

Assessment of Self-Motivation and Teachers' Job Performance in Public Senior Secondary Schools in Rivers State

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Abstract: The study assessed self-motivation and teachers' job performance in public senior secondary schools in Rivers State. The survey causal-comparative research design was adopted in this study. The population of this study consists of 6,956 senior secondary school teachers in Rivers State. The Slovin's formular was used to draw a sample size of 277 teachers (Rivers East =99, Rivers South East = 85, and Rivers West =93), while the multi-stage sampling and simple random sampling techniques were applied in the selection of the sample. A self-structured rating scale titled: "Assessment of Self-Motivation and Teachers' Job Performance Scale" (ASMTJPS) was employed for data collection. Using the Cronbach Alpha method, a reliability coefficient index of 0.77 was obtained. The data obtained were analysed, using mean and standard deviation to answer the research questions, while One-way Analysis of Variance was used to test the null hypotheses at 0.05 level of significance. The result of the study revealed that there is no significant difference in the mean ratings of teachers in the three senatorial districts on the extent to which commitment, goal setting and optimism influence teachers' job performance in public senior secondary schools in Rivers State. It was therefore, recommended among others that for effective job performance of teachers, there should be consistent payment of their salaries, wages, allowances and other incentives which would likely trigger their self-motivation, dedication, willingness and boost their morale to work.

Keywords: Self-Motivation, Job Performance, Secondary Schools, Rivers State.

Introduction

Education is one of the vital tools for emancipating mankind, such that each society puts a lot of capital on it to ensure that the entire generation acquires the necessary skills, knowledge and the desired attitudes critical for future survival. However, owing to its value, the extent to which education is measured greatly anchors on examination scores, yet academic achievement also corresponds to teachers' job performance. In the light of this reality, human capital investment plays significant role in addressing students' performance gaps. The most crucial resource for organization is human capital development through continuous training. It is advised that regular training should be encouraged to renew the teachers' vigor in undertaking tasks effectively, as

this motivates them to get committed to the ideals of their job (Ombuya, 2015). The developed world has realized the invaluable contribution of education to the development of nations. The United Nations Educational Scientific and Cultural Organization's (UNESCO) recommendation on the status of teachers as far back as 1966 is an eloquent attestation to this recognition.

In this regard, Ogundele (2015) observed that no nation rises above the level of its education and no educational system outgrows the quality and status of its teachers, and no nation can afford to pay lip service to the education of its people. The nation which fails to realize this importance of education, does so at its own peril. This assertion attempts to correct the erroneous impression that teachers' rewards are in heaven. This is supported by section 9 No. 59 of the Federal Republic of Nigeria, National Policy on Education. In the opinion of Dieleman (2016), teachers' education will continue to be given a major emphasis in all our educational planning because no educational system can rise above the quality of its teachers. The section also added that all teachers in our educational institutions from pre-primary to university will be trained. The school can change the society for better through the agency of the teachers, but the society has to first empower the teacher and enrich the climate of the school. The importance of welfare scheme on teachers' job performance is greatly being felt all over the world.

As Locke and Latham (2014) opined that a satisfied worker will produce more and use this as a basis for relating self-motivation, satisfaction and job performance. The need to motivate oneself is a fundamental issue in all organizations that are aimed at achieving set goals. Teachers like workers in other organizations, need the renewed energy brought by self-motivation. From observations, teachers tend to perform well when they are committed to their job and provided with conducive working environment. The working environment, not necessarily high pay, if properly improved to satisfaction of a worker, one gets motivated and the output is high (Locke & Lathan, 2014). One of the most important factors that move every human being to achieve his or her goal is motivation. Indeed, the motivation is that guiding principle that enables people to stay focused on the path of success regardless of the challenges that may be encountered. This includes personal as well as professional goals and targets (Baumeister & Voh, 2014). According to Ofoegbu (2014), motivation is assumed to be something good because it goes in influencing individual's behaviour and performance of work. Invariably, motivating teachers, therefore has to do with influencing teachers' attitude to work; it involves making teachers to be ready to take part in the teaching processes in the school. It also has to do with the interest of teachers to discipline and control students. The teacher is the person who expresses or translates the educational philosophy and objectives into skills and knowledge that are eventually transferred to the students. When the teacher has all that is required to perform his job, he will discharge his duty to the general improvement of school system. Motivating teachers entails doing what will make the teachers happy, satisfied, dedicated and willing to work hard and giving their time and energy to the course of teaching to the benefits of students and the education system (Ofoegbu, 2014).

