

MOTIVATION AND PERFORMANCE APPRAISAL AS CORRELATES OF TEACHER EFFECTIVENESS IN PUBLIC SECONDARY SCHOOLS IN EKITI STATE, NIGERIA

Adebimpe Helen OLADIMEJI

Department of Educational Management
Faculty of Education, Ekiti State University, Ado-Ekiti
bimsoj2011@gmail.com
+2347069761389

Olujide Akinwumi AFOLABI Ph. D

Department of Educational Management and Business Studies
Faculty of Education, Federal University Oye-Ekiti, Ekiti State
olujide.afolabi@fuoye.edu.ng
+2347062329554

ORCID Id: 0009-0008-7791-9687

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Sefunmi Winifred, AYO-AKINDOJU

Department of Educational Management
Faculty of Education, Ekiti State University, Ado-Ekiti
ayoakindojuwinnifred@yahoo.com
+2348062205392

Abstract

The study examined the relationship between motivation and performance appraisal as correlates of teacher effectiveness in public secondary schools in Ekiti State, Nigeria. The descriptive survey research design was adopted in the study. The population of the study consisted of all public secondary school principals and teachers in Ekiti State. The sample for the study consisted of 540 teachers and 27 principals selected from 27 public secondary schools in Ekiti State. The sample was selected using multistage sampling procedure. Data for the study were collected using two self-designed instruments tagged “Motivation and Performance Appraisal Questionnaire” (MPAQ) and “Teacher Effectiveness Questionnaire” (TEQ). The instruments were validated by experts in Educational Management and in Tests and Measurement. The reliability of the instruments was done using test re-test method. The scores from both administration were analysed using Pearson’s Product Moment Correlation statistics which yielded reliability coefficient value of 0.87 for MPAQ and 0.79 for TEQ. The data collected through the instruments were analysed using descriptive and inferential statistics. The hypotheses were tested at 0.05 level

of significance. The finding of the study revealed that there was significant relationship between motivation and teacher effectiveness. The finding of the study also revealed that there was significant relationship between performance appraisal and teacher effectiveness. Based on the findings of the study, it was concluded that motivation and performance appraisal significantly influence teacher effectiveness in public secondary schools in Ekiti State, Nigeria. Based on the findings of the study, it was recommended that school principals should from time to time motivate teachers through recognition, recommendation and commendation. The school principal should well ensure that appraisal of the teachers are carried regularly.

Keyword: Motivation, Performance Appraisal, Teacher, Effectiveness, Secondary, School

Introduction

Education is an instrument used for the capacity development of a nation and its citizenry. Its continuous growth and quality improvement depend on a number of factors. One of which is the quality of teachers employed to handle teaching and learning in such educational institutions. In any educational system, teachers are the heart and most important human resource, since they are the building blocks and active agents that facilitate students' learning and ensure that students thrive academically to fulfil their potential and find meaningful careers.

Teacher effectiveness refers to the degree at which teachers are discharging their pedagogical duties in the schools, which has the capacity to support or pull down the school from reaching its ends. Teacher effectiveness has been one of the most important indicators used to assess the effectiveness of any school. Teacher effectiveness is the ability and interaction between the physical, intellectual and psychological interest of scholars, content potency of the teachers and social needs.

Effective teachers are those persons who comply with the rules made by school authority, try to tackle them by working on his/her own terms and at the same time by not offending them, acting as a bridge between school authority and students and making sure that protocols as defined are respected. In addition, an effective teacher is he who exhibit co-operation, leadership qualities, punctuality and cordial relationship with colloquies and students. Aina, Olanipekun and Garuba (2015) defined an effective teacher as one who is intellectually challenging, motivating students, setting high standards and encourages self-initiating learning. Effective teachers are very important for student learning. Effective, teaching, therefore should instil in the learners the ability to be analytical, intellectually curious, culturally aware, employable and capable of leadership.

Teacher ineffectiveness can manifest in various ways, ultimately leading to suboptimal learning outcomes for students. Students under ineffective teachers may show minimal academic growth over time, failing to meet expected learning benchmarks and falling behind their peers. Teachers who struggle with classroom management might have difficulty maintaining discipline, leading to disruptions, unruly behavior, and a chaotic learning environment. Teachers lacking a strong grasp of their subject matter may struggle to provide accurate explanations, answer questions, and guide students effectively. Ineffective teachers might overlook the individual learning needs and abilities of their students, leading to a lack of differentiation in instruction. It is important to note that teacher ineffectiveness can result from a combination of factors, including personal challenges, lack of support, inadequate training, and external constraints.

Ineffectiveness of teachers from the experience and observation of the researchers in secondary schools could be due to some teacher effectiveness (quality of teaching) variables which are not being met such as poor classroom management, lackadaisical attitude to student discipline, poor teacher-student interaction, poor instructional delivery, poor mastery of subject, poor communication skills and a general poor attitude to teaching.

