

Motivational Management Practice and Teachers Performance Satisfaction in Selected Secondary Schools in Cross River State, Nigeria

MARTHA DANIEL EKPE

Department of Educational Management

Faculty of Education, Cross River University of Technology,

Calabar Cross River State Nigeria

ABSTRACT

This study was designed to examine motivational management practice and teacher's performance satisfaction in selected secondary schools in Cross River State, Nigeria. The study employed a descriptive survey design. The choice of survey design is the most appropriate for measuring the attitude and behavior of a large number of people. The survey ask limited questions of a larger number of people since it is seldom possible to question everyone concerned with a certain social problem, a sample is, therefore, used. The population of the study will be made up of 3145 senior secondary teachers in selected schools in Cross River State, Nigeria as obtained in the Niger State Ministry of Education, Department of Planning Research and Statistics (2020). The study adopted stratified and purposive sampling to select the required respondents to participate in the study. The sample consisted of 319 secondary school teachers. Data for this study was obtained using a researcher's developed instrument entitled Motivation Management Practice and Teachers Performance satisfaction Opinion Questionnaire (MMPTJOQ). Developed on a 4 point modified Likert type scale. The finding revealed that remuneration significantly relates to teacher's performance satisfaction. It was also found that teachers' placement has a significant influence on their performance satisfaction.

Keywords: Motivational, Management Practice, Teachers, Performance Satisfaction.

1. STUDY BACKGROUND

Education is absolutely regarded as the bedrock for society growth and development. This is due to the fact that every society that want to sustain its capacity in the world, strive for quality education to its citizens It is worthy to note that every educational setting that has developed successfully, aim at producing trained personnel and human resources, who ensures/promote national development. To achieve this, a satisfied work force is required. It has been observed that teachers who have high level of performance satisfaction commit their time, energy and efforts to their work, which results in high productivity (Scott, 2004). The practices of teachers are very vital in the educational development of any nation and society. Teachers provide needed guidance to students to aid national development. The extent which the school teachers are satisfied with their job is a potential indicator of their commitment to their responsibilities and this has implications for the accomplishment of educational objectives.

According to Armstrong (2006) performance satisfactions is the attitudes and feelings people have about their jobs. For Armstrong, positive or favorable attitudes about the work and the work environment indicate performance satisfaction, and the inverse, referring to negative or unfavorable attitudes towards the work, indicates job dissatisfaction. Zembylas and Papanastasiou, (2006), viewed teacher performance satisfaction as a function of the perceived relation between what one wants from teaching, and what one perceives teaching is offering to a teacher.

Teachers are the most important resources in a school. They are the key figures for any changes (e.g., educational reforms) needed in schools. The provision of a high quality education system depends on high quality teachers. The quality of the teachers, their commitment, satisfaction and motivation are the determinant factors for the students to benefit from the education system. Teachers act as role-models, since they are the pillars of the society (Jyoti & Sharma, 2009) who help the students, not only to grow, but also to be the potential leaders of the next generation, and to shoulder the responsibility of taking their nation ahead. Satisfaction with the teaching component has important consequences. It means that the teachers are happy, devoted and

committed, and it also helps to bring out best qualities in them schools, so that students, parents, and the society can benefit from their services (Ofoegbu, 2004).

Teachers', like other employees have moral obligation for over all development of their country. As indicated by Jaiyeoba and Jibril (2008), satisfied and motivated teachers are important for any educational system. The success or failure of the education system depends mainly on satisfied teachers, and as well on satisfied school managers and administrators. Teachers, specifically, spend a great amount of time with their students in class, and hence they have a significant impact on student achievement (Jyoti & Sharma, 2009). The success of the school system, like any other organisation, is hinged on the establishment of a conducive working environment geared towards the advancement of productive capacities of people at work. These capacities are in the pursuit of achieving the educational objectives as well as satisfying the needs of the individual staff, coupled with how these staffs are managed.