Teachers have need that could be intrinsic or extrinsic. Intrinsic motivation has to do with the job itself. A teacher who is intrinsically motivated performs his/her job for the sake of it, for the joy, satisfaction derived from doing it and recognition for doing it. On the other hand, teacher who is extrinsically motivated carries his/her duty so as to get reward like salary. It plays significant role in determining a teacher's attitude and behaviour. The intention of the institution should be to build and improve the intrinsic and extrinsic motivation for teachers to teach optimally for school improvement (O'neil, 2015). The only way quality and standard education can be achieved is

through improving the working conditions and work environment in addition to providing adequate perks to teachers so that they perform their job without blemish. We may not expect too much from people who are not well motivated. A teacher performs to the level of his/her empowerment. Therefore, teachers' level of performance is a manifestation of the extent they are motivated (Baumeister & Voh, 2014). A self-motivated and qualified workforce is crucial to increase productivity and the quality of the organizational services in order to achieve organizational objectives. The challenge and dilemma for many teachers is how to create this type of self-motivation (Dieleman, 2016). Self-motivation is significant because even people with the required knowledge, skills, and abilities will perform poorly if they are not generally motivated to devote their time and effort to work (Milapo, 2011). Teachers have needs which their workplace must fulfil in order to avoid demotivation. When teachers lack self-motivation they tend to resort to anti-work behaviours such as absenteeism, negligence of duty, late-coming, failure to meet deadlines, display of open frustration. Institutions need to place all efforts to ensure that incentives such as intrinsic motivators, extrinsic motivators and performance management approaches are used in order to retain, attract, increase workers efforts, satisfaction and commitment (Emenike, 2013).

Self-motivation and job performance are crucial variables in achievements of an organizational goal and objectives. Also, self-motivation plays a very significant part in an institution because it enhances the productivity of teachers and the expected goals can be realized in an efficient manner. For teachers, self-motivation plays a big role in their performance because it contributes immensely to their competence. Education is the bedrock of any development and the efficiency of the education system of any country depends on the teachers who constitute the most significant input in the school system that allows it to attain and accomplish its goals (Inayatullah & Jehangir, 2017). The federal government of Nigeria recognizes the fact that teachers need to be motivated so as to raise the quality of education in the country. That is why the government has given emphasis to teacher education in its educational planning and development since no educational system may rise above the quality of its teachers (Ofojebe & Ezugoh, 2015). This conviction has made the government to initiate some reforms and innovations in the education of teachers and their welfare. The National Action Plan and 10-year Strategic Plan laid emphasis on expansion of teacher training opportunities and upgrading of qualification. The reforms include the introduction of Pivotal Teachers Training Programme (PTTP), Federal Teachers Corps, the introduction of Teachers Salary Scheme (TSS) with other incentives. This was designed to improve the status and condition of service of teachers.

In spite of the beautiful design of the government, teachers have not been adequately motivated for their job. For any nation to achieve high and quality standards, the needs of teachers must be taken seriously (Ofojebe & Ezugoh, 2015). The future of our education system lies in the hands of teacher who not only make learning take place but determine the quality of instruction that will be given to learners. It must be mentioned that teachers are the hub of the educational process; it is upon their number, their education, training, quality and devotion to duty, their effectiveness and efficiency, their competence, their productivity and their capability that the entire educational system and enterprise depend (Gbenda Batur – Lawa, 2019). It is quite disheartening to say that there is failure in service delivery in education sector.

Udi (2012) posited that in the past decade, West African School Certificate results of students have been very poor. Accusing fingers have been pointed at teachers for the low standards. The teachers on their part have complained of neglect, lack of adequate instructional materials,

irregular and poor salaries and poor conditions of service. Teachers are human beings, who have their needs and aspiration; and needs vary according to person. When these needs are not met, they (teachers) tend to develop withdrawal syndrome, absenteeism, abandonment of responsibility which affect their job performance and productivity. In recent time, our education system has been marred and blighted by fallen quality and standard. This phenomenon has become a topic of concern by participants in the system. Teachers' self-motivation cannot be glossed over as an impetus for performance and assurance for efficiency of the school system; it will also douse the palpable tension in the system and bring satisfaction to teachers. The Nigerian Union of Teachers and government are in frequent face-off over salary increase, benefits and enhancement in the working conditions of teachers. Both the federal and state governments contended that the prevailing economic difficulty and situation cannot sustain the demands of teachers; the government often gives excuse of lean resources that is not enough to meet teachers' demand (Udi (2012).

Again, the government has shown that it is not satisfied with the performance of teachers; teachers have been accused of indolence, negligence, unenthusiastic, lack of dedication, absenteeism and ineffectiveness and therefore do not deserve any salary increase, and other incentives. On the other hand, teachers contend with government over salary structure, incentives and other working conditions which they believe do not meet their basic needs and aspirations. Teachers also feel that the salary of those in the other sectors is bigger with higher motivation and better working conditions; they agitate for better teachers' salary structure that will be as good as others (Baumeister & Voh, 2014). This development is ill wind that portends danger for the future of our education system, and the society at large. If the education system is to witness transformation, efficiency and quality, teachers must be provided the basic necessities that will give them the force to generate self-motivation and take up their job accordingly.

Self- motivation is the drive you have to work towards your goals, put effort into self-development, and to achieve personal fulfillment in your workplace (Fresko, Kfir & Nasser, 2017). It has to do with how inspired teachers are to pursue and accomplish their goals. When a teacher does accomplish a desired goal, it typically results in a sense of positive self-worth, which contributes to personal and professional growth and development. The motivation may be affected both by dispositional characteristics, such as individuals' perceptions of their abilities and potential to succeed; and by external forces, such as the promise of rewards for success or threat of punishment for failure. It is important to note here that self-motivation is generally driven by intrinsic motivation, a kind of motivation that comes from sincerely wanting to achieve and desiring the inherent rewards associated with it. Self-motivation is important because it does not let you depend on others and drives you tap your strengths to meet your goals. It also helps you ensure you work on your weaknesses and do not let them hinder your plans (Darling-Hammond, 2013).

