

Chapter One

Introduction

1.1 Background to the Study

Performance which is a measure of how well an individual completes an assigned job, determines the success or failure of any organization where he/she works including the school. In the school setting, the job performance of teachers is very vital to the accomplishment of school goals and objectives. As a result of roles teachers' play in the use of instructional materials, regular assessment of students, class control, making and updating lesson plans, administrative duties among others, there is need to examine their job performance as it could affect students' academic performance in the long run.

Job performance refers to how well an employee is performing tasks that are assigned to him or her in an organization. Performance is defined as the output and accomplishments of a worker, which are acknowledged by the organization or system where he works¹. Teachers' job performance is the measurement of the extent to which goals of National Policy on Education is realized². Teachers' job performance can be seen as the ability of teachers to combine relevant inputs for the enhancement of teaching and learning processes³. Many factors determine job performance of teachers in public secondary schools in Oyo State.

The teachers' job performance of in any educational level is measured by using performance rating scale or appraisal as found in civil service organizations such as; teachers' productive outputs seen in pupils performance, pedagogy, extra activities for pupils, teacher-student relationship, use of instructional aids, improvisation of instructional

aids, participation in co-curriculum activities, mastery of subject area, teacher-teacher relationship, above all, pupils' academic achievements⁴.

One of such factors as identified earlier is the involvement of teachers in the co-curricular activities of students in secondary schools. co-curricular activities are programmes or learning experiences that fall outside the realm of formal curriculum and compliment what students learn ⁵. These are programmes or activities out of class supervised and financed by the school which provide curriculum related learning and character based experiences⁶. When teachers are involved in the co-curricular activities of the students, it will help the students to identify their special gifts which assist them to excel in others areas of life aside academic performance.

When teachers are actively involved in the co-curricular activities of students it helps such teachers to pay more attention to students, help them identify gifts and ability that will assist the students to excel in other activities such as sports, poem writing and debate. Teachers are required to go beyond their teaching subjects to facilitate the holistic development of the students and all stakeholders should assist to enhance teachers' performance both in curricular and co-curricular activities⁷.

This study considered improvisation of instructional aids by teachers as one of the indices for job performance. Teaching aids are necessary in effective delivery of subject matter by the teachers, the instructional aids determine how well students will understand what they are being taught by their teachers, this makes it a very important tool in teaching – learning situation⁸. The school management and other stakeholders must ensure that appropriate teaching materials are provided in the classrooms to enhance learning. In situation where these materials are not available, an effective teacher will make effort to improvise these

teaching aids for effective delivery, this will affect the performance of such teacher in the class room. The improvisation of teaching aids is very important because teaching styles could be one of the factors responsible for poor academic performance of students and teachers' poor performance⁹.

The third indices for job performance in this study is Teachers-Students' relationship. The relationship existing between teacher and students will greatly affect the performance of students and the teachers. In situation where the relationship between a teacher and students is not cordial, it will negatively affect the teaching learning situation resulting to poor delivery of the teachers and poor performance of the students¹⁰. Teachers who desire to perform optimally will make effort to maintain good teacher student relation since it can affect the teachers' performance negatively or positively. To achieve good teacher-student relationship, teachers need to reduce negative emotions among the students such as anger, sadness, dissatisfaction, boredom, fear, and should encourage positive emotions such as confidence, happiness and safety¹¹.

Many factors influence teachers' job performance in public secondary schools in Oyo State, this study considers motivational factors and examines how it influences job performance of secondary school teachers in Ibadan Metropolis, Oyo State.

Motivation is the incentive(s) given to a worker to attract him towards his job. That is, it is the encouragement given to workers in an organization in order to put in their best¹². It is a condition under which an organization can induce its members to combine their participations and contribution in various ways, as well as to ensure that organization survive in the midst of all odds. Motivational factors could be intrinsic or extrinsic¹³.

So many things motivate workers such as study leave with pay, payment of allowance, attending conferences/ workshop/seminar, and prompt payment of salaries among others and different things motivate individuals within an organization¹⁴.

Motivation could be driven from inside and it could be from outside depending on the employee and the situation they find themselves. A well-motivated employee will go all out to ensure his/her tasks are efficient and effective to guaranty growth and development of the organizations¹⁵.

This study therefore examined salary, medical support and promotion as they determine job performance of public secondary school teachers in Oyo State.

Salary is defined as the bulk and fixed amount of money paid to an employee at the end of the month¹⁶. It is the compensation given to a worker at the end of the month for the service rendered for a person, group or organization¹⁷. Teachers' job performance is likely to have a direct link with the quality and quantity of salary which the government and the school management offer¹⁵.

Payment of salaries in schools is based on performance indicators of individuals, derive attraction, participation, commitment and improved performance¹⁸. Similarly, studies revealed that of all factors influencing job performance of employees, salary is the best predictor of teacher's performance and productivity¹⁹. On the importance of salary in driving teachers towards higher productivity, it is sad to observe that over the years, teachers in Oyo state especially in the public sector have not been receiving salaries consistently. For example, before this present administration, teachers in the state were owed salaries of more than five months.

This has often led to series of industrial action by the labour union especially Nigeria Union of Teachers. The implication of this on students' academic achievement in the state is not likely to be palatable as seen in their performance in external examination over the years.

Although, since the commencement of the present administration (Governor Seyi Makinde's Administration), salaries of teachers in public secondary schools have been consistent but it should be noted that multiplier effect of the past administration in salary delay is likely to still have effect on level of teachers' job performance. To this end, this study investigated if salary consistencies could be responsible for job performance in public secondary schools in Ibadan Metropolis, Oyo state. Another factor of motivation considered in this study is promotion; this would be discussed in the next paragraph of this study.

Promotion is defined as the act of lifting an employee to a higher position²⁰. It is an award for employees who have worked hard, obtained higher qualification and have performed well over time²⁶Promotion in civil service is symbol of staff recognition, experience, qualification and performance over a period of time²¹. Thus, if a worker in an organization is denied promotion, he or she may be disconnected and consequently may leads to low job performance and labour turnover.

However, teachers' promotion in public secondary schools as observed by the researcher has not been properly implemented. Instead of basing promotion of teachers on hard work, higher qualifications obtained and pupils achievements, promotion in public sector education inclusive seem to have been politicized and depend on employees' political connections,

favoritism and nepotism. To this end, this study therefore determined the influence of promotion on level of job performance of teachers in public secondary schools in Ibadan Metropolis.

Another factor of motivation considered in this study is provision of medical support. The provisions of medical support to teachers will go a long way in motivating teachers to work. A study investigated teacher and health care related matter in a multi-country study²². Poor health and frequent illness of teachers has been attributed to teachers' absenteeism in most of the secondary schools²³.

A study revealed that poor health was a common reason given by school teachers for early transfer, as ill teachers requested to be posted to urban centers to allow them access to medical services³¹. It was discovered that lack of adequate medical facilities had made rural postings less attractive to those school teachers²³. In Oyo State, the researcher observed that schools are not adequately provided with medical care, well equipped clinic and health insurance. This may likely contribute to the identified low level of job performance of these teachers as reflected in un-satisfaction, laziness, absenteeism and irregular class attendance and among others. To confirm the above, this study seeks to consider provision of health care as one of the factors which could motivate teachers to improve on his or her job performance.

Work environment is another factor influencing job performance that was considered in this study. Work environment can be defined as composition of three major sub environments which include the technical environment, the human environment and the organizational environment²⁴. The technical environment refers to tools, equipment, technological

infrastructure and other physical or technical elements of the workplace. The human environment includes the peers, others with whom employees relate, team and work groups, interactional issues, the leadership and management, it can be interpreted as the network of formal and informal interaction among colleagues; teams as well as boss-subordinate relationship that exist within the framework of organizations²⁵.

The third type of work environment, organizational environment includes systems, procedures, practices, values and philosophies which operate under the control of management²⁵.

In addition, work environment refers to all existing circumstance affecting labour in the work place, including job hours, physical aspects, legal rights and responsibility, heat level, available space, organizational climate and workload²⁶. Unhealthy and unsafe work environment in terms of poor ventilation, immoderate noise, inadequate illumination etc. affect employees' productivity and health. Many work environment studies have shown that workers perform better with reference to specific work environment features²⁷. Those features include: ventilation rates, illumination, and access to natural light and acoustic environment²⁷. These features preferred by users significantly contribute to their job productivity.

A satisfied, happy and hardworking teacher is the biggest asset of any organization. For instance, the level of salary, promotion, appraisal system, climate management, and relation with co-workers are the very important factors. Creating better and higher performing workplace requires an awareness of how workplace impacts behavior and how behavior itself

drives workplace productivity²⁸. Managers of schools have to create a working environment where people enjoy what they do, feel like they have a purpose, have pride in what they do and can reach their potential. The work environment affects teachers' morale, productivity and engagement- both positively and negatively. In an effort to motivate workers, firms have put into practice a number of activities such as performance based pay, employee involvement, recruiting agreements, practices to help balance work and family life as well as various forms of information sharing²⁹.

Therefore, this study considered illumination, space availability and heat of teachers' work environment in Ibadan Metropolis, Oyo State as they determine their job performance.

Illumination is universally understood as essential to the human condition. Yet illumination quality varies substantially in nature and in controlled environments leading to questions of which artificial illumination facilitates maximum learning³⁰. The illumination needed in the workplace depends on the kind of tasks being performed, either outdoors or indoors, or when they are performed, in the day, or at night. As a consequence, it will either increase or decrease the performance.

Insufficient illumination is a source of distress, thus leading to poor job performance. That happens when the teachers are exposed to uncomfortable working environment in which there is insufficient illumination in the office or classrooms. The brightness of office light influences concentration, alertness, and task performance³¹. Recent studies have proven that there is a correlation between illumination, humans' performance and health³². The studies seem to show that windows and daylight can enhance students' physical and psychological health, influence their mood, behavior and learning³².

This study determined the contribution of illumination on job performance of public secondary school teachers in Oyo State.

Space availability refers to the allocation for classrooms, science labs, open spaces and offices⁴¹. It is defined in the context of psychological and pedagogical, achievement and attitudes of the teachers³⁴. The space features played a major role in improving teaching and learning in schools and is identified as major determinants of teachers' productivity³³. Space availability is capable of stimulating teachers to engage in the teaching and learning process as well as to assist in the development of their skills or cognitive perception³³.

The actual physical layout of working environment is highly important when it comes to maximizing performance among teachers³³. When the teachers' office is too crowded with other teachers or restricted will lead to stress, pressure and other psychological effect³⁴. If teachers feel unstable or lack of freedom and motivation, on the short-run, it may lead to a very stressful environment which decreases the quality of the job performance³⁴. Past study shows that office furniture like desks, chairs, the filing system, shelves, drawers and so on, have a specified part to play hence it has to be placed in such a way that will not impinge on work activities either in the offices or classroom³⁵. As noted by this scholar, the efficiency of the teachers is determined by suitability of their office and classroom³⁵.

An overview of work environment of public secondary school teachers in Oyo State suggests that spaces are not properly arranged and thus it is likely to have a negative implication on their job performance. Most of these teachers' staff rooms are dirty, not effectively furnished

and sometimes over crowded. Another space problem observed by the researcher is the large number of students assigned to these teachers in each arm of classes for each subject. This is likely to have contributed to the observed poor job performance of these teachers. To ascertain the above, this study considered space as one of the indices of work environment especially, to investigate its relative influence on job performance of these teachers.

1.2 Statement of the Problem

Issues of poor teachers' job performance has been generating concerns of stakeholders in education ³⁶. As reflected in poor level of students' academic performance and achievement of other goals of secondary education in Oyo State, there is no doubt that teachers who determine level of these achievements are not performing optimally³⁵. This has often been attributed to many factors including motivation and work environment. If a teacher is properly motivated, he is likely to be satisfied and give his best at work to promote performance as well as enhance moral development of his students.

An observation of the researcher suggests that despite all, teachers' salaries in Oyo state cannot be compared with those of their counterparts in other sectors and most time what is given to them cannot meet their basic needs of life, therefore, teachers in public secondary schools in Ibadan Metropolis have to seek alternative means to make ends meet, causing divided attention, absenteeism from school, irregular attendance to class, lack of concentration, dissatisfaction among others. This is why teachers' job performance in public secondary schools in Ibadan metropolis has to be questioned because of the poor academic performance of students' in external examinations such as WAEC and NECO ^{36,37}. Despite the government and management of the school board' efforts to enhance job performance among the teachers, there are still challenges of insufficient illumination,

inability to put measure to ensure favorable heat devoid of extreme cool or hot as well as overcrowding teaching and learning without enough space for special learning activities hence affecting the capacity of the teachers to performing their task adequately¹⁶. Many of the past studies on job performance concentrate on the cognitive trait of the students while this study will focus of the three domains of learning that is; cognitive, psychomotor and affective traits of the students ³⁶. This therefore informs the researcher's quest to investigate influence of motivational factors and work environment on job performance of public secondary school teachers in Ibadan metropolis with focus on the students' affective, cognitive and psychomotor traits.

1.3 Aim and Objectives of the Study

The aim of the study was to investigate the influence of motivation factors and work environment on secondary school teachers' job performance in Oyo State. The specific objectives were to:

- i. identify the level of motivational indices (salary, promotion and medical support) among secondary school teachers in Ibadan metropolis;
- ii. ascertain the level of work environmental factors (illumination, heat and space availability) in public secondary schools of Ibadan metropolis;
- iii. determine the level of job performance (teacher-pupil relationship, improvisation of instructional aids and participation in co-curricular activities) among secondary school teachers in Ibadan metropolis; and
- iv. determine combined influence of motivational factors (salary, promotion and medical support) and work environment factors (illumination heat and space availability) on job performance of secondary school teachers in Ibadan metropolis

- v. determine relative influence of motivational factors (salary, promotion and medical support) and work environment factors (illumination heat and space availability) on job performance of secondary school teachers in Ibadan metropolis

1.4 Research Questions

The following research questions were developed to guide this study;

- i. What is the level of motivational indices (salary, promotion and medical support) among secondary school teachers in Ibadan metropolis?
- ii. What is the level of work environmental factors (illumination, heat and space availability) in secondary schools in Ibadan metropolis?
- iii. What is the level of job performance (teacher-pupil relationship, improvisation of instructional aides and participation in co-curricular activities) among secondary school teachers in Ibadan metropolis?

1.5 Hypotheses

The following hypotheses were analyzed in the study;

H₀₁: There will be no significant combined influence of motivational factors (salary, promotion and medical support) and work environment factors (illumination, heat and space availability) on job performance of public secondary school teachers in Ibadan metropolis

H₀₂: There will be no significant relative influence of motivational factors (salary, promotion and medical support) and work environment factors (illumination, heat and space availability) on job performance of public secondary school teachers in Ibadan metropolis

1.6 Significance of the Study

This study would be published and its results would be made available to the public. Therefore, it would be significant because of its importance to different stakeholders in educational sector. For instance, it would be of importance to public school teachers and government (Policy makers on education), the school management of secondary schools, the teachers, the students and other stakeholders such as parents or guardian of secondary school students.

It should help policy makers to have idea of what to enforce to ensure teachers are well motivated to achieve educational sector set objectives. In addition, it should help school managers to know things to be put in place to ensure well motivated teachers as well as required facilities to ensure adequate work environment. Finally, this study should help parents to know the role they can play to motivate their wards' teachers for their effective performances which would eventually affect students' performance and societal growth and development.

1.7 Scope of the Study

Contextually, the study would focus on motivational factors (salary, promotion and medical support), work environment factors (illumination, heat and space availability) and job performance (teacher-pupil relationship, improvisation of instructional aides and participation in co-curriculum activities). Geographically, the study would be carried out in all the eleven local government areas in Ibadan metropolis. In terms of population, the study would involve all public secondary school teachers in Ibadan metropolis.

1.8 Limitations of the Study: The need to identify influence of work environment and motivational factors on public secondary school teachers' job performance is very critical. This study's scope was limited to Ibadan Metropolis which is only 11 out of the 33 Local

Government areas existing in Oyo State. In addition, my movement was restricted due to COVID 19.

1.9 Operational Definition of Terms

Public Secondary Schools: These are schools managed by the government of the states where they are located

Teachers' Job Performance: This refers to the extent to which teachers in Ibadan metropolis are performing their assigned duties for improved academic performance of students and growth of public secondary schools in Ibadan metropolis where they work. In this study for job performance, indices such as teacher-pupil relationship, improvisation of instructional aids and participation in co-curriculum activities were considered

Teacher-pupil Relationship: In this study this considers how cordial is the relationship between teachers and student which is believed to have either positive or negative influence on teachers and students' performances.

