MOTIVATION AND TEACHER JOB SATISFACTION AS CORRELATES OF STUDENTS' ACADEMIC PERFORMANCE IN SECONDARY SCHOOLS IN ANAMBRA STATE.

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Abstract
This study investigated motivation of teachers and teacher job satisfaction as correlates of students' academic performance in secondary schools in Anambra State. It utilized the correlational research design. Two research questions guided the study and two hypotheses were tested at 0.05 level of significance. The population comprised 5,761 teachers in the 258 public (state government owned) secondary schools in the State. The sample comprised 1,728 teachers, drawn using stratified sampling technique. Data were collected using a researcher developed instrument titled 'Motivation and Teacher Job Satisfaction and Students' Academic Performance Questionnaire' It was duly validated by three experts who are all lecturers in the Faculty of Education, Nnamdi Azikiwe University. A reliability index of 0.84 was obtained using Cronbach Alpha. Out of 1,728 copies of the instrument administered, 1,700 copies representing 98.4% were duly completed, retrieved and used for data analysis. Data were analyzed using Pearson's Product Moment Correlation Coefficient. The findings revealed that there is a positive correlation between motivation and students' academic performance, and a substantial positive correlation between teacher job satisfaction and students' academic performance. Based on the findings, it was recommended among others that since teachers are happy with their jobs if they have professional achievement, recognition, opportunity to participate in decision making, receive living wage and have good relationships with their boss, that the state government and secondary school administrators should make efforts to uphold these conditions so as to improve teacher job satisfaction and ultimately students' academic performance.

Key words: Motivation, Teacher, Job Satisfaction and Academic Performance.

Introduction

The education system in Nigeria is facing numerous challenges. In response to this, the government and the private sector aim at advancing the quality of teaching and learning. In line with this, scholars have introduced initiatives that facilitate quality assurance and which focus hugely at developing teachers' capacity to participate constructively in quality improvement. For instance, supervisors and monitoring teams visit schools from time to time to ensure high standards in the

academic learning environment. The success of this effort in achieving high standards depends largely on the teachers. The maxim that no educational system can rise above the quality of its teaching staff further underscores the importance of teachers to national development (Federal Republic of Nigeria, (FRN) 2013). Teachers are instrumental to effective learning and quality education. They guide individual learners towards acquisition of knowledge, skills, abilities, information, ideas and competencies needed for purposeful living. The above expositions indicate that teachers are the heart and soul of teaching and learning.

Imaobong (2000) perceives a teacher as an individual who lays the moral foundation on which good citizenship is built. Thus, a teacher's job goes beyond teaching, but stretches into moulding and guiding youths, monitoring students and promoting general character training. Therefore, teachers need to be motivated for effective performance of, and dedication to their jobs. In support of this Ingwu and Ekefre (2006), and Ngada (2003), observed that teacher job motivation and invariably job satisfaction is a key to quality teaching and high standards of academic performance at all levels of education.

The relevance of teachers' job satisfaction is vital for a long term growth and development of any educational system around the world. Therefore, it is an undeniable fact that the future of school's business depends upon the satisfaction level of its workforce (employees). Dissatisfied employees cause immediate problems to their organization, thus better conditions of service for teachers could be an important vehicle for improving students' performance and achieving national educational goals. The perceived unsatisfactory work conditions of school teachers in Nigeria seems to be endemic. Teachers often complain that they are not part of the decision making process in their school. These unsatisfactory conditions that result to low teacher job satisfaction as most often proffered by teacher's themselves include: delayed salaries; poor salaries, lack of motivation, hike in fuel pump price; ineffective staff meeting, communication gap; favouritism; discrimination; unavailability of teaching resources, unhealthy working environment; lack of professional autonomy; political interference among others. The effects of these on teaching/learning process include lack of enthusiasm for the job, teacher absenteeism, teacher stress, poor student performance, leaving the profession suddenly in search of greener pastures and inefficiency on the part of teachers (Daily Trust, 2010).

From all indications the situation to improve working conditions of teachers to meet teachers' demand is not forthcoming. The Nigeria government decided to remove fuel subsidy in 2015 without consultation. This caused hike in pump price of fuel as well as the general level of goods and services. This caused more stress on Nigerian workers, teachers inclusive. Following the effects of this price hike, some of the teachers took it upon themselves to engage in commercial activities even during official hours to augment their pay, some of them out of frustration absent themselves from work while some others punish students unnecessarily as a response to their negative feelings. All these are evidence of conflict between teachers' job satisfaction

and their regular attendance to work (Duvie, 2011). These may likely affect students performance because teacher morale and students achievement go hand in hand. This presupposes that teachers job satisfaction is likely to affect their producing better results.

Job satisfaction has been referred to as a state of mind of an individual worker and how individuals experience their work lives. Job satisfaction can also be described as a relationship between the work and the individual. Workers who are satisfied with their job will be co-operative and motivated while those who are dissatisfied will be inclined to have low quality output, go on strike, be absent from work, invoke grievance procedures or, even leave the organization. The level of job satisfaction of workers is affected by intrinsic and extrinsic factors, the relationships with the work group and degree to which individuals succeed or fail in their work. Some factors that promote job satisfaction as identified by Unachukwu and Joe-Akunne (2016), include professional recognition, good salary, interpersonal relations, job security, professional advancement, favourable working conditions, supervision, achievement in work and promotion as and when due. In another view, Okpara (2006) reported that in Nigeria the most important value or condition conducive to job satisfaction is good salary. The bottom line is that, when teachers are not satisfied on their job, they will not be motivated and students' academic achievement will become a mission impossible.

Motivation is the inner force or urge that drives, directs, or influences an individual to attain organizational goals. Mullins (2010) describes motivation as the direction and persistence of action. It is concerned with why people choose a particular course of action in preference to others, and why they continue with a chosen action, often over a long period and in the face of difficulties and problems. Unachukwu and Joe-Akunne (2016), perceive motivation as the inner force that drives, directs, or influences an individual towards persistent action in the work place. Teacher motivation can arise from factors within the school system which if favourable to them, could help improve their teaching effectiveness and thus improve on the quality output (students). Motivation is therefore a key factor that determines the rate and success of the teaching learning process.

A motivated teacher is one who not only feels satisfied with his or her job but is empowered to strive for excellence and growth in instructional practice. When teachers are motivated, they become more committed to their teaching job leading eventually to the attainment of educational goals and objectives. The more satisfied teachers are with their jobs the more productive they will be. This is only possible if the necessary motivational factors that enhance job performance and satisfaction are in place.

Motivational factors are those aspects of the job that make employees (teachers) want to perform their duties. They help to propel, stimulate, channel, direct, energize, arouse, sustain and influence the teachers' behaviour towards striving for excellence, and to increase their persistence level in the teaching – learning process

for the achievement of national educational goals and objectives. Ejimofor (2007), argue that teachers who feel deprived of these factors are less motivated to do their best in the classroom.

It is on the basis of this that the researchers embarked on this study which investigated motivation and teacher job satisfaction as correlates of students' academic performance in public secondary schools in Anambra State. Specifically, the study investigated teacher job satisfaction and motivational factors with reference to general working conditions, method and mode of payments, promotion, potentials, and satisfaction with co-workers.

Research Questions and Hypotheses

The following research questions guided the study:

1. What is the nature of relationship between motivation of teachers and students' academic performance in public secondary schools in Anambra State?
2. What is the nature of relationship between teacher job satisfaction and students' academic performance in public secondary schools in Anambra State?

Two hypotheses were tested at 0.05 level of significance; namely:

1. There is no significant relationship between motivation of teachers and students' academic performance in public secondary schools in Anambra State.
2. There is no significant relationship between teacher job satisfaction and students' academic performance in public secondary schools in Anambra State.

Method

The study adopted the correlational survey design. In this study, the design is used to show the magnitude and level of relationship between teacher motivation, teacher job satisfaction and students' academic performance. The population of the study was 5,761 teachers in the 258 state government owned secondary schools in Anambra state. A total of 1,728 teachers were sampled from the population using stratified sampling technique.

A researcher developed instrument titled "Motivation, Teacher Job Satisfaction and Student's Academic Performance Questionnaire (MTJSSAP) was used for data collection. The instrument contains 30 items divided into three parts, A, B, and C. The three parts are on motivation, teacher job satisfaction and students' academic performance respectively. Each part contain 10 items. All the items in the three parts are structured on a 4- point response scale of Strongly Disagree (SD), Disagree (D), Agree (A), and Strongly Agree (SA), weighted 1, 2, 3, and 4 respectively.

The instrument was subjected to face validation by three experts; two in educational management and one in educational measurement and evaluation. All the experts are lecturers in the Faculty of Education, Nnamdi Azikiwe University. The internal consistency of the instrument was verified using Cronbach Alpha, and this yielded an overall coefficient of 0.84.

A total of 1,728 copies of the questionnaire were administered by the researchers directly on the respondents. Out of these, only 1,700 copies, representing 98.4% return rate were properly , completed, retrieved and were used for data analysis. Pearson Product Moment Correlation Coefficient was used in answering the research questions and in testing the hypotheses. The critical level of significance for all the analysis was $P<0.05$. All analysis was done using the Statistical Package for Social Sciences (SPSS) version 20.

For the research questions items with correlation coefficient of 0.00 to 0.40 were regarded as having low relationship; 0.41-0.6 high relationship while items with coefficient of 0.60 to 0.80 were regarded as having substantial high relationship. The relationship was regarded as negative if the correlation co-efficient is a negative value while it was regarded as positive if the correlation co-efficient value obtained is a positive value. For testing of the hypothesis a hypotheses, was rejected if the probability (P) value obtained is greater than the significant level of 0.05 whereas a hypothesis was not rejected if the probability (P) value obtained is less than the significance level of 0.05.

Results

The results are presented hereunder according to the research questions and hypotheses.

Research Question One

What is the nature of relationship between motivation of teachers and students' academic performance?

Table1. Pearson's Correlation between Motivation of Teachers and Students' Academic Performance

	N	**Motivation Of teachers**	**Students' academic performance**	***Decision***
Motivation of teachers	1700	1	.740**	
Student Academic performance	1700	.740**	1	S. Significant

As shown onTable 1, the Pearson's Correlation Coefficient, r = 0.74. This is an indication that a substantial positive correlation exists between motivation of teachers and students' academic performance. This implies that if motivation of teachers increase students' academic performance would also increase.

Research Question 2:
What is the nature of relationship between teacher job satisfaction and students' academic performance?

Table 2. Pearson's Correlation between Teacher Job Satisfaction and Students' Academic Performance

	N	**Teacher job satisfaction**	**Students' academic performance**	***Decision***
Teacher job Satisfaction	1700	1	.76 8**	
Students' Academic performance	1700	.768**	1	Positive

Results in Table 2 show that the Pearson's Correlation Coefficient, r = 0.768. This shows that there is a substantial positive correlation between teacher job satisfaction and students' academic performance. Thus if there is an increase in teacher job satisfaction, students' academic performance would also increase.

Hypotheses One
There is no significant relationship between motivation of teachers and students' academic performance.

Table 3: Test of Significance of Pearson's Correlation between Motivation of Teachers and Students' Academic Performance

	N	**Motivation**	**Students' academic Performance**	**P-Value**	**Decision**
Motivation of teachers	1700	**1**	.740		
Students' academic performance	1700	.740	1	0.05	S. Significant

Data analysis on Table 3 show that the probability value obtained r = 0.740 is greater than the p-value 0.05. Thus there is a significant relationship between

motivation of teachers and students academic performance. The null hypothesis was therefore rejected.

Hypotheses Two:
There is no significant relationship between teacher job satisfaction and students' academic performance.

Table 4: Test of Significance of Pearson's Correlation between Teacher Job Satisfaction and Students' Academic Performance

	N	**Teacher Job Satisfaction**	**Students' Academic Performance**	**P-Value**	***Decision***
Teacher job satisfaction	1700	1	.768		
				0.05	Significant
Students' academic performance	1700	.768	1		

Data on Table 4 show that the probability value obtained, r = 0.768 is greater than the alpha level 0.05. Thus there is a significant relationship between teacher job satisfaction and students' academic performance. The null hypothesis was therefore rejected.

Discussion of Findings

Analysis of data reveal that a substantial positive correlation exists between motivation of teachers and students' academic performance. This implies that if there is an increase in motivation of teachers, students academic performance will also increase. This finding agrees with Osakwe (2014), who reported that motivation improves workers performance.

The results also show that there is a substantial positive correlation between teacher job satisfaction and student's academic performance. This finding agrees with Connors (2000), who argued that teacher morale go hand in hand with students' academic achievement. This is because when teachers are not satisfied with their jobs, they transfer it to the students in many ways including absence from class. When this happens students suffer and their academic performance will invariably be affected negatively.

The study also revealed that teachers respond positively to motivational factors that give them job satisfaction and higher productivity. These factors include good salary, good condition of service, prompt and regular promotion, recognition and feedback, increased job security/enrichment, professional development and authority, good working environment, challenging and varied work, participation in decision

making and research grants. This is an indication that motivational factors promote job satisfaction and thus improve students' academic performance. Teachers work harder and are more dedicated to their jobs when motivated to do so. This finding supports Aguba (2009), and Osakwe (2014), who variously found out that, irrespective of gender that teachers are more healthier, more productive and more satisfied with their job when motivated. These scholars noted that a conducive school climate and job security influence teachers dedication to their jobs and that this leads to improved students' academic performance. The present finding is also in line with Danish and Usman (2010) and Okoth (2003) who argued that teachers who do not feel supported with motivational factors are less motivated to do their best in the classroom.

Findings of the study also imply that the more teachers believe that teaching is a valuable career the more satisfied they are with their job. This agrees with the view of Armstrong (2009), who pointed out that administrators should not see themselves as the "boss" but as the "facilitator". Continuing, Armstrong stated that an administrator who sees himself as a facilitator always involves his staff in decision making thereby enhancing teacher job satisfaction. The finding also corroborates, Olajide (2000), who asserted that in order to get the best out of employees, the job itself must have desirable features such as being interesting, having good pay and job security. A teacher whose job satisfaction is high, generally go the extra mile in teaching and learning. No wonder, Connors (2000) argued that teacher morale and student academic achievement go hand in hand and that if you don't feed the teachers, they eat the students.

Conclusion

Teacher job satisfaction and students' academic performance happen to be one of the most noteworthy subjects in any educational institution. Motivation plays a vital role in job satisfaction for teachers. Teacher job satisfaction enhances their productivity and is essential to a healthy and prosperous teaching learning environment.

It is for this reason that school managers, and the government should pay increasing attention to the satisfaction of teacher needs in order to boost their morale towards implementing educational goals and hence, improve students' academic performance in schools.

Recommendations

Based on the findings, the following recommendations are made:

1. The government and school administrators should recognize teachers' individual training needs and be supportive of teachers continuing education.
2. School authorities should provide professional development from such as seminars, workshops, conferences among others and encourage teachers to participate in same for their professional growth.

3. Principals should involve teachers in decision making, in schools, as this makes teachers to have a sense of belonging, intimately satisfied and motivated.
4. Government should make living wage for teachers a reality, as this will reduce the search for more funds by the teachers at the expense of their teaching jobs.
5. Administrators should ensure that incentives are given to teachers who are regular to work so as to encourage such teachers and also urge others to emulate this good behaviuor.

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