In the view of Fresko, Kfir and Nasser (2017), self-motivation of teachers is generally assumed to have important impact on their job performance. It is deep rooted in human nature. Some teachers appear to have an intrinsically high level of self-motivation while others have low in the same job. The first category of teachers typically do not require the use of external incentives to prompt them to work towards their goals because they already have the desire to do so. People who are motivated mainly by a high self-motivation will seek out challenging tasks and work hard to succeed at them. People low in self-motivation tend to pursue very easy tasks or where the chances of success are high. But people who are in the other extreme choose tasks that are

extremely difficult, where no reasonable person could be expected to succeed (Colarelli & Bishop, 2010).

Therefore, teachers who possess higher self-motivation will tend to have great satisfaction in their job. Due to this nature, the employment of teachers for a teaching job is decisive for the success of an institution, as it determines the working performance of the teachers and largely their job performance, self-motivation and commitment (Udi, 2012). Therefore people who have the responsibility for selecting school teachers should be able to understand the need for achievement/ self-motivation possessed by the school teachers and to know the ways to improve and capitalize that. If future policy makers consider this important factor in the selection phase, there is no doubt that the schools will show greater productivity (Darling-Hammond, 2013).

The measures of self-motivation adopted in this study include: commitment, goal setting and optimism. In reality, educating children and young adults requires not only extensive training, practice, and skills, but also a number of personal commitments that teachers must embrace if they are to succeed in the field and ultimately leave a positive and lasting impression on their students. Commitment is a sense of fidelity and adherence (Udi, 2012). Commitment is one of the most important factors influencing teachers' job performance in schools as it provides that teachers with high levels of commitment work harder, demonstrate stronger affiliation to their schools, and show more desire to carry out the goals of teaching than teachers with low levels of commitment (Seijts & Latham, 2011). More importantly, students of highly committed teachers are more likely to learn material and develop a positive attitude toward school than those of teachers with low levels of commitment. Teacher commitment is a key factor influencing the teaching-learning process. It is the psychological identification of the individual teacher with the school and the subject matter or goals, and the intention of that teacher to maintain organizational membership and become involved in the job well beyond personal interest. According to this view, the higher the teacher's psychological identification is, the higher his or her sense of commitment will be (Ofojebe & Ezugoh, 2015).

In the view of Butler (2017), teachers' goal-setting involves creating professional, instruction-based objectives in areas where teachers need improvement. The power of these **goals** lies in the execution of the actionable steps created in order to achieve them. Goal setting is a widely embraced practice in corporate settings and a highly regarded subject in literature on the workplace. However, its presence is weaker in higher education scholarship on teaching. Recent research on the primary and secondary levels of education gives reason to pay greater attention to teachers' goals (Streblov, & Schiefele, 2011). In common parlance, goals generally refer to more concrete and mindful ends. They are performance outcomes or learning targets that individuals use for self-evaluation, a criterion against which to assess, monitor, and guide cognition. Findings indicated that teachers' goals positively impact their professional growth and instructional effectiveness (Shim, Cho, & Cassady, 2013; Ofojebe & Ezugoh, 2015). A teacher's 'goal orientation' appears to impact his/her likelihood of seeking help in the face of teaching challenges effort at creating classroom environments that emphasize growth over competition commitment to serving as a socio-emotional support for students and resistance to teacher burnout (Shim, Cho, & Cassady, 2013). The potential impact of teachers' goals on student experience makes teacher goal setting an important research area.

Teachers' optimism according to Pajares (2014), is an attitude reflecting a belief or hope that the outcome of some specific endeavour, or outcomes in general, will be positive, favorable, and desirable for the teacher. A common idiom used to illustrate optimism versus pessimism is a

glass filled with water to the halfway point: an optimist is said to see the glass as half full, while a pessimist sees the glass as half empty. Optimism is a mental attitude characterized by hope and confidence in success and a positive future for every teacher. Optimistic teachers are those who expect good things to happen, where pessimistic teachers instead predict unfavorable outcomes. Optimistic attitudes by the teacher are linked to a number of benefits, including better coping skills with classroom activities, lower stress levels from the job and the students, better physical health, and higher persistence when pursuing stated goals. Optimistic teachers tend to view hardships as learning experiences or temporary setbacks. Even the most miserable day holds the promise for them that tomorrow will probably be better. If you always see the brighter side of things, you may feel that you experience more positive events in your life than others, find yourself less stressed, and even enjoy greater health benefits. When looking at the classroom context, **optimistic teachers** focus on the positive qualities of students, classrooms, schools, and communities (Pajares, 2014). **Optimism** is the antithesis of helplessness. **Optimism** is a way to enlarge personal control and motivate oneself to improve job performance (Seligman, 2016); it underscores hope, responsibility, and a general positive disposition to life.

