.
- Emeruwa, H. N. (1988). *Motivation in the Classroom: A Guide to Teachers*. Owerri: New Africa Publishing Company.
- Fadipe, J. O., & Ojedele, P.K., (1999). *Personnel Administration and Quality Education*. Nigeria: National Institute for Educational Planning and Administration (N.I.E.P.A).
- Federal Republic of Nigeria (1981). *National policy on Education*. Lagos: Nigerian Educational Research and Development Council.
- Federal Republic of Nigeria (2014). *National Policy on Education*. Lagos: Nigerian Educational Research and Development Council.
- Frederickson, U. (2004). *Quality Education: The key role of teachers*. Retrieved April 4, 2008, from [www.eiie.org/statusOfteachers/file/\(2004\)%20quality%20education%20-%20thekey%20role%20of%20teacher%20en.pdf](http://www.eiie.org/statusOfteachers/file/(2004)%20quality%20education%20-%20thekey%20role%20of%20teacher%20en.pdf).
- Gagne, F. (2004). Transforming gifts into talents: The DMGT as a developmental theory. *High Ability Studies*, 15, 119-147.

- Gagne, M., & Deci, E. L. (2004). *Self-determination theory and work motivation*. *Journal of Organizational Behavior*, 26, 331–362.
- Goudas, M., Biddle, S., & Underwood, M., (1995). *A prospective study of the relationships between motivational orientations and perceived competence with intrinsic motivation and achievement in a teacher education course*. *Educational Psychology: An International Journal of Experimental Educational Psychology*, 15(1), 89-96.
- Green, S. K. (2002). *Using an expectancy-value approach to examine teachers' motivational strategies*. *Teaching and Teacher Education*, 18, 989–1005.
- Greenberg, J. (1999). *Managing behaviour in organizations*. (2nd Ed). New Jersey, USA: Prince Hall.
- Herzberg, F. (1987). *One More Time: How Do You Motivate Employees?* *Harvard Business Review*, 81(1-8), 87-96.
- Hitt, D. D., Marriott, R. G., & Eser, J. K. (1992). *Effects of delayed rewards and task interest on intrinsic motivation*. *Applied Social Psychology*, 13(4), 405-414.
- Hoffman, E. (1988). *Abraham Maslow: Father of Enlightened Management*. *Training*, 25(9), 79-82.
- Hunt, P. (1978). *Davis/Gallardo's Straight Talk About Communication Research Methods*. Property of Hunt Kendall Publishing.
- Iyeke, P. O. (2013). *Motivation as a correlate of the Universal Basic Education (UBE) teachers' Productivity in Edo and Delta states of Nigeria*. *Journal of Sociology, Psychology and Anthropology in Practice*, 5(1), 28-35.
- Kamite, D. (2011). *Teachers' Intrinsic and Extrinsic Motivations as Predictors of student engagement*. *E-Journal of New World Sciences Academy*, 6(2) 1388 – 1400.
- Kim, T. (2000). *Intrinsic Motivation*. *Teachers Net Gazette*, 1(6).
- Kimengsi, N. J., & Tosam, N. J. (2013). *Climate Variability and Cocoa Production in Meme Division of Cameroon: Agricultural Development Policy Option*. *Green Journal of Agricultural Sciences*, 3(8), 606-617.
- Kleinginna, P. J., & Kleinginna, A. (1981). *Motivation and Emotion*, A categorized list of motivation definition with suggestions for a consensual definition, 5, 263-291.
- Kyongo, J. (2006). *Factors Influencing Job Satisfaction among Public Health Employees of Local Authorities in Kenya*, City Council of Nairobi, MBA Project, Kenyatta University.
- Maslow, A. H. (1970). *Motivation and Personality*. New York: Harper & Row.
- Mbaku, J. (2005). *Culture and Customs of Cameroon*. Westport, Connecticut: Greenwood Press.
- Mbua, F. N. (2003). *Educational Administration: theory and Practice*. Limbe: Design House.
- McClelland, D. C. (1985). *Human Motivation*. Glenview: Foresman.
- Morgatrod & Morgan (2004). *Different definitions of quality*. In Mortimore, P. (Ed.), *The Road to Improvement: Reflections on school Effectiveness*. Lisse: Swets and Zeitlinger.
- Muathe, S. (2008). *Employee Compensation and Reward*. Nigeria. *Journal of Sociology, Psychology and Anthropology in Practice*, 5(1), 28-35.
- Njoroge, A. (2011). *Factors Influencing Job Satisfaction: A Nigerian Perspective*. Lagos: University of Lagos Press.
- Noels, K. A., Clement, R., & Pellettier, L. G., (1999). *Perceptions of teachers' communitative style and students' intrinsic and extrinsic motivation*. *The Modern Language Journal*, 88, 23-34.
- Nwankwoala, H. N. L. (2016). *Fundamental facts in educational administration and supervision*. Port Harcourt: Harey Publication.