Motivational management is an important management function concerned with obtaining, developing and motivating the human resources required by an organisation to achieve its objectives. According to Armstrong (1991), personnel management practice encourages making the best use of the skills and capabilities of all those employed in the organisation with a view to attaining the potentials of individual employees and achieving organisational goals and objectives. Personnel management can also be viewed as a task area in management dealing with human resources to be supplied and managed. It is the management of people at work. Thus, it is otherwise referred to as human resources management, concerned with functions relating to the handling of employment relationships and all activities that are employee-centered. Ogunsaju (1990) defined personnel management as the effective mobilisation of human resources based upon appropriate recruitment, selection, training and placement of appointed staff in order to achieve the set goals and objectives to its employees.

Employee placement is the process of assigning a new employee to a position within his or her sphere of authority where the employee will have a reasonable chance for success (Dessler, 2008). Kumar and Sharma (2001) define placement as the determination of the job to which an accepted candidate is to be assigned. Employee placement is important in an organization because it affects the employee's performance. Employee performance in any organization is reflected in the effectiveness and efficiency with which goals and objectives are achieved (Sousa, Aspinwall, Sampaio and Rodrigues, 2005).

Excellent employee performance means that the employee will carry out duties efficiently and effectively to meet agreed job objectives (Baldwin, 2008). To harness excellent employee performance, organizations ought to institute practices to manage employees well. The ability to effectively manage employee performance can lead to increased profit margins, cost savings, customer satisfaction, growth, or market share (Kirkpatrick, 2006). One good practice recommended for excellent employee management is effective placement. Dessler (2008) holds that faulty placement can result in poor employee performance which in turn could lead to reduced organizational efficiency, increased attrition, threats to organizational integrity, and frustration of personal and professional ambitions. Conversely, he argues that proper placement fosters personal growth, provides a motivating climate for employees, maximizes performance, and increases the probability that organizational goals will be met. In support, Kumar and Sharma (2001) suggest that proper placement of workers reduces employee turnover, absenteeism and accident rates, and improves morale, all of which have implications on overall employee performance and productivity in the organization. Employee placement entails executing proper induction by developing an induction plan and implementing it.

Remuneration is among the factors which go along with many other factors which can have an effect on the performance satisfaction and motivation of teachers. Statistics show that there is an important link between reward and recognition and that between motivation and satisfaction. Awarding the financial benefit to employee without any prominent show also loses its importance. Ali and Ahmed (2009) states that there is an important link between reward and recognition and that awarding the financial benefit to employee without any prominent show also loses its importance. Weinstein (1977) puts it that when an employee gets a monetary reward with exceptional amusement and excitement that experience becomes more tremendous for recipient. Types and nature of rewards have a direct relation with the motivation and satisfaction of the employees. Considering recognition, it can be said that it is an important factor affecting employee motivation. Fisher & Ackerman (1998) defines recognition as a public expression of appreciation given by a group to individuals who undertake desired behaviors. Cherrington (1989) defines recognition as non-financial rewards praise and effective in employee's motivation hence promotes performance satisfaction. Flippo (1984) indicated that employees have a need for recognition, which contributes to a state of meaningful job. It all involves credit for work done, management support through verbal praise for excellence work and public recognition through awards. Flippo does include monetary rewards as a form of recognition.

Okumbe (1998) argues that employees would want pay systems and promotion policies that are just, unambiguous and in line with their expectations. Performance satisfaction is enhanced when workers see their pay as being fair based on job demands, individual skill level and the overall national standards. Reward and recognition are the two along with other factors which can have an effect on performance satisfaction and motivation of teachers. Kimengi (1983) findings implied that teachers' salary is an important factor that contributes to teachers' performance satisfaction. Kimengi suggests that educational planners should consider

the importance of increasing teachers' salaries in order to retain teachers in the teaching profession. Kimengi's (1983) study underscored the important roles played by the promotional opportunities available in teaching profession that also increase performance satisfaction to teachers. When a teacher gets monetary reward with exceptional amusement and excitement, that experience becomes more tremendous for the recipient (Weinstein, 1997). Changes in reward and recognition can bring a definite change in work motivation and satisfaction (Ali & Ahmed, 2009). They confirmed the strong positive effects of monetary rewards and recognition of performance satisfaction.

