

Job Satisfaction and Employee Motivation: Interplay of these in the teaching learning environment

Samuel Alfayo Boh, Ph.D

*Department of Educational Foundations
Federal University of Kashere
Gombe State
samuelalfayoboh02@gmail.com*

Abstract

Job performance may be described as “an act of accomplishing or executing a given task.” It could also be described as the ability to combine, skillfully, the right behaviour towards the achievement of organizational goals and objectives. The teachers’ job performance indicators are the preparation of lesson plans and lesson notes, effective lesson delivery, classroom management, evaluation of student. Appreciation is one of the motivational factors which stimulate worker for increased job performance. It is a factor that makes people put more effort and energy into what they do. It is therefore imperative for managers to show a sense of appreciation to its employees at work place. Appreciation is an ability to understand the worth, quality, or importance of something or someone for the work performed in an organization. Management must introduce Management By Objective (MBO) approach so that all staff will take part and be able to contribute meaningfully to the development of the organization and the school administrators should provide an avenue for teachers’ recognition.

Keywords: job, satisfaction, employee, motivation, teaching, learning

Introduction

One of the most important factors that move human beings to achieve his or her goal is motivation. Indeed, 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. Some scholars believe that if this driving force did not exist, people would live in the rut of monotony and no great discoveries or interventions would have happened. Job performance refers to how well someone performs at his or her work. Job performance has been defined as work performance in terms of quality and quantity expected from each employee. Crucial in a high job performance is the ability of the employee himself.

Concept of job satisfaction

Job satisfaction as a concept has been variously defined by scholars. In its basic sense, Mark (2014) defined job satisfaction as always positive emotional state resulting from evaluating one's job experiences. In an attempt to capture the effective nature of job satisfaction, Mark (2014) also defined job satisfaction as a pleasurable, positive, emotional state resulting from the appraisal of one's job experiences. Yola (2019) defined

it, in a very broad sense, as an individual's general gratitude towards his/her job. Mark (2014) defined job satisfaction as the favourableness or un-favourableness with which employees view their jobs. The happier people are with their job, the more satisfied they are said to be. Victor (2017) gives a comprehensive definition of job satisfaction as involving cognitive, affective and evaluative reactions or attitudes and states. It is "a pleasurable or positive emotional state resulting from the appraisal of one's job or job experience". Job satisfaction is a result of employee's perception of how well their job provides those things that are viewed as important.

The classic definition of job satisfaction is any combination of psychological, physiological and environmental circumstances that lead a person to say, "I am satisfied with my job." It is the extent to which employees like their work (Samuel, 2016; Wale, 2017). There is a general agreement that job satisfaction is an affective or emotional reaction to a job that results from the employees comparing actual outcomes to desired, expected, or deserved outcome.

The concept of job satisfaction is defined as the teacher's effective relation to his/her teaching role and is a function of the perceived relationship between what one wants from teaching and what one perceives is offering to a teacher (Zulu, 2016). According to Victor (2017), job satisfaction is defined as how people feel about the different aspects of their jobs. It is the extent to which people like (satisfaction) or dislike (dissatisfaction) with their jobs. Additionally, Nana (2013) defines job satisfaction as the fulfilment acquired by experiencing various jobs' activities and rewards. For Faga (2014), job satisfaction refers to the employees' feeling about one's job resulting from one's evaluation of its characteristics. Moreover, job satisfaction is defined as the amount of importance a school places on its human resources.

The common trend that runs through all the definitions above is that job satisfaction is a set of feelings about work and results from an employee's experience from his job. It is job centred rather than being a personal trait; though individuals will be differently satisfied by the same job. Although recent theoretical analyses have criticized job satisfaction as being too narrow conceptually, there are three generally accepted dimensions to job satisfaction. First job satisfaction is an emotional response to a job situation. As such, it cannot be seen; it can only be inferred. Second, job satisfaction is often determined by how well outcomes meet or exceed expectations. For example, if organizational participants feel that they are working much harder than others in the department but are receiving fewer rewards, they will probably have negative attitude toward the work. On the other hand, if they feel they are being treated very well and are being paid equitably, they are likely to have a positive attitude toward the job. They will be on the job-satisfied. Third, job satisfaction represents several related attitudes.