- Nyameh, J., Douglas, H., Teru, S., & Titus, A. (2013). *Do Motivation Drive Employee's Performance in Public Sector Organization? European Journal of Administration Management*, 5(17), 92-97.
- Obi, E. (1997). *Motivation and organizational behaviour*. In Ndu, A. N. Ocho, L.O. & Okeke, B.S. (Eds.). *Dynamics of educational administration and management – The Nigerian perspective*.
- Ofoegbu, F. I. (2004). *Teacher Motivation as an Essential factor for Classroom Effectiveness and School Improvement. College Student Journal*. Department of Educational Administration and Foundations, University of Benin, Benin City Nigeria, 3(1) 54–69.
- Ofojebe, W. N., & Ezugoh, T.C., (2010). Teachers motivation and it's influence on quality assurance in the Nigerian education system. African research review. An *International Multi-Disciplinary Journal, Ethiopia*, 4(2) April, 2010.
- Ogbonna, U. (2011). Introduction foundations, University of Benin, Benin City, Nigeria. 3(1), 54-59.
- Ogomaka, P. M. C. (1992). *Types of research*. In A. J Isanngedighi & P.M.C Ogomaka (Eds). *Educational research method*. Owerri: Totan Publishers.
- Ololube, N. P. (2017). *Educational management, planning and supervision: model for effective implementation (2nd Edition)*. Port Harcourt, Nigeria: Pearl Publishers .
- Ololube, P. N. (2006). *Teachers Job Satisfaction and Motivation for School Effectiveness: An Assessment. Essays in Education*, 18(1), 1-18.
- Onocha, C. O. (2002). *Quality assurance in teacher education*. In National Teachers' Institute (NTI), *Teacher education in Nigeria: past, present and future proceedings of the first Teachers' summit, February 2002*. Kaduna: National Teachers' Institute.
- Özer G., (2009). *Öz-belirlemekuramıçerçevesindeihtiyaçdoymu, içselgüdülenmevebağlanmastilllerininüniversiteöğrencilerininözneliyoluşlarınaetkileri, YüksekLisansTezi*, Ankara: GaziÜniversitesi.
- Pelletier, L. G., Tuson, K. M., & Haddad, N. K., (1997). *Client motivation for therapy scale: a measure of intrinsic motivation, extrinsic motivation, and amotivation for therapy. Journal of Personality Assessment*, 68(2), 414-435.
- Peretomode, V.F. (1991). *Educational administration, applied concepts and theoretical perspectives for students and practitioners*. Lagos: Joja Publishers.
- Pfeifer, A. A. (1988). *Institute of Christian Teaching Education Department of Seventh-day Advertisement: Abraham Maslow's Hierarchy of Needs: A Christian Perspective*. 12501 old Columbia Pike, Silver spring, MD 20904 USA.
- Pfeifer, A.A. (1988). *Institute of Christian Teaching Education Department of Seventh-day Advertisement: Abraham Maslow's Hierarchy of Needs: A Christian Perspective*. 12501 old Columbia Pike, Silver spring, MD 20904 USA.
- Re'em, Y. (2011). *Motivating Public Sector Employees: An Application-Oriented Analysis of Possibilities and Practical Tools*. Hertie School of Governance, working Paper, No. 60, July 2011.
- Reeve, J. (2001). *Understanding Motivation and Emotion*(3rd Ed.). New York, USA: Harcourt College Publishers.
- Republic of Cameroon, (1998). *Law No. 98/004 of 14 April 1998, laying down guidelines for Education in Cameroon*. Yaoundé: Presidency.
- Rhythm 94.7FM Station. (Radio news briefing on Tuesday morning).