Bennell and Akyeampong (2017) have observed that self-motivation of teachers in secondary schools in Rivers State has declined in recent years, especially in the urban areas due to high cost of living and workload. Furthermore, some students are left with no option than to have their lessons under shades and open roofs while teachers make do with the little available and sometimes outdated materials at their disposal in teaching and learning. The salaries of teachers are also comparatively very low. This has in a way translated into teacher's low morale in the State which in turn has culminated into student's poor teachers' job performance (Bame, 2011). According to Kottler and Zehn (2010), teaching is one of the most stressful professions. Increasing hours of work, larger class sizes, more subjects to teach and the constantly changing curricula are cited as major demotivators in many countries. Bishay (2016) indicates that when teachers are motivated, it benefits students as well as makes teachers themselves to be self-motivated. It is another factor that improves the effectiveness of teachers in their various schools, if the environment is such that allows conducive relationship between the teachers and their students. Also, this includes the provision of working benefits that will make the live of the teachers very meaningful.

Teacher's job performance comprises behaviours or actions that contribute to the achievement of task or goals by teachers in the organization (Campbell, 2017). Teachers job performance entails the duty of teaching students which involves the use of instructional materials, teaching methods, evaluation of students every time, preparation of lesson notes and plans, taking part in extracurricular activities, regularity, punctuality, guidance and counseling etc. Teacher job performance relates to their being able to combine all these in mentoring and delivery subject matter to students (Aacha, 2010). It is clear from the position of Aacha that teachers' job entails making the students complete and total persons equipped for the journeys of life. The performance domain embraces behaviours that might have positive effects and behaviours that might have negative effects on organizational goal accomplishment. Thus, behavioural episodes in the performance domain for any given individual might have varying expected values for the organization that range from slightly to extremely positive for behaviours that can help organizational goal accomplishment and from slightly to extremely negative for behaviours that can hinder organizational goal accomplishment. The purpose of every institution is to achieve set goals and objectives which are dependent to a large extent on the quality of teachers employed in

such institution. The administrator is supposed to ensure that every teacher discharges his or her duties effectively.

To get the best out of teachers, it is not out of place to motivate them by consistent payment of their salaries, wages, allowances and other incentives likely to trigger their self-motivation, dedication, willingness and boost their morale to work. However, it has been observed that many teachers, are left to regret choosing teaching careers due to poor promotion schemes, part payment or non-payment of teachers' salaries, and other incentives that accrue to them. This has made many teachers to withdraw from discharging their duties, develop truant attitude to work, unwillingness to work and absenteeism. All these poor attitude to work by teachers is a consequence of poor motivation from the government and educational administrators. From the above, given the problems highlighted, it implies that institutional goals cannot be achieved in situations characterized by teachers' poor attitude. Given the above, this study sought to investigate self-motivation and teachers' job performance in public senior secondary schools in Rivers State.

Statement of the Problem

Today, an average secondary school teacher has to engage in other business to make both ends meet. In spite of the approval of Teachers Salary Structure (TSS), their pay is still very low; in most cases, they are not paid regularly. There is the problem of recognition for teacher coupled with absence of in-service training, accommodation, free meal, and involvement in decision making, irregular promotion and others. All these have converged to cause absenteeism, negligence, abandonment of duty, lack of dedication to duty, low morale, dereliction of duty and lackadaisical attitude among secondary school teachers. The end result is poor performance. In another context, the schools in Rivers State can boast of well qualified teachers but the results and students' learning outcome emanating therefrom is unpalatable. This is because teachers have been accused of perpetuating unprofessional misconduct such as absenteeism, lateness to duty, laziness, un-enthusiasm, abandonment of responsibilities and others. Teachers in a bid to defend themselves, maintain that the problem of poor performance is precipitated by their poor remuneration, irregular payment of salaries and bonuses by the government. The teachers also accused the government of making the teaching profession the least paid inspite of the crucial nature of the profession to nation building.

At the face of this problem in the educational system, parents and other recipients of the services of the education industry have often questioned a number of factors, prominent among which are levels of teacher output and whether or not teachers are adequately motivated. Against this apparent controversy, the school system is faced with the problem of negligence, poor remuneration, poor participation in decision making, poor supervision and lack of career advancement. This has affected the education system negatively, thus creating a gap. It is this gap that the study seeks to fill hence the reason why the researcher sought to assess self-motivation and teachers' job performance in public senior secondary schools in Rivers State.

Purpose of the Study

The purpose of this study is to assess self-motivation and teachers' job performance in public senior secondary schools in Rivers State. In specific terms, the objectives of the study are to:

- 1 Find out the extent to which commitment influence teachers' job performance in public senior secondary schools in Rivers State.
- 2 Examine the extent to which goal setting influence teachers' job performance in public senior secondary schools in Rivers State.
- 3 Determine the extent to which optimism influence teachers' job performance in public senior secondary schools in Rivers State.

Research Questions

The study was guided by the following research questions

1. To what extent does commitment influence teachers' job performance in public senior secondary schools in Rivers State?
2. To what extent does goal setting influence teachers' job performance in public senior secondary schools in Rivers State?
3. To what extent does optimism influence teachers' job performance in public senior secondary schools in Rivers State?