Classroom management is a vital component of teacher effectiveness. Classroom management appears to be one of the neglected areas in our secondary schools, despite the fact that the success or failure of any teaching and learning process depends on the way classrooms are managed. Failure to effectively manage the classroom can have an overall negative influence on the entire school, especially in terms of sound academic performance of the school. Discipline has been observed to be one of the key variable of teacher effectiveness. Discipline is a function of the interaction between teacher and students that bring about self-control and respect for authority (Sunday-Piaro, 2018). It entails creating and keeping rules based on reciprocal understanding limits that must not be breached. What is common in the present time are students breaching the limits, turning violent in classroom, and exhibiting extreme unruly behaviour. Teacher-students interaction is very important in school and one of the indicators of teacher effectiveness. The interaction between teacher and student is essentially the fundamental basis for teaching. A good teacher-student relationship may be more valuable for students with behaviour and learning challenges (Aina, Olanipekun & Garuba, 2015). However, the researchers observed that most teachers do not have time to interact extensively with their students. As a result of this, most students cannot freely walk up to their teachers for clarification on school activities.

Keeping students focused and interested is often tasking and could be enhanced through the subject mastery of the teacher which in turn could influence their teaching style. Mastery of subject refers to the teachers' cognitive and in-depth knowledge, firm grip and understanding of the subject matter which influences the understanding of the learning difficulties and student conceptions of the subject. Khwaja (2014) pointed out that subject knowledge is a vital ingredient in high quality teaching and student learning, and that teachers "cannot teach well what they do not know". This

means that to teach a subject well a teacher should know about the subject and should be specialized in arrears of their teaching field. The personal experience and observation of the researcher is that public secondary school teachers are mostly specialized but some used out dated content knowledge.

The researcher observed that majority of the teachers were not computer-literate and they were not even in the habit of accessing the internet for new ideas about the subject they teach but rather they continue to teach the same topics the same way using the same learning materials for their students, year in, year out teaching from rote memory and do not seem to have enough confidence in their content knowledge to encourage asking or answering questions from students. It appears some teachers merely give information that does not engage the interest of the students in the teaching-learning process.

The delivery methods adopted in the teaching- learning process are likely to reveal the level of preparedness of a teacher. Experience and observation of the researcher as a practicing teacher seems to indicate that some teachers are inadequately prepared and planned for their lessons, some teachers attend to their classes in unsettled and harassed states due to unpreparedness for the day's lesson or lateness to work resulting in poor instructional delivery. It appears that teachers use any teaching method that seems easy to them and some adopt the lecture method without considering its suitability to the topic, age, ability or class of the students.

Teachers play a crucial role in ascertaining whether or not the desired educational results have been achieved. Observations over the past decade showed that the enthusiasm and devotion of teachers to their duty in schools are no longer the traits that characterized the teaching profession. It appears that the teachers are not putting in their best in the teaching learning process (Ekundayo, 2015). Teachers have in recent times manifested unwholesome attitude toward discharging their duties. They go late to school, exhibit rudeness to school authority and trade at the expense of teaching. When they teach, they manifest poor knowledge of their subject areas, do not provide regular assessments for students nor keep proper students' performance records, show laxity to duties and cases of indiscipline has continually caused setbacks not only to the attainment of educational objectives, but also to the kind of education provided to the students. This study however, is restricted to the managerial roles of principals as a potent factor in teacher effectiveness.

The activities of a school principal is centred mainly on administration. The management and sustenance of secondary education is the responsibility of the principals and sometimes it is not easy to carry out this responsibility accurately and diligently. The roles of principals' in the administration of secondary schools in Nigeria cannot be over- emphasized. The principal as a leader of a group of teachers in the school system has the function of interacting with the teachers in order to improve the teaching and learning process. Management in the school system is

concerned with how school principals' manage the educational resources allocated to schools for use as well as its control and students.

The principal is responsible for the implementation of educational policies in the school by the conscious utilization of both human and material resources optimally in such a way that school goals and objectives are achieved. Specifically, the principals' roles include; establishing of healthy school climate and culture; curriculum/instruction development and improvement; provision and maintenance of school plant facilities; and instructional supervision (Egboka, Ezeugbor & Enueme, 2013). The principal is also seen as the person on whose shoulders rest the success or failure in the attainment of school goals. This is because, the principal is responsible for setting school goals, which must be in line with educational objectives, analyzes tasks and share responsibilities to staff (teachers) according to their area of specialization and expertise.

Work motivation is anything done to make teachers happy, satisfied, dedicated and committed in such a way that they bring out their best in their places of work so that students, parents and the society will greatly benefit from their services. Motivation of teachers appears crucial because it predicts not only teachers' engagement and wellbeing but also student's learning outcomes. Motivation appears to be vital for optimal human functioning in the workplace because teachers who are highly motivated are found to be more engaged in their work and more satisfied.

The perceived teachers' ineffectiveness could be attributed to lack of motivation. The issue of staff committed and dedication to job could be established and maintained through the appropriate motivational strategies such as pleasant working condition, security, promotion, comfortable living conditions, and adequate provision of facility. According to Arogundade (2019), poorly motivated teachers have less concern for effective job performance while well motivated teachers have high concern for effective job performance.

Performance appraisal can be defined as the ongoing process used for identifying, measuring and developing an individual's performance in accordance with an organization's strategic goals (Aguinis, 2019). Appraisal may involve decisive aspects that are geared towards improving performance, through professional learning and career development. Teachers' Performance appraisal is the overall assessment of staff, normally covering the period of one year or more.

The researcher observed that some principals sometimes feel pressurised to give a good appraisal in order to avoid confrontation or any friction in the existent work environment. It appears that there is usually unfair evaluation of teachers which makes them feel insecure or discouraged leading to the development of poