

Motivational Factors And Teachers Job Engagement: Evidence From Public Secondary Schools In Edo State, Nigeria

Rachael E. Ogheneovo

Post-Graduate Student, Department of Educational Management and Foundations, Delta State University
Abraka, Nigeria

Romina I. Asiyai

Department of Educational Management and Foundations,
Delta State University Abraka, Nigeria

Abstract: This study investigated motivational factors and teacher job engagement in Edo State public secondary schools. Two research questions and two hypotheses were raised and formulated respectively to guide the study. The study is correlational and employed ex-post facto design. A sample of 80 principals and 420 teachers was selected from a population of 174 principals and 3,982 teachers in public secondary schools in the three Senatorial Districts of Edo State. Stratified sampling technique was employed in the selection of the sample. Data was collected using questionnaire titled Orientation as Motivational Factors Questionnaire (OMFQ) and Welfare and Health Packages as Motivational Factors Questionnaire (WHPMFQ). The OMFQ and WHPMFQ were face and content validated by two experts with a reliability coefficient of 0.86 and 0.84 respectively established using Cronbach Alpha. The data generated were analyzed using mean, standard deviation and Pearson's coefficient of determination to answer the research questions and Pearson Product Moment Correlation to test the hypotheses. Findings of the study revealed that orientation, welfare and health packages as motivational factors improved teacher job engagement. There is a positive and significant relationship between orientation, welfare and health packages and teachers' job engagement. The study recommended that school principals organize within school training programmes for teachers on a regular basis. Government of Edo State should ensure that more attractive motivational packages are provided teachers for their continued commitment to schools goals and active engagement in their jobs.

Keywords: Job engagement, motivational factors; health packages, welfare, teachers.

I. INTRODUCTION

Motivation is the process of stimulating and directing human behaviour towards achieving desirable goals. Motivation is a very important concept in school organization and management. Motivation works as a catalyst for individual employees working for an organization to enhance their working performance or to complete task in much better way than they usually do. Motivation is an inner state that energizes, activates or makes and channels behaviour towards goal attainment (Adamu, Ivagher & Asen, 2020, Asiyai, 2011). It is a driving force that compels an individual to take some actions in order to achieve certain goals (Ali & Aroosiya, 2010). According to Ogbonna (2014), motivation of teachers is necessary in order to enhance their job satisfaction

as well as engagement and performance. Ogbonna further suggests that teachers put in their best when they are given incentives and are getting satisfaction in their jobs and are made to feel that their interests are considered. When an employee strives for high output, it's a function of his/her level of motivation, when he/she does the opposite, it shows lack of commitment in discharging his/her responsibilities, which may be tied to his/her lack of motivation. It is very essential in achieving effective teaching and learning. Motivation helps to induce and inspire employees in the work place to put in more efforts into pursuing the goals and objectives of the organization. Teacher's performance in contributing towards learning is strongly influenced by their motivation which includes good working conditions, staff training, promotion, good salary and remuneration, participatory decision, job

security, recognition of performances and financial rewards, and scholarships (Peretomode, 2012).

Othman 2010 reported a positive relationship between motivations and working performance of teachers. Greater level of motivation was found to contribute to teachers' job performance. In this way, motivation is central to all forms of learning and can be described as that which is responsible for the initiation and sustenance of behavior that is goal directed. It is an abstract construct, something we cannot see but observe the effect.

Employees feel good when they are motivated through rewards and recognition (Anderson, 2020). No matter how automated an organization may be, high productivity or performance depends on the level of motivation for the effectiveness of the workforce (Othman, 2010). Motivation is therefore a drive or intrinsic force within the individual or human organism that makes him take action towards the achievement of an organizational goal. Thus, to motivate is to 'translate one into performing what he would not naturally perform. The level of motivational factors provided teachers could have great influence on their job engagement. The motivational factors of concern to this study are orientation, welfare and health packages, salary, training and development, and work environment. Provision of orientation to newly employed teachers is an important motivational factor that could trigger their zeal to engage more in academic activities of the school. Beginning teachers need to be oriented by providing information to them about their job. The information provided to newly employed teachers would help to foster their adjustment and make them feel at home with their new school. Beginning teachers need knowledge, ideas about the teaching profession and their job so as to cope with the requirements of the job.

Welfare and health packages are motivational factors that could help to arouse and sustain teachers' retention and engagement in the teaching profession. Welfare and health packages include good office, housing, pension scheme, health care, study leave with payment of salary, job security and healthy interpersonal relationship (Hee & Rhung, 2019; Osibanjo, Abiodun & Adeniji, 2013). Proper management of staff welfare packages motivates teaching staff to be involved pursuing school activities and thus, perform their duties as expected. Kigenyi (2017) reported that welfare is positively associated with teachers' performance in public primary schools. This implies that housing, meals, medical care, allowances and the school environment have a statistically significant effect on teachers' performance in public primary schools.

In light of the above, this study investigated the influence of motivational factors of orientation, welfare and health packages on teachers' job engagement in public secondary schools in Edo State, Nigeria.

STATEMENT OF THE PROBLEM

In Edo State, Nigeria, the general public and parents have been worried about the low performance of secondary school students in external examinations like West African Examination Council (WAEC) and the National Examination Council (NECO). Their worries have made many parents to

resort to sending their children to private schools. Many parents attributed the low performance of their children to teachers and the school. This situation generated momentum as to what should be done to address the problem. Casual observation by the researcher through visits to some schools shows that teachers in the state public secondary schools display lackadaisical attitudes and parents have found refuge in private schools as most parents have transferred their children to private schools. Could motivational factors of orientation, welfare and health packages be responsible for the lackadaisical attitude of teachers to work?

RESEARCH QUESTIONS

The study provided answers to the following two questions:

- ✓ How do orientation influence teachers' job engagement in Edo State high schools?
- ✓ How do welfare and health packages influence teacher job engagement in Edo State public secondary schools?

HYPOTHESES

- Two hypotheses were tested in this study. They are:
- ✓ There is no significant relationship between orientation and teachers' job engagement in high schools in Edo State.
 - ✓ There is no significant relationship between welfare and health packages and teachers engagement in high schools in Edo State.

II. CONCEPTUAL CLARIFICATION AND LITERATURE REVIEW

According to (Kuh (2009: 1), engagement has been discussed for over 70 years in literature. Several scholars used different terms to express engagement. Abdullah, Teoh, Roslan and Uli (2015) categorized engagement into seven as follows: quality of efforts, theory of involvement, social and academic integration, good practice, school outcomes, and teacher engagement. Engagement refers to the quality of efforts and level of active involvement of teachers in academic and non-academic activities in a school for improved teaching and learning and better outcomes of students (Aboh & Asyai, 2023). They emphasized that teacher engagement is dependent on their education, training and practice. The more teachers study and get involved in academic activities the better their performance. Teacher-student interaction, teacher-

III. TEACHERS ENGAGEMENT AND PERFORMANCE

Job performance might be influenced by a number of factors including work engagement and organizational commitment. Bakker, Albrecht, and Leiter (2011) believe that work engagement is a combination of willingness to work (dedication, involvement, commitment, conscience) and the capability to work (energy, strength, and stamina), two factors of paramount importance that can impact upon job

performance. On a daily basis, teachers confront complex decisions that rely on many different kinds of knowledge and judgment and that can involve high-stakes outcomes for students' futures. To make good decisions, teachers must be aware of the many ways in which student learning can unfold in the context of development, learning differences, language and cultural influences, and individual temperaments, interests, and approaches to learning. In addition to foundational knowledge about these areas of learning and performance, teachers need to know how to take the steps necessary to gather additional information that will allow them to make more grounded judgments about what is going on and what strategies may be helpful.

Teachers' work engagement is an essential aspect of achieving the success of school organizations. Work engagement is positive psychology experienced by a person, which is reflected in emotional, cognitive and physical involvement in carrying out work enthusiastically and with energy (Meng et al., 2022). Furthermore, employees who have high work engagement can manage positive energy and inspiration from various activities into useful resources at work (Bakker et al., 2020).

Orientation can be viewed as an exceptional type of guidance designed to assist new workers to learn about their everyday jobs, to be introduced to their colleagues and to settle in their work situation a fundamental ingredient of internal corporate communication (Bennett, 2001). This orientation process aids new hires in familiarizing themselves with their roles, responsibilities, and other areas of the workplace, which improves their performance (Samanya, 2017). Orientation improves new hires' integration and interactions with the workplace, organizational procedures, and other employees, this orientation process is also viewed as a socialization process. The act of promoting relationships between employees and their complete work processes is thus referred to as socialization. It should be noted once more that orientation is the cornerstone of good performance and productivity because when staff members are aware of what is expected of them, they can tailor their expectations and behaviors accordingly. They can also set goals to conform to the organization's rules, which will help them achieve their goals (Worlu, Mugri & Akpakip, 2017). There is paucity of literature on the influence of orientation on teachers' job engagement and performance.

Welfare is necessarily dynamic, bearing a different interpretation organization to organization, across the globe, and even in the same work place, depending on its culture, value system, social institution, degree of industrialization and general level of social development and economic strength. According to Simola (2014), welfare packages includes items such as allowances, housing, transportation, medical insurance, in-service, training, workshop seminars and even conferences.

Kigenyi (2017) studied the effect of welfare on teachers' performance in public primary schools in Bugisu sub-region in Uganda. The study employed a descriptive cross-sectional survey research design - with both qualitative and quantitative approaches, and data was collected from 559 respondents. Quantitative data was analyzed using SPSS computer software (Version 20) to generate frequencies, percentages, mean, and

standard deviation. Principal Component Analysis and Regression were employed to determine the pattern of interrelations and robustness among the constructs of welfare variable and their level of effect on teachers' performance. Qualitative data analysis was done through thematic content analysis. The findings revealed that welfare is positively associated with teachers' performance and that housing, meals, and the school environment have a statistically significant effect on teachers' performance.

IV. METHOD AND PROCEDURE

The study is a correlation research that employed the *ex-post-facto* design. According to Taiwo and Faw (2013), a correlation research helps to predict score and explain the relationship among variables. In this type of study the researcher don't attempt to control or manipulate the variable rather she try to see the link, degree of association, between point A and point B. The *ex-post-facto* design was appropriate for the study since it is intended to acquire crucial and correct data on the present qualities of a phenomenon from which conclusion would be drawn. (Ndugu, 2014).

The study population comprised 174 high schools and 3,982 teachers from Edo State. The sample of the study comprised 500 made up of 80 principals and 420 teachers. They were selected from the population of principals and teachers in high schools in three senatorial districts of Edo State, Nigeria. The stratified random sampling technique was adopted in the selection of the sample. The schools were grouped into three strata based on the three senatorial districts. 18 principals and 68 teachers were selected. From Edo Central Senatorial District, 28 principals and 80 teachers were selected from Edo North Senatorial District. And from Edo South Senatorial District, 34 principals and 272 teachers were selected for the study. A total number of 80 principals and 420 teachers were selected for the study through the proportional stratified sampling technique.

The research instrument that was used in the study is a questionnaire entitled "Motivational Factors and Teacher Job Engagement' Questionnaire" (MFTJEQ), to be responded to by principals and teachers. The questionnaire consists of three sections. Section A contains demographic information of the respondents such as name of school and position. Section B is the Motivational Factors Questionnaire (MFQ). It contained 16 items. The items were structured on a four point rating scale ranging from strongly agree to strongly disagree. The mid-point of the scoring scale is 2.50. This is taken as bench mark in arriving at decision.

In order to ensure the face and content validity of the instrument, the instrument was submitted to the research Supervisor and two experts in the Department of Educational Management and Foundations at Delta State University in Abraka. The comments, suggestions and recommendations obtained from these experts formed the basis of the construction of the final version of the questionnaire.

The reliability of the instrument was determined using Cronbach alpha reliability coefficient, which is a measure of internal consistency. A Statistical Package for Social Sciences (SPSS) version 24 was used to determine the reliability

estimate. A total of 30 copies of the questionnaire were administered to 30 principals and teachers in Edo State who were not part of the original study. The following coefficient was obtained orientation as motivational factors questionnaire = 0.86 and welfare and health packages motivational factor questionnaire the reliability coefficient is 0.84. The values of the reliability coefficients were high and as suggest high internal consistency of the two instruments.

The questionnaire was administered by the researcher and two research assistants to facilitate the administration and retrieval of the questionnaire. The research assistants were briefed on how to go about the administration and retrieval of the instrument. The briefing enabled the research assistants to provide an on-site explanation to respondents who may need them. In addition, it helped to ensure reasonable returns of the number of questionnaire administered. The completed questionnaire was collected on site by the researcher and the research assistants. Five hundred copies of the questionnaire were administered to the respondents. Data collected were analyzed using Pearson’s coefficient of determination for the research questions and Pearson Product Moment statistics (Pearson r) was used to test the hypotheses, at 0.05 level of significance.

V. RESULTS

S/N	Items on Orientation: In this school;	Mean	Std. Dev	Remark
1	Newly employed teachers are provided orientation	2.66	1.11	+
2	The orientation provides new teachers their job requirements	2.59	0.94	+
3	The information provided during orientation enhances teachers integration	2.80	0.88	+
4	Orientation helps to improve teachers skills for more engagement	2.64	0.55	+
5	Orientation provided helps teachers to easily adjust to their job	2.67	0.61	+
6	There is no orientation for beginning teachers	2.58	0.70	+
7	Orientation provided exposed teachers to more ideas about their profession	2.90	1/00	+
8	Orientation is very important for beginning teachers	3.20	0.49	+

Table 1: Mean scores showing perception on orientation of teachers

2.50 is the bench mark mean score. Items with mean score from 2.50 and above are represented with + (positive sign) and hence Available. Items with mean score from 2.49 to 0.00, are represented with - (negative sign) and hence Not Available.

From the data in Table 1 the mean score of items 1 to 8 are above 2.50 the bench mark. The corresponding items represent the motivational packages of orientation that influenced positively, teachers’ job engagement in Edo State. All the items on orientation have mean score above 2.50 and hence they are all motivational factors that enhanced teachers job engagement in Edo State public secondary schools. The teachers expressed that orientation is provided for newly employed, the orientation provided new teachers the requirements of their job. Their integration was influenced by the information they received, the orientation eased their integration and adjustment and helped improve their skills for better job engagement. In terms of welfare and health packages, they expressed that office ventilation and adequate furniture in their offices motivated them.

S/N	Items on Welfare/Health Packages: In this school;	N	Mean	Std. Dev	Remark
1	Accommodation is provided to teachers	412	2.00	1.14	-
2	There is staff canteen	412	2.63	0.98	-
3	Teachers enjoy free medical services	412	2.40	1.02	-
4	Teachers offices are conducive for active engagement	412	2.47	0.99	-
5	Teachers offices are well ventilated	412	2.78	0.55	+
6	Teachers offices have in-built toilets for positive engagement	412	2.22	1.00	-
7	Teachers offices have enough furniture	412	2.66	1.09	+
8	Teachers are promoted regularly for enhanced engagement	412	2.44	1.12	-

Table 2: Mean scores showing responses on influence of welfare and health packages

Data in Table 2 indicates that items 2, 5 and 7 have mean scores above 2.50. These items represent aspects of welfare and health packages that help to motivate teachers for better job engagement. Items 1, 3, 4, 6 and 8 have mean scores below 2.50. These items are not accepted as motivational factors provided teachers in Edo State for their job engagement.

RESEARCH QUESTION 3: What is the relationship between orientation and teachers' engagement in Edo State?

Variables	Mean	SD	R	r ²	r ² %	Decision
Orientation	2.75	0.78	0.53	0.27	27	Positive relationship
Teachers job Engagement	2.63	0.74				

Table 3: Pearson coefficient of determination on relationship between orientation and teachers' job engagement in Edo State

For research question one, the r² value of 0.27 indicates that 27% of variance in teachers' job engagement is accounted for by orientation as a motivational factor. The relationship between orientation as a motivational factor and teachers' job engagement in public secondary schools in Edo State, Nigeria is positive.

RESEARCH QUESTION 4: What is the relationship between welfare and health packages and teacher engagement in Edo State public secondary schools?

Variables	Mean	SD	R	r ²	r ² %	Decision
Welfare and Health Packages	2.56	0.98	0.24	0.08	8	Positive Relationship
Teachers' Job Engagement	2.63	0.74				

Table 4: Coefficient of determination of the relationship between welfare and health packages and teachers' job engagement

Table 4 showed a Pearson's coefficient of determination, which was used to examine the relationship between welfare and health packages and teachers' job engagement in Edo State. The result showed that the coefficient of determination is 0.08, which indicated a positive relationship between the two variables. This means that welfare and health packages contributed 6% to the variability in teachers' job engagement in Edo State public secondary schools

Research Question 6: What is the relationship between job security and teacher engagement in Edo State public secondary schools?

VI. DISCUSSION

RELATIONSHIP BETWEEN ORIENTATION AND TEACHERS JOB ENGAGEMENT

The finding revealed that the relationship between orientation as a motivational factor and teachers' job engagement in public secondary schools in Edo State, Nigeria is positive. The teachers expressed that orientation is provided for newly employed, the orientation provided new teachers the requirements of their job. Their integration was influenced by the information they received during orientation, the orientation eased their integration and adjustment and helped improve their skills for better job engagement. This finding lends credence with Samanya (2017) and Richards (2017) who reported that orientation process aids new employees in familiarizing themselves with their roles, responsibilities, and other areas of the workplace, which improves their performance Through orientation new workers are introduced

to their new jobs and workplace. It provides an occasion for new workers to become familiarized to their new institution, department, co-workers and work expectations.

RELATIONSHIP BETWEEN WELFARE AND HEALTH PACKAGES AND TEACHERS JOB ENGAGEMENT

The respondents expressed in terms of welfare and health packages, they expressed that office ventilation and adequate furniture in their offices motivated them. The findings has the support of Abdullah and Salihu (2018) who documented that there is significant relationship between teacher's salary, promotion and students' academic performance. In addition, the findings is in line with Johnson et al. (2023) teachers in Ghana improved their engagement and job performance when they were provided basic welfare packages such as allowances, housing facilities, and medical healthcare. Furthermore the findings is in line with Kigenyi (2017) whose finding revealed that welfare is positively associated with teachers' performance in public primary schools in Bugisu sub-region, Uganda. Welfare packages like housing, meals, and the school environment have a statistically significant effect on teachers' performance. Ashaba, Twebaze and Nyemara (2022) reported a moderate relationship between teacher welfare packages and job effectiveness. Igoche, Ogugua and Takor (2022) found that teachers' upward job mobility (promotion) and regular payment of salary influenced their job engagement and performance positively.

VII. CONCLUSION

Based on the findings of the study, it was concluded that orientation, welfare and health packages, provided teachers in Edo State schools as motivational factors positively influenced their engagement in their job.

VIII. RECOMMENDATIONS

In light of the findings of study and the conclusion drawn, the study recommended the following:

- ✓ Government of Edo State should improve on welfare and health packages of teachers by provision of accommodation, free medical services, and conducive offices.
- ✓ School administrators must endeavour to provide staff canteen for teachers and other staff welfare to boost their morale, increased enthusiasm for better job engagement.

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