- Rummel, A. & Feinberg, R., (1988). *Cognitive evaluation theory: a meta-analytic review of the literature. Social Behavior and Personality, 16*(2), 147- 164.
- Ryan, R. M, & Connell, J. P. (1989). *Perceived locus of causality and internalization: examining reasons for acting in two domains. Journal of Personality and Social Psychology, 57*, 749-761.
- Saeed & Rizwani, M. (2012). *Work Motivation of Male and Female Secondary School Teachers in Karachi. Interdisciplinary Journal of Contemporary Research in Business, 4*(6), 462-467.
- Schunk, D. H. (2002). *Motivation in education: theory, research and application* (2nd Ed.). N.J. USA: Merrill/Prentice Hall.
- Shafritz, M. J., & Ott, S. J. (2001). *Classics of Organization Theory*. Earl Mcperk: Wadsworth.
- Shah, K., & Shah, J. P., (2000). *Theories of Motivation*. Laynetworks.com. retrieved from: www.laynetwork.com/beingmotivating-manager Theories of Motivation-Laynetworks.com
- Sherman, J. D., & Smith, H. L. (1984). *The influence of organizational structure on intrinsic versus extrinsic motivation. Academy Of Management Journal, 27*, 877-885.
- Sitta, M. (2006). Key policy choices in secondary education in Africa: Challenges seen from different perspectives, the case of Tanzania. <http://www.lins.no/events/NPEFO6presentations>
- Slocum, & Hellriegel, (2009). *Principles of Organizational Behaviour*. Canada, Cengage Learning.
- Srivastava, N., & Bhatia, P. (2013). *A Qualitative Study of Employee Motivation Factors in National Banking Sector of India. International Journal of Business and Management Invention, 2*, 8-22.
- Takupiwa, N., Herbert Z., Nhamo M., Willard N, Alick M., Honest, M., & Farai, M. (2013). *A Comparative Study of Motivational Levels for Rural and Urban Teachers in Masvingo District, Zimbabwe. Journal of Business, Economics and Management, 1*(2), 18-24
- UNESCO (2006). *Guide book for planning education in emergencies and construction*. Paris, France:International Institute for Educational Planning.
- United Nations Educational, Scientific and Cultural Organization (2005). *Tool for quality assurance of education for democracy. Citizenship in schools*. France: United National Education, scientific and cultural organization (UNESCO).
- Valentine, O. (2003). *Affordability of need through adequate pay*. Boston: Little Brown.
- Vansteenkiste, M., Simons, J., Lens, W., Sheldon, K. M., & Deci, E. L., (2004). *Motivating learning, performance, and persistence: the synergistic effects of intrinsic goal contents and autonomy-supportive contexts. Journal of Personality and Social Psychology, 87*(2), 246–260.
- Vansteenkiste, M., Simons, J., Lens, W., Sheldon, K. M., & Deci, E. L., (2004). *Motivating learning, performance, and persistence: the synergistic effects of intrinsic goal contents and autonomy-supportive contexts. Journal of Personality and Social Psychology, 87*(2), 246–260.
- Werner, J., & Dismore, R., (2009) *Human Resource Development*, Mason, Natorp.
- Williams, J. D. (2000). *Standards of care: Investment to improve children’s educational outcomes in Latin America*. Lapper presented at year 200 conference of early childhood development? Sponsored by the World Bank, Washington, D.C, April, 2000.
- Wlodkowski, R., & Jaynes, J. H., (1990). *Eager to learn: Helping children become motivated and love learning*. San Francisco, CA: Jossey-Bass Publication.

ⁱ **Francis Tamunonengiyeofori Orupabo** is a postgraduate student in the Department of Educational Management, Faculty of Education, Ignatius Ajuru University of Education, Nigeria.

ⁱⁱ **Dr. Helen Ngozika Lawrence Nwankwoala** was born in Amaifeke in Orlu LGA in Imo State on 10th October, 1968. She attended Central school 11 Okporo between 1974-1979 and Girls' secondary school, Iheoma between (1981-1985) all in Orlu Imo State. After her secondary school education she preceded to Rivers State College of Education then affiliated to University of Ibadan where she graduated with a degree in Education and English Language in 1990. She participated in the mandatory NYSC at Giginya Memorial secondary School Sokoto, Sokoto State. After this, between 1992 and 1994 she enrolled for a Masters' degree programme of Abia State University, Uturu and obtained a Master' degree in Educational Management and Planning. She worked with Popular Enterprises publishing company, Orlu between 1995 and 2001 as an editor. She also worked with Lagos State University, Ojo between 2002 and 2005 as a Part-Time Lecturer. She joined the services of Imo State University, Owerri from 2006 till 2008 as an Assistant Lecturer. Having a kin desire to grow academically, Dr. Mrs. Nwankwoala while in the services of Imo State University, enrolled for a Doctorate degree programme in Educational Management and Planning in 2006, and completed the programme in 2010 with a PhD degree in educational Management and Planning. Dr. Nwankwoala is happily married with pleasant children. She is presently a senior Lecturer in the Department of Educational Management of the University.