Factors that influence job satisfaction

Job satisfaction is a multidimensional phenomenon. However, the facets or factors scholars in this field identify are somewhat similar, content-wise. Previous studies that

were conducted in various countries on the phenomenon of job satisfaction reveal different factors. According to Ali (2018), the Spector dimension of job satisfaction are divided in two principal groups and these are as follows:

First, the job environment itself and factors that are associated with job are important influences on job satisfaction. These include how people are treated, the nature of job tasks, relation with other people in the work place, and rewards. Second, there are individual factors that the person brings to the job. Oyu (2015) noted that demographic or personal (biological) factors influence job satisfaction. Personal background or demographic factors are the factors which refer to such aspects as individual's gender, age, educational background, teaching subjects and job experience among others. Additionally, previous research data collected in various countries gives mixed results about the influence of age on job satisfaction. Findings of a study conducted among Teachers in Finland reveal that there was strong relationship between the teachers' age and job satisfaction (Carter, 2011). They found that teacher's job satisfaction was linked to their age. On the contrary, secondary school teachers in United Kingdom did not differ significantly in their job satisfaction in relation to age. Moreover, Bulus (2017) found that work satisfaction among Chinese Teachers increases with the increase in age. Similarly, it is argued that the higher the teacher's age, the higher the level of job satisfaction; and the lower the teacher's age, the lower the job satisfaction level. This implies that earlier studies indicate that there is a significant difference in job satisfaction caused by age differences. Additionally, Bulus (2017) conducted a survey on teachers' motivation and found that young Tanzanian teachers were less satisfied with their job than the older counterparts who felt that being teachers by profession was a prerogative. This implies that teachers differ significantly in job satisfaction with regard to age.

Teaching experience refers to the number of years a person has served as a teacher. It can be called his length of service. In other words, the level of satisfaction increased with the increase in years of service in the teaching profession. Similarly, Bulus (2017) reported that employee with many years of service perceived higher job satisfaction than their colleagues with less job experience. Conversely, Harry (2016) found that teaching experience or length of service did not contribute to any significant difference in job satisfaction among secondary school teachers in the United Kingdom. Empirical study that was conducted in the United Kingdom indicates that teachers differed in job satisfaction in relation to the type of school which they work. The teacher who worked in independent private schools in the United Kingdom indicates high level of job satisfaction than their colleagues in other types of schools.

According to Bulus (2017), the phenomenon of job satisfaction is associated with five main factors namely: achievement, recognition, works itself, responsibility and advancement. Also, from Bulus (2017) perspective, seven major aspects/factors of job satisfaction are: administration, promotion, job nature, superior, salary, working conditions and colleagues, Additionally, the teachers derive their satisfaction from such factors as: salaries, fringe benefits, educational policies and administration, working

conditions, advancement opportunities, responsibilities within the job, recognition and so on.

Moreover, David (2019) conducted a survey on teachers' motivation in Tanzania and he found that most teachers were unhappy with their pay, fringe benefits, teachers' accommodation, their promotion position, status and number of lessons allocations. This implies that they had a low level of job satisfaction. Furthermore, Bulus (2017) noted that factors that are associated with the job satisfaction are of different categories and these are organizational determinants. According to them, the organizational determinants include: reward system, perceived quality of supervision, works and social stimulation and pleasant working conditions. Whereas, the personal factors or determinants they host are personality, job congruent with interest, status and seniority and general life satisfaction. This implies that job satisfaction is derived from both the organizational and individual factors. In other words, in measuring workers' job satisfaction, one needs to study both organizational and institution in which they work and the individual employees themselves.

