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Motivation and Teachers' Job Performance in Public Secondary Schools in the Federal Capital Territory (FCT), Abuja, Nigeria

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A B S T R A C T

This study investigated the impact of motivation on teachers' job performance in public secondary schools in the Federal Capital Territory (FCT), Abuja, Nigeria. The study was guided by three objectives which examined the relationship between motivation and job performance, identified key motivational factors influencing teachers, and determined the extent to which motivation affects performance. A descriptive survey design was adopted for the study. The population comprised teachers in public secondary schools in the FCT, from which a sample of one hundred and twenty (120) teachers was selected. Data were collected using a structured questionnaire designed to measure motivational factors and indicators of job performance. The instrument was validated by experts in educational administration, and its reliability was established through a pilot test using Cronbach Alpha. Data collected were analyzed using mean and standard deviation to answer the research questions. The findings revealed that motivation has a strong positive influence on teachers' job performance. Teachers who are adequately motivated demonstrated higher commitment, improved instructional delivery, and greater participation in school activities. Key motivational factors identified include regular salary payment, promotion opportunities, recognition, and conducive working conditions. The study concluded that motivation is a critical determinant of teachers' effectiveness in public secondary schools. It was recommended that government and school administrators should strengthen motivational strategies to enhance teacher performance and improve educational outcomes.

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1.0 Introduction

The effectiveness of any educational system is largely dependent on the quality and performance of its teachers. Teachers play a central role in the implementation of educational policies, curriculum delivery, and the overall development of students. However, the extent to which teachers perform their duties effectively is influenced by several factors, among which motivation remains one of the most critical. Motivation refers to the internal and external forces that stimulate individuals to take action, sustain effort, and achieve desired goals. In the context of education, teacher motivation encompasses both intrinsic factors such as personal satisfaction, commitment, and professional growth, and extrinsic factors such as salary, promotion, recognition, and working conditions [1].

In public secondary schools in the Federal Capital Territory (FCT), Abuja, teachers are expected to deliver quality instruction, maintain discipline, and contribute to students' academic success. Despite these expectations, there have been growing concerns about declining teacher commitment, low morale, and reduced productivity in some public secondary schools [2]. These challenges are often linked to inadequate motivation, which may manifest in delayed salaries, limited opportunities for professional development, poor working conditions, and lack of recognition.

Teacher job performance, on the other hand, refers to the effectiveness with which teachers carry out their instructional responsibilities, including lesson preparation, classroom management, student assessment, and participation in school activities [3]. High levels of teacher motivation have been associated with improved job performance, increased job satisfaction, and better student outcomes. Conversely, low motivation can lead to absenteeism, poor teaching quality, and reduced student achievement. Given the strategic importance of secondary education in preparing students for higher education and the workforce, it is essential to understand how motivation influences teacher job performance in public secondary schools in the FCT. This study therefore seeks to examine the impact of motivation on teachers' job performance, with a view to providing empirical evidence that can inform policy and administrative decisions [4].

1.2 Statement of the Problem

In recent years, public secondary schools in the Federal Capital Territory, Abuja, have continued to experience challenges related to teacher performance. Reports of declining teaching quality, irregular classroom engagement, low commitment to assigned duties, and reduced participation in school activities have raised concerns among education stakeholders [5]. These issues pose a threat to the attainment of educational goals and the overall quality of secondary education. One of the factors often associated with poor teacher performance is inadequate motivation. Many teachers in public secondary schools are faced with challenges such as irregular payment of salaries, limited promotion opportunities, lack of incentives, and unfavorable working conditions. These conditions may negatively affect their morale and willingness to perform effectively [6], [7].

Although motivation is widely acknowledged as a key determinant of job performance, there is limited empirical evidence specifically examining its impact on teachers in public secondary schools within the FCT. Without such evidence, it becomes difficult for policymakers and school administrators to design appropriate strategies to improve teacher motivation and performance. This gap in knowledge underscores the need for this study, which seeks to investigate the impact of motivation on teachers' job performance in public secondary schools in the FCT, Abuja [8].

1.2 Objectives of the Study

The main objective of this study is to examine the impact of motivation on teachers' job performance in public secondary schools in the FCT, Abuja. Specifically, the study seeks to:

1. Examine the relationship between motivation and teachers' job performance in public secondary schools.

2. Identify the motivational factors influencing teachers' job performance in public secondary schools.

3. Determine the extent to which motivation affects teachers' job performance in public secondary schools [9], [10].

1.3 Research Questions

The following research questions will guide the study:

1. What is the relationship between motivation and teachers' job performance in public secondary schools in the FCT?

2. What motivational factors influence teachers' job performance in public secondary schools in the FCT?

3. To what extent does motivation affect teachers' job performance in public secondary schools in the FCT?

2.0 Methodology

The study adopted a descriptive survey research design to examine the impact of motivation on teachers' job performance in public secondary schools in the Federal Capital Territory (FCT), Abuja. The design was considered appropriate because it allows for the collection of data from a sample of respondents to describe existing conditions and relationships among variables. The population of the study consisted of teachers in public secondary schools within the FCT. A sample size of one hundred and twenty (120) teachers was selected using a simple random sampling technique to ensure that each teacher had an equal chance of being included in the study.

Data were collected using a structured questionnaire developed by the researcher. The instrument comprised two main sections: Section A captured demographic information of the respondents, while Section B contained items on motivational factors and teachers' job performance. Responses were measured using a four-point Likert scale ranging from Strongly Agree to Strongly Disagree.

To ensure the validity of the instrument, it was subjected to expert review by specialists in educational administration and measurement and evaluation. Reliability of the instrument was determined through a pilot test conducted outside the study area, and the internal consistency was established using the Cronbach Alpha method, yielding a satisfactory coefficient. The empirical model for the study specified teachers' job performance as the dependent variable, while motivation served as the independent variable. Data collected were analyzed using descriptive statistics such as mean and standard deviation to answer the research questions, while inferential statistics, specifically regression analysis, were used to determine the extent to which motivation predicts teachers' job performance.

3.0 Results and Discussion

Q1: What is the relationship between motivation and teachers' job performance in public secondary schools in the FCT?

Table: Mean Responses on **between motivation and teachers' job performance in public secondary schools in the FCT** (n = 120)

S/N	Items	Mean	Decision
1	Motivation improves teachers' commitment	3.62	Agree

S/N	Items	Mean	Decision
2	Motivation influences punctuality and regularity	3.58	Agree
3	Motivation enhances classroom management	3.55	Agree
4	Motivation improves lesson preparation and delivery	3.60	Agree
5	Motivation increases participation in school activities	3.57	Agree
Mean		**3.56**	

Result obtained from the table one showed that there is positive relationship between motivation and teachers' job performance in Public secondary schools in FCT. The result disclosed that Motivation improves teachers' commitment (3.68), motivation induce teachers' punctuality and regularity in school (3.58), motivation enhances classroom management (3.65), motivation improve lesson delivery and presentation (3.60) and motivation increase teachers' participation in school activities (3.57) [11]. The general mean obtained was 3.56 which is higher than the cut- off point of 2.50. This implies that motivation enhance teachers job performance in the schools.

Q2: What motivational factors influence teachers' job performance in public secondary schools in the FCT?

Table: Mean Responses on factors influence teachers' job performance in public secondary schools in the FCT

Item		Mean	Decision
6	Regular salary payment improves performance	3.68	Agree
7	Promotion opportunities enhance job performance	3.63	Agree
8	Recognition and rewards improve effectiveness	3.66	Agree
9	Availability of teaching resources influences performance	3.59	Agree
10	Conducive work environment enhances performance	3.61	Agree
Mean		**3.52**	

The result collected in table two showed that respondents agree that there factors influence teachers' job performance in public secondary schools in the FCT. Result indicated that these factors includes; regular salary payment (3.68), promotion opportunities (3.63), recognition and rewards (3.66), availability of

teaching resources (3.59) and work environment (3.61) [12], [13], [14]. The general mean score obtained was 3.52 and is higher than the cut-off point of 2.50. This means that regular salary payment (3.68), promotion opportunities (3.63), recognition and rewards (3.66), availability of teaching resources (3.59) and work environment (3.61) are some of the factors that motivate the teachers to improve their job performance in the public secondary schools in FCT [15].

Q3: To what extent does motivation affect teachers' job performance in public secondary schools in the FCT?

Table Three: Mean Responses on motivation affect teachers' job performance in public secondary schools in the FCT.

10	Conducive work environment enhances performance	3.61	Agree
11	Motivation increases productivity	3.64	Agree
12	Motivation improves commitment to students' success	3.67	Agree
13	Motivation reduces absenteeism	3.52	Agree
14	Motivation improves instructional quality	3.65	Agree
15	Motivation enhances participation in school development	3.60	Agree
	Grand Mean	**3.61**	**Agree**

Result from table revealed that respondents agree that motivation affects teachers job performance in the schools. The result collected indicated that motivation increases productivities (3.64), motivation improves commitment to students' success (3.67), motivation reduces absenteeism (3.52), motivation improves instructional quality (3.65) and motivation enhances participation in school development (3.60). The overall general mean score is 3.61 which is higher than the cut-off point of 2.50. This implies that motivation positively improve teachers' job performance in the public secondary schools in FCT.

3.1 Findings

The study revealed that there is a strong positive relationship between motivation and teachers' job performance in public secondary schools in the FCT. The key motivational factors influencing teachers' performance include regular salary payment, promotion opportunities, recognition, availability of resources, and conducive working conditions. Motivation has a high impact on teachers' productivity, instructional quality, commitment, and overall effectiveness in school activities.

3.2 Discussion of Findings

The finding that motivation significantly influences teachers' job performance is consistent with existing research in educational management. Teachers who are motivated tend to show higher levels of commitment, improved classroom practices, and greater involvement in school activities. This supports earlier studies which emphasize that motivation is a key driver of employee performance in educational [16].

The study also identified salary, promotion, recognition, and working conditions as major motivational factors. This aligns with Herzberg's two-factor theory, which highlights the importance of both intrinsic and extrinsic motivators in enhancing job performance. When teachers perceive fairness in compensation and opportunities for advancement, they are more likely to demonstrate dedication and effectiveness in their roles.

The finding that motivation reduces absenteeism and improves instructional quality is in agreement with empirical studies that link employee satisfaction with increased productivity and reduced withdrawal behaviours. In the context of public secondary schools in the FCT, this suggests that improving motivational conditions can directly enhance the quality of teaching and learning outcomes. The findings reinforce the view that motivation is not only a supportive factor but a fundamental requirement for achieving high levels of teacher performance.

3.3 Conclusion and Recommendations

The study concludes that motivation plays a critical role in enhancing teachers' job performance in public secondary schools in the Federal Capital Territory, Abuja. Teachers who are adequately motivated demonstrate higher commitment, improved instructional delivery, and greater participation in school activities. The presence of effective motivational factors such as timely salary payment, recognition, and conducive working conditions contributes significantly to improved performance. Based on the findings, the study recommends the following:

1. Government should ensure regular and timely payment of teachers' salaries to sustain their motivation and commitment.

2. Promotion processes should be transparent and timely to encourage career advancement and job satisfaction.

3. School administrators should establish reward and recognition systems to appreciate outstanding teacher performance.

4. Adequate teaching resources and facilities should be provided to support effective teaching.

Efforts should be made to improve working conditions in public secondary schools to enhance teacher morale and productivity.

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