Improvisation of Instructional Aids: This considers extent to which teachers can improvise instructional aids such as markers, flip chart board, television radio and others to improve their job performance and students' academic attainment.

Participation in Co-curricular Activities: This refers to teachers' involvement in activities that are not core academic activities such as sport, debate, drama, and others. These activities can help to build the psychomotor skills of the students.

Work Environment: This implies the teaching-learning environment where teachers in public secondary school in Ibadan metropolis are working. For this study it includes; illumination, heat and space availability in the study area.

Illumination: This refers to the brightness level of the classroom which can influencing learning negatively or positively. This is determined by the presence of windows, lighting materials like bulbs and fluorescent.

Heat: This considers the degree of coldness or hotness of the classroom which can have great influence on students' uptake in their schools. This is determined by the type of roofing materials used in the classroom construction in Ibadan Metropolis.

Space Availability: This refers to the size of the classroom compare to the number of students in the class. This is believed to have tendency to affect the level of concentration of students in the classrooms.

Motivational Factors: This refers to factors that motivate public school teachers to work effectively in their schools for better academic performance of students. This study considered factors such as promotion, salary and medical supports.

Salary: Remuneration give to public secondary school teachers at the end of the month in Ibadan metropolis.

Promotion: This is the advancement of teachers in public secondary schools in Ibadan metropolis which usually take place every three years.

Medical Support: These are support given to teachers in public secondary schools in Ibadan metropolis by the school management and government. Example of such supports include health insurance e.g. NHIS, sick leaves, First Aid and financial support to sick teachers.

Ibadan Metropolis: This is the area chosen for this study, it has eleven local government areas namely; Akinyele, Lagelu, Ona Ara, Oluyole, Egbeda, Ibadan Southwest, Ibadan North, Ibadan Northwest, Ibadan Northeast, Ibadan Southeast and Ido.

Endnotes

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Chapter Two

Literature Review

This literature is reviewed under the following headings and subheadings:

2.1 Conceptual Review

2.1.1 Performance

2.1.2 Job Performance

2.1.3 Teachers' Job Performance

2.1.4 Teachers' Job Performance Indices

2.1.5 Motivation

2.1.6 Types of Motivation

2.1.7 Factors Affecting Work Environment

2.1.8 Work Environment

2.1.9 Types of Work Environment

2.2 Theoretical Review

2.2.1 Motivational Theory X and Y

2.2.2 Theory of Work Environment

2.3 Review of Empirical Studies

2.3.1 Employees Motivation and Job Performance

- 2.3.2 Leadership Styles and Job Performance
- 2.3.3 Employees Relation and Organizational Culture and Job Performance
- 2.3.4 Job/ Workplace Environment and Job Performance
- 2.3.5 Communication Channel and Job Performance
- 2.3.6 Training/Development and Job Performance
- 2.3.7 Recognition/Reward System and Job Performance
- 2.3.8 Evaluation/Equipment Provision and Job Performance
- 2.4 Conceptual Model**
- 2.5 Summary of Literature Reviewed**
- 2.6 Endnotes**

2.1 Conceptual Review

2.1.1 Performance

The term “performance” describes how an employee carries out the task that makes up the job. It could also be viewed as the capability of a worker to combine appropriate behaviour towards the realization of organizational goals and objectives¹. Performance is a behaviour, process, procedure, way of working or an accomplishment². Individual job performance refers to how well the job is performed by an employee ³. Performance could thus be expressed in terms of quantity and quality of output, levels of absenteeism and turnover, profitability and the quality of industrial relations¹. It is further explained as the quantitative and qualitative expression of the level of the achievement of the intended goal of a person, a group, a unit, or an organization assigned to do a job and the effort made to achieve the specified objective⁴.

Performance is the success level of a person during a certain period of time⁵. It is the overall value that a company expects from the different set of behaviours that individuals bring to the end of the standard period of time⁶. Similarly, it is the completion of assigned duties and the results produced on certain functions or work activities during a certain time⁷. It also means actions that add value, either directly or indirectly, to the organization’s capability, achievement and accomplishment⁸. Performance refers to both behaviours and results which implies that it needs to be measured with both behaviours and outcomes. In addition, it is a process of accomplishing an action that can be measured using certain indicators².

Performance is what an organization hires one to do, and do well.

Performance is peoples' behaviour which are relevant for organizational goals, it is of two aspects namely; behavioral and outcome aspects. Behavioral implies what employees do in work situations which encompasses behaviour relevant to achieve organizational goals, while consequences or result of an individual behaviour.

Performance is peoples' behaviour which are relevant for organizational goals, it is of two aspect namely; behavioral and outcome aspects. Behavioral implies what employees do in work situations which encompasses behaviour relevant to achieve organizational goals, while consequences or result of an individual behaviour⁹. Performance is also defined as the employees' capability to accomplish their jobs¹⁰. It indicates anything performed by employees, which may be in the form of their task completion effectiveness, cooperation relationship with other parties, quality and quantity of their job output, and their attendance at work. It is an important tool to measure the effectiveness of the individual and organizations¹¹.

Performance is important for the organization as well as the individual. For instance, organizations need high performing individuals in order to meet their goals, deliver the products and services they are specialized in, and also to achieve competitive advantage over others. However, for the individuals, accomplishing tasks and performing at a high level can be a source of satisfaction, with feelings of mastery and pride. Low performance and not achieving the goals might be experienced as dissatisfying or even as a personal failure⁹.

2.1.2 Job Performance

A job is something a person or group of persons engage in to earn a living. Job performance is the accomplishment of duties and obligations of an employee, including additional duties outside of his obligations^{12, 13}. An author wrote that job performance which could also be seen as employee performance is the behaviour or actions of employees related to the goals or objectives of the organization concerned¹⁴.

It is the work quality and quantity achieved by an employee in carrying out their duties in accordance with the responsibilities given to him at his or her job¹⁵. It can also be seen as execution, conduct, compliance or conformity with stated decisions or directives issued by a super-ordinate or demanded by a job. This shows that performance of any job must be according to the pattern set for performing the tasks. In addition, it is the accomplishment of a person's work in a particular period that has gone through a standard work process¹⁶. It refers to the execution conduct, compliance or conformity with stated decisions of directives issued by a super ordinate or demand by a job¹⁷.

Job performance is viewed as measurable actions, behaviour and outcomes that employees engage in or bring about that are linked with and contribute to organizational goals¹⁸. It is the behavioural outcome of an employee showing positive attitudes towards his or her organization¹⁹. Optimal job performance can be seen both from the quality and quantity that is indispensable to support the achievement of the goals of the agency or organization¹⁵. The multicultural competence can

improve work performance and can be used to achieve the organizational goals²⁰. The job performance of an individual is a function of the person's disposition of the environment where he finds himself²¹. It includes productive and counterproductive employee actions and behaviours that contribute to the achievement of organizational goals and objectives²².

Job performance is seen as the overall behaviour in relation to a job. In addition, it assesses whether an individual performs a job well or not. It is the implementation of an action or one's ability²³. In a literature, it was summarized that:

1. Job performance is behavioural: which implies that conditions not constrained by the worker can be compelling on it. In this sense, a methodology in view of just results won't mirror the commitment to hierarchical goals really;
2. Job performance is episodic: suggests employees' contribution in exercises of no outcome to the accomplishment of organizational goals and
3. Job performance is evaluative: meaning social events can bring about show change which influences the commitment they accommodate organization's targets²⁴.

Job performance is explained as the level of success achieved by an individual as a result of his efforts. It is also the end result of the application of efforts by an individual employee. It further refers to whether an individual performs well in his job or not. It was also added that performance is a very crucial issue for an individual, organization and nation at large. Low level of performance results to non-achievement of organizational goals which could also be

regarded as a personal failure. On the contrary, carrying out jobs by performing at a high level is a source of satisfaction to an individual, achievement of targets for the organisation and production for the nation which ultimately gives feelings of mastery and self importance²⁵.

Scholars in a literature posited that job performance is the core construct of today's work setting as it shows how good or bad the employees are working and probably what are the specific training programs that should be designed for them to improve on themselves. In addition, most of the placement decision depend on job performance. It can be said that performance will not lose its attractiveness in the years to come because it is the major contribution made by the employees to the organization where they work²⁶.

Job performance focuses directly on employee productivity by assessing the number of units of acceptable quality produced by an employee in a manufacturing environment, within a specific time period²⁶. The level of training of an employee whether skilled or unskilled will affect his/her performance in any organization ²⁷. Job performance is viewed as workers' complete ability and productiveness in the attainment of the projected value and realization of everyday jobs in line with the prescribed procedure and timeline of the organization. It is an index for improvements, idleness, recompenses, retributions, reviews and remuneration changes. It also gratifies the desires for employees to realize themselves²⁸.

Job performance of an individual plays an important role in the development of an organization since it highly influences the overall firm's performance and also functions as

the strategic variable in work and organizational psychology²⁹. Employee performance is results of quality work exhibited by each employee while performing a given task within the organization³⁰.

It has been defined as the worth of organisation can anticipate from distinct behaviours performed by an employee over time²⁹. In-role or task and contextual performances or organizational citizenship behaviours are two types of individual performance that have been examined³¹. Also constituting performance at work are three major types of behaviour listed as follow; the first one is task performance which is "implying duties and responsibility performance, hence contributing to good and services production or administrative tasks".

Citizenship the second type means actions like helping others when not required, supporting the objectives of the organization, respectfully treating coworkers which contribute to the psychological environment of the organization. While actions like stealing, damaging company properties and behaving aggressively towards coworkers are counterproductive and are term negative behaviour³².

Job performance is one of the most important organizational outcomes in work and organizational psychology³³. It has been distinguished as an important player in organizations for gaining superior productivity and competitive advantage²². Specifically, scholars defined employee performance as a function of individual ability, skill and effort in a given situation³⁴. In a nutshell, authors in a literature saw employee performance as behaviour that accomplishes results³⁵. From human resource perspective, some scholars defined employee job performance as the perspective of those factors either human resource

practices which have direct impact on such relationship³⁶. In a study, job performance was defined as the task specific behaviours that individuals exhibit as part of their job³⁷.

Good job performance is related to achieving quality, quantity, dependability and creativity. The notion of job performance could be viewed from different perspective. First, the determination of what employees are expected to do as indicated by the employers viz-a-viz what the employees are actually doing. Secondly, the determination of employees' actual workload whether it is too heavy or light. Thirdly, assuming that an employee has a clear outline of what the job description is, there are certain variables which might enhance or hinder employees' efforts as well as willingness or desire to perform effectively and efficiently²³.

2.1.3 Teachers' Job Performance

Ideas, powers knowledge, information and skills transfer to learners are engine house which teachers represent ³⁸. Every one of the variables in educating and learning experience to advance the achievement of instructive goals are facilitated by teachers as opined by researchers. Essentially put the accomplishment of instructive establishments rely vigorously upon instructors' work performance ³⁹. The scholar, social, and emotional advancement of students are improved by educators to work on human resources in instructive institutions⁴⁰.

Educators' work performance in secondary school setting is exceptionally essential to the achievement of school objectives and goals. In fact, as a result of the roles which teachers play in the use of instructional materials, regular assessment of students, class control, making and updating lesson plans, administrative duties among others, there is therefore need to examine their job performance as it could have a positive or negative effect on students' academic performance in the long run. Teachers' job performance refers to the measure of how well teachers conduct and execute their duties in compliance or conformity with the stated decisions, rules and directives issued by a super ordinate (probably the school head) or by the demand of the job¹⁷. It is the effort of a teacher to achieve some specific school goals²¹. Activities of teaching and administration in schools as indicated in the level, way, manner, processes, and commitment shows Teachers' job performance in secondary schools ⁴¹.

Teachers' job performance is the ability of teachers to execute their primary assignment which includes training students to become useful into useful. This achieve by teaching, teaching and modifying students' behaviour³⁸.

Teachers' job performance beyond class teaching also entails; punctuality to school and class, termly completion of scheme of work, up to date lesson plan and notes helping to solve students' academic and learning difficulties³⁸.

Furthermore, it is the ability of teachers to impact the relevant skills and knowledge using appropriate methods consistently over time to enhance students' learning and achievements⁸.

Teachers' job performance helps to ensure that students are which an indication of their overall efficiency in teaching profession⁴².

Teacher's job performance is dynamic, varied and all-encompassing in the sense that a teacher is required to take up expanded roles and responsibilities including; curriculum developer, a mentor, facilitator, motivator, team leader, researcher, decision maker, innovator and a mobilizer. Duties of teachers are to be discharged more within the school system and be extended to the society at large²³. An author stated in a literature that educators' work execution alludes to an interaction by which teachers achieve or complete the given work

inside or outside the educational system sufficiently to the degree that the result, when estimated or seen, will show the normal ways of behaving from the teachers. The researchers further noticed that teachers' work execution should have been visible as administration work and intelligent function¹.

Researchers characterized educator work execution as their capability to combine pertinent efforts in improving the teaching-learning process. It was further viewed as what a teacher does both inside and outside the classroom and how it affects students' knowledge⁴³. Scholars also viewed it as the overall expected value from an employee's behaviour carried out over the course of a set period of time⁴⁴. Traditionally, job performance was evaluated in terms of the proficiency with which an individual carried out the tasks that were specified in their job description⁴⁵.

Job performance is how effective and efficient teachers execute a given task within an allocated timeframe against benchmarks set by the school. Those who meet or exceed the

targets set will be performing according to expectation, below that they will be underperforming⁴⁶.

Teachers' job performance is seen as their commitment to the accomplishment of educational objectives and targets while in certain studies it is restricted to teaching behaviour^{8, 47}.

Teachers' job performance applies not exclusively to the classroom or school, yet in addition to whatever other setting where students are available. Teachers' job performance is regarded as multidimensional because it consists of several dimensions such as preparation for the lesson, instruction, student evaluation, commitment, extracurricular activities, effective monitoring and inspection, effective leadership, motivation and discipline, instructional, professional and personal qualities, contextual and task performance, classroom management, considering individual differences among students, using motivational tools continuously, teaching style and methods, finding solutions to students' problems and guidance^{24,48,49}.

Teacher's job performance could also be described as the duties performed by a teacher at any given time in a school geared towards achieving both the daily school and classroom objectives and the entire set goals and objectives of education. The duties performed by a teacher include but not limited to - giving and marking of continuous assessment, covering of scheme of work adequately, managing stubborn students in the class without distorting teaching and learning, preparing plan of any lesson to be taught and so on and forth⁵⁰.

Teacher's job performance is seen in their teaching quality which is the ability of the teacher to demonstrate sound professional attributes like scholarship through adequate training which is pivotal to successful teaching, students 'learning outcomes and attainment of

quality education in secondary schools. Teachers' quality is also manifested in their mastery of the subject matter, skills and competences in the teaching and learning processes, which would definitely result in the accomplishment of the stated educational goals. This means that a high performing teacher would possess the qualities for effective teaching and pleasant learning

within the school setting. He/she would know what to teach, how to teach, and whom to teach⁵¹.

The nature of teachers and teaching are the most significant factor that influence learning at large scale. Also, teachers' performance signifies the capacity to work effectively in performing teaching tasks with high abilities and exertion concerning topic utilizing sound pedagogical content that prompts students' comprehension and effective learning. Therefore, to accomplish these in teaching performance, teachers ought to master their subject contents, know the attributes of good teaching, knowledge of different on appropriate pedagogies methods and teaching methods, learning styles of students and see their own strengths and weaknesses in teaching to play out their teaching responsibilities effectively⁵².

Teachers' job performance could be measured through teachers' job satisfaction and attitudes such as job commitment, feelings, job challenges, job objectives and job responsibilities. It can also be described as the extent to which the activities of teachers in terms of teaching have yielded effective and efficient output. Effective teachers' job performance can be characterized with: punctuality, regularity, excellent lesson preparation, efficient classroom management skill, good knowledge of teaching subject, good relationship skill, facilitating method of teaching, constant use of teaching aids among others⁴¹. Teachers' performance can be manifested in improvement in production, ease in

the use of new technology and high level of motivation⁵³. Teachers' performance is also defined as "how effective they influence others in ways that generate the desired institutional outcomes⁵⁴.

Job performance of teachers in secondary school can also be measured in terms of the quality of their students²¹. It was claimed that teacher's performance is measured on the basis of quality, quantity, and time⁵. The performance may be high or low depending on the level of input and output. In addition, it can also be measured through evaluation of teachers' techniques and methods, effective skills etcetera. Another method of measuring teacher's job performance is through the teacher's lesson presentation which ranges from introduction of lesson to teacher's mastery of subject content, class participation, class control, supervision, effective leadership, motivation, morale among others.

