

## MOTIVATIONAL DIMENSIONS AND TEACHER JOB PERFORMANCE IN SENIOR SECONDARY SCHOOLS IN SOKOTO STATE.

<sup>1</sup>SANI Yusuf, <sup>2</sup>Lateef Adeyemi YUSUF <sup>3</sup>MUHAMMAD Magaji and <sup>4</sup>LADAN Lukman Yabo

<sup>1,2,4</sup>Department of Educational Management, Sokoto State University, Sokoto

<sup>3</sup>Department of Educational Management, Shehu Shagari College of Education Sokoto

### Abstract

*This study examined motivational dimensions and teacher job performance in senior secondary schools in Sokoto State. Correlational survey research design was employed. The study populations consist of 3457 teachers and 18247 SS3 students in senior secondary schools. Simple and proportionate sampling technique was used to select 346 teachers and 378 SS3 students across six education zones in Sokoto State. Two validate researcher-designed instruments; ((i) Motivational Dimensions Rating Scale (MDRS), (ii) Teacher Job Performance Rating Scale (TJPRS.) was used for data collection. Test- retest method was used to establish reliability index of 0.89 for MDRS and 0.85 for TJPS respectively. Data collection were analysed using person product moment correlation. Findings revealed a strong, positive significant relationship between motivational dimensions (job security  $r=.952^{**}$ , professional development  $r=.889^{**}$ ) and teacher job performance in senior secondary schools in Sokoto State. Part of the recommendations stated that, Government and policymakers should ensure stable employment policies that promote job security and professional development such as better and competitive salaries and wages, digital literacy and leadership training that improve teacher proficiency.*

**Keyword:** Job Security, Professional Development, Teacher Job Performance

### Introduction

Education is an instrument for human resource development and societal advancement. Precisely secondary education in Nigeria, is meant to prepare students for useful living and higher education. Therefore quality secondary education as well as effective teachers are essential for elevating educational standards and preparing students for higher education and workforce participation ( Okafor, 2021). Teaching profession plays a fundamental role in influential the future of the societies, especially in developing regions where educational outcomes significantly influence human resources, innovations, professional competencies, economic development and social progress in the world (Henry 2024).

The situation of secondary schools teacher has been a great concern to many researchers because of the fact that, State Government does not shown concern on teachers welfare and academic excellent in secondary schools (Musa & Shehu, 2020). Qualified teachers are those who hold the key to the attainment of educational goals in the schools, precisely teachers do not only impart academic knowledge but also foster critical thinking, social responsibility, essential skills and serving as mentors who guide students toward achieving their potential. (Chukwuemeka & Florence, 2021).

Teacher job performance was conceptualised as the extent to which the teachers achieved instructional objectives through lesson preparations which involved making schemes of work,

lesson plans, actual classroom teaching, assessment and evaluation of the learners, management of learners' discipline and involvement in co-curricular activities (Kumari & Kumar, 2023; Oluoh, 2023). However, the extent to which education is measured greatly anchors on examination scores, yet academic achievement also corresponds to teacher job performance in senior secondary schools.

The ability of educational administrators to retain qualified and experienced teachers and prevent them from abandoning their teaching profession depends on relevant motivational dimensions. Teachers can develop stronger relationships with students, contribute to a positive school culture and provide consistent academic instruction and support when they are well motivated in term of job security and professional development.

Job security and professional development are critical determinant of motivation that collectively impact teachers job performance in teaching profession. Job security specifically is necessary as it directly impacts teacher's retentions, instructional effectiveness of teachers, and student academic achievement in secondary schools. Therefore, teachers who feel secure in their positions are more likely to be passionate about their teaching profession, which can have a profound effect on their student's performance in secondary schools (Giginyu, Adamu, Muhammad & Abdullahi 2021; Rita, 2023).

### **Statement of the Problem**

Poor performance of students in Nigerian schools together with its attendant problems has been worrisome to stakeholders in education system such that several factors like job security,

professional development and other perennial problems has been pointed to as the cause of its occurrence. Furthermore, the absence of expressive incentives and professional development opportunities can diminish job satisfaction and commitment of teacher job performance in schools. Through targeted policies and interventions, educational stakeholders can ensure that teacher's feel valued and supported, thereby contributing to the overall growth and development of education in senior secondary schools.

Various problems affected teacher job performance, in secondary school in Sokoto State there is need for various motivation dimensions to address teacher needs and propel their performance to the maximum level in the process of teaching in senior secondary schools in Sokoto state. Therefore, the study aims to address this gap by investigating the motivational dimensions (job security and professional development) and teacher job performance in senior secondary schools in Sokoto State.

### **Research Hypotheses**

The following Research hypotheses were formulated to guide the study

**H<sub>01</sub>:** There is no significant relationship between job security and teacher job performance in senior secondary school in Sokoto state.

**H<sub>02</sub>:** There is no significant relationship between professional development and teacher job performance in senior secondary school in Sokoto state.

### **Review of Related Literature**

The concept of job security is multifaceted, comprising several interconnected factors. One of the

primary components is job tenure, which refers to the length of time an individual has been employed in a particular position or organization. Longer tenures often correlate with a greater sense of job security, as employees may feel more established and valued within their roles (Kumar 2019). Job security specifically is necessary as it directly impacts teacher job performance, instructional effectiveness of teachers, and student academic achievement in secondary schools.

According to Owan and Andow (2023) Job security is a fundamental aspect of employment that encompasses the degree of stability and permanence a teacher perceives in their job performance within the context of education. Job security provides teachers with a sense of stability and reassurance about their future prospects. This sense of stability can lead to increased job performance and motivation, ultimately contributing to higher retention rates. Job security also ensures a steady income and financial stability for teachers. Financial concerns, such as paying bills and meeting basic needs, can be a significant source of stress for individuals. Therefore by offering job security, teachers can focus on their professional responsibility without disquieting about their financial situation, leading to higher job retention (Giginyu, Adamu, Muhammad & Abdullahi 2021; Rita, 2023). By offering job security, educational institutions demonstrate their commitment to supporting and retaining their teachers.

Owan and Andow (2023) submission that, job security significantly affects teacher performance, therefore, it shows that job security is something that most teacher seek in their profession. Hence, teacher may focus on doing a better job and

advancing their teaching careers when they know they will keep their employment with relative ease and do not have to worry about numerous hazards that may cause them to lose their work. Additionally, job security can help attract high-quality candidates to the teaching profession. In an era where many teachers are reconsidering career paths due to economic uncertainties, the promise of job stability can be a significant draw for prospective educators. Schools and educational institutions that prioritize job security may find it easier to recruit and retain talented teachers, ultimately leading to a more effective educational system (Adebayo & Ileuma 2023).

Professional Development is defined as activities that develop an individual's skills, knowledge, expertise and other characteristics as a teacher. Also, the term professional development may be used in reference to a wide variety of specialized training, formal education, or advanced professional learning intended to help administrators, teachers, and other educators improve their professional knowledge, competence, skill, and effectiveness (Mahara, 2024). Professional development programme encompass intellectual capital, social capital and organizational capital for value addition in the gaining of maximum output from factors of production (Marchie & Ntuno, 2024). Furthermore, such intellectual, social and organizational capital development requires training programmes which among others, include: workshop, conferences, seminars, induction and orientation for new staff, refresher courses, in-service training and so on. These programmes are designed to increase the knowledge and skills of

teachers in order to enable them teach more effectively.

Marchie and Ntuno, (2024) defined Teacher's professional development as a systematic attempt to harmonize individuals' interests, wishes, and prudently assessed requirements of the education in attaining new skills, knowledge, high levels of competence, and growing professionally for effective performance. Therefore, professional development is necessitate in continuing knowledge and skill development through training programs, which include in-service training, leadership training and digital training through events like conferences, workshops, seminars, and mentorship. Likewise, with the views up, a Professional development program has been acknowledged as an effective method of accumulative knowledge and skills for teachers in order to empower them to teach more effectively in secondary schools (Mahara, 2024). Further points out that the goal of professional development is to keep the individual up to date on current trends as well as help them to develop new skills for the purpose of advancement in their field.

Professional development plays a major role in teachers' job performance. Teachers professional development as the process through which teachers improve on their learning, how they learn and how they apply their newly acquired knowledge in practice. This is in agreement with (Ngabirano Twebaze, Nyemara & Aheisibwe 2023) who states that teachers' professional development and learning is about the growth and development of teachers' expertise that leads to changes in their practice to enhance the learning outcome of students. However, its effects on teachers' attendance, lesson note, lesson

plain, and participation in out-of-class school activities.

According to Ileuma and Isaac (2022) Stated that teaching profession necessitates a long-term knowledge and skill development through training programs, which include in-service training through events like conferences, workshops, seminars, and mentorship. Further explained In-service training in education refers to the educational courses and educational programs in which a teacher in service, that is active teacher can participate to advanced his or her professional knowledge, skills, and competence in teaching profession (Ileuma & Isaac, 2022). Consequently, it involves all forms of educational training specifically given to a teacher who is active in teaching careers.

Kumar (2019) conduct a Study to investigate the Impact of Job Security on Employee Motivations and Outcome at Work Place with special reference to Unionized and Non-Unionized Organizations in Nagpur. Job security plays an important role in employee satisfaction leading to enhanced performance at workplace. The sample consisted of employees from different positions and different organizations, with both union and non-union participation. They were surveyed on a Likert scale questionnaire that had items targeted to measure their perception of job security and job performance.

There is a statistically significant positive correlation between the perception of job security and job performance. This means that the more secure an employee feels at a job, the better he or she will perform. The results indicated that the security offered by union participant organizations can be used as a predictor of increased job performance, and to some extent to the employee's behavior within the organization

Ngabirano Twebaze, Nyemara and Aheisibwe (2023) examined the relationship between teachers' professional development and teachers' job performance in secondary schools in Ibanda Municipality. A cross-sectional descriptive survey design using a quantitative approach and population consisted of head teachers, teachers, and the directors of studies. Simple random and purposive sampling were used to select the sample size. Data were collected using a closed ended questionnaire.

Finding revealed a positive correlation between professional development and the performance of teachers. The study recommends sequential professional development activities for all teachers. The current study was conducted on senior secondary school in Sokoto State, whereas Ngabirano Twebaze, Nyemara and Aheisibwe (2023) was conducted in secondary schools in Ibanda Municipality. In conclusion, while both studies address the relationship between professional development and teacher job performance, in secondary schools.

### Methodology

The study adopted descriptive survey research design of correlational type, and quantitative approach. The

**Table 1 Relationship between Job Security and Teacher Job Performance.**

Variables	N	Mean	S.Deviation	r-Cal	p-Value	Decision
Job security	340	3.28	.960			H <sub>0</sub>
Teachers Job Performance	370	3.18	.985	.952**	.000	Rejected

Source: Fieldwork, 2025

Level of significance ( $\delta$ ) = 0.05

The table 1 show a strong positive and statistically significant relationship between job security and teachers job performance, in senior secondary schools in Sokoto State, with Pearson ( $r_{(370)}=.952^{**}$ ,  $p=.000<.05$ ). This

populations of the study consisted of all 3457 teachers and 18246 SS3 students across 132 public senior secondary schools found in six (6) education zones in Sokoto State. 346 teachers and 378 SS3 students across 24 senior secondary schools in the six education zones in Sokoto State were selected using simple random and proportionate sampling technique. Two researcher-designed instruments were used for this study are (i) Motivational Dimensions Rating Scale (MDRS), (ii) Teacher Job Performance Rating Scale (TJPRS). These instruments were submitted to the supervisors and others experts in educational management for face and content validity. The instruments were moderated by the experts and correction were thoroughly effected. While test-retest method of reliability of 2 weeks of interval was adopted and reliability coefficient of (MDRS) is 0.89 and TJPS 0.85. The data collected were analysed using person product moment correlation the two hypotheses formulated were tested at 0.05 level of significant.

### Results

**Hypotheses 1:** There is no significant relationship between job security and teacher job performance in senior secondary schools in Sokoto State.

finding confirms the existence of a significant relationship as the  $p$ -value falls below .05 level. Consequently, the null hypothesis (H<sub>01</sub>) which posited that no significant relationship between job security and teachers job performance in



senior secondary schools in Sokoto State, is rejected. The result implies that, there is need for school administrators to prioritize job security in order to improve teacher job performance and overall student outcomes. Ensuring timely payment of salaries, offering permanent employment contracts, and reducing job-related uncertainties can

create a more conducive working environment that fosters dedication and professional growth for teachers in schools.

**Hypotheses 2:** There is no significant relationship between professional development and teacher job performance in senior secondary schools in Sokoto State.

**Table 2:** Relationship between Professional Development and Teacher's Job Performance.

Variables	N	Mean	S.Deviation	r-Cal	p-Value	Decision
Professional Development	340	3.17	1.094	.889**	.000	H <sub>0</sub> Rejected
Teachers Job Performance	370	3.18	.985			

**Source:** Fieldwork, 2025

Level of significance ( $\delta$ ) = 0.05

The table 2, reveal a strong positive and statistically significant relationship between professional development and teachers job performance in senior secondary schools in Sokoto State, with Pearson's ( $r, (370)=889^{**}, p=000<.05$ ). This finding confirms the existence of a significant relationship, as the  $p$ -value falls below .05 level. Consequently, the null hypothesis ( $H_{02}$ ), which posited that no significant relationship between professional development and teachers job performance in senior secondary schools in Sokoto State, is rejected. The result implies the importance of structured professional development in improving teacher job performance, fostering innovation in teaching methods, and ensuring that teachers remain up-to-date with modern educational trends.

## Discussion

Finding as shown in table: 1 reveal a strong and statistically significant positive relationship between Job Security and Teacher Job Performance in Senior Secondary School in Sokoto State. This implies that teachers who feel secure in their jobs are

more likely to be committed, motivated, and productive in their teaching roles. This finding is in line with Kumar (2019) submissions that, statistically significant positive correlation exist between job security and job performance. This means that the more secure an employee feels at a job, the better he or she will perform.

Similarly, the findings support Owan and Andow (2023) submission that, job security is a major determinant of job satisfaction and teachers retention in the education sector. In contexts where teachers face employment uncertainty, there is often a decline in morale and instructional effectiveness, ultimately affecting student outcomes. In contrast, stable employment conditions encourage teachers to set long-term career goals, engage in mentorship, and actively contribute to institutional development. The significant relationship found in this study underscores the need for policymakers in Sokoto State to prioritize employment policies that promote job stability, such as timely salary payments, clear career progression paths, and improved working conditions.

The finding as shown in table: 2 a strong and statistically significant positive relationship between professional development and teacher's job performance in senior secondary school in Sokoto state. This suggests that teachers who participate in professional development programs such as workshops, seminars, in-service training, leadership training and digital literacy training and higher education opportunities tend to perform better in their job performance. Above Finding is aligns with Ngabirano Twebaze, Nyemara and Aheisibwe (2023) submission that there is positive correlation between professional development and performance of secondary schools teachers. Teachers professional development is very critical in job performance since it helps teachers to improve subject mastery, teaching methods, general attitude, and beliefs towards work, and diverse learning activities. The findings equally align with the work of Marchie and Ntuno (2024), that, there is a significant relationship between teachers' participation in in-service training and teachers' attitude to work. It was also established that teachers' participation in conferences is significantly related to attitude to work in public secondary schools. Professional development enhances teachers' pedagogical skills, subject mastery, and overall teacher effectiveness in the classroom. When teachers are exposed to new teaching strategies, curriculum updates, and modern educational technologies, they become more confident and innovative in delivering lessons, leading to improved student learning outcomes. Furthermore, professional development fosters a culture of lifelong learning among teachers, enabling them to adapt to changing educational trends and

challenges. Therefore, it is essential for policymakers and school administrators in Sokoto State to prioritize professional development initiatives, provide funding for teacher training programs, and encourage participation in capacity-building activities.

### Conclusion

Based on the finding of the study it could be confirmed that there is positive, and significant relationships between motivational dimensions and teacher job performance. Job security, professional development, were all found to be positively correlated with teacher job performance in senior secondary schools in Sokoto State. These findings underscore the importance of maintaining and improving and identified motivational dimensions to ensure sustained high performance among teachers. Policymakers and school administrators should therefore continue to implement and strengthen motivational dimensions to further improve the quality of education in Sokoto State.

### Recommendations

Based on the findings of the study, the following recommendations were made;

1. Government and policymakers should ensure stable employment policies that promote job security, such as better and competitive salaries and wages, clear career progression paths, among the others.
2. Policymakers and school administrators should provide regular professional development e.g, workshops, and seminars, digital literacy and leadership training in order to improve teacher proficiency, especially in

the area of pedagogical and technological with modern teaching standards

## References

- Adebayo, F. O., & Ileuma, S. (2023). School Safety Factors: A Necessary Condition for Job Commitment of Secondary School Teachers in Nigeria. *British Journal of Education, Learning and Development Psychology*, 6(3), 100–109.
- Adewumi, S. A. (2021). The Impact of Intrinsic and Extrinsic Motivation on Teachers' Performance: Evidence from Selected (TVET) Colleges in Lagos, Nigeria NIGERIA. *Eurasian Journal of Social Sciences*, 9(3), 176–188.
- Chukwuemeka, A. J., & Florence, M. N. (2021). Principal's Motivational Strategies for Improving Teacher Job Performances in Secondary Schools in Enugu East LGA. *COOU Journal of Educational Research*, 6(2), 25 – 31.
- Giginyu, A. A., Muhammad, L., Adamu, S. A., & Abdullahi, H. M. (2021). Science/Technical and Vocational Schools as Powerful Mechanism for Employment, Poverty Eradication and Job Security in Kano State, Nigeria. *Engineering Research Journal*, 1(9), 1–9.
- Henry, S. (2024). Effectiveness Of Monetary Incentives To Teachers And Academic Performance Of Learners In Selected Government Aided Primary Schools In Lugusuulu Sub- County , Sembabule District , Ugand ... *Metropolitan Journal Of Social And Educational Research*, 3(2, February), 677–688.
- Hussaini, A., Sifawa, A. S., & Uba, A. R. (2023). Impact of Effective Staff Development Programmes on Teachers' Performance in Senior Secondary Schools in Sokoto State. *Afropolitan Journals*, 11(1), 187–197.
- Ileuma, S. & Isaac, Y. A. (2022). Roles of Educational Planners in the Promotion of In-service Teachers ' Education for Primary School Teachers in Nigeria East African Scholars Journal of Education , Humanities and Roles of Educational Planners in the Promotion of In-service Teachers ' E. *East African Scholars Journal of Education, Humanities and Literature*, 5(January 2022), 22–27.
- Kumar, R. (2019). A Study of the Impact of Job Security on Employee Motivation and Outcome at Work Place with special reference to Unionized and Non Unionized Organizations in Nagpur. *Journal of Emerging Technologies and Innovative Research (JETIR) Www.Jetir.Org*, 6(5), 157–159.
- Kumari, J., & Kumar, J. (2023). Influence of motivation on teachers ' job performance. In *Humanities & social sciences communications* (Issue 10(158)). <https://doi.org/10.1057/s41599-023-01662-6>
- Mahara, K. K. (2024). Receiving and Implementing In-Service Teacher Training Programmes: Identifying Challenges from Teachers' Perspectives. *KMC Journal*, 6(1, February), 153–175.
- Marchie, N. C., & Ntuno, G. K. (2024). Relationship Between Professional Development and Teachers' Attitude to Work in Public Secondary Schools in Ikom Education Zone, Cross River State. *FUO-Journal of Educational Research*, 3(3), 65–73.
- Mduma, E. R., & Mkulu, D. G. (2021). Influence of Teachers ' Professional Development Practices on Job



- Performance in Public Secondary Schools : A Case of Nyamagana District , Mwanza - Tanzania. *International Journal of English Literature and Social Sciences*, 6(1), 215–230. <https://doi.org/10.22161/ijels>
- Musa, B., & Shehu, H. (2020). The impact of teacher gender and teacher place of origin on teacher efficiency in senior secondary schools in goronyo educational zone, sokoto state, nigeria. *International Journal of Educational Research and Management Technology*, 5(3), 42–53.
- Ngabirano, D., Twebaze, R., Nyemara, N., & Aheisibwe, I. (2023). Teachers ' Professional Development and Job Performance in Selected Secondary Schools in Ibanda Municipality Uganda. *East African Journal of Education Studies*, 6(1), 245–253. <https://doi.org/10.37284/eajes.6.1.1>
- Okafor, I. P. (2021). Causes and Consequences of Examination Malpractice among Senior Secondary School Students in Eti-Osa L.G.A. of Lagos State, Nigeria. *Canadian Journal of Family and Youth*, 3(2), 6.
- Owan, M., & Andow, H. A. (2023). Effect of Job Security on Employee Performance in Berger Construction Company in Nigeria. *International Journal of Research Publications (IJRP.ORG)*, 116(1), 13–25.
- Rita, O. (2023). Job Security and Teacher ' s Job Retention in Private and Public Secondary Schools in Delta State. *International Journal of Social Sciences and Management Research*, 9(11), 189–195.