According to Oyu (2015), workers' job satisfaction is derived from collegial relationship that they enjoy at their place of work. They emphasized that it is very important for teachers to have time to share experiences. Ali (2018) argues that teacher's motivation and job satisfaction are associated with intrinsic and extrinsic rewards. Intrinsic rewards include such issues as professional development, nature of work itself and sense of achievement, while the extrinsic ones includes pay and job security. This implies that in studying employee's job satisfaction, one has to incorporate these aspects. According to Yola (2019), who studied the source of job satisfaction and dissatisfaction in Cyprus, it is claimed that teachers derive satisfaction from such aspects as working with children and seeing them grow and achieve, making contribution to the society, working collaboratively with colleagues and achieving personal professional growth. They also found out that pay, working time and vacation influence job satisfaction although they were not of great significance. Ras (2013) found that Finnish secondary school teachers expressed more job satisfaction than their counterparts in other European countries in which the study was conducted. Their satisfaction was as a result of the fact that they are assured of their wellbeing through working. Research findings indicate that both the hygiene and motivators or work-related needs of employees are predictors of job satisfaction among Nigerian teachers (Olu, 2019). His findings are contrary to Herzberg's two factor theory which differentiates "satisfiers" from "dissatisfiers". This implies that both "hygiene" and "motivators" influence job satisfaction among employees. Other researchers also argue that teachers in the United Kingdom and Australia derive their job satisfaction from aspects such as students' achievement, helping students to modify their attitude and behaviour, positive relationship with students and others, self-growth, mastery of professional skills, and feeling part of collegial, supportive environment (Wale, 2017).

Ras (2013) asserts that employees derive their job satisfaction from such facets as the job itself, salary, possibilities to advance themselves, supervision, and relationship with their

mates. They argue that of all these job facets, the enjoyment with the job itself indicate the greatest correlation to high job satisfaction levels on the overall. Additionally, they argue that majority of the employees focus quite often on the pay when talking about the phenomenon of job satisfaction. According to Bulus (2017), the essence of job satisfaction can be captured by measuring five facts of a job: work itself, pay, promotions, co-workers, and supervision. They added that apart from examining employee's satisfaction using those five aspect, general job satisfaction may be measured as well. Similarly, Samuel (2016) argues that the most common facts or aspects of job satisfaction include the following: appreciation, communication, co-workers, fringe benefits, job conditions, nature of work itself, organization itself, organization's policies and procedure, pay, personal growth, promotion opportunities, recognition, security, and supervision.

Job satisfaction and employee motivation

The need to increase productivity and efficiency in the work place or any organization has led to increasing academic interest in the area of motivation over the years. Scholars have been keenly interested in knowing what factors are responsible for stimulating the will to work. Thus, motivation has become an issue of concern for both scholars and practitioners in personnel management.

Every organization either in the private or public is goal-oriented and all efforts are geared towards the successful attainment of those goals and objectives. Therefore, for any organization to record any degree of meaningful success in the pursuit of its goals and aspirations, it must have the ability to create values (motivation) enough to compensate for the burden imposed upon the staff. Such value or motivation can come in the form of good training policies, facilities or incentive such as fringe benefits, promotion, status symbol so as to satisfy the needs of the staff for enhanced performance (Obasi, 2017).

It has been shown, argued and proven that unless individual staff is motivated to make sufficient use of the potentials found in them during the employment process, they may not achieve the level of performance that are desired from them (More, 2016). For a staff to be motivated, he or she has to perceive that his or her needs and wants are met. Thus, the satisfaction of the staff represents an indispensable dimension of the motivational process. A satisfied individual would certainly contribute positively to the realization of the organizational goals and objectives while a dissatisfied staff may not contribute but can even act in such a way that the realization of such goals and objective could be completely destroyed. This underlines the importance of staff satisfaction to the organization. Motivation is said to be the core of management of human resources. The management of men and women is a challenging task. No two persons have the same qualities, feelings and behaviour. The nature of man is very complex. It is not easy to take care of human beings with such varying characteristics and qualities. Without motivation, organization would not last long.

Human resources must be activated, trained, developed and above all motivated in order to realize individual and organizational goals. An individual who has ability, skills and

knowledge would not do much without motivation. However, an individual with skills, knowledge and ability with added motivation is sure way to success (Ali, 2018). The performance of a worker does not depend largely on his ability, intelligence, skills and knowledge but on the motivation which he has. If a worker is not motivated, he would not be as such a problem solver; it is generally acclaimed that incentives such as good pay, good condition of service, provision of decent accommodation, opportunity for staff training, motivates employees in order to increase their productive capacity. In view of this therefore, incentives are regarded as the major factors which motivate employees to exhibit better performance. However, it is not a matter of course to motivate an individual staff, because success of any motivational effect solely depends on the extent to which the motivation meets the needs of the individual employee. Finally, the test of management of either private or public organization therefore is to determine the valued needs and motivators that will make an employee react according to the organizational desires to increase productivity.