Teachers are expected to render a very high performance and the state Ministry of Education is always curious regarding the job performance of her teachers²¹. A teacher's job performance entails the achievement of educational goals through the process of teaching-learning¹. It includes prompt attendance to lesson delivery and coverage of the syllabus among other issues. Teachers' job performance, therefore, refers to the ability of teachers to combine relevant inputs for the enhancement of teaching and learning processes, and the level of the teachers' participation in the day-to-day running of the school^{1,55}.

Job performance comprises of parts like revelatory information, procedural information and abilities, and inspiration. The main part of job performance which is decisive information might allude to proficient information that is a fundamental component for compelling teaching⁵⁶. The subsequent part viewed as vital for job performance is "procedural

information and abilities". This part is significant on the grounds that it isn't sufficient to know a subject, teachers should be proficient about what to teach and how to teach to be an effective teacher. Alongside dominating the strategies and procedures in the teaching activities, the capacity to apply them effectively improves performance⁵⁷. Thirdly, teachers' motivation is likewise significant for accomplishing high performance⁵⁸.

At the point when definitive and procedural information and abilities of educators are joined with their craving to teach, teachers would be bound to perform better. Be that as it may, having revelatory and procedural information and abilities may not be adequate to educate efficiently, which prompts the job of motivation in teachers' performance. Uplifting perspective towards the calling, the capacity to see things decidedly, and partaking in the work emphatically affect educator inspiration, prompting the improvement of instructor work performance over the long time and the educating process^{56, 59}.

In a literature, it was emphasized that the key aspects of teachers' job performance involve the use of instructional materials, class control, mastery of their subject matter, regular assessment of students, teaching methods, making lesson plans, conduct of fieldwork, assessment of pupils, teachers' participation in sports, keeping of records, students' discipline, attending school assembly among others⁶⁰. Teachers play a vital position in promoting education, learning and professional growth of learners⁶¹. It should be noted that teachers are vital assets in any learning institution; their job performance is very important in determining the extent to which instructional process is enhanced⁵³. An author stated that teacher's interactions, views, duties and behaviour play vital role in ensuring the achievement in educational institution⁶².

2.1.4 Teachers' Job Performance Indices

According to a scholar and his associates, the potential facets of job performance are categorized into: - task execution, relevant execution and counterproductive behaviours⁶³. A researcher gave one more type of performance in such manner that is adaptive performance alongside contextual performance, task execution and counterproductive work behaviours⁶⁴. In this review, proportions of teachers' work performance as per a few researchers' educator work execution system incorporate - task performance, contextual performance and adaptive performance⁶⁵.

2.1.5 Motivation

Motivation is the process of providing incentives or rewards to encourage employee in organizations to exhibit high level of commitment to their jobs in order to achieve objectives set by the organization.

Unsatisfied workers produce unacceptable outcomes, in this way, top administration must deal with their employees to guarantee that they are fulfilled in their jobs; when they are fulfilled; they take a shot at the organization's objectives and aim⁶⁶. The progress of any association relies upon the capacity of managers to give a spurring climate to its workers. The test for supervisors today is to keep the staff motivated and performing great in the workplace⁶⁶. The administrator needs to know the way of behaving of every employee and what could motivate every one exclusively. By understanding employees' necessities, manager can comprehend what awards to use to motivate them⁶⁶.

So when the employee is motivated to work he/she gains more interest in the work settings, his/her loyalty increases for organization. Employees are committed to their jobs only when they are internally convinced to their duty roles and motivated for their work⁶⁷. So one way

is to stimulate and energize employees is to motivate them which lead to commitment for job and then job satisfaction⁶⁷.

2.1.6 Types of Motivation

Different types of motivation are frequently described as being either extrinsic or intrinsic⁶⁸:

- i. Extrinsic motivations are those that arise from outside of the individual and often involve rewards such as trophies, money, social recognition, or praise.
- ii. Intrinsic motivations are those that arise from within the individual, such as doing a complicated crossword puzzle purely for the personal gratification of solving a problem⁶⁸.

Going as far back as 1918 it has been generally assumed that there are two basic types of motivation: intrinsic and extrinsic⁶⁹.

Employee motivation can be of two types the first type is Extrinsic and the other one is intrinsic motivation⁷⁰. The people who have extrinsic motivation are the one who never interested in doing any kind of odd jobs, but they get ready just for the sake of getting some extra incentives such as wages or promotion, some praises and appreciations. People with intrinsic motivation are internally motivated or are self-motivated people, and for them to perform their job well, they don't need extra praise, wage or any other rewards ⁷¹. They actually enjoy doing the challenging jobs and complete their targets efficiently⁷². The best form of motivation is intrinsic one because it has long term and strong effects on employees because intrinsic motivation cannot be imposed by the management on employee as it is inherited in employees⁷³.

2.1.7 Factors Affecting Motivation

Many factors have been attributed to motivation of employees in organizations⁷⁴. These factors affecting employees' motivation in an organization are as listed below;

1. Salary

Salary has been raised as an inspirational variable by a significant number of specialists. It is habitually seen as a picture of accomplishment and besides associated with comfort and security. It is considered as influence for the manager, since they can use cash as a strategy and money can extraordinarily influence workers' motivation. A couple of analysts have communicated that motivation is the essential instrument to be used. Understanding that it exists a close relationship among remuneration and the results procured.

2. Workloads

Workloads alludes to the force of the occupation assignments. It has ordinarily been the measure of work doled out or the measure of work anticipated that would be finished by a specialist in a day and age. It is a wellspring of mental worry for workers. Stress is a dynamic perspective in which human face opportunity and limitation. Workload can contrarily influence its general execution. The primary goals of surveying and foreseeing workloads are to accomplish an even appropriate, oversee workload and decide the asset expected to do the work. It is hard to have a full control over every one of the workloads at constantly.

3. Work Environment

Employee level of motivation is affected by the nature of the workplace both its physical attributes and how much it gives important function. While an agreeable physical condition is corresponded with worker motivation, the relationship is not only as solid as the connection between motivation and management conduct. Moreover, when employee feel that management does not acknowledge or recognize their endeavours or work done they may utilize poor working conditions as a reason to get back at management.

4. Promotion Opportunities

If the organization gives workers the important elements to promotion, for example, facilities, skills and ability, at that point employee will be consequently satisfied and motivated. Promotion and satisfaction have an immediate relationship. It was demonstrated that Maslow's hierarchy of need theory additionally depicted that when regard needs (self-sufficiency, power, acknowledgment and status) of individuals are satisfied, they will be happier with their occupation. Herzberg theory of inspiration states what employee request from their occupation, the need theory shows that there is a need of accomplishment and requirement for control in individuals. Individuals will be more fulfilled and inspired when their requirements are satisfied.

5. Training and Development

Training gives opportunities to employees' development and improves their insight and aptitudes for successful advancement. Prepared workers are more persuaded with their occupation when contrasted with untrained employee. These preparation programs emphatically raise employees' progression that is useful for capabilities. By getting these preparation programs employee can get confident, development of profession, and have

positive idea for their organizations. The point of these training and management programs is to alter employees' abilities and organization possibilities.

2.1.4 Concept of Work environment

Work environment speaks to totality of situations employees are exposed to in their work place. The work environment will have great influence on employee job performance, job satisfaction, work attitude and so on. Many scholars have attempted conceptualizing the working environment. Perhaps it may be defined in its simplest form as the settings, situations, conditions and circumstances under which people work⁷⁵. According to⁷⁵ work environment is one of the important factors affecting employee retention. The different characteristics of work environment in production and service sector are different which is quite interesting because in service sector the organizations staff directly deals with the customers or consumers⁷⁶. It means that work environment is the sum of the interrelationship that exists among the employees and the employers and the environment in which the employees work which includes the technical, the human and the organizational environment⁷⁵.

Work environment also has a key role to play in employee commitment, ensuring employees' committed it is very important and can only be guaranteed by recognizing employees' needs and provide them with healthy work environment¹¹. When people feel that they are making positive contributions in an organization, then they stay for long in such organization and strive to work harder because of positive work environment⁷⁷.

The talented employees of these organizations work together for achieving the organizational goals. According to the study of⁷⁵ in employees' decision making of either to

stay or leave the job, there is an important role of work environment which is also an important factor in employee retention. For example, for the physical and psychological health of employees the noisy work environment is harmful to their health and can reduce their job performance¹⁰. Reduction in stress and anxiety are helpful for the environment of an organization to increase their employees' job performance. Recognition of responsibilities, work clarity, involvement in decisions making, work challenges, co-workers support and efficient managers are included in work environment⁷⁵. The employee looks forward for opportunities in other organizations because the lack of such environment⁷⁶. In this environment the employee feels connected with organization in all aspects. The employees need an environment where they have continuous learning, improvement in their skills provision of certification and higher studies etc.⁷⁶.

2.1.5 Types of Work Environment

There are many different types of work environments that include a combination of physical components, company culture and working conditions. What elements make for the best type of work environments depend on an organization's industry and age, the number of and types of employees, and the ideal environment the organization wants to cultivate.⁷⁷

Identified the different types of work environment as presented below;

1. The conventional work environment

The conventional work environment is highly-structured and organized, and includes systematic activities, such as working with data and numbers. This kind of environment is characterized by routine, stability, tradition and well-defined rules and procedures. People who gravitate to this environment are typically neat, well-organized and prefer to follow directions. This work environment typically involves working in an office and regular hours. An occupation that is well-suited to the convention work environment is Receptionist.

2. The enterprising work environment

The enterprising work environment is focused on the achievement of organizational and financial goals and typically includes activities like persuasion, management and sales. Such an environment is characterized by competition, achievement, power, money and competition and may involve activities like sales and management.

People who thrive in this kind of work environment are normally outgoing, ambitious and assertive. This work environment includes working in a corporate or business environment or working in the retail industry. A job that is compatible with this environment is Sales Manager worker

3. The social work environment

The social work environment is people-focused and involves activities that revolve around teaching, guiding, healing and understanding people. As this social work environment involves a lot of social interaction, it attracts people who enjoy social interaction and are motivated by helping others.

To do well in such an environment, you need to have excellent communication, verbal and interpersonal skills. This kind of environment may include working in an office, doing fieldwork, consulting with clients, teaching at a school or college or working in a hospital. A job that falls into this category is social workers.

4. The artistic work environment

The artistic work environment is unsystematic and emphasizes freedom of expression, creativity, aesthetics, imagination and originality. This environment is characterized by freedom and lack of structure and rules. People who are drawn to this kind of environment are normally unconventional, free-spirited, intuitive and self-directed. This work environment may involve theater productions, music performance, design work, writing, and the creation of art. An example of a job that falls into this category is Fashion designer.

5. The investigative environment

The investigative environment is focused on math and science and involves problem-solving and creative and abstract thinking. As is the case with the artistic work environment, this environment is unstructured and encourages independence and freedom of thought and action.

People who do well in such an environment are innovative thinkers who prefer working with their minds rather than engaging in practical and physical tasks. This environment includes

working in laboratories; computer programming; doing statistical, science or mathematical work and archeology. An example of a job in this environment is research scientist

6. The realistic environment

The realistic environment is focused on manual work that involves using tools, instruments and instruments and could also involve animals, plants and working outdoors. People who enjoy working with their hands and focusing on the present, do well in this environment. This environment includes mechanic, engineering and technical jobs that could involve working on-site, in workshops or doing call-out work. An example of this work environment is Plumber.

2.2 Theoretical Framework: The theoretical framework guides and should resonate with every aspect of the research process from the definition of the problem, literature survey, methodology, presentation and discussion of the findings as well as the conclusions that are drawn⁷⁸.

The theoretical framework of the study will be following;

2.2.1 Motivational Theory X and Y

Understanding Theory X and Theory Y

Theory X and Theory Y were first explained by McGregor in his book, "The Human Side of Enterprise," and they refer to two styles of management—authoritarian (Theory X) and participative (Theory Y)⁷⁹.

If you believe that your team members dislike their work and have little motivation, then, according to McGregor, you'll likely use an authoritarian style of management. This approach is very "hands-on"

Additionally, for the most part organizations continuously controls peoples' work to ensure that the task is finished appropriately. McGregor called this Theory X⁸⁰.

On the other hand, in case you acknowledge that your people put sincerely in their work and believe it to be a test, then you'll more plausible interpretation of a participative supervision style. Managers who use this approach trust their people to get a sense of ownership with work and do it really without assistance from any other individual. McGregor called this Theory Y⁸¹.

The system that you take will by and large influence your ability to spur your tae mates. Along these lines, it's basic to appreciate how your perspective on what persuades them can shape your administration style⁸¹.

We'll by and by take a more critical look at the two exceptional speculations, and track down how and when they can be useful in the work environment.

Theory X

Theory X supervisors will for the most part take a pessimistic viewpoint on their kin, and expect that they are regularly unmotivated and detest work. Hence, they feel that colleagues ought to be incited, redressed or rebuffed ceaselessly to guarantee that they complete their assignments

Work in affiliations that are overseen like this can be dull, and individuals are regularly propelled with a "carrot and stick" approach. Performance appraisals and remuneration are

usually based on tangible results, such as sales figures or product output, and are used to control staff and "keep tabs" on them ⁸¹.

This style of management assumes that workers:

- i. Despise their work.
- ii. Stay away from responsibility and need constant direction.
- iii. Must be controlled, constrained and threatened to deliver work.
- iv. Should be directed at each step.
- v. Have no motivator to work or desire, and consequently should be enticed by remunerations to accomplish objectives.

As per McGregor, associations with a Theory X methodology will generally have a few levels of managers and supervisors to supervise and coordinate workers. Authority is seldom delegated, and control remains firmly centralized. Managers are more dictator and effectively intervene to finish things.

Despite the fact that Theory X management has to a great extent dropped out of relevance as of late, big organizations might find that embracing it is unavoidable because of the sheer number of people that they employ and the tight deadlines that they need to meet.

The first part of McGregor's theory is Theory X. Managers have many assumptions about their employees in Theory X:

Workers dislike their jobs and they are inherently lazy.

Workers have little motivation and prefer direction from their superiors.

Workers need consistent rewards and punishments to ensure their task is completed.

Workers do not have a desire to grow or achieve personal or professional goals⁸².

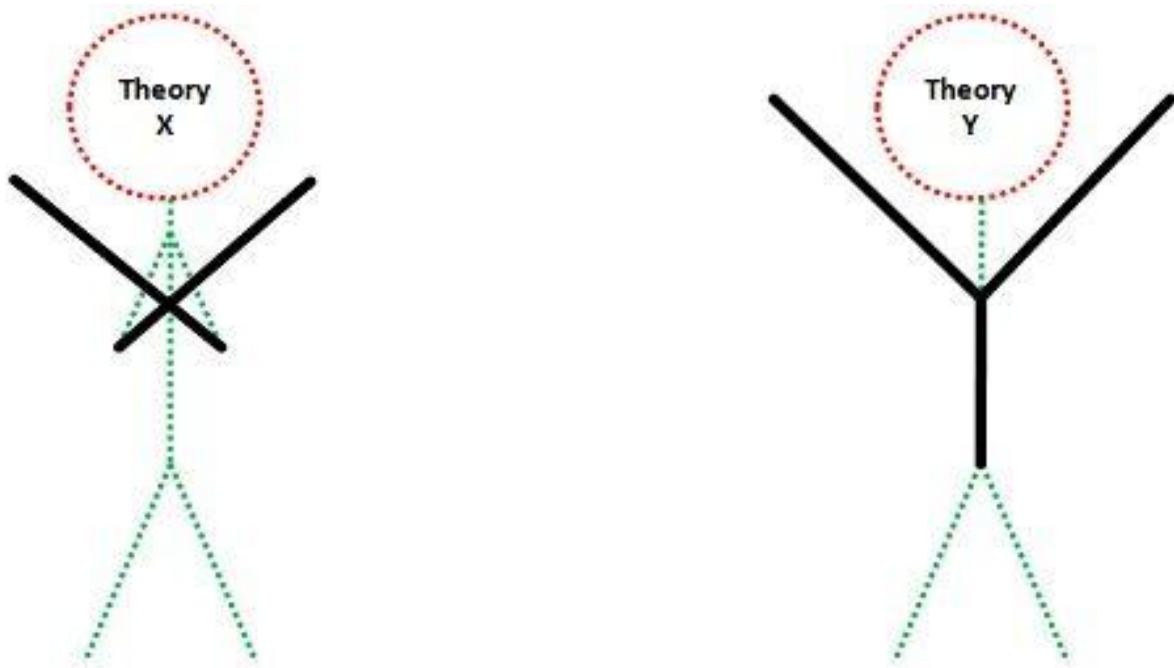


Fig 2.1: A person refusing to work (“X”) and a person cheering the opportunity to work (“Y”) ⁸²

Theory Y

Hypothesis Y supervisors have a hopeful, positive assessment of their people, and they utilize a decentralized, participative management style. This encourages a more collaborative, trust-based connection among managers and their team members ⁸³.

