

# Teacher Motivation and Self-Concept as Factors Promoting Quality Job Satisfaction in Selected Secondary Schools in Cross River State, Nigeria

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***Abstract- To promote quality job satisfaction, organisations are expected to foster a supportive environment by providing competitive compensation and benefits, ensuring job security, offering opportunities for professional development, and implementing flexible work arrangements to support work-life balance. This underscores why the study on motivation and self-concept as factors promoting quality job satisfaction. The study examined some pertinent indicators of motivation and self-concept as factors promoting quality job satisfaction. The study established the fact that motivation and a positive self-concept are significant factors that promote quality job satisfaction, with motivation directly fueling the drive to achieve goals and self-concept fostering feelings of competence and worth, which in turn increases the likelihood of experiencing satisfaction with an individual's work. Finally, motivated employees and those with a strong, positive view of themselves are more likely to engage in their work, perform better, and feel a greater sense of fulfilment and accomplishment, ultimately leading to higher job satisfaction.***

***Indexed Terms- Motivation, Self-Concept, Quality & Job Satisfaction***

## I. INTRODUCTION

Teachers can contribute greatly to this prosperity by maintaining the value of the education process, so educational authorities at all levels need to optimise the quality and effectiveness of teachers' performance. In order to implement educational policies successfully and to achieve targets, schools need motivated and committed teachers who are secure in their work and who are able to perform their duties to a high standard. It is a truism that well-pleased and well-motivated employees, teachers inclusive, deliver

exceptional service to the organisation or education institution with outstanding results to back it up. Undoubtedly, most secondary school teachers anywhere find it difficult to meet the needs of their educational system if their personal needs are not satisfied. It is the system of garbage in, garbage out (GIGO). The Ministry of Education, which is responsible for the welfare and effectiveness of its teachers, seems to have it as its priority. Teachers, like any other professionals, need to be motivated to increase productivity.

The increasing importance of efficiency is a factor affecting the management of contemporary education in today's world. Therefore, today's administrators and stakeholders need to examine various employee motivation methods and determine which is the most successful. An organisation will perform inefficiently if it does not effectively utilise its human resources (in this context, teachers) and adequately motivate its workers.

To this end, McShane and Glinow (2010) posit that motivation is 'the force within a person that affects the direction, intensity and persistence of voluntary behaviour in which a motivated person is willing to exert a particular level of effort for a certain amount of time to complete the task given effectively'. Employee motivation is an important part of human resource management because it is directly linked to job performance.

As motivation induces people to perform a task, motivated teachers work harder and achieve better output in less time, thereby reducing labour costs (Delgado, Yap & Luces, 2018). Moreover, motivated teachers require less supervision and demonstrate pride in their work, making a greater impact on the students. Motivations are energising factors and are

the main cause for the movement of any living organism, including a human being. These variables of motivation include salaries (money) and fringe benefits. Salary can be described as the money that an employee receives for doing their job. Money is believed to have a great tendency to bring out a higher performance in employees when he is adequately paid. Akinwumi (2010) posits that money is instrumental in achieving workers' desired needs and in obtaining higher-order needs such as recognition in society and in buying essential and luxury goods and services that lead to a comfortable life. One major reason why people work is to earn income in monetary terms. This is needed to meet some personal and domestic needs such as clothing, feeding, and payment of rent, school fees, etc.

Fringe benefits are forms of indirect compensation given to an employee or group of employees as a part of organisational membership. Bratton (2016) defined them as that part of the total reward package provided to employees in addition to salaries. Fringe benefits focus on maintaining (or improving) the quality of life for employees and providing a level of protection and financial security for workers and their family members. Like salaries, the major objective for most organisational fringe benefits is to attract, retain and motivate qualified and competent employees. Because motivation will keep the teachers committed to their duties and do their jobs seriously and satisfactorily (job satisfaction).

To the researcher, job satisfaction is defined as one's emotions or mental state when taking into account the nature of the job. It depends on several variables, including how well an employee gets along with their organisational head and their colleagues. In the view of Robbins and Judge (2008), job satisfaction tells how much people like their jobs. "Job satisfaction consists of the feelings and attitudes one has about one's job. All aspects of a particular job, good and bad, positive and negative, are likely to contribute to the development of feelings of satisfaction (or is satisfaction)" (Riggio, 2013). Job satisfaction is a self-reported positive emotional state resulting from the appraisal of one's job or from job experience. It is an individual's collection of feelings and beliefs towards their job. Job satisfaction can also be described as the

extent to which the working environment meets the needs and values of employees.

Indeed, the study of job satisfaction and motivation in education in general and among teachers in particular has attracted the interest of many scholars across the globe. Teachers' job satisfaction is the dependent variable. It is an emotional attitude that is fun and loves the job. Reflected by working morale, discipline, and employee work performance, there is three job satisfactions that can be enjoyed, referring to job satisfaction at work, outside of work and a combination of inside and outside work. Job satisfaction at work refers to job satisfaction that can be enjoyed at work by obtaining goals for working results, placement, treatment, and a good working environment (intrinsic factor). This implies that when teachers are dissatisfied with their work, they withdraw and exhibit behaviours such as absenteeism, rebellion and attitude that affects their performance, which leads to loss of productivity and effectiveness, but if they are satisfied with their jobs, they effectively utilise their skills and the organisation benefits.