Hypotheses

The following formulated null hypotheses were tested at 0.05 level of significance;

1. There is no significant difference in the mean ratings of teachers in the three senatorial districts on the extent to which commitment influence teachers' job performance in public senior secondary schools in Rivers State.
2. There is no significant difference in the mean ratings of teachers in the three senatorial districts on the extent to which goal setting influence teachers' job performance in public senior secondary schools in Rivers State.
3. There is no significant difference in the mean ratings of teachers in the three senatorial districts on the extent to which optimism influence teachers' job performance in public senior secondary schools in Rivers State.

Methodology

The survey causal-comparative research design was adopted in this study. The population of this study consists of 6,956 senior secondary school teachers in Rivers State. The Slovin's formular was used to draw a sample size of 277 teachers (Rivers East =99, Rivers South East = 85, and Rivers West =93), while the multi-stage sampling and simple random sampling techniques were applied in the selection of the sample. A self-structured rating scale titled: "Assessment of Self-Motivation and Teachers' Job Performance Scale" (ASMTJPS) was employed for data collection. Using the Cronbach Alpha method, a reliability coefficient index of 0.77 was obtained. The data obtained were analysed, using mean and standard deviation to answer the research questions, while One-way Analysis of Variance was used to test the null hypotheses at 0.05 level of significance.

Results

Research Question 1: To what extent does commitment influence teachers' job performance in public senior secondary schools in Rivers State?

Table 1: Descriptive Statistics on the Extent Commitment Influence Teachers' Job Performance in Public Senior Secondary Schools in Rivers State.

S/No.	Items	Rivers East [n ₁ = 99]		Rivers South East [n ₂ = 85]		Rivers West [n ₃ = 93]		Aggregate	
		\bar{x}	SD	\bar{x}	SD	\bar{x}	SD	\bar{x}	Rmk
1	Commitment to teaching improve teachers' productivity.	3.12	0.91	2.98	1.10	3.27	1.15	3.12	HE
2	It matches the domain of teachers and make them to be properly engaged at work.	2.92	1.16	3.32	1.07	3.20	1.19	3.15	HE
3	A committed teacher will have the passion and enthusiasm for teaching and learning.	3.64	0.94	3.70	0.95	3.66	1.08	3.67	VHE
4	Committed teachers are more likely to receive higher satisfaction scores from students and parents.	3.22	0.83	2.67	1.13	3.25	1.14	3.05	HE
5	Teachers with a considerable degree of commitment will be more realistic to capabilities where they work .	3.65	1.11	3.81	1.10	3.75	1.07	3.74	VHE
	Grand Score/Remark	3.31	0.99	3.30	1.07	3.43	1.17	3.35	HE

Source: Survey Data, 2023.

Table 1 above presents the extent to which commitment influences teachers' job performance in public senior secondary schools in Rivers State. It shows that teachers from Rivers East have a grand mean of 3.31 and standard deviation of 0.99, teachers from Rivers South East have a grand mean of 3.30 and standard deviation of 1.07, and teachers from Rivers West have a grand mean of 3.43 and standard deviation of 1.17 on their rating on the extent commitment influence teachers' job performance in public senior secondary schools in Rivers State. The teachers from the three senatorial districts in Rivers State have total means that lie between 2.50 – 3.49, and standard deviations that lie between 0.90 – 2.00 implying that commitment influences teachers' job performance in public senior secondary schools in Rivers State to a high extent.

Research Question 2: To what extent does goal setting influence teachers' job performance in public senior secondary schools in Rivers State?

Table 2: Descriptive Statistics on the Extent Goal Setting Influence Teachers' Job Performance in Public Senior Secondary Schools in Rivers State.

S/No.	Items	Rivers East [n ₁ = 99]		Rivers South East [n ₂ = 85]		Rivers West [n ₃ = 93]		Aggregate	
		\bar{x}	SD	\bar{x}	SD	\bar{x}	SD	\bar{x}	Rmk
6	Goals give teachers direction, purpose, and a destination to reach.	3.58	0.88	3.55	0.94	3.71	0.96	3.61	VHE
7	Having a goal ensures teachers are crystal clear on what they want to achieve and the importance of achieving that goal.	2.98	1.06	3.17	1.05	3.16	1.07	3.10	HE
8	Setting goals provides the framework for teachers to make measurable progress.	3.15	1.02	3.12	1.10	3.09	1.10	3.12	HE
9	Setting goals provide teachers with emotional and intellectual engagement on the outcomes they want to achieve.	3.19	1.09	3.11	0.95	3.14	0.93	3.15	HE
	Grand Score/Remark	3.23	1.01	3.24	1.01	3.28	1.02	3.23	HE

Source: Survey Data, 2023.

Table 2 above presents the extent to which goal setting influences teachers' job performance in public senior secondary schools in Rivers State. It shows that teachers from Rivers East have a grand mean of 3.23 and standard deviation of 1.01, teachers from Rivers South East have a grand mean of 3.24 and standard deviation of 1.01, and teachers from Rivers West have a grand mean of 3.28 and standard deviation of 1.02 on their rating on the extent goal setting influence teachers' job performance in public senior secondary schools in Rivers State. The teachers from the three senatorial districts in Rivers State have total means that lie between 2.50 – 3.49, and standard deviations that lie between 0.90 – 2.00 implying that goal setting influences teachers' job performance in public senior secondary schools in Rivers State to a high extent.