People have more prominent responsibility, and managers urge them to develop their abilities and recommend upgrades. Evaluations are regular but, not at all like in Theory X organizations, are they used to support open communication as opposed to controlling their staff.

Theory Y organizations likewise offer workers continuous chances for advancement.

This style of the management expects that workers are:

- Happy to work using their initiatives.
- Involved in decision making process.

- Self-motivated to finish their responsibilities.
- Appreciate taking responsibility for work.
- Look for and acknowledge responsibility, and need little direction.
- View work as satisfying and challenging.
- Solve problems innovatively and creatively.

Theory Y has become more famous among organizations. This mirrors workers' rising desire for additional significant professions that furnish them with something beyond just money ⁸².

It's likewise seen by McGregor as better than Theory X, which, he says, reduces workers to "cogs in a machine," and likely demotivates people in the long term

In conclusion McGregor's (1960) Theory X and Y models categorize employees as belonging to one of two groups based on two sets of assumptions. Theory X assumptions take a negative perspective of people: People can have "an inherent dislike for work and avoid it if possible; because of this, they must be coerced, controlled, directed and threatened with punishment to make them work ⁸⁴. In addition, Theory Y assumptions take the opposite view: the mental and physical inputs expended at the workplace are equated and par with those rest or play ⁸⁴.

Comparison Chart of Theory X and Y ⁸⁵

Table 2.1: Comparison Chart for Theory X and Y

Basis for Comparison	Theory X	Theory Y
Meaning	Theory X is a motivational theory, which involves high supervision and control over the subordinates, and greater degree of centralization.	Theory Y, is an advanced theory, wherein it is assumed that the workers are self-directed and self-motivated, for growth and development and takes active part in decision making.
Work	Dislikes work	Work is natural
Ambition	Little to no ambition	Highly ambitious
Responsibility	Avoids responsibility.	Accept and seek responsibility.
Leadership style	Autocratic	Democratic
Direction	Constant direction is required.	Little to no direction is required.
Control	Tight	Lenient
Authority	Centralized	Decentralized
Self-motivation	Absent	Present
Focuses on	Psychological needs and Security needs	Social needs, esteem needs and self-actualization needs.

Source: Surbhi, 2017, Differences between Theory X and Theory Y

2.2.2 Theory of Work Adjustment

The Theory of Work Adjustment (TWA) describes the relationship of the individual to his or her work environment⁸⁶. Development of instrument, materials and series of research monograph development was as a result of TWA, in addition, TWA was developed as guiding framework for programs and it's of greatest application today. The theory of work adjustment (TWA) describes how and explains why workers adjust to their work environments. It depicts adjustment as the interaction of person (P) with environment (E). Interaction refers to P and E acting on as well as reacting to each other⁸⁷.

The following statements briefly summarize the main points of the Theory of Work Adjustment⁸⁶

- Work is conceptualized as a cooperation between an individual and a workplace.
- The workplace expects that specific undertakings be performed, and the individual brings skills to perform the assignments.
- In return, the individual requires compensation for work performance and certain favored circumstances, for example, a protected and agreeable work environment.
- The work environment and the individual should continue to meet each other's prerequisites for the collaboration to be kept up with. How much the prerequisites of both are met might be called correspondence.
- Work environment is the method involved with accomplishing and keeping up with correspondence. Work change is demonstrated by the fulfillment of the person with the workplace, and by the fulfillment of the workplace with the individual- - by the singular's acceptability.

- Fulfillment and sufficiency bring about tenure, the principal indicator of work adjustment. Tenure can be predicted from the correspondence of a individual work personality with the work environment.
- Work personalities and work environments can be portrayed as far as structure and style factors that are estimated on same dimension ⁸⁶.

Within the Theory of Work Adjustment, personal values are linked to the aspects of work that people experience as appealing and rewarding ⁸⁷.

2.3 **Review of Empirical Studies**

2.3.1 **Employees Motivation and Job Performance**

Motivating employees plays a key role to the overall effective performance of employees in an organization. Motivation of employees can be the biggest challenge to a manager⁸⁰. Several strategic methods and research have been used by several organizations in the attempt to enhance employees' productivity. Many studies have found that effective management and employee motivation have significant impact in boosting productivity and organizational performance⁸⁸.

High motivation can assist workers in achieving work satisfaction⁸⁹. A study conducted in Nigeria based on library staff, has found that there is a positive and significant correlation and relationship between employees work performance and motivational strategies⁹⁰. In addition, work motivation was strongly correlated with job satisfaction⁹¹. Furthermore, it was also suggested that it is important for companies to understand how to motivate their employees because it can increase employees' happiness and job satisfaction and eventually lead to performance gains⁹¹.

An effective performance management system has the capability to enhance success of an

organization as well as ensuring that the employees are also well motivated⁹². A positive relationship between motivation and work performance of employees based on a research carried in Ghana using a sample of health sector⁹³. The study explored that the major determinant of employees' work performance is motivation. Both intrinsic motivational factors and extrinsic motivational factors have shown this relationship⁹⁴.

Furthermore, a study conducted in Romania to identify the relationship between employees' motivation and job performance suggested that motivation both intrinsic and extrinsic remain very important for employees' job performance⁹⁴.

The positive contribution of work motivation to job performance has also been established from previously conducted research to examine the effect of work environment and work motivation on performance⁹⁵. Furthermore, it has been suggested that job satisfaction mediates the effect of work motivation and environment on job performance⁹⁶.

It is pertinent for organization to ensure that the performances of their employees are improved in order to achieve goals and objectives set by the organization. The effective management of employees' performance should contribute to business success by ensuring that individual efforts are linked to business objectives; improve the motivation and performance of staff by giving them positive feedback and by providing them with opportunities for training and development; provide a basis for linking rewards to performance; give the company more information about individuals and their needs⁹².

Since employee performance comprises of both motivation and capability, management is responsible for ensuring favorable motivation and providing the necessary resources to support this motivation⁹⁶. Productivity in Nigeria is assumed to threaten many organizations

because many organizations do not practice good performance management techniques, which results in low productivity. This can be corrected by implementing proper performance management techniques such as motivation to increase the psych of employees⁹⁷.

2.3.2 Leadership Styles and Job Performance

The leadership styles in an organization has significant roles to play in determining the job performance of the organization employees. Problem of leadership style on workers' performance is the absence of an effective line of communication between the manager and their employees ⁹¹Leadership is said to be the backbone of any organisation. If the leadership style of any

organisation is poor, it will tell on the overall performance of the organisation. With this understanding, most organisations are faced with the problems of how to investigate the leadership styles and organisational effectiveness ⁹⁸.

The leadership practices have effect on employees' job performance in their findings⁹⁹. Positive and significant impact of leadership style on job satisfaction can improve employees' performance showed by research conducted⁹⁹. The participative style of authority affects workers' performance wherein circumstance employees feel power and trust in taking care of their job and in making different decisions⁹⁹.

In autocratic style leaders, the position to take choices in which employees' feels mediocre in going about their job and taking decisions while in fair style, employees have somewhat optional ability to do their jobs so their performance is better compared to in dictatorial style⁹⁹.

Furthermore, four managerial behaviors to maintain empowerment have been established,

these are enhancing the meaningfulness of work, fostering participation in decision making, expressing confidence in high performance and providing autonomy from bureaucratic constraints¹⁰⁰.

2.3.3 Employees Relation and Organizational Culture and Job Performance

A good employees' relations can benefit an organization in at least three ways: first of all, it helps in problem solving and conflict management in the workplace, hence there will be minimal disruptive behavior. Secondly, it helps manager determine conflicts in advance, which will let employees focus on their professional development and the achievement of goals. Thirdly, it develops a culture that puts employee's wellbeing first¹⁰¹. Significant positive impact of employees' participation, employees' relation, and job involvement was reported on the performance of employees¹⁰². The level of empowerment in decision making also helps in improving the productivity levels where employees feel personally responsible for the achievements made in their respective areas of responsibility¹⁰³.

Employee's values, and beliefs shared at all levels and displayed of organizational traits were referred to as organizational culture¹⁰³. Organizational culture is highly significant as it plays a vital role in organizational success and is highly correlated with an employee's satisfaction and performance³¹. Finally, organizational culture was defined as the pattern of beliefs, values, and experiences that is reflecting on material arrangements and members' behavior¹⁰⁴.

2.3.4 Job/Workplace Environment and Job Performance

The fourth factor refers to the workplace environment. In a normal setting, workplace environments must be friendly and capable of triggering team spirit¹⁰⁵. In a workplace environment, the lack of job security, financial security and healthy working environment

can directly demotivate employees¹⁰⁶. Approaching the aforementioned findings from a managerial perspective it can be said that managers should pay attention to job environment since it can significantly impact the performance of their employees¹⁰⁷. Improvement of performance measurement systems and performance management practices as factors of work's environment which enhances employee's engagement levels¹⁰⁸.

Therefore, job environment should be improving continuously in terms of employees' belonging and affirmation. Participation in initiatives environment can lead to high level of employee engagement, and lower level of intention to quit¹⁰⁹. Furthermore, organizations can outperform their competitors by providing a creative environment to their employees and opportunities to think and act differently¹¹⁰. An enjoyable, healthy, safe and optimal work environment can help employees to produce better performance¹¹¹.

2.3.5 Communication Channels and Job Performance

The process by which activities of a society are collected and coordinated to reach the goals of both individuals and the collective group is defined as organizational communication. Communication is defined the process of transferring ideas from one level to another within an organization in order to achieve the organization's set goals. Effective communication is a very reliable vehicle that helps employees to fulfill their organizational obligations and it could impact positively or negatively on employees' job performance depending on how it is being handled¹¹².

Furthermore, studies have shown that there was a strong positive correlation between communication satisfaction and job satisfaction and there were statistically positive correlations¹¹³. Weak business communication affects the general confidence of employees which has a negative impact on both the productivity of employees and performance of the

business entity¹¹⁴. An effective communication within organization has significant positive effects on organizational and employees' performance¹¹⁵.

Employees with higher levels of telecommuting tend to have higher work motivation than those who have lower levels of telecommuting. Thus, it can increase their performance¹¹⁶.

Research show employees highly agree that implementing the internet in their job helped them in improving task process, education acquisition and the quality of their communication which lead to improving individual performance as well as organization¹¹⁷.

Furthermore, employees have a more positive work experience while teleworking, they have a higher level of job performance and job satisfaction¹¹⁸.

2.3.6 Training & Development and Job Performance

Training is the process that enables people to acquire new knowledge, learn new skills and performs tasks differently and better than before¹¹⁹. Helping employees in creating new knowledge and motivate them with learning abilities will promote the culture of creativity and innovation in the organization which influence on employees' attitude, behavior, skills and performance¹²⁰.

Learning organizations play important role in enhancing employees' performance through providing trainings and developments for their employees¹²¹. Organizations providing trainings to their employees are also successful in engaging their employees with their work as trainings help them improve their knowledge and skills and being more skillful towards their jobs they are even more engaged towards them¹²². Employees get all the required skills and knowledge required for their jobs, they are more confident performing it, hence enhancing employee engagement¹²³

2.3.7 Recognition and Reward System and Job Performance

An employee that is given recognition or reward after doing a great job will be committed and want to put in his/her best into the job thereby encouraging improved job performance of the employees. Organization's knowledge sharing has been associated with rewards systems that could empower the employees to enhance organizational competitiveness and performance¹²³. Recruitment of the right staff, employees' redundancy, talent retention, development of staff as well as issues with performance management processes tend to be the major obstacle that Nigeria face in achieving optimum productivity in their organizations. This may be resolved however by good rewarding systems and development and training¹²⁵. Employees' work performance has a positive effect from both non-monotony benefits and monotony benefits¹²⁶. Research work on the impact of motivation on employees' job performance in the Banking sector in India concluded that there is a positive relationship between employee performance and monetary benefits, especially the salary¹²⁷. Further recognition of employees was the most valuable nonmonetary reward.

A conceptual model with three independent variables such as non-financial rewards, financial rewards and trainings with job performance as the dependent variable was tested based on the banking industry in Kenya. The main aim of this study was to establish a relationship between employees' performance and motivation. The study confirmed that there is a positive relationship between the three independent variables and the dependent variable of the model¹²⁸.

2.4 Conceptual Models

The conceptual model gives explanation to the relationships that exist between the independent variables and the dependent variable of the research. The inter-relationship between these variables are normally represented and discussed. For this study, the conceptual model explains the relationship that exists between the work environment (independent variable) and job performance (dependent variable) as well as motivation (independent variable) and job performance (dependent variable). The relationship existing between these variables could be positive or negative depending on the outcome of the research. The framework shows that the two independent variables combined to influence the dependent variables while the framework also shows the influence of the two independent variables on the dependent variable independently. The Conceptual Model is as presented below in Figure 2.1

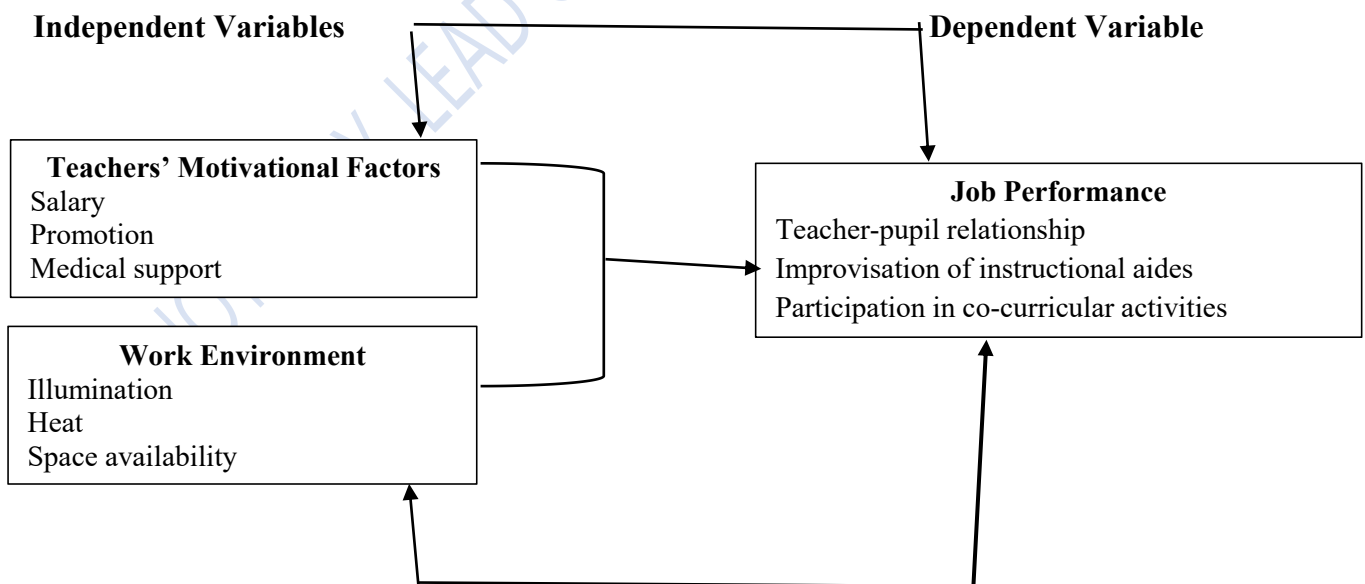


Figure 2.2: Conceptual model showing the relationship between the independent and dependent variables

Source: The Researcher

2.5 Summary of Literatures Reviewed

The study reviewed many literatures to discuss the opinions of other authors on the variables considered in the study. Topics such as concepts of job performance, work environment, factors influencing teachers' motivation were reviewed in the study. The perception of other authors based on past studies were thoroughly researched and discussed in the project. The indices used in discussing these concepts were also reviewed for the benefit of understanding past works and perception of other authors on the relationship between these and indices and the dependent and independent variables of the study.

In addition, theoretical and empirical review were done, under the theoretical review, Motivational Theory X and Y and theory of Work Environment while review of empirical studies focused on Employees Motivation and Job Performance, Leadership Styles and Job Performance, Employees Relation and Organizational Culture and Job Performance, Job/Workplace Environment and Job Performance, Communication Channel and Job Performance, Training/Development and Job Performance, Recognition/Reward System and Job Performance and finally Evaluation/Equipment Provision and Job Performance.

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Chapter Three

Methodology

This chapter describes the methods and techniques that were used to achieve the aim and objectives of the study, it was presented in the following subheadings: research design, population of the study, sample and sampling techniques, instrumentation, validity and reliability of the instrument, method of data collection and methods of data analysis.

3.1 Research Design

This study adopted descriptive survey research design. This design entails the process of collecting data from a representative sample of population to produce a result that can be generalized to the whole population. The design was used because the study is concerned with the collection of data for the purpose of description and interpretation without any form of manipulation. Also, since all teachers in public secondary schools in Oyo State cannot be reached due to large population, the study was conducted using samples of teachers from selected secondary schools in the state such that the result obtained can be generalized to the entire population.

3.2 Population of the Study

The population of the study comprises all teachers in public secondary schools in Ibadan Metropolis, Oyo State, as at the time of this study, the total number of public secondary schools in Oyo state is three hundred and twenty nine (329) distributed across the eleven (11) local government areas in Ibadan metropolis, Oyo State. Also, there are two thousand six hundred and eighty five (2685) teachers in the schools. The statistics is presented in the Table

3.1

Table 3.1: Population for the Study in Public Secondary School Teachers in Oyo State

S/N	Local Government Area	No. of Public Secondary Schools	No. of School Teachers
1.	Lagelu	23	210
2	Akinyele	35	225
3	Oluyole	27	175
4	Ona Ara	33	207
5	Egbeda	30	168
6	Ibadan North	42	400
7	Ib. N. East	34	210
8	Ib. N. West	13	265
9	Ib. S. East	40	430
10	Ib. S. West	36	230
11	Ido	16	165
Total		329	2685

Source: Field Survey, 2021 (LGAs TESCOF Offices)

3.3 Sample and Sampling Techniques

To obtain sample for the study, Slovin's formular $n = \frac{N}{1 + Ne^2}$ was used to arrive at a valid sample size in each of the public secondary schools selected in the study area. The total number of teachers selected for the study is 2685 while the sampled number of teachers obtained using Slovin's formula is 1629

Table 3.2: List of Sampled Schools, Number of Teachers and Number of Sampled Teachers

S/N	Local Government Area	No. of Public Secondary Schools	Number Sampled for public secondary schools	No. of public secondary School Teachers	No Sampled for public secondary school teachers
1.	Ido	16	15	165	116
2	Oluyole	27	25	175	122
3	Ona Ara	33	30	207	135
4	Ib. N. East	34	31	210	138
5	Ib. N. West	13	12	265	159
6	Ib. S. West	36	12	230	152
7	Ib. S. East	40	36	430	207
8	Ib. North	42	38	400	200
9	Egbeda	30	28	168	118
10	Akinyele	35	32	225	144
11	Lagelu	23	22	210	138
Total		329	281	2685	1629

Source: Field Survey, 2021 (LGAs TESCO offices)

3.4 Description of Research Instrument

Self-developed instrument on Teachers' Motivation, Work Environment, and Job Performance (TMWEJPQ) was used to gather responses from respondents. This instrument was divided into four parts. In other words, Section A, B, C D and Section E. Section A contains respondents'

socio-economic characteristics such as age, gender, level of education, marital status, years of experience

and so on. Section B contains items on motivational indices such as salary, promotion and medical

support. Section C contains items on work environment indices such as illumination, heat and space availability while section D contains item on job performance. Lastly, section E contains items to determine influence of motivational indices and work environment indices on job performance of public secondary school teachers in Ibadan Metropolis, Oyo State. Four Likert type rating scale was used to determine the value of each response in the instrument.

3.5 Validity of the Instrument

The questionnaire used in this study was subjected to face and content validity. For this purpose, the research instrument was scrutinized by the supervisor who equally vetted the structuring, adequacy and the content. Also, experts in research items generation in the Faculty of Arts and Education Lead City University were consulted. All corrections were effected before questionnaire was administered.

3.6 Reliability of the Instrument

An instrument is reliable if it measures under the same circumstances consistently from one time to the other what it is designed to measure. Therefore, for the purpose of the reliability of the instrument used in this study, a pilot study was carried out by administering samples

of the questionnaire to a group of fifty (50) teachers in Ibarapa Central Local Government Area of Oyo State. This was done to ensure questionnaire to test the reliability of the instrument are administered outside the study areas. The Result was analyzed and Cronbach's alpha (α)

coefficient of $r = 0.92$ was generated. This implies that the instrument for the study is 92% reliable.

3.7 Administration of Research Instrument and Data Collection

Copies of the instrument were administered by the researcher with the help of five (5) trained research assistants to the selected respondents. This was done to ensure that the instruments was attended to by the actual respondents and to reduce missing data or data mortality to the minimum.

3.8 Method of Data Analysis

Data collected were analyzed using descriptive and inferential statistics. Descriptive statistics of frequency counts, simple percentages, mean and standard deviation were used to analyze respondent's opinion on research questions, inferential statistics of Multiple Regression analysis was used to test hypotheses at 0.05 level of significance.

Descriptive statistic was used to analyse questions 1-3, multiple regression analysis was used for hypotheses one and two.

Endnote

TESCOM Offices in all the Local Government Areas in Ibadan Metropolis of Oyo State, Nigeria (2021)

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Fig 3.1: Map of Ibadan Metropolis in Oyo State

Chapter Four

Results and Discussion of Findings

This chapter presented the data collected through questionnaire distributed in the area of study. The data was analyzed with different descriptive and inferential statistical methods using the Statistical Package for Social Science IBM version 26.0 to find answers to questions raised in the study and test the hypotheses. This chapter was presented in the following subsections:

Questionnaire Return/Response Rates, Demographic Data Analysis, Presentation of Data, Presentation Answers to Research Questions, Test of Hypotheses and Discussion of Findings.

Questionnaire Return and Response Rate

Out of one thousand six hundred and twenty-nine (1629) questionnaire that were distributed to teachers in the study area, one thousand and fifty (1050) were retrieved representing 65%.

4.1 Demographic Data Analysis

4.1.1 Age Distribution of Teachers

Table 4.1: Frequency Distribution showing Teachers by Age

Age Range	Frequency	Percent
Less than 30 years	28	2.7
31-40 years	255	24.3

41-50years	703	67.0
Above 50 years	64	6.1
Total	1050	100

Source Field Survey, 2021

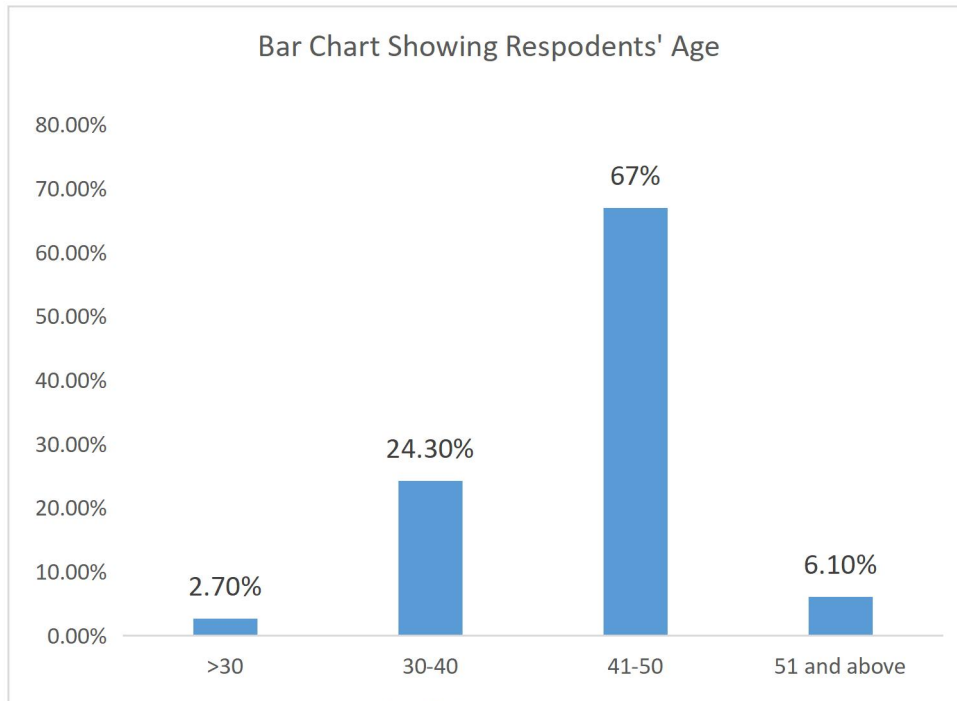


Figure 4.1: Bar Chart Showing Teachers' Age

Source: Field Survey, 2021

Table 4.1 and Figure 4.1 presented above showed that very few 28 (0.6%) of the respondents are less than 30 years of age, many of the respondents, 255 (24.3%) are between 30 and 40 years, majority 703 (67%) are between age category 41 and 50 years while the remaining 64 (6.1%) are above 50 years old with respondents' average age being 43.4 years.

The study finding shows that majority of the teachers in public secondary schools in Ibadan metropolis are between age category 41 and 50 years, which implies that they are in their productive years which will most likely have effect on their level of motivation and their perception of their work environment. In support of this study finding, majority (75.2%) of

teachers in Albania were 31 years and above¹ while on the contrary majority (89.2%) of teachers' age was 20-40 years in Philippine².

4.1.2 Years of Teachers' Teaching Experience

Table 4.2: Frequency Distribution Showing Respondents' Years of Teaching Experience

Age Categories	Frequency	Percent
Less than 10 years	146	13.9
11-20 years	165	15.7
21-30 years	708	67.4
31 and above	31	3.0
Total	1050	100

Source: Field Survey, 2021

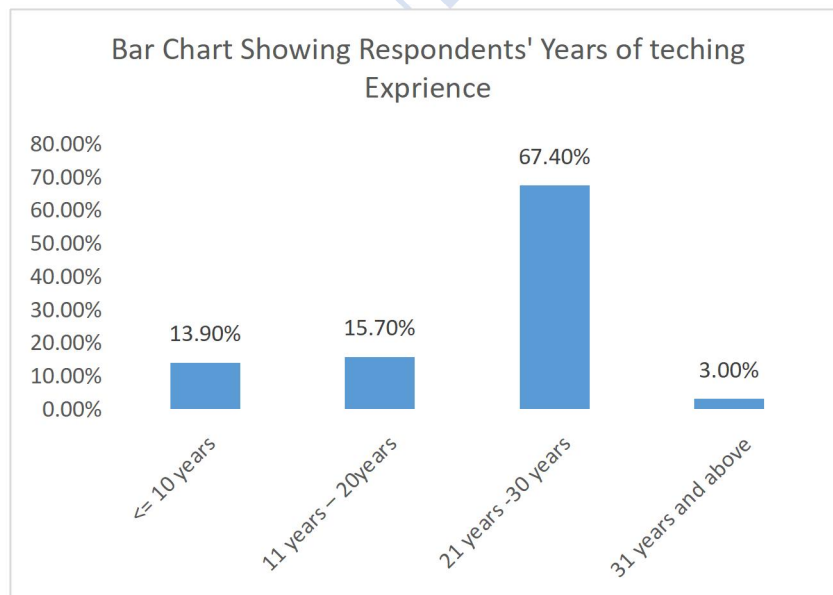


Figure 4.2: Bar Chart Showing Teacher Distribution by Years of Teaching Experience
Source: Field Survey, 2021

Table 4.2 and Figure 4.2 present years of teaching experience of teachers in public secondary schools in Ibadan metropolis. The Table shows that 146 (13.9%) have less than 10 years of teaching experience, 165(15.7%) have spent between 11-20 years, majority, 708 (67.4%) have

spent 21-30 years while the remaining 31(3.0%) have spent more than 30 years as teachers in Ibadan Metropolis with average of 10.9 years teaching experience. This study shows that majority of public secondary school teachers have spent between 21 and 30 years in teaching service. This implies that most public secondary school teachers in Ibadan metropolis have been in teaching service for a long time and have acquired sufficient experience for better job performance. However, failure of the government to employ new hands could have negative impact on educational standard in Ibadan metropolis. Contrary to the findings of this work, majority of teachers (89.2%) in a past study had between 1 and 10 years teaching experience²

4.1.3 Gender of Teachers

Table 4.3: Frequency Distribution Showing Respondents' Gender

	Frequency	Percent
Male	147	14.0
Female	903	86.0
Total	1050	100

Source: Field Survey, 2021

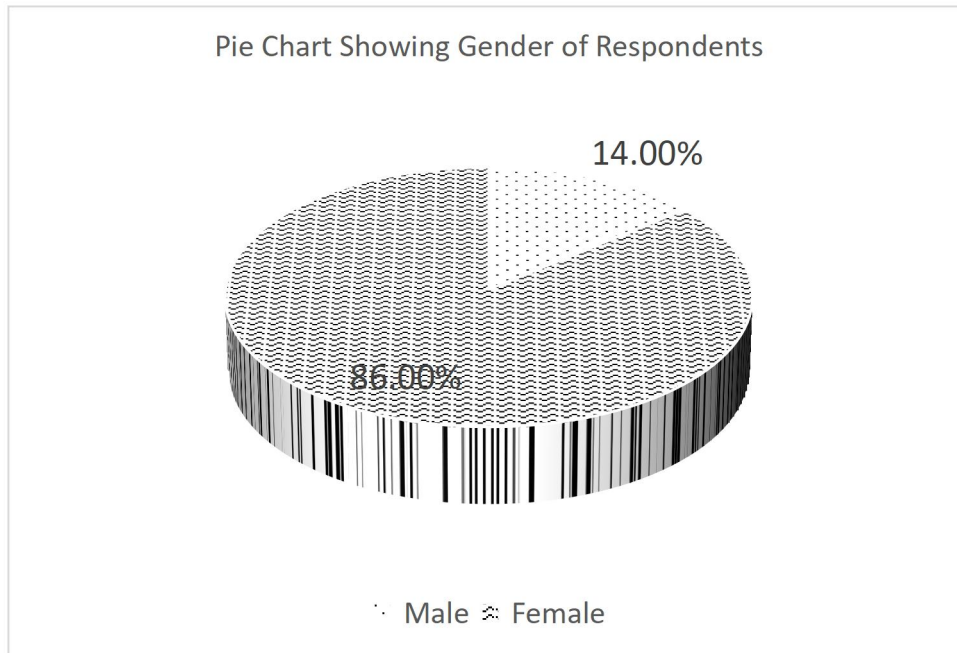


Figure 4.3: Pie Chart Showing Gender Distribution of Teachers

Source: Field Survey, 2021

Table 4.3 and Figure 4.3 presents gender distribution of respondents. The Table shows that 903 (86%) are female while 147(14%) are male. This implies that female gender is more represented in the study than male gender. This does not in any form affects the result of the study has gender differences was not considered. The result also portray that female gender dominates teaching profession in Ibadan metropolis. This could be attributed to the fact that female gender tends to be more caring which may influence the decision of more female folks to take up teaching appointment that requires individuals that cares about others.

In support of this work's finding, the percentage of female teachers in Albania was 81.8% while their male counterparts constitute 18.2% ¹. In further support of the study's finding, percentage of female teachers in Philippine was 91.9% while that of male teachers was 8.1% ².

On the contrary, there are more male teachers (52.1%) than female (47.1%) in a study carried out in Edo State Nigeria³.