Hersey (1996) says more research has found out that money, the oldest reliable motivational tool, is not as mighty as it is supposed to be particularly for production workers. Bateman and Zeithaml (1990), observe that if the employee feels equitably treated as he receives outcomes from his work, then he will be satisfied. Such people are more likely to remain with the company while the unsatisfied workers are more likely to quit. According to Okumbe (1998), performance satisfaction is enhanced when workers perceive equitable pay compared to their output. According to Sargent and Hannum (2000), a global union federation known as the Education International in their decision resolved that a precondition for Success combating corrupt practices among teaching staff, had teacher and education workers in general, is the provision of adequate salary, enabling all educational personnel to make a decent living from their regular work. It is on the light of this theoretical basis that the study seek to examine motivational management practice and teachers performance satisfaction in selected secondary Schools in Cross River State, Nigeria

2. STATEMENT OF THE PROBLEM

The need for teachers' satisfaction in an organization cannot be compromised with. This is because. If people work in a contented environment they will find it easier to come to work. If the opposite happen, they will find it difficult to accomplish tasks. When needs are not fulfilled an individual may be affected psychologically, morally and economically. In relation to this idea, the social context of work is also likely to have a significant impact on a workers' attitude and behavior. Teachers are the most important resources available within the school, therefore, the pattern of and support for teachers development were the most important determinant of the schools efficiently. Observation has shown that most teachers of private schools complain of poor personnel management practice, remuneration, professional developments working conditions and supervision and the poor relationships teachers have with the principals and the parents. As an experienced teacher in the study area about a decade, the researcher has heard some complaints that made teachers dissatisfied with their job. This strikes a question to the researcher mind. How does personnel management practice affects teachers' performance satisfaction in private secondary schools in Niger State? Therefore, this gap made the researcher to conduct the current study in the target area.

3. RESEARCH QUESTION

The following research questions will be formulated to guide this study:

1. To what extent does remuneration relate with teachers performance satisfaction?
2. How does teacher placement relate with their performance satisfaction?

4. RESEARCH HYPOTHESES

The following research questions will be formulated to guide this study:

1. Remuneration does not significantly relate with teachers performance satisfaction
2. There is no significant influence of teachers' placement on their performance satisfaction.

5. METHODS AND PROCEDURES

This study employed the use of survey design. The choice of survey design is the most appropriate for measuring the attitude and behavior of a large number of people. The survey ask limited questions of a larger number of people since it is seldom possible to question everyone concerned with a certain social problem, a sample is, therefore, used. The population of the study will be made up of 3145 senior secondary teachers in selected school in Cross River State, Nigeria as obtained in the Niger State Ministry of Education, Department of Planning Research and Statistics (2016). The study adopted the stratified and purposive sampling to select the required respondents to participate in the study. The sample will consist of 319 secondary school teachers. Data for this study was obtained using a researcher's developed instrument entitled Motivation Management Practice and Teachers Performance satisfaction Opinion Questionnaire (MMPTJOQ). on a 4-point modified likert type scale ranging from: Strongly Agree (SA) 4 points, Agree (A) 3 points, Disagree (D) 2 points and Strongly Disagree (SD) 1 point.. The raw scores was analysed using Pearson's Product Moment Correlation Statistics.

6. RESULTS AND DISCUSSIONS

The results from the data analysis are presented below

6.1 Hypothesis one

Remuneration does not significantly relate with teachers performance satisfaction. The independent variable in this hypothesis is enumeration while performance satisfaction is the dependent variable. To test this hypothesis Pearson's Product Moment Correlation (PPMC) was used as presented in Table 1.

TABLE 1: Relationship between remuneration and teachers performance satisfaction (n= 311)

Variables	$\sum x$	$\sum x^2$	df	LS	$\sum xy$	r-cal
	$\sum y$	$\sum y^2$				
Remuneration (X)	3528	64550	310	0.05		
Performance satisfaction (y)	3060	47000			52336	0.77

Significant at 0.05 level; df = 310, crit-r = 0.196

The result in the Table 1 shows that the calculated r-value of .77 is greater than the critical r-value of 0.196 needed at .05 alpha level of significance and 310 degrees of freedom. "With this result, the null hypothesis is rejected. This implies that remuneration has a significant relationship on teachers' performance satisfaction

Hypothesis two

There is no significant influence of teachers' placement on their performance satisfaction. The independent variable in this hypothesis is placement while performance satisfaction is the dependent variable. To test this hypothesis PPMC was used as presented in Table 2.