Pertinent indicators of motivation and self-concept as factors promoting quality job satisfaction

There are some pertinent indicators discussed on motivation and self-concept as factors promoting quality job satisfaction. Thus;

Teachers' training and development as factors promoting quality job satisfaction

Training and improvement have turned out to be one of the most basic parts of human resource management, as it has become concerned not just with helping people to sufficiently fill their positions, but also with helping entire organisations and subdivisions develop and create. Redmond (2007) pointed out that training refers to open or private schooling programs specifically appropriate to the work situation. Some of these issues, like a deficiency in mastery of workers, important skills and information, can be addressed through job training and staff advancement to enhance the performance of the teachers. Remarking further, Iboma (2018) remarks that the feeling of compelling training can change the whole perspective of workers as regards skills and dispositions at work; the same number of representatives have bombed in associations due to the lack of essential training, which

was not recognised and accommodated as a crucial part of administrative work.

In the view of Aitken (2004), in-service training is the training which is provided for teachers while in service. Likewise, other investigations on in-benefit training had built up that interest as in-benefit training was an urgent factor in the improvement of job commitment, as teachers who had low commitment to the profession before training turned out to be exceptionally dedicated after they were offered the chance to go for in-benefit training (Aitken, 2004). Accordingly, in-benefit training served to support teachers' good and induced positive work performance among them. Contributing to this, Iboma (2018) highlighted the advantages of in-benefit training of teachers to include:

- (1) To enhance the teachers' scholastic fitness and professional capabilities;
- (2) To gain more calculated and technical knowledge, skills and abilities in their teaching subjects and pedagogy in classroom direction; and
- (3) To empower the teachers to be adequately equipped to get together with the new changes in the school framework in the 21st century.

Training programs play a vital role in employee growth and development. There are several employee benefits generated from training programs, such as improved employee performance, updated employee knowledge, and enhanced personal skills. With these programs, it is easier for management to evaluate the job performance and accordingly make decisions on issues like employee promotion, rewards, compensation, and welfare facilities, among other things. These training programs help the managers or senior officials in succession planning, employee retention and motivation (Manalo & Apat, 2017).

When teachers join the profession, they have access to various in-service developmental activities, among which professional development plays an important role. Professional development refers to in-service "teachers' opportunities to learn" (Cohen & Hill, 2000), which enables teachers to participate in a variety of developmental activities. Different districts and schools offer different types of professional development programs, such as observational visits, workshops, and seminars. Every school year, the professional development activities by one district or

school may also vary slightly. Besides, federal and state grants and funding could be one additional constraint on the supply of professional development. Although variations among professional development programs widely exist, high-quality professional development is always required. Griffin (2013) suggested that the goal of professional development was to "alter the professional practices, beliefs, and understanding of school personnel toward an articulated end. According to the model of teacher change (Guskey, 2002), good professional development can help teachers gain knowledge and skills and adjust their teaching, which coincides with an increase in student achievement and strengthens teachers' attitudes and self-efficacy in turn. In contrast, if teachers receive poor support from professional development, their teaching behaviours are less likely to be modified. Therefore, it is more difficult for students in these classrooms to advance their learning. As a result, since student achievements also impact teacher efficacy, these teachers are more likely to lose confidence in teaching and then leave the profession (Bruce, Esmonde, Ross, Dookie, & Beatty, 2010).

Teachers' salaries as factors promoting quality job satisfaction

According to Hasibuan (2018), salary includes direct compensation (salary, wages, and incentives) and indirect compensation (employee welfare). For Elmi (2018), this could be financial or non-financial. For Rahman and Hoque (2014), one of the best motivators is salary or pay. According to Elton (2014), the prompt payment of salaries and fringe benefits (allowances, loans, bonuses, awards, shelter, etc) is the key factors that shape teachers' attitudes towards their work. The irregular payments of salaries may be one of the major problems facing the teaching profession in Nigeria. Most teachers are paid low salaries that demoralise them in the teaching and learning process because that salary does not meet the basic needs per month, like food, clothes and prompt payment of salaries and fringe benefits as determinants of teachers' productivity in public secondary schools. This situation encourages teachers to seek part-time jobs to meet the basic needs of and their families.

This is attested by the study by Osang, Osang, and Akpama, (2019), which examined prompt payment of

salaries and fringe benefits as determinants of teachers' productivity in public Secondary Schools of Calabar South Local Government Area of Cross River State, Nigeria. Two purposes of the study were stated and converted into two research questions and statements of hypotheses. A literature review was carried out based on the variables under study and the survey research design was used in the study. The method of data collection was a 20-item questionnaire on the four-point modified rating scale. A sample of 116 respondents was used in the study and the reliability index of the instrument was .80 using the Cronbach Alpha Reliability method. The statistical tool for data analysis was the simple linear regression at .05 level of significance. The result of the study showed that prompt payment of salaries does not significantly predict teachers' productivity, and that there is a significant prediction of fringe benefits on teachers' productivity. Based on the findings, it was recommended that the government, in order to boost the morale and performance of teachers, should ensure regular payment of fringe benefits, as it is a factor influencing their job productivity.