Research Question 3: To what extent does optimism influence teachers' job performance in public senior secondary schools in Rivers State?

Table 3: Descriptive Statistics on the Extent Optimism Influence Teachers' Job Performance in Public Senior Secondary Schools in Rivers State.

S/No.	Items	Rivers East [n ₁ = 99]		Rivers South East [n ₂ = 85]		Rivers West [n ₃ = 93]		Aggregate	
		\bar{x}	SD	\bar{x}	SD	\bar{x}	SD	\bar{x}	Rmk
10	Teachers who are optimists set their mood on positive expectations	3.60	0.99	3.50	0.90	3.56	1.19	3.55	VHE
11	It allows you to deal with failure constructively.	2.95	1.17	3.10	1.05	3.02	1.27	3.02	HE
12	It is a mental attitude that help teachers stay positive and hopeful even in the face of challenges.	3.22	1.20	3.14	1.18	2.78	1.10	3.05	HE
13	It builds resilience in the face of adversity.	3.43	1.04	3.22	0.93	3.17	0.93	3.27	HE
14	It creates a positive anticipation of the future.	3.70	1.13	3.82	0.90	3.62	1.23	3.71	VHE
Grand Score/Remark		3.38	1.06	3.37	0.99	3.23	1.14	3.32	HE

Source: Survey Data, 2023.

Table 3 above presents the extent to which optimism influences teachers' job performance in public senior secondary schools in Rivers State. It shows that teachers from Rivers East have a grand mean of 3.38 and standard deviation of 1.06, teachers from Rivers South East have a grand mean of 3.37 and standard deviation of 0.99, and teachers from Rivers West have a grand mean of 3.23 and standard deviation of 1.14 on their rating on the extent optimism influence teachers' job performance in public senior secondary schools in Rivers State. Teachers from the three senatorial districts in Rivers State have total means that lie between 2.50 – 3.49, and standard deviations that lie between 0.90 – 2.00 implying that optimism influences teachers' job performance in public senior secondary schools in Rivers State to a high extent.

Test of Hypotheses

Test of Hypothesis 1: There is no significant difference in the mean ratings of teachers in the three senatorial districts on the extent to which commitment influence teachers' job performance in public senior secondary schools in Rivers State.

Table 4: One-way Analysis of Variance (ANOVA) on the extent to which Commitment Influence Teachers' Job Performance in Public Senior Secondary Schools in Rivers State

Sources of Variation	Sum of Squares	Df	Mean Square	F	Sig	Decision
Between Groups	.753	2	.783	62.672	.017	H ₀ Not rejected
Within Groups	64.781	275	3.029			
Total	65.534	277				

N = 277; $F(2, 0.783) = 62.672$; $p = 0.017 < 0.05$

Table 4 presents the sum of squares of 0.753, with 2 degrees of freedom, and a mean square of 0.783 for between groups. Within groups has the sum of squares of 64.781, degrees of freedom of 275, and a mean square of 3.029, while the total has 65.534 sum of squares and 277 degrees of freedom. The computed F is 62.672 which is not statistically significant at .05. Thus, the null hypothesis that "there is no significant difference in the mean ratings of students in the three senatorial districts on the extent to which commitment influence teachers' job performance in public senior secondary schools in Rivers State" is accepted: $F(2, 0.783) = 65.534$ $p = 0.017 < 0.05$. In other words, students in the three senatorial districts consented that commitment influence teachers' job performance in public senior secondary schools in Rivers State to a high extent.

Test of Hypothesis 2: There is no significant difference in the mean ratings of teachers in the three senatorial districts on the extent to which goal setting influence teachers' job performance in public senior secondary schools in Rivers State.

Table 5: One-way Analysis of Variance (ANOVA) on the Extent to which Goal Setting Influence Teachers' Job Performance in Public Senior Secondary Schools in Rivers State.

Sources of Variation	Sum of Squares	df	Mean Square	F	Sig	Decision
Between Groups	1.930	2	.699	38.633	.019	H ₀ Not Rejected
Within Groups	73.432	275	1.833			
Total	73.433	277				

N = 277; $F(2, 0.699) = 38.633$; $p = 0.019 < 0.05$

Table 5 presents the sum of squares of 1.930, with 2 degrees of freedom, and a mean square of 0.699 for between groups. Within groups has the sum of squares of 73.432, degrees of freedom of 275, and a mean square of 1.833, while the total has 73.433 sum of squares and 277 degrees of freedom. The computed F is 38.633 which is not statistically significant at .05. Thus, the null hypothesis that "there is no significant difference in the mean ratings of students in the three senatorial districts on the extent to which goal setting influence teachers' job performance in public senior secondary schools in Rivers State" is accepted: $F(2, 0.699) = 38.633$ $p = 0.019 < 0.05$. In other words, students in the three senatorial districts consented that goal setting

influence teachers' job performance in public senior secondary schools in Rivers State to a high extent.

Test of Hypothesis 3: There is no significant difference in the mean ratings of teachers in the three senatorial districts on the extent to which optimism influence teachers' job performance in public senior secondary schools in Rivers State.