4.1.4: Respondents' Educational Status

Table 4.4: Frequency Distribution Showing Respondents' Educational Status

	Frequency	Percent
NCE	150	14.3
HND	313	29.8
BSc. /B.Ed.	372	35.4
MSc./M.Ed.	184	17.5
PhD	31	3.0
Total	1050	100

Source: Field Survey, 2021

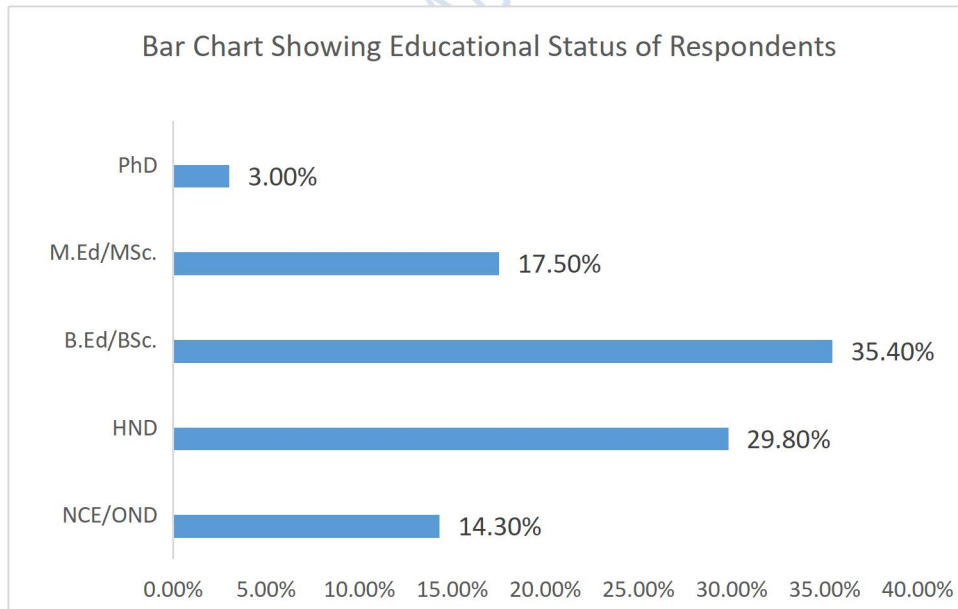


Figure 4.4: Bar Chart Showing Respondents' Educational Status

Source: Field Survey, 2021

Table 4.4 and Figure 4.4 shows the qualifications of teachers in Ibadan metropolis. The Table revealed that 150 (14.3%) teachers were NCE holders, 313 (29.8%) were HND holders, 372 (35.4%) were BSc. /B.Ed. certificate holders, 184 (17.5%) were MSc. Holders while the remaining 31(3.4%) were PhD degree holders. This implies that a significant percentage of teachers in Ibadan metropolis are professionally and academically qualified to teach with more than halve (55.9%) having Bachelor’s degree and above. In support of this finding, many (64.9%) in Philippine have Bachelor’s degree²

4.1.5: Respondents’ Marital Status

Table 4.5: Frequency Distribution Showing Respondents’ Marital Status

Marital Status	Frequency	Percent
Married	902	85.9
Single	147	14.0
Divorced	1	0.1
Total	1050	100

Source: Field survey, 2021

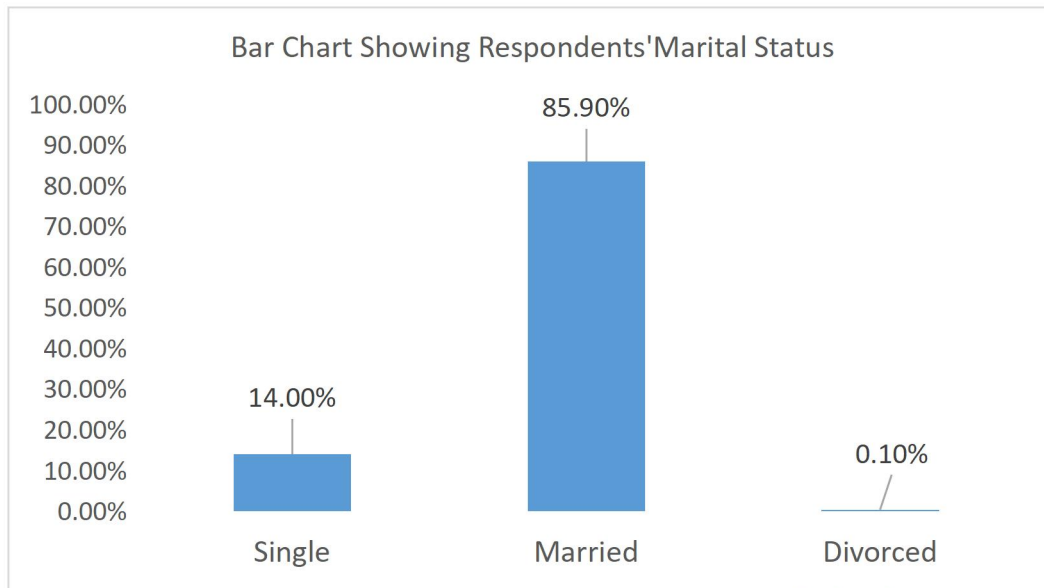


Figure 4.5: Distribution of Respondents' Marital Status
Source: Field Survey, 2021

The 4.5 and Figure 4.5 shows principal distribution by marital status. The Table revealed that 902 (85.9%) were married, 147(14.0%) were singled while the remaining 1(0.1%) was divorced. This implies that majority of teachers in Ibadan Metropolis public secondary schools are married. This could have effects on their level of motivation since married people have responsibilities that could make them want more motivational factor like salary increment from their employers in other to meet their growing needs due to their marital status. Supporting this study finding, a study revealed that 81.5% of teachers in Edo State were married while the remaining 18.5% were unmarried³.

4.1.6 Respondents' Annual Income

Table 4.6: Frequency Distribution Showing Respondents' Annual Income

Respondents' Annual Income	Frequency	Percent
<500,000.00	87	8.3
500,000.01 – 1,000,000.00	806	76.8
1,000,000.01 – 1,500,000.00	153	14.6
1,500,000.01 – 2,000,000.00	2	0.2
>2,000,000.01	2	0.2
Total	1050	100.0

Source: Field Survey, 2021

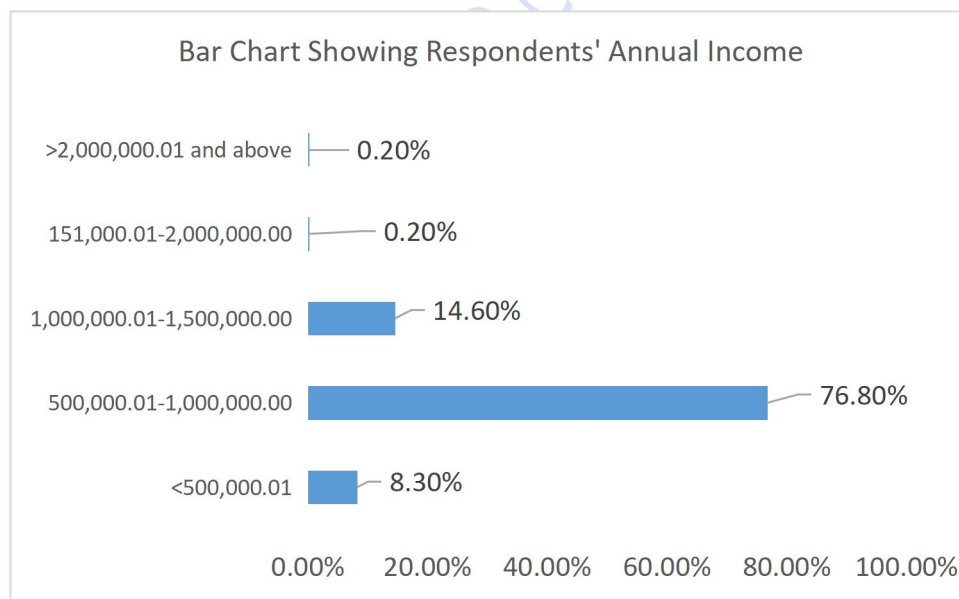


Figure 4.6: Bar Chart Showing Respondents' Annual Income

Source: Field Survey, 2021

Table 4.6 and Figure 8 presents distribution of public secondary school teacher's annual income in Ibadan Metropolis of Oyo State. The Table and Figure show that Majority of the respondents 806(76.8%) earn between 500,000.01 and 1,000,000.00 naira annually while very few 4(0.4%) earn between 1,500,000 and above. The finding shows that the average annual income was 718,512.1 Naira. This implies that annual income of the teachers in the study area is low compare to the economic situation in the country. This may affect their work performance and level of motivation negatively. Work commitment of teachers in public secondary schools will be influenced by their level of monetary motivation in form of adequate salary and prompt payment of teachers' salary⁹.

Several studies have shown that the income of workers will have great influence on their performance on the job including teachers. Considering the great roles played by teachers in national growth and development, it is imperative for government to ensure the welfare of teacher is given priority to prevent poor performance among teachers. Teachers' welfare including adequate salary will have immense negative effects on students' performance since direct relationship exists between students' academic performance and teachers' welfare.

The welfare of teachers could also impact their level of creativity in teaching which invariably will influence the academic performance of the students they are teaching, hence deliberate effort needs to be made by government and other stakeholders to give teachers' welfare priority including payment of good salary that will motivate teacher to put in their best to encourage the job performance and better students' performance.

4.2: Analysis of Respondent's Opinion on Research Questions

4.2.1: Research Question One

What is the level of motivational indices (Salary, Promotion and Medical Support) among Secondary School Teachers in Ibadan Metropolis?

Table 4.7: Level of Motivational Indices (Salary, Promotion and Medical Support) among Secondary School Teachers in Ibadan metropolis

S/No	Motivational Indices	Never	Rarely	Seldom	Always	Mean	SD	Remark
Indices 1: Salary ($\bar{x} = 2.70$)								
1	Teachers' salary is paid as and when due by the government	1(0.1)	3(0.3)	24(2.3)	1022(97.3)	3.96	0.205	High
2	The stakeholders in educational sector are always worried when salary payment is delayed	7(0.7)	24(2.3)	98(9.3)	920(87.6)	3.84	0.469	High
3	Though teachers' salary is paid as and when due, but the amount being paid is grossly low	12(1.1)	26(2.5)	56(5.3)	956(91.0)	1.14	0.486	Low
4	I can barely take care of my needs with the salary been paid as a teacher	49(4.7)	26(2.5)	175(16.7)	800(76.2)	1.36	0.748	Low
5	Teacher's salary compared to their counterparts in other sectors is obviously low	17(1.6)	13(1.2)	125(11.9)	895(85.2)	1.91	0.527	Mod
6	Teachers' salary arrears is being paid as and when due	11(1.0)	62(5.9)	331(31.5)	645(61.4)	3.53	0.656	High
7	Teachers leave allowances are paid regularly	9(0.9)	92(8.8)	779(74.2)	170(16.2)	3.06	0.530	High
Indices 2: Promotion ($\bar{x} = 2.23$)								
1	The work is becoming meaningless due to delay in promotion	32(3.0)	60(5.7)	878(83.6)	80(7.6)	2.04	0.504	Mod
2	The stakeholders in educational sector don't make effort to support teachers when their promotion is delayed by the government	21(2.0)	120(11.4)	736(70.1)	173(16.5)	1.99	0.599	Mod
3	The attitude of stakeholders in education towards teachers' promotion is highly discouraging	46(4.4)	91(8.7)	737(70.2)	176(16.8)	2.01	0.655	Mod
4	The way annual performance evaluation report form is being handled by the HODs suggests that management is interested in teachers' promotion	1(1.0)	54(5.1)	796(75.8)	190(18.1)	3.11	0.508	High
5	Payment of promotion arrears is often delayed beyond expectation which causes discouragement of teachers	46(4.4)	27(2.6)	835(79.5)	142(13.5)	1.98	0.579	Mod
Indices 3: Medical Support ($\bar{x} = 2.29$)								
1	The health status of teachers is usually of no importance to the government and school management	416(39.6)	60(5.7)	478(45.5)	88(8.4)	2.33	1.069	Mod
2	Medical allowance are not given to teachers when needed	426(40.6)	98(9.3)	424(40.4)	93(8.9)	2.18	1.069	Mod
3	Many teachers are losing their lives due to inability to cater for their health when sick while in service	35(3.3)	112(10.7)	804(76.6)	91(8.7)	2.91	0.567	High
4	The management shows little or no attention to stress affecting teachers due to load of work they are saddled with in public secondary schools	18(1.7)	124(11.8)	797(75.0)	113(10.8)	2.95	0.543	High
5	Leaves such as annual, maternity etc. meant for teachers to give their health attention are most often not granted by the school management	823(79.5)	101(9.6)	39(3.7)	67(6.4)	1.36	0.832	Low
6	The implementation of National Health Insurance Scheme (NHIS) policy of the government is highly encouraging	657(62.6)	24(2.3)	218(20.8)	143(13.6)	1.85	1.169	Mod
7	The NHIS health policy allows for access to quality and affordable medical treatment	323(30.8)	152(5.0)	538(51.2)	129(12.3)	2.45	1.057	Mod

Source: Field Survey, 2021

Threshold: Mean Value of < 1.40 (Low), 1.41-2.69 (Moderate) and 2.70 and above (High),

Key: SD = Standard Deviation, **Key:** Mod = Moderate, Weighted Mean = 2.40

Table 4.7 above provides information on the level of motivational indices (salary, promotion and medical support) among secondary school teachers in Ibadan metropolis. The analysis shows that the weighted mean for the motivational indices was 2.40 indicating that the level of teachers' motivation in public secondary schools in Ibadan Metropolis was moderate meaning that the teachers perceive the level of support they get from government and other stakeholders as been moderate.

The indices considered for motivation in this study include; salary, promotion and medical support. The findings shows that the average mean for salary, promotion and medical support was 2.70, 2.23, and 2.29 respectively. This shows that teachers perceived that they are more motivated by what they collect as monthly salary ($\bar{x} = 2.70$) follow by medical support ($\bar{x} = 2.29$) and they are least motivated by the frequency and rate of promotion ($\bar{x} = 2.23$). On the average, the respondents indicated that the level of motivation among teachers in Ibadan metropolis is moderate with mean value of 2.40.

The mean value for salary could be attributed to the fact that the respondents indicated that despite the fact that their salary are paid as and when due, the salary is grossly low making it very difficult for the teachers to be able to meet their needs, teachers' salary in Nigerian secondary school is usually low, making it difficult for them to meet their daily needs⁴. The response also indicated that in most cases salary arrears were not paid as and when due. Government secondary school teachers' over all mean score in this construct revealed that they are not satisfied with their monthly salary, fringe benefits such as house rent, Conveyance, medical and dearness allowances⁷.

On teachers' promotion, although the teachers indicated that they were promoted, but not as and when due, some reported that their promotion was delayed for more than five years before being implemented. In addition, the respondents reported that when promotion is effected, the promotion arrears are either delayed or not paid at all in some cases. Teachers' promotion in most secondary schools in Nigeria is not effected as and when due ⁸.

On medical report, respondents indicated that medical status of teachers are of no importance to government in most cases and medical support are not given when needed. Albeit, the establishment of National Health Insurance Scheme (NHIS) has resulted in improved access of teachers to health services. They opined that NHIS health policy allows for access to quality and affordable medical treatment ($\bar{x} = 2.35$). A study in Kenya among teachers shows that a marginal weak association exist between health services and teachers performance⁵.

In general, teachers' response shows that they perceived the level of motivation enjoyed as they performed their job is moderate. Hence, it is necessary for the government and other stakeholders to make efforts to improve on teachers' motivation in Ibadan metropolis for better performance in public secondary schools. Teachers may be dissatisfied with their job due to poor conditions of their work environment when salaries/allowances are delayed for months ⁹.

In conclusion, the analysis of respondents' motivational level shows that the level of motivation due to salary was high while promotion and medical support were moderate.

4.2.2 Research Question Two

What is the level of work environmental factors (Illumination, heat and space availability) in public secondary schools in Ibadan metropolis?

Table 4.8: Level of work environment (Illumination, Heat and Space Availability) among Secondary School Teachers in Ibadan metropolis,

S/No	Work Environmental Indices	Strongly Disagree	Disagree	Agree	Strongly Agree	Mean	S.D	Remark
Indices 1: Illumination ($\bar{x} = 2.67$)								
1	The illumination in public secondary school classes is adequate	16(1.5)	697(67.0)	178(17.1)	150(14.4)	2.42	0.611	Low
2	Management make efforts to provide illumination material such as bulbs when needed in the classrooms	25(2.4)	859(82.5)	53(5.1)	104(10.9)	2.22	0.651	Low
3	Most classes in public secondary schools require better illumination which the government shows little or no concern for	103(9.9)	53(5.1)	859(82.5)	104(10.9)	2.27	0.753	Low
4	The windows in the classrooms allows for sufficient illumination of the classes	39(3.7)	800(76.8)	51(4.9)	152(14.6)	2.28	0.587	Low
5	The illumination situation in public secondary schools does not support visual aids of the students and teachers	16(1.5)	29(2.8)	881(84.5)	116(11.1)	3.05	0.445	High
6	Well illuminated classes support effective performance of teachers and good assimilation by students	36(3.5)	12(1.2)	117(11.2)	877(84.2)	3.76	0.642	High
Indices 2: Heat ($\bar{x} = 2.02$)								
1	The windows of the classrooms are not usually in place which expose students and teachers in public secondary schools to harsh weather during dry season	155(14.9)	24(2.3)	97(9.3)	766(73.5)	1.57	1.088	Low
2	The iron roofing sheet in most public secondary schools are without ceilings which emits heats during dry season and makes teaching learnings situation very uncondusive	88(8.4)	17(1.6)	213(20.4)	724(69.5)	1.46	0.889	Low
3	Non availability of fans or air-conditioners exposes students to a lot of heat during dry season which affects teaching learning situations	1(0.1)	46(4.4)	443(42.5)	552(53.0)	1.50	0.587	Low
4	Management's attitude towards providing facilities that will help to reduce heat in public secondary school classes is highly discouraging	7(0.7)	173(116.6)	727(69.8)	135(13.0)	2.95	0.565	Mod
5	Trees are planted in public secondary schools to provide shed thereby reducing effect of heat in the classes	7(0.7)	17(1.6)	739(70.9)	279(26.9)	3.23	0.505	High
6	The staff room in public secondary schools are usually not condusive for work because exposure to too much heat	8(0.8)	318(30.5)	185(17.8)	531(51.0)	1.41	0.900	Low
Indices 3: Space Availability ($\bar{x} = 1.71$)								
1	Many students are crowded in small spaced classroom in many public secondary schools	2(0.2)	16(1.5)	167(15.9)	865(82.4)	1.19	0.446	Low
2	The government and management always make efforts to ensure students are not crowded in our public secondary schools	47(4.5)	124(11.9)	801(76.6)	77(11)	2.89	1.130	High
3	Inadequate spacing does not allow for free movement during teaching	8(0.8)	78(7.4)	267(25.5)	697(66.7)	1.43	0.663	Mod
4	In many of the existing secondary schools, the classrooms are not big enough to occupy chairs and tables hence students place their books on their to learn in their classes	4(0.4)	86(8.2)	300(28.7)	660(63.1)	1.46	0.661	Mod
5	Many classrooms in secondary schools are already collapsing resulting in inadequate learning space with no attention from the government	3(0.3)	32(3.1)	340(33.1)	652(63.5)	1.37	0.566	Low
6	Many students still sit under trees to learn in some of secondary schools due to inadequate space availability	351(33.6)	85(8.1)	205(19.6)	409(39.1)	2.36	1.296	Mod
7	Crowdedness affects students' concentration during teaching in public secondary schools	2(0.2)	61(5.8)	149(14.2)	838(80.1)	1.26	0.568	Low

Source: Field Survey, 2021

Threshold: Mean Value of < 1.40 (Low), 1.41-2.69 (Moderate) and 2.70 and above (High), Key: SD= Standard Deviation, Mod = Moderate, Weighted Mean = 2.13

The level of work environmental factors (Illumination, heat and space availability) in public secondary schools in Ibadan metropolis is as presented in Table 4.8

The work environment plays significant role in employee job performance ⁵. This is also notable in the responses of teachers in public secondary schools. The finding from the study shows that the level of conduciveness of teachers' work environment in Ibadan metropolis was moderate with weighted mean value of 2.13. The indices considered in this study were illumination, heat and space availability with mean values of ($\bar{x} = 2.67$), ($\bar{x} = 2.02$) and ($\bar{x} = 1.71$) respectively. The illumination in public secondary schools in the study areas was moderate which implies that the government need to provide necessary facilities to illuminate the classroom in secondary school in Ibadan metropolis since it has a way of influencing teaching-learning situations.

Follow-up statistical-analyses of a study that evaluated classroom-illumination as a critical requirement for effective designing and construction of naturally-illuminated schools in Nigeria revealed 'excessive solar irradiation' and/or 'inadequate illumination' in the classrooms ¹⁰. The level of illumination will determine several things in teaching learning situation including; the level of comprehension by the students, the classrooms level of comfort, students' willingness to learn, teachers' eagerness to teach, and above all, teachers' job performance and students' academic performance.

The indices with the lowest mean value of 1.71 was space availability which shows that government need to intensify efforts in the area of making more classrooms available or repairing the dilapidated ones⁷. In addition, this study also collaborates an author who stated that lack of appropriate tool for predictive maintenance of existing buildings and infrastructure can have a detrimental effect on secondary schools⁸. The low mean score for space availability suggests that stakeholders in the educational sectors may need to consider the option of providing supports in the area of classroom construction to accommodate more students and reduce the problem of space availability in the study area. This will have great effect of teachers' job performance as well as students' performance in their studies.

In this study, Heat is also an issue in public secondary schools of Ibadan metropolis with moderate mean value of 2.02.

Teachers' responses show that the iron roofing sheet in most public secondary schools are without ceilings which emits heats during dry season and makes teaching learnings situation very unconducive ($\bar{x} = 1.46$) with over 80% of teachers in agreement with the statement. There should be maximum presence of physical conditions such as lighting, ventilation, good building constructions, location, instructional materials, sufficient windows, doors, vents and fans to cool the heat during hot season⁷.

The finding from the study shows that heat is an issue that also requires attention in public secondary schools in Ibadan Metropolis. Effect of excess heat on students' level of concentration can be very grievous, teachers as well can be distracted when there is too much heat in the teaching environment, hence it is very necessary to ensure provision of facilities that will help to reduce heat like fan in the classroom as the case may be. Above all,

provision of appropriate windows that can be closed and open easily during rainfall and sunny days is very vital to encourage good learning environment.

In conclusion, the analysis of respondents' work environment level shows that the level work environment for the all indices were low, although mean value of illumination appears to be much higher than heat and space availability but is was still low.

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4.2.3 Research Question Three

What is the level of job performance (Teacher-pupil Relationship, Improvisation of Instructional Aids and Participation in Co-curricular Activities) among Secondary School Teachers in Ibadan Metropolis?

Table 4.9: Level of Job Performance (Teacher-pupil Relationship, Improvisation of Instructional Aids and Participation in Co-curricular Activities) among Secondary School Teachers in Ibadan Metropolis

S/No	Job Performance Indices	Strongly Disagree	Disagree	Agree	Strongly Agree	Mean	S.D	Remark
Indices 1: Teachers-pupil Relationship ($\bar{x} = 2.83$)								
1	I pay special attention to students with challenges in my class for example those from broken home, single parent and other special needs	5(0.5)	39(3.7)	772(73.6)	233(22.2)	3.17	0.563	High
2	I feel confident whenever I am teaching my students	1(0.1)	120(11.5)	921(87.9)	6(0.6)	3.15	1.301	High
3	I strongly believe that the successful performance of my students is the true measurement of my personal success	1(0.1)	375(35.7)	663(63.1)	10(1.0)	2.64	1.301	Mod
4	I tried to maintain good relationship with my students against all odds	2(0.2)	205(19.3)	836(79.7)	7(0.7)	2.78	0.575	High
5	I give attention to the weak students in my class to ensure they are carried along while teaching and monitor their performance in class	0(0.0)	64(6.1)	802(76.5)	183(17.4)	2.41	0.413	Mod
Indices 3: Improvisation of Instructional Aids ($\bar{x} = 2.37$)								
1	I try using different teaching aids and improvise where not available to help in students' understanding	3(0.3)	9(0.9)	776(74.0)	216(24.9)	3.17	0.636	High
2	I try to adopt different teaching styles to help my students understand what is being taught	67(6.4)	279(26.6)	697(66.4)	6(0.6)	2.61	0.483	Mod
3	The school management supports teachers to improvise instructional aids for better understanding of the students	2(0.2)	6(0.6)	877(83.7)	164(15.6)	3.14	0.407	High
4	Teachers don't mind spending their money to promote student's understanding on instructional aids	454(43.3)	261(24.9)	29(2.8)	305(29.1)	2.17	1.299	Mod
5	The government and school management of public secondary school don't provide enough supports to ensure instructional aids are available in schools	7(0.7)	17(1.6)	90(8.6)	936(89.1)	1.22	0.353	low
Indices 3: Participation in Co-curricular Activities ($\bar{x} = 2.47$)								
1	I try to identify students with special talents in my class e.g. (sport, vocational and oratory skills) and encourage them to develop it.	3(0.3)	370(35.2)	662(63.)	114 (1.3)	2.66	0.531	Mod
2	Despite the workload, stress and pressure, I still try to meet up with the target given to ensure the co - curriculum activities are encouraged among the students	2(0.2)	817(84.5)	229(21.8)	2(0.2)	2.22	0.437	Mod
3	The school management provide facilities to encourage participation of teachers in co-curriculum activities in most public secondary schools	8(0.8)	73(7.0)	892(85.0)	77(7.3)	2.13	0.416	Mod
4	Teachers invest on themselves to acquire skill that will help them provide supports for students' involvement in co-curriculum activities	6(0.6)	339(32.3)	697(66.4)	8(0.8)	2.67	0.528	Mod
5	Teachers involvement in co-curriculum activities should form part of teachers' assessment in public secondary schools in Ibadan Metropolis	8(0.8)	161(15.3)	26(2.51)	855(81.4)	2.66	0.519	Mod

Source: Field Survey, 2021

Threshold: mean value of < 1.40 (Low), 1.41-2.69 (Moderate) and 2.70 and above (High), Key: SD= Standard Deviation, Mod = Moderate, Weighted Mean = 2.56

The perceived level of job performance (teacher-pupil relationship, improvisation of instructional aides and participation in co-curricular activities) among public secondary school teachers in Ibadan metropolis is as presented in Table 4.9 above.

Teachers' job performance is a prerequisite to students' performance and educational growth of a nation. The level of teachers' performance can be influenced by the commitment of government to teachers' welfare. The study shows that the level of teachers' job performance was moderate in Ibadan Metropolis of Oyo State with weighted mean value of 2.56. The indices considered for measuring the job performance level of the teachers are teacher-pupil relationship, improvisation of instructional aids and participation in co-curriculum activities of ($\bar{x} = 2.83$), ($\bar{x} = 2.37$) and ($\bar{x} = 2.47$) respectively.

The teacher-pupil relationship has the highest mean value of 2.83 followed by participation in co-curriculum activities with mean value 2.37 and lastly, improvisation of instructional materials with mean value 2.47. The three mean values of the indices used to measure job performance show that teachers in Ibadan Metropolis have high level of commitment in promoting the affective traits of the students (teacher - pupil relationship). The high level of teacher-pupil relationship encourages improved student/teacher performance in Nigerian secondary schools ¹⁰. The teacher-pupil relationship is a very important variable that could have significant effects on students' academic performance. It is essential for teachers to

maintain good relationship with their students as this go a long way to influence the interest of students in the subject being handled by the teacher.

When there is good teacher-student relationship, students will have positive attitude towards the subject being handled by the teachers and the students' performances in the teachers' subject will improve. But when it is the other way round, the students' performance will be negatively affected. Teacher-students' relation can also help to build the level of cordiality between the students and their teachers which obviously can help to reduce level of misbehaviour among the students in secondary schools.

The adequate use of instructional materials will encourage better performance of secondary school students. Students who are taught with instructional materials achieved better than those taught without the use of instructional materials ¹¹. Teachers of Social Studies should make use of relevant instructional materials for teaching and learning process, and also improvise where and when the performance of students in such schools. The presence of instructional materials is mandatory to ensure provision of quality education, unfortunately many secondary schools are faced with inadequacy of instructional materials.

The weighted mean of 2.56 shows moderate level of job performance which could be attributed to the prompt payment of teachers' salary in the study area, unlike what operates in the previous administration in the state when teachers' salary was delayed for several months before payment. However, a teacher's performance is increased when he or she is feeling comfortable in an environment that avoids oppression ¹².

The job performance of the public school teachers could increase if educational stakeholders

in the area of study could dedicate more efforts towards increasing the motivations of teachers and improve their working environment ¹⁴.

In conclusion the study also reports high level of promoting affective traits (Teacher-Pupil Relationship), moderate levels of cognitive traits (improvisation of instructional materials) and psychomotor traits (participation in co-curricular activities) of students in public secondary schools in Ibadan metropolis.

4.3 Presentation of Hypotheses

4.3.1 Hypothesis One

H₀₁: There will be no significant combined influence of motivational factors (salary, promotion and medical support) and work environment factors (Illumination, Heat and space availability) on job performance of secondary school teachers in Ibadan metropolis

Table 4.10: Regression Analysis of Combined Influence of Motivational Factors and Work Environment on Job Performance of Secondary School Teachers in Ibadan metropolis

Regression Analysis

R = 0.595
R² = .0354
Adj. R² = 0.523
Std. Error = 3.822

Model	Sum of Squares	Df	ANOVA		
			Mean Square	F	Sig.
Regression	8375.43	3	2791.809	191.106	0.000
Residual	15280.69	1046	14.609		

Total 23656.12 1049
Dependent Variable: Job Performance
Predictors: Variable: Motivational Factors and Work Environment

Source: Field Survey, 2021

Table 4.10 presents summary of regression analysis of combined influence of motivational factors and work environment on teachers' job performance in Ibadan metropolis of Oyo State. The Table gave (p -value $0.000 < 0.05$), this implies that a significant influence exists between the combined independent variables and the dependent variable. Further verification from the Table shows ($F = 191.106$; $P < 0.05$) meaning independent variables (motivational factors and work environment) when considered jointly, have significant influence on dependent variable teachers' job performance.

The Table also presents ($\text{Adj. } R^2 = 0.523$) meaning 52.3 percent of the total variation was accounted for by the independent variables (motivational factors and work environment) when considered together. Therefore, the null hypothesis was rejected. This means that when combined, the two independent variables (work environment and motivational factors) influence the dependent variable teachers' job performance by 52.3%. Teachers' motivation greatly influences teachers' job performance, in addition to motivational factor, another factor influencing teachers' job performance is the work environment¹⁵. The two factors have great influence on the job performance of teachers in secondary schools.

4.3.2: Hypothesis Two

H₀₂: There will be no significant relative influence of motivational factors (salary, promotion and medical support) and work environment (illumination, heat and space availability) on job performance of public secondary school teachers in Ibadan metropolis

Table 4.11: Summary of Regression Analysis of significant relative Influence of Motivational Factors and work environment on Job Performance of Secondary School Teachers in Ibadan metropolis

Regression Analysis

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	1.893	.108		17.597	.000
Salary	-.058	.025	-.062	-2.282	.023
Promotion	-.091	.021	-.108	-4.296	.000
Medical Support	.007	.014	.013	.504	.614
Illumination	.474	.028	.521	17.053	.000
Heat	-.177	.017	-.311	-10.321	.000
Space Availability	.322	.019	.484	16.561	.000

a. Dependent Variable: JOB PERFORMANCE

The regression analysis in Table 4.11 shows significant relative influence between salary ($\beta = -0.058$, $p = 0.000$), promotion ($\beta = -0.091$, $p = 0.023$) and job while medical support ($\beta =$

0.07, $p = 0.614$) was not significant with respondents' job performance of public secondary school teachers in Ibadan metropolis.

The analysis shows a negative influence between delays in salary, promotion and job performance, the results show that a reduction in delay in salary by 1% will result in 5.8% increase in job performance while 1% reduction in delay in promotion will result into 9.1% increase in job performance. This implies that efforts should be made by stakeholders in educational sector need to ensure that salary of teachers are paid as and when due and delay in their salary should be avoided for an improved job performance. Poor Job performance of teachers in the areas effective delivery could be attributed to delay in payment of salary and poor working conditions¹. There appears that irregular payment of salary, perceive a lack of support for their work, bad working conditions which often leads to poor teachers' job performance²³. The prompt payment of teachers' salary will significantly contribute to high job performance of teachers. Hence, school management must ensure teacher's salary is paid at the appropriate time for adequate motivation of teachers in secondary schools. Many researchers have found that the consistent late payment of salaries and benefits in many African countries is a major de-motivator of teachers, which needs to be urgently addressed²⁴.

The study also shows that delay in promotion of teachers has a negative influence on teachers' job performance in the study area. The study revealed that to increase teachers' job performance, there must be reduction in the delay in their promotion. Promotion of teacher

usually affect their job performance, hence management of school need to give promotion of teachers' high priority for high job performance. The analysis Due to resourcefulness of teachers in secondary schools, it is imperative that the government should devise the best strategies to motivate them for the

betterment and continued improvement of performance in government schools¹⁴. In many instances some government secondary schools have experienced poor performance of students and a rapid turnover of their employees because of lack of motivation¹⁵. One of the improvements in employee performance can be done by increasing the motivation factor. Several studies have shown empirically that motivational factors are very positive in improving employee performance¹⁶. Promotion is the transfer of employees, from one level to higher level, this is accompany by duties, responsibility, and authority that is higher than the position previously occupied, in general, promotions are followed by an increase in income and other facilities¹⁷. Rewards for performance results are usually expressed in the form of promotions¹⁸. Promotion as and when due usually results into better or improved job performance.

In conclusion, the study revealed that promotion and salary have a negative relative influence on job performance while medical support did not have any significant relative influence of job performance. By implication, stakeholders in education need to work assiduously to ensure that delay in promotion and salary of teachers in Ibadan metropolis is avoided as much as possible.