TABLE 2: Relationship teachers placement and performance satisfaction (n= 311)

Variables	$\sum x$	$\sum x^2$	df	LS	$\sum xy$	r-cal
	$\sum y$	$\sum y^2$				
Placement (X)	2239	26303	206	0.05		
Performance satisfaction (y)	3060	47000			33122	0.82

Significant at 0.05 level; df = 310, crit-r = 0.196

The result in the Table 1 shows that the calculated r-value of 0.82 is greater than the critical r-value of 0.196 needed at .05 alpha level of significance and 206 degrees of freedom. "With this result, the null hypothesis is rejected. This implies that there is a significant influence of teachers' placement on their performance satisfaction

6.2 Discussions

The finding of hypothesis one revealed that remuneration does not significantly relate with teachers performance satisfaction. This result is at variance with the researcher's expectations in that motivation is a strong tool for job performance as such when workers are motivated, their morals will be improved hence performance will enhances. The finding agrees with Ali and Ahmed (2009) states that there is an important link between reward and recognition and that awarding the financial benefit to employee without any prominent show also loses its importance. Also, Weinstein (1977) puts it that when an employee gets a monetary reward with exceptional amusement and excitement that experience becomes more tremendous for recipient.

The result of the finding in hypothesis two revealed that employee placement significantly relate with performance satisfaction. This is because when employees are properly placed, they seem reasons to put more effort in their job. Placement is the process of assigning a new employee to a position within his or her sphere of authority where the employee will have a reasonable chance for success. The finding agrees with Kumar and Sharma (2001) who informed that employee placement is

important in an organization because it affects the employee's performance. Employee performance in any organization is reflected in the effectiveness and efficiency with which goals and objectives are achieved.

7. IMPLICATION OF THE STUDY TO STAKE HOLDERS IN EDUCATIONAL SECTOR

The roles of teachers are crucial and important instrument for the transfer of knowledge and skills to students in the schools. There for this study may contribute to knowledge advancement to teachers, school administrators, education office and research scholars who may want to write on the present study. By conducting this study, identifying the relation between personnel management practice and teachers' performance satisfaction of public and private secondary schools would provide information on which action or measure to be taken to promote teachers' job satisfaction. The study may also help to create awareness of the factors that affect teachers' performance satisfaction for general secondary school administrators education office and zonal education department experts to take actions on the factors that affect teachers' performance satisfaction in general secondary school may serve as input to enhance the teaching and learning process through improving teachers' performance satisfaction and their commitments by using finding of this study.

Teachers' Performance satisfaction and Commitment may contribute for encouragement teachers of public and private schools by initiating schools management and department heads in schools to improve personnel management practice and teachers' performance satisfaction by offering the clear picture of teachers' performance satisfaction and their commitment practices for schools.

8. SUMMARY

The aim of any institution is for academic excellence and profit maximization. When an organisation lacks the skills on how to motivate workers, there is bound to be less turnover in terms of human and material resources, this underscores the need for motivation. Motivation is a driving force that should not be taking for granted. When staff are being motivated in their job, there will be room for excellence and productivity will be enhanced. If workers are not motivated, there is likely reduction in satisfaction and this may affect performance negatively. The need for motivational management strategies to be employed in any organization cannot be undermine. To this en the study summarized that government and all stake holders should adopt both intrinsic and extrinsic motivational strategies if worked must be productive in the organization.

9. RECOMMENDATIONS

From the well-established finding of the study, the following recommendations were put forward.

1. Government and all employers of labour should ensure that teachers should be adequately promoted as at when due as this will help to encourage them to put more efforts and zeal in the job.
2. There should be room for remunerated for good work don such could be extra salaried, praise reward, fringe benefits and other forms of motivation that can lead to enhanced job performance.

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