Table 6: One-way Analysis of Variance (ANOVA) on the Extent to which Optimism Influence Teachers' Job Performance in Public Senior Secondary Schools in Rivers State

Sources of Variation	Sum of Squares	df	Mean Square	F	Sig	Decision
Between Groups	1.380	2	.821	41.578	.014	H ₀
Within Groups	60.193	275	2.992			Not rejected
Total	61.573	277				

N = 277; F(2, 0.821) = 41.578; p = 0.014 < 0.05

Table 6 presents the sum of squares of 1.380, with 2 degrees of freedom, and a mean square of 0.821 for between groups. Within groups has the sum of squares of 60.193, degrees of freedom of 275, and a mean square of 2.992, while the total has 61.573 sum of squares and 277 degrees of freedom. The computed F is 41.578 which is not statistically significant at .05. Thus, the null hypothesis that "there is no significant difference in the mean ratings of students in the three senatorial districts on the extent to which optimism influence teachers' job performance in public senior secondary schools in Rivers State" is accepted: $F(2, 0.821) = 41.579$ $p = 0.014 < 0.05$. In other words, students in the three senatorial districts consented that optimism influence teachers' job performance in public senior secondary schools in Rivers State to a high extent.

Discussion of Findings

The study assessed self-motivation and teachers' job performance in public senior secondary schools in Rivers State. The research question one (1) ascertained the extent to which commitment influences teachers' job performance in public senior secondary schools in Rivers State. It shows that teachers from Rivers East have a grand mean of 3.31 and standard deviation of 0.99, teachers from Rivers South East have a grand mean of 3.30 and standard deviation of 1.07, and teachers from Rivers West have a grand mean of 3.43 and standard deviation of 1.17 on their rating on the extent commitment influence teachers' job performance in public senior secondary schools in Rivers State. The teachers from the three senatorial districts in Rivers State have total means that lie between 2.50 – 3.49, and standard deviations that lie between 0.90 – 2.00 implying that commitment influences teachers' job performance in public senior secondary schools in Rivers State to a high extent. The corresponding test of hypothesis one (1) presented the sum of squares of 0.753, with 2 degrees of freedom, and a mean square of 0.783 for between groups. Within groups has the sum of squares of 64.781, degrees of freedom of 275, and a mean square of 3.029, while the total has 65.534 sum of squares and 277 degrees of freedom. The computed F is 62.672 which is not statistically significant at .05. Thus, the null hypothesis that "there is no significant difference in the mean ratings of students in the three senatorial districts on the extent to which commitment influence teachers' job performance in public senior secondary schools in Rivers State" is accepted: $F(2, 0.783) = 65.534$ $p = 0.017 < 0.05$. In other

words, students in the three senatorial districts consented that commitment influence teachers' job performance in public senior secondary schools in Rivers State to a high extent.

This finding is supported by Udi (2012) who asserted that in reality, educating children and young adults requires not only extensive training, practice, and skills, but also a number of personal commitments that teachers must embrace if they are to succeed in the field and ultimately leave a positive and lasting impression on their students. Commitment is a sense of fidelity and adherence. Commitment is one of the most important factors influencing teachers' job performance in schools as it provides that teachers with high levels of commitment work harder, demonstrate stronger affiliation to their schools, and show more desire to carry out the goals of teaching than teachers with low levels of commitment (Seijts & Latham, 2011). More importantly, students of highly committed teachers are more likely to learn material and develop a positive attitude toward school than those of teachers with low levels of commitment. Teacher commitment is a key factor influencing the teaching-learning process. It is the psychological identification of the individual teacher with the school and the subject matter or goals, and the intention of that teacher to maintain organizational membership and become involved in the job well beyond personal interest. According to this view, the higher the teacher's psychological identification is, the higher his or her sense of commitment will be (Ofojebe & Ezugoh, 2015).

The research question two (2) established the extent to which goal setting influences teachers' job performance in public senior secondary schools in Rivers State. It shows that teachers from Rivers East have a grand mean of 3.23 and standard deviation of 1.01, teachers from Rivers South East have a grand mean of 3.24 and standard deviation of 1.01, and teachers from Rivers West have a grand mean of 3.28 and standard deviation of 1.02 on their rating on the extent goal setting influence teachers' job performance in public senior secondary schools in Rivers State. The teachers from the three senatorial districts in Rivers State have total means that lie between 2.50 – 3.49, and standard deviations that lie between 0.90 – 2.00 implying that goal setting influences teachers' job performance in public senior secondary schools in Rivers State to a high extent. The test of hypothesis two (2) presented the sum of squares of 1.930, with 2 degrees of freedom, and a mean square of 0.699 for between groups. Within groups has the sum of squares of 73.432, degrees of freedom of 275, and a mean square of 1.833, while the total has 73.433 sum of squares and 277 degrees of freedom. The computed F is 38.633 which is not statistically significant at .05. Thus, the null hypothesis that "there is no significant difference in the mean ratings of students in the three senatorial districts on the extent to which goal setting influence teachers' job performance in public senior secondary schools in Rivers State" is accepted: $F(2, 0.699) = 38.633$ $p = 0.019 < 0.05$. In other words, students in the three senatorial districts consented that goal setting influence teachers' job performance in public senior secondary schools in Rivers State to a high extent.