Attempts to improve performance in schools will never succeed if teacher's job satisfaction is ignored. If employees in an organization are motivated, they will render services to the employer and customers very efficiently and effectively. That is why educational leaders and administrators/managers have to pay special attention to the phenomena of motivation and job satisfaction. More (2016) is of the view that motivated and satisfied secondary school teachers are most likely to affect the students' learning positively while the opposite of that may have negative impact on student's performance.

The concept of motivation is primarily concerned with why people behave in a particular way or why they choose a particular course of action. More (2016) defined motivation as the degree to which an individual wants and chooses to engage in certain specified behaviour. In other words, motivation is concerned with the "why" of human behaviour. It provides clues or answer to why some people prefer to work diligently and others try to avoid work. And why one man finds happiness in performing a job, while another loathes it. Thus, it has been observed that organizations that are able to meet, to a reasonable extent, the expectations of their employees stand the chance of getting high productivity from their employees. This is with the belief that when one's needs and wants are attained or satisfied, one is most likely to be happy, and will put in one's best in the work.

Fala (2011) in his principle of management believed that, in order to facilitate motivation, the wage payment system must fit the type of job and situation, and supervisors must encourage initiative among subordinates. Victor (2017), in his expectancy approach to motivation, suggests that a person's motivation towards an action at any time would be determined by his or her anticipated values of all the outcomes multiplied by the strength of the person's expectancy; that the outcomes would yield the desired goal. He argued that motivation was a product of an anticipated worth to a person of an action and the perceived probability that the person's goals would be achieved. Vroom's underlying assumptions of the theory was that force is the strength of an individual's preference for an outcome, while expectancy is the probability that a particular action will lead to desired

outcome. Ali (2018) came out with his two theories (Theory X and Theory Y) in analyzing the relationship between organizations and their members in terms of achieving set objective. Theory X assumed that man was lazy and his personal goals run counter to the organization and because of this man had to be controlled extremely through close supervision and guidance so that management would ensure high productivity. Theory Y, on the other hand, assumed greater trust between the organization and its members. Man, according to theory Y was more mature, self-motivated and self-control than theory X gave him credit for. The theory further assumed that there was little need for either rigid organization or interpersonal control. Peter (2016) devised perhaps the most complete model of satisfaction-productivity relationship in their study of management attitudes and productivity. Their model predicts that satisfaction result from productivity itself, the reward of productivity and the perceived equitability of those rewards. In other words, "efforts" is the strength of motivation and energy exerted which depends on the "value of reward" plus the perceived and probability of actually receiving the reward

More (2016) in the theory of hierarchy of needs sees people as having psychological needs to achieve. The theory further viewed that people as human beings tend to be more effective, efficient and productive when they achieve their own personal needs and goals of self- development and self-actualization. The theory emphasizes the offer of incentive to staff in various forms and provides an adequate basis for understanding what needs motivate a worker to perform his duties in the work place and boost his morale.

Relationship between teachers' job satisfaction and students' academic performance

Teaching effectiveness has been accepted as a multi-dimensional construct since it measures variety of different aspects of teaching such as subject mastery, effective communication, lesson preparation and presentations (Oyu, 2015). The influence of teacher's teaching effectiveness on the learning outcome of students as measured by students' academic performance has been the subject of several studies (Ade, 2012). The studies suggest that effective teaching is a significant predictor of students' academic achievement. Therefore, effective and satisfied teachers should produce students of higher academic performance. Poor academic performance of students in Nigeria has been linked to poor teachers' performance in terms of accomplishing the teaching task, negative attitude to work and poor teaching habits which have been attributed to poor motivation and lack of job satisfaction (Oyu, 2015).

The quality of education depends on the teachers as reflected in the performance of their duties. Over time, pupil's academic performance in both internal and external examination had been used to determine excellence in teachers and teaching (Ali, 2018). Teachers have been shown to have an important influence on students' academic achievement and they also play a crucial role in educational attainment because the teacher is ultimately responsible for translating policy into action and principles based on practice during interaction with students (Ali, 2019). Both teaching and learning depends on teachers. No wonder an effective and satisfied teacher has been conceptualized as one who produces desired results in the course of his duty as a teacher.

According to Carter (2011), job satisfaction is one of the most important factors in retaining a teacher; it can improve their teaching. This implies that satisfied teachers can contribute significantly to the improvement of students' academic performance and school effectiveness at large. Similarly, Samuel (2016) asserts that job satisfaction helps to retain teachers and makes them committed to their job, and through this, makes their school very effective. In other words, job satisfaction contributes to improvement of teaching, students' learning and academic performance. They noted that several notable factors that influence students' academic performance are teachers' job satisfaction, teacher motivation, hours worked on jobs, quality of teaching, and nature of class lectures. This study provides strong empirical evidence of the positive influence of teachers' job satisfaction on students' performance.

In a study by Ali (2018), on the effects of teacher's job satisfaction on students' academic performance, they noted that teachers' job satisfaction leads to teacher's classroom effectiveness and students' academic performance. They noted that satisfied and effective teachers produce better performing students. They however, conclude that teacher's job satisfaction is not the only determinant on students' academic achievement. From their study, they observed that difference in students' performance were statistically not significant and could be due to the influence of student and environment related factors. According to Samuel (2016), job satisfaction is considered to have an effect on the quality of teaching and on the school achievement of students. They opined that when teachers are satisfied with their jobs, they are happy and enthusiastic which have positive impact on their quality of teaching. They asserted that the learning processes of students are enhanced which ultimately lead to academic achievement of students.

Similarly, Mark (2014) posits that teachers' job satisfaction is an important aspect of maintaining the stability of the teaching staff. According to them, teacher's job satisfaction is supposed to contribute to the quality of teacher work-life, making their professional experience an element of psychological health, fulfilment and growth. This leads to teacher's commitment and students' academic performance. Job satisfaction not only increases efficacy but also provides intrinsic motivation for work. It is necessary for the development of any educational organization because directly or indirectly it influences attitude, morale, and production level. Thus, there is a link between teacher's job satisfaction and students' academic performance.

In Nigeria, a major problem of teacher's job satisfaction is how to resolve the problem of teacher motivation and its detrimental effects on students' academic performance. This relates to the identification with the profession and teacher willingness to be effective. The feeling of being unfortunate to be in the teaching profession because of reasonable or unreasonable excuses is very likely to jeopardize teacher's potential effectiveness. The resultant effect is poor students' academic performance.

Problems of teachers' job satisfaction

The problem of job satisfaction is often referred to as job dissatisfaction. The term dissatisfaction denotatively refers to a feeling that one is not pleased and satisfied. This is similar to Harry (2016), who argues that an employee's attitude towards his or her work is either positive or negative. In other words, teachers' job dissatisfaction refers to workers' negative or bad feelings or attitudes on their jobs. Similarly, if workers have negative attitudes towards their work, they are then said to be dissatisfied. According to Samuel (2016), problem of job satisfaction or job dissatisfaction refers to the degree to which employees dislike their works. Ali (2018) associates job dissatisfaction with monthly salaries, incapable and unsupportive administrators and lack of collegial relationship with co-workers. He argued that incapable leaders and salary were key factors that influenced job dissatisfaction. This implies that teacher job dissatisfaction is associated with leadership or managerial incapability. According to More (2016), five factors that are said to influence workers' job dissatisfaction are organization policy and administration, supervision, salary, inter-personal relations and working conditions. According to Samuel (2016), teachers are uniformly dissatisfied with their level of participation in decision making. This implies that denial of opportunities for teachers to participate in decision making may make them dissatisfied with their job. Additionally, previous research conducted in Cyrus reveals that teacher's job dissatisfaction was associated with students' misbehaviour and lack of interest; a decline in teacher's respect and status, teachers' lack of voice in education decision making processes. Present thought and action relating to satisfaction and motivation of teachers appear to be based on the assumption that job factors which satisfy teachers and job factors which dissatisfy teachers are arranged on a conceptual continuum. However, Herzberg suggests that job factors which satisfy workers and job factors which dissatisfy workers are not arranged on a conceptual continuum but are mutually exclusive.

In the same vein, Oyu (2015) reported that some factors by teachers contributing to their job satisfaction and job dissatisfaction were polar in a positive direction and other factors were polar in a negative direction. Achievement, recognition and responsibility were factors which contributed predominantly to teacher's job satisfaction. Inter-personal relations (students), inter-personal relations (peers), supervision, school policy and administration, unfairness, status and personal life were factors which contributed predominantly to teachers' dissatisfaction. Furthermore, the satisfaction factors identified for teachers tend to focus on the work itself and dissatisfaction factors tend to focus on the conditions of work. One problem of teacher's job satisfaction is lack of teacher's motivation which is a vital factor for classroom effectiveness, students' academic performance, and school improvement. Ali (2018) stressed that lack of teacher motivation can dampen the morale of teachers and lead to job dissatisfaction. He recommended that in this era of materialism and display of wealth in the face of widespread poverty, teachers need to be adequately motivated (salaries must be paid as and when due and teaching facilities made available) for an effective and viable school system. Teachers get dissatisfied when school managers continue to implement cut budget, increase class sizes, and implement teacher performance evaluations. Similarly, Nana (2013) posits that

teachers' job satisfaction will continue to fall as long as school budgets are slashed. He stated that the least satisfied teachers are those who work in schools that have slashed budgets, and who have less time for collaboration with peers and professional development than teachers at other schools. Ras (2013) concluded that teachers' job satisfaction is lower in schools where teachers perceive a high degree of bureaucracies, hierarchy of authority and centralization. A job characteristics model that identified seven critical teachers' job characteristics that influenced job satisfaction levels was proposed. The job characteristics were:

1. Dealing with others: The degree to which the job requires one to interact and deal with multiple others.
2. Skill variety: The need for many different skills to accomplish job tasks.
3. Task identity: The completion of a whole task or piece of work.
4. Task significance: the degree to which a job affected others or their work in the organization or work interdependence.
5. Work discretion or autonomy: The freedom, independence, and discretion in scheduling or carrying out work assignments.
6. Feedback for the work itself, about one's work performance
7. Feedback from others about one's work performance

Teachers who are unsatisfied with their positions may not perform to the best of their capabilities, stifling the continuous learning process for the learners in their school community. Samuel (2016) identified three underlying factors that affect how organizations successfully promote employee satisfaction and continuous growth in the work place. The first factor is the organization's willingness to empower employees to participate in problem solving activities that are directly related to their work. The second factor is the organization's commitment to employee participation in goal setting, planning, and decision making. The third factor is the organization's ability to accomplish tasks by coordinating employees through smaller units often referred to as teams.

Concept of motivation

One of the most important factors that move every human being to achieve his or her goal is motivation. Indeed, 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 (Bello, 2017). Some scholars in the field believe that if this driving force does not exist, people would live in the rut of monotony and no great discoveries or interventions would have happened.

According to Yahaya (2014), early conceptions assumed that work was an intrinsically undesirable pursuit and that workers naturally sought to do as little as possible which then translated into a sort of carrot-and-stick managerial policy. According to Ali (2019), motivation refers to a process governing individual choices among different forms of voluntary activities. Samuel (2018) posited that motivation is the process that accounts for an individual's intensity, direction and persistence of effort toward attaining a goal. This means that motivation determines how much efforts a person puts in his or her work,

the direction to which those efforts are geared and a measure of how long a person can maintain effort.

Motivation, therefore, may answer the question of why the workers do what they do. Motivation could be intrinsic or extrinsic. Intrinsic motivation derives from within the person. It refers to the direct relationship between a worker and the task, and is usually applied. Examples of intrinsic motivation are achievement, accomplishment, challenge and competence which are derived from performing one's job well (Boni, 2016). Extrinsic motivation comes from the work environment, external to the person and his or her work. Good salary, fringe benefits, enabling policies and various forms of supervisions are good examples of this type of motivation (Victor, 2013).

Current notions of employee motivation started to take roots in the 1960s and sought to tailor the work environment and incentive structures to harness as much as possible workers' untapped reserves of skills, ideas and other potential benefits to an organization (Bonn, 2012). Daniel (2016) suggested that a motivating job must allow a worker to feel personally responsible for a meaningful portion of the work accomplished. It must also provide outcomes which have intrinsic meaning to the individual and finally it must provide the employee feedback about his or her accomplishment.

Organizational psychologists have been wrestling with the question of the relationship between motivation and job performance for at least 50 years (Fada, 2017). Some researchers have however put a considerable amount of effort into attempts to demonstrate that the two are positively related in a particular fashion: a happy worker is a good worker (Tomas, 2017). Motivation is critically important for workers. Among other things, it puts staff into action. It also improves the level of efficiency of employees. Apart from that, it leads to the achievement of organizational goals; it builds friendly relationship and finally it leads to stability of workforce. Since individuals are unique in their own ways, it is essential that management should identify the individual needs of their employees and motivate them accordingly so as to bring out the best in them.

Ayo (2011) argued that job performance is related to the willingness and openness to try and achieve new aspects of the job which in turn will bring about an increase in the individual's productivity. Job performance can be defined as "all the employees engage in while at work". Man (2019) stated that a fair amount of the employees' display at work is not necessarily related to job-specific aspects. A good employee performance is necessary for the organization, since an organization's success is dependent upon the employee's creativity, innovation and commitment.

Motivation is an employee's intrinsic enthusiasms about and drive to accomplish activities related to work. According to Simon (2015), motivation is the interior drive that causes a person to decide to take action. Now and then, managers neglect to comprehend the significance of inspiration in fulfilling their central goal and vision. Actually when they

comprehend the essential nature of motivation, they do not have the expertise and learning to give a workplace that can cultivate employee motivation.

Employee motivation is a process whereby one individual has the willingness to fulfill their needs. Individual needs can be in terms of survival needs, safety, social, esteem and self-actualization. This need will lead the individual to perform better in their career. Performance can be on their customers, salary or others. Joe (2018) argued that motivated employees are inclined to be more productive than non-motivated employees. If an employee is satisfied and happy, then he/she will do his/her work in an extremely amazing manner. The result will be good, and a motivated employee will motivate other employees in the office. Simon (2015) reported that employee motivation has a direct effect on gainfulness and development. A highly motivated employee tries his or her best in carrying out each and every aspect of his or her duties and responsibilities. Improved job performances of the employee will increase the value to the organization itself and to the employee's productivity.

In order to increase work effectiveness and performance, it is important to address a number of issues, including increasing motivation among employees, making them feel satisfied with their job and increasing their job-related well-being in general (Wale, 2019). A motivated person has the familiarity that particular goals must be accomplished in particular ways, according to how he or she coordinates the push to attain such goals (Sani, 2016). It means that a motivated person is best fit for the goals that he/she wants to achieve, as he/she is fully aware of its assumptions. Therefore, when workers are motivated, their ability to increase productivity will be high (Bally, 2017). Employees' motivation is one of the policies managers take to increase effective job performance amongst employees in organizations (Ayo, 2011). From the foregoing, it means that researching into motivation and job performance variable is a worthwhile venture.

Conclusion

Job performance refers to how well someone performs at his or her work. Crucial in a high job performance is the ability of the employee himself. Hence the school principals and other responsible quarters should maintain and provide fringe benefits in form of award/prize, stipends and most importantly do promotions as a way of recognizing and appreciating best performing teachers. This would ignite and spark off the teachers' potential to productivity. Working conditions presented a moderate positive and statistically significant influence on teachers' job performance in their work place. In line with that, principals and other board of directors should provide ideal and desirable working conditions such as cordial interpersonal relationships and well equipped staff rooms. This would make teachers feel comfortable in schools as their second homes to fulfill their organizational obligations.

References

- Ali, D. (2018). *Education and society sociology of education*. London: Macmillan publishers LTD.
- Ali, A. F. (2019). *Introduction to Learning and Teaching Infants through Elementary Age Children*. New York: Delmar.
- Ayo, S. T. (2011). *Education, Manpower and Economic Growth*. New York: McGraw Hill.
- Bally, B. A. (2017). *Theory and Practice of Educational Leadership in Ghana*. Accra: Yamens Press Ltd.
- Bello, H. A. (2017). Motivation and Workers Performance within Public and Private Enterprises in Nigeria. *Lapai International Journal of Management and Social Sciences*, 2(2), 101-112.
- Boni, F. B. A. (2016). Assessment of the Relationship between Conditions of Service and Teachers' Job Performance in Secondary Schools in Kogi State Nigeria. *An Unpublished Master Thesis*, Ahmadu Bello University, Zaria.
- Bonn, R. A. (2012). The Predictive Stability of Ability Requirements for Task Performance: A Critical Reanalysis. *Human Performance*, 2, 167-81.
- Bulus, S. (2017). *Stability and change in human characteristics*. London: John Willey and sons Ltd.
- Carter, C. C. (2011). *The backward child*. London: University press Ltd.
- Daniel, M. S. (2016). The Impact of Reward and Recognition Programs on Employee's Motivation and Satisfaction: An Empirical Study. *International Review of Business Research Papers*, 5, 270-279.
- David, J. B. (2019). *The home and the school*. Boston: George Allen and Unwin press.
- Fada, P. (2017). Principals' Administrative Functions and Teachers' Job Performance. *An unpublished Dissertation*, Nasarawa State University, Keffi.
- Harry, I. M. (2016). *The socialization and social class*. London: Routledge and Keganpaul Ltd.
- Joe, S. J. (2018). Task Performance and Contextual Performance: The Meaning for Personnel Selection Research. *Human Performance*, 10, 99-109
- Man, A. T. (2019). Personality and Performance at the Beginning of the New Millennium: What do we know and where do we go next. *International Journal of Selection and Assessment*, 9(1&2), 9-30.
- Mark, C. O. (2014). *Agencies of education Nigeria*. Macmillan publisher.
- More, S. G. (2016). *The position of workers in Nigeria*. Nigeria: A.Y. Press.
- Nana, J. W. (2013). *Education and status of Nigerian children*. Oyo state, Nigeria: Ibadan university press,.
- Obasi, E. A. (2017). The influence of socio-economic background on student' Understanding of science Content. Paper presented at the 17th Annual Conference of the STAN in Akwalbom State, Nigeria.
- Olu, W. (2019). *Education and State of Nigerian children*. Oyo State Nigeria: Ibadan University Press.

- Oyu, O. (2015). *Changing perception of the value of pupil's education among isoko of Nigeria. Paper presented at the department of sociology, covenant university Ota, Ogun state, Nigeria.*
- Peter, S D. (2016). Factor affecting the standard of primary education. *The journal of social science*, 2, 27-36
- Ras, K. O. A. (2013). *Pupil's education improving both access and quality*. Jos: S.A. Press
- Samuel, H. (2016). *Factors hindering the participation of parent and children education*. Jos, Nigeria: Bakery Enterprise.
- Samuel, K. D. (2018). *Handbook of Self-Regulation: Research, Theory and Applications*. New York: Guilford Press.
- Sani, G. V. (2016). Validity of Personnel Decisions: A Conceptual Analysis of the Inferential and Evidential Basis. *Journal of Applied Psychology*, 74, 478-94.
- Simon, N. S. (2015). Work Environment Stressors-The Link between Employees' Well-Being and Job Performance. Unpublished *Bachelor Dissertation*, Jönköping University,
- Tomas, C. (2017 August). Uganda: Death, Resignations Eating into Teachers. Retrieved from <http://allafrica.com/stories/201108180900.html>
- Victor, M. J. (2017). *Pupils mainstreaming of education: the need for changing in attitude, values and practice*. Lagos, Nigeria: God glory publishing house.
- Victor, S. J. (2013). *Expanding the Criterion Domain to Include Elements of Contextual Performance*. In N. Schmitt & W. Borman (Eds.), *Personnel Selection in Organizations*. New York: Jossey-Bass, pp. 71-98.
- Wale, P. M. (2019). Budgetary Participation, Motivation and Managerial Performance. *The Accounting Review*, 61(4), 587-600.
- Wale, H. L. (2017). *Children's background of education, its problems and prospect*. Ibadan, Oyo state Nigeria: Stilling Harden publishers (NIG) Ltd.
- Yahaya, H. A. (2014). *Organizational Behaviour: An Introductory Text* (3rd ed.). London: Prentice Hall.
- Yola, M, F. (2019), *Children Attitude towards Education in Borno state*. Borno State: D.D. Press.
- Zulu, E. (2016). The impact of poor educational background in Nigeria. Paper presented at the Department of Educational Administration and Planning, Faculty of Education, Obafemi Awolowo University, Ile Ife.