On work environment, illumination, space availability and heat were found to have significant relative influence on teachers' job performance in Ibadan metropolis. The study

shows that while illumination ($\beta = 0.474$, $p = 0.000$), and space availability ($\beta = 0.322$, $p = 0.000$) have positive relative influence on job performance, heat ($\beta = - 0.177$, $p = 0.000$) had a negative

relative influence. This implies that when the illumination is increased by 1%, the job performance increases by 47.7% while an increase of space availability by 1% will result in 32.3% increase in job performance. On the contrary according to the study, a decrease in heat by 1% will result in 17.7% increase on job performance. This simply shows that in Ibadan metropolis, there is need to increase the space availability and illumination while reduction in heat is required to increase teachers' job performance in the metropolis. A positive work environment is crucial in guaranteeing worker efficiency to stay away from superfluous pressure to the worker in this way influencing their work performance ²².

In conclusion, in Ibadan metropolis, illumination and space availability had significantly relative positive influence on job performance while heat had relative negative influence on job performance. Hence, the heat level in the in the metropolis needs to be reduced while illumination and space availability need to be increased for improved job performance to be achieved.

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Chapter Five

This chapter gives the study summary and the discussions guided by the study objectives and conclusions that have been derived from the study findings. The chapter also proposes recommendations for the study categorized by recommendations for improvement and those for additional studies.

5.1. Summary of Findings

The study was carried out to determine the influence of motivational factor (Salary, promotion and medical support) and Work environment (Illumination, heat and space availability) on public schools teachers' job performance in Ibadan metropolis of Oyo State. Slovin's formular $n = \frac{N}{1 + Ne^2}$ was used to select 1629 teachers from total of 2685 teachers in Ibadan metropolis of Oyo State. Data were collected with the aid of structured questionnaire and analyzed using descriptive statistics such as percentages, frequencies and means; inferential statistics such Multiple Regression analysis.

Result showed that majority 703 (67%) are between age category 41 and 50 years while the remaining 64 (6.1%) are above 50 years old with respondents' average age being 43.4 years, 146 (13.9%), majority 708 (67.4%) have spent 21-30 years with average of 10.9 years

teaching experience, 150 (14.3%) teachers were NCE holders, 313 (29.8%) were HND holders, 372 (35.4%) were BSc. /B.Ed. certificate holders, 184 (17.5%) were MSc. Holders while the remaining

31(3.4%) were PhD degree holders. In addition, majority 903 (86%) are male while 147 (14%) are female, majority of the respondents 806(76.8%) earn between 500,000.01 and 1,000.000.00 naira annually while very few 4(0.4%) earn between 1,500,000 and above with average annual income of 718,512.1 Naira.

Furthermore, the findings shows that the level of motivation of teachers was moderate ($\bar{x} = 2.40$), with average mean for salary, promotion and medical support being 2.70, 2.23, and 2.29 respectively. Also, teachers' work environment in Ibadan metropolis was moderate with weighted mean value of 2.13 with illumination, heat and space availability the variable indices mean values of ($\bar{x} = 2.67$), ($\bar{x} = 2.02$) and ($\bar{x} = 1.71$) respectively. The level of job performance was also moderate ($\bar{x} = 2.56$) with teacher-pupil relationship, improvisation of instructional aides and participation in co-curriculum activities having ($\bar{x} = 2.83$), ($\bar{x} = 2.37$) and ($\bar{x} = 2.47$) respectively.

There was a significant combined influence of motivational factors and work environment on teachers' job performance in Ibadan metropolis of Oyo State ($F=191.06$, $p = 0.05$). The study showed that $\text{Adj. } R^2 = 0.523$ meaning 52.3 percentage of the total variation was accounted for by the independent variables (motivational factors and work environment). There was a

negative relative influence exists between salary ($\beta = - 0.058$, $p = 0.000$), and promotion ($\beta = - 0.091$, $p = 0.023$) while there was no significant relative influence between medical support ($\beta = 0.07$, $p = 0.614$) and job performance in the study area. On work environment, illumination ($\beta = 0.474$, $p = 0.000$), and space availability ($\beta = 0.322$, $p = 0.000$) have positive relative influence on job

performance, while heat ($\beta = - 0.177$, $p = 0.000$) had negative relative influence with teachers' job performance in Ibadan metropolis.

5.2 Conclusion

The study has shown that motivational level, work environment and job performance of teachers in public secondary schools were moderate. From the study's findings and based on the objectives of the study, it can be concluded that the job performance of teachers is influenced by salary and promotion while medical support did not have any relative influence with the job performance in Ibadan metropolis. In addition, concerning work environment, illumination, heat and space availability have relative influence on job performance, while illumination and space availability had positive relative influence, heat had negative relative influence on teachers' job performance.

The study also established that timely payment of teachers' salary and promotion as an when due contribute significantly to the level of teachers' job performance, there is urgent need by stake holders in education in Ibadan metropolis to provide adequate illumination and well spacious classrooms for high job performance of teachers. Measures should be put in place to reduce effect of heat on classrooms to the barest minimum in Ibadan metropolis.

5.3 Recommendations

Based on the findings of this study the following were recommended

- i. All stakeholders in education in Ibadan metropolis need to make efforts to ensure that the teachers' work environment by providing more spacious and well illuminated classrooms for high level of job performance in the metropolis;
- ii. There is need for more classrooms to create sufficient space, also factors responsible for too much heat and poor illumination in class rooms need attention in Ibadan metropolis;
- iii. Prompt payment of teachers' salary must be ensured for higher job performance to be achieved;
- iv. Teachers' promotion should be as an when due for more encouragement among teachers in the study area
- v. To promote psychomotor and cognitive traits of the students through improvisation of instructional aids and involvement in co-curricular activities needs to be encouraged in Ibadan metropolis public secondary schools.

5.4 Contribution to Knowledge

The study contributed to knowledge in the following ways;

- i. The study has helped to reveal the combine and relative influences of work environment and motivational factors on public school teachers' job performance in Ibadan metropolis;
- ii. Most past research works on teachers' job performance focused only on teachers' job performance to improve the cognitive traits of students in their schools, but this study

focused on the teachers' job performance as it affects the cognitive, affective and psychomotor traits of the students in public secondary schools.

5.5 Suggested Areas for Further Research

1. The study revealed that the combined influence of the independent variables (motivational factors and work environment) on job performance was 52.3% meaning that 52.3% variation in dependent variable was accounted for by the independent variables (work environment and motivational factors) therefore further study is required to identify other factors affecting job performance in Ibadan metropolis in Oyo State.
2. Secondly, this study was carried out only in Ibadan metropolis of Oyo State, a further study will be required to determine factors influencing job performance in whole of Oyo State.

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Appendix I

Teachers' Motivation, Work environment, and Job Performance Questionnaire (TMWEJPQ)

Dear Esteemed Respondents,

This instrument is designed to collect information for research purpose. Your utmost sincerity is solicited and high level of confidentiality of your responses is assured.

Thanks for your cooperation.

The Researcher.

Section A: Respondents' Socio-economics Characteristics

1. Age in years: -----
2. Gender: Male (), Female ().
3. Marital Status: Single (), Married (), Divorced (), Widowed ().
4. a. Years of formal Education: -----

b. Highest educational level: NCE/OND (), HND (), BSc. (), MSc. (), PhD ().

5. Annual Income (in Naira): -----

6. Cadre: -----

7. Years of working experience: _____

8. Name of School.....

9. Local government Area.....

Section B:

This section is designed to gather information on level of motivational indices (salary, promotion and medical support) among secondary school teachers in Ibadan Metropolis. Please use the pick among the options provided to determine your responses to the statements using the following scale **(AL)-Always, (S)-Seldom, (R)-Rarely (N)-Never**

S/N	Items	AL	S	R	N
	Salary				
1	Teachers' salary is paid as and when due by the government				
2	The stakeholders in educational sector are always worried when salary payment is delayed				
3	Though teachers' salary is paid as and when due, the amount				

	being paid is grossly insufficient				
4	I can barely take care of my needs with the salary being paid as a teacher				
5	Teachers' salary compared to their counterparts in other sectors is obviously low				
6	Teachers' salary arrears are being paid as and when due				
7	Teachers leave allowances are paid regularly				
	Promotion				
8	The work is becoming meaningless due to delay in promotion				
9	The stakeholders in educational sector don't make effort to support teachers when their promotion is delayed by the government				
10	The attitude of stakeholders in education towards teachers' promotion is highly discouraging				
11	The way annual performance evaluation report form is being handled by the HODs suggests that management is interested in teachers' promotion				
12	Payment of promotion arrears is often delayed beyond expectation which causes discouragement of teachers				
	Medical Support	AL	S	R	N
13	The health status of teachers is usually of no importance to the government and school management				
14	Medical allowance are not given to teachers when needed				

15	Many teachers are losing their lives due to inability to cater for their health when sick while in service				
16	The management shows little or no attention to stress affecting teachers due to load of work they are saddled with in public secondary schools				
17	Leaves such as annual, maternity etc. meant for teachers to give their health attention are most often not granted by the school management				
18	The implementation of National Health Insurance Scheme (NHIS) policy of the government is highly encouraging				
19	The NHIS health policy allows for access to quality and affordable medical treatment				

Motivational Indices

Section C

This section is designed to gather information on the level of work environment indices (Illumination, Heat, and space availability) in public secondary schools in Ibadan Metropolis.

Please pick among options provided to determine your responses to the statements using the following scale: SA-Strongly Agree, A- Agree, D- Disagree, SD- Strongly Disagree

S/N	Items	SA	A	D	SD
	Illumination				

1	The illumination in public secondary school classes is adequate				
2	Management make efforts to provide illumination material such as bulbs when needed in the classrooms				
3	Most classes in public secondary schools require better illumination which the government shows little or no concern for				
4	The windows in the classrooms allow for sufficient illumination of the classes				
5	The illumination situation in public secondary schools does not support visual aids of the students and teachers				
6	Well illuminated classes support effective performance of teachers and good assimilation by students				
	Heat				
7	The windows of the classrooms are not usually in place which expose students and teachers in public secondary schools to harsh weather during dry season				
8	The iron roofing sheet without ceilings emits heats during dry season which makes teaching-learning situation uncondusive				
9	Non availability of fans or air-conditioners expose students to a lot of heat during dry season				
10	Management's attitude towards providing facilities that will help to reduce heat in public secondary school classes is highly discouraging				
11	Trees are planted in public secondary schools to provide shed				

	thereby reducing effect of heat in the classes				
12	The staff room in public secondary schools are usually not conducive for work because of exposure to too much heat				
	Space Availability	SA	A	D	SD
13	Many students are crowded in small spaced classroom in many public secondary schools				
14	The government and management always make efforts to ensure students are not crowded in our public secondary schools				
15	Inadequate spacing does not allow for free movement during teaching				
16	In many of the existing secondary schools, the classrooms are not big enough to occupy chairs and tables hence students place their books on their laps to learn in their classes				
17	Many classrooms in secondary schools are already collapsing resulting in inadequate learning space with no attention from the government				
18	Many students still sit under trees to learn in some of secondary schools due to inadequate space availability				
19	Crowdedness affects students' concentration during teaching in public secondary schools				

Section D

Job Performance (Teacher-pupil Relationship, Improvisation of Instructional Aids and Participation in Co-curricular Activities) of the Respondents.

Instruction: Please put a tick in the appropriate box to indicate the extent to which you agree with the following statements on the level of job performance as a teacher. SA- Strongly agree, A- Agree, D- Disagree, SD- strongly disagree

Job Performance Indices

S/No	Job Performance Statements	SA	A	D	SD
	Teachers-pupil Relationship				
1	Teacher pays special attention to students with challenges in the class for example those from broken home, single parent and other special needs				
2	Teacher feels confident whenever students are being taught in the classroom				
3	Teachers in public secondary schools strongly believe that the success of their students is the true reflection of their performance				

4	I tried to maintain good relationship with my students against all odds				
5	I give attention to the weak students in my class to ensure they are carried along while teaching and monitor their performance in class				
6	Workload of teachers does not give room for cordial student teachers relationship				
	Improvisation of Instructional Aids				
7	I try using different teaching aids and improvise where not available to help in students' understanding				
8	As a teacher I use different teaching aids				
9	I try to adopt different teaching styles to help my students understand what is being taught				
10	The school management supports teachers to improvise instructional aids for better understanding of the students				
11	Teachers don't mind spending personal money on instructional aids to promote student's understanding.				
12	The government and school management of public secondary school don't provide enough supports to ensure instructional aids are available in schools				
	Participation in Co-curricular Activities				
11	I tried to identify students with special talents in my class e.g. (sport, vocational and oratory skills) and encourage them to	SA	A	D	SD

	develop it.				
12	Despite the workload, stress and pressure, I try to meet up with the target given to ensure the co - curricular activities are encouraged among the students				
13	The school management provide facilities to encourage participation of teachers in co-curricular activities in public secondary schools				
14	Teachers invest on themselves to acquire skills that will help them provide supports for students' involvement in co-curricular activities				
15	Teachers' involvement in co-curricular activities should form part of teachers' assessment in public secondary schools.				

Section E

This section is designed to gather information on relative influence of motivational factors (salary, promotion and medical support) and work environment factors (illumination, heat and space availability) on job performance of secondary school teachers in Oyo State. Please use the scale below to respond to statement in the table that follows:

Strongly Agree-(SA), Agree-(A), Disagree-(D), Strongly Disagree-(SD)

S/N	Items	SA	A	D	SD
1	The interest shown by school management in motivating teachers and creating good working environment has helped to improve				

	teachers' job performance				
2	Ensuring teachers' salary is paid on time has helped to improve teachers job performance				
3	The frequency of promotion among teachers has helped to improve their job performance				
4	The teaching environment in secondary schools has effect on teachers job performance in secondary schools				
5	The support provided by school management has positive effects on job performance of public secondary school teachers in Ibadan Metropolis				
6	Showing interest in providing pension plan can have positive effect on teachers job performance				
7	Providing training supports for secondary school teachers can help to improve their job performance				
8	Provision of health care policies often help teachers to improve on their level of job performance				
9	Payment of teachers allowances will often help to improve their level of job performance				
10	Show of appreciation by management after a job well done will help to improve teachers' level of job performance				
11	Assurance of job security often help to increase teachers job performance in secondary schools				
12	Good management-teachers' relationship will often help to				

	increase teachers' job performance				
13	Giving teachers opportunity to go on leave for self-relaxation as at when due will help to increase teachers' job performance				
14	Management show of concern and support on personal life issues will help to increase teachers' job performance				
15	Management promoting harmonious relationship among secondary school teachers will often help to promote their level of job performance				

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Bio – Data for ADEOGUN Adenike Elizabeth

1. **Name:** ADEOGUN Adenike Elizabeth
2. **Date of Birth:** 22-November 1975
3. **Place of Birth:** Maiduguri
4. **State of Origin:** Oyo State
5. **Local Government Area:** Atiba
6. **Number and Age of Children:** Three (18,16, and 8 Years)
7. **Language Spoken:** English, Yoruba and Hausa
8. **Permanent Home Address:** N0 6 Adiamo Layout Ologun eru Ibadan Oyo State
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B. Educational Institution Attended with Date

- | | | | |
|------|---|--------------------------------|---------|
| i. | Lead City University | MSc. In Educational Management | In View |
| ii. | Usman Danfodio University Sokoto | Post Graduate Diploma | 2010 |
| iii. | The Polytechnic Ibadan | Higher National Diploma | 2006 |
| iv. | Kwara State Polytechnic | National Diploma | 2002 |
| v. | Federal Government Girls College
New- Bussa, Kwara State | Senior Secondary Sch Cert | 1991 |

c. Academic and Professional Qualification with Date

- | | |
|------------------------------|---------|
| M Ed. Educational Management | in View |
| PGDE Education | 2010 |

HND Estate Management	2006
OND Estate Management	2002

Working Experience

Assistant Class Teacher	Tiny Thought Nursery and Primary Sch. Tanke Area, Kwara State	1993-1995
Makanjuola Ojewumi Real Estate Surveyor and Valuers, Oke Bola	Estate Assistant	1997-2006
Oluyole Estate Grammar School Oluyole Ibadan	Class Teacher	2010-2013

List of Publication: None

Names and Addresses of Referees

1. Dr. Gbolahan Oladosu
Department of Veterinary Medicine
University of Ibadan
2. Dr. Gideon Olakunle
Federal Institute of Oceanography
Lagos State

.....
Signature

.....
Date

University Compliance Form

This is to certify that the thesis by Adenike Elizabeth ADEOGUN with Matriculation Number PG/001111 in the Department of Education, Faculty of Arts and Education, Lead City University Ibadan, Oyo State is in full compliance with the approved University format and Style

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Signature

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Date

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