In the view of Butler (2017), teachers' goal-setting involves creating professional, instruction-based objectives in areas where teachers need improvement. The power of these **goals** lies in the execution of the actionable steps created in order to achieve them. Goal setting is a widely embraced practice in corporate settings and a highly regarded subject in literature on the workplace. However, its presence is weaker in higher education scholarship on teaching. Recent research on the primary and secondary levels of education gives reason to pay greater attention to teachers' goals (Strebblow, & Schiefele, 2011). In common parlance, goals generally refer to more concrete and mindful ends. They are performance outcomes or learning targets that individuals use for self-evaluation, a criterion against which to assess, monitor, and guide

cognition (Pintrich, 2010). Findings indicated that teachers' goals positively impact their professional growth and instructional effectiveness (Shim, Cho, & Cassidy, 2013; Ofojebe & Ezugoh, 2015). A teacher's 'goal orientation' appears to impact his/her likelihood of seeking help in the face of teaching challenges effort at creating classroom environments that emphasize growth over competition commitment to serving as a socio-emotional support for students and resistance to teacher burnout. The potential impact of teachers' goals on student experience makes teacher goal setting an important research area.

The research question three (3) ascertained the extent to which optimism influences teachers' job performance in public senior secondary schools in Rivers State. It shows that teachers from Rivers East have a grand mean of 3.38 and standard deviation of 1.06, teachers from Rivers South East have a grand mean of 3.37 and standard deviation of 0.99, and teachers from Rivers West have a grand mean of 3.23 and standard deviation of 1.14 on their rating on the extent optimism influence teachers' job performance in public senior secondary schools in Rivers State. Teachers from the three senatorial districts in Rivers State have total means that lie between 2.50 – 3.49, and standard deviations that lie between 0.90 – 2.00 implying that optimism influences teachers' job performance in public senior secondary schools in Rivers State to a high extent. The test of hypothesis three (3) presented the sum of squares of 1.380, with 2 degrees of freedom, and a mean square of 0.821 for between groups. Within groups has the sum of squares of 60.193, degrees of freedom of 275, and a mean square of 2.992, while the total has 61.573 sum of squares and 277 degrees of freedom. The computed F is 41.578 which is not statistically significant at .05. Thus, the null hypothesis that "there is no significant difference in the mean ratings of students in the three senatorial districts on the extent to which optimism influence teachers' job performance in public senior secondary schools in Rivers State" is accepted: $F(2, 0.821) = 41,579$ $p = 0.014 < 0.05$. In other words, students in the three senatorial districts consented that optimism influence teachers' job performance in public senior secondary schools in Rivers State to a high extent.

In conformity with the findings of this study, Pajares (2014) stated that teachers' optimism is an attitude reflecting a belief or hope that the outcome of some specific endeavour, or outcomes in general, will be positive, favorable, and desirable for the teacher. Furthermore, optimism is a mental attitude characterized by hope and confidence in success and a positive future for every teacher, as such optimistic teachers are those who expect good things to happen, where pessimistic teachers instead predict unfavorable outcomes. Optimistic attitudes by the teacher are linked to a number of benefits, including better coping skills with classroom activities, lower stress levels from the job and the students, better physical health, and higher persistence when pursuing stated goals (Seligman, 2016). [Optimistic teachers](#) tend to view hardships as learning experiences or temporary setbacks. Even the most miserable day holds the promise for them that tomorrow will probably be better. If you always see the brighter side of things, you may feel that you experience more positive events in your life than others, find yourself less stressed, and even enjoy greater health benefits. When looking at the classroom context, **optimistic teachers** focus on the positive qualities of students, classrooms, schools, and communities. **Optimism** is the antithesis of helplessness. **Optimism** is a way to enlarge personal control and motivate oneself to improve job performance it underscores hope, responsibility, and a general positive disposition to life.

Conclusion

From the findings of this study, self-motivation of teachers in secondary schools in Rivers State has declined in recent years, especially in the urban areas due to high cost of living and workload. Furthermore, some students are left with no option than to have their lessons under shades and open roofs while teachers make do with the little available and sometimes outdated materials at their disposal in teaching and learning. To get the best out of teachers, it is not out of place to motivate them by consistent payment of their salaries, wages, allowances and other incentives likely to trigger their self-motivation, dedication, willingness and boost their morale to work. Conclusively, there is no significant difference in the mean ratings of teachers in the three senatorial districts on the extent to which commitment, goal setting and optimism influence teachers' job performance in public senior secondary schools in Rivers State.

Recommendations

Given the above findings, the following recommendations are made;

1. For effective job performance of teachers, there should be consistent payment of their salaries, wages, allowances and other incentives which would likely trigger their self-motivation, dedication, willingness and boost their morale to work.
2. Teachers should be encouraged to focus on clear-headed goals which involves creating professional and instruction-based objectives in areas where they need improvement.
3. In common parlance, teachers should be optimistic and driven to their attitude as it will reflect their belief and hope in predicting favorable outcomes.

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