#### Religious self-concept as factors promoting quality job satisfaction

In most cases, when a worker puts religiosity at the forefront of their affairs and maintains the roots of religion in various aspects of work and family life, they will see God present and watchful in doing all things, and the result of such a vision will be the successful performance of deeds and walking the path of perfection. Having a heartfelt belief in the value of work and adhering to it will result in a greater desire to work. Religiosity is a variable that can be related to job variables. In addition, it can play an important role in the behaviour of employees. In Islam, work is a virtue and is necessary to balance the personal and social life of the individual. Given the importance of this issue, the present study aimed to evaluate the relationship between Islamic religiosity and job satisfaction of Muslim teachers in Malaysia.

#### Educational self-concept as factor promoting quality job satisfaction

Researchers have recently used the term academic engagement to refer to the extent to which students identify with and value schooling outcomes, and participate in academic and non-academic school

activities. Its definition usually comprises a psychological component pertaining to students' sense of belonging at school and acceptance of school values, and a behavioural component pertaining to participation in school activities (Muraina, Muraina, Amao & Oyelade, 2013). The psychological component emphasises students' sense of belonging or attachment to school, which has to do with feelings of being accepted and valued by their peers, and by others at their schools. The participation component of academic engagement is characterised by factors such as school and class attendance and being prepared for class. Student academic engagement is used in this broad sense to refer to students' attitude towards schooling and their participation in school activities. Students' academic engagement is also seen as a disposition towards learning, working with others and functioning in a social institution, which is expressed in students' feelings that they belong at school and in their participation in school activities. However, academic engagement is not an alterable trait of an individual, stemming solely from students' genetic make-up or their experience at home. Rather, it entails attitudes and behaviour that can be affected by teachers and parents, and shaped by school policy and practice. Students' academic engagement is also the extent to which all learners are motivated and committed to learning, have a sense of belonging and accomplishment and have relationships with peers, adults and parents that support learning. Indicators include attendance rate and participation rates in extracurricular activities. Students need to be engaged before they can supply high-order creative thinking skills. They learn most effectively when the teacher makes sense of the curriculum material being taught (Muraina, 2013). This can only happen if the teacher has created a safe learning environment that encourages students to meet challenges and apply high-level skills to real-world, unpredictable situations inside and outside of school.

Reynold (2016) defined educational self-concept as perceptions of individuals' capacity and competence level regarding his or her abilities within the academic settings. It can also be defined as one's self-assessment concerning academic capabilities and skills (Trautwein, 2019). The proposed model of self-concept construct as described by Shavelson (2016) basically divides general self-concept into two main

divisions, i.e. academic (educational) and non-academic (communal/societal) self-concept. Academic self-concept is a main term used in the educational field and psychology for a few decades. It is a psychological concept mostly used to explain students' certainty and belief in their abilities regarding a specific academic area, such as biology, engineering, etc.

### SUMMARY/CONCLUSION

A cross-examination of teacher motivation and self-concept as factors promoting quality job satisfaction in selected secondary schools in Cross River State, Nigeria. The study, therefore, concludes that teacher training, salary structure, religious and educational self-concept are strong factors promoting quality job satisfaction. On this note, the condition of the employees should be adequately catered for, such as medical care, housing allowances, promotion, and bringing about high intrinsic motivation. The growth and advancement of employees on the job through training and development, if efficiently implemented by the management, can help avoid dissatisfaction and poor performance. Hence, motivation increases productivity by enhancing focus, stimulating greater effort, fostering creativity and innovation, improving problem-solving skills, and promoting better collaboration within a team, leading to higher quality work, increased efficiency, and better overall organisational performance.

### RECOMMENDATIONS

From the findings and conclusions of the study, the following recommendations were made:

1. Since promotion enhances teachers' motivation to work, they should be promoted when due.
2. More purposeful policies should be formulated to guide employers of labour in the education sector on the recruitment of committed teachers who will be satisfied with the teaching job and the profession as a whole.
3. Finally, teachers should be encouraged to interact well and cooperate because a friendly relationship among workers increases job satisfaction and improves students' achievement.

Implication/significance of the Study to educational and administrative stakeholders

The study may be of significance to teachers, students and curriculum planners/educational stakeholders. It is hoped that the study will unveil the effects of teachers' motivation and self-concept indicators that can foster academic excellence in school. Secondly, the study may help students in understanding self-concept and how it works in the school system. Thirdly, the information gathered from this research could be used by educational stakeholders/administrators and managers, including educational policy makers, to plan for future intervention strategies to improve teachers' motivation to perform tasks well and this will contribute to the improvement of the quality of education. Finally, the findings of this research were added to the body of knowledge in the field of motivation and self-concept in education services, especially public secondary schools, particularly on the suitability and adequacy of motivation packages to be introduced to lift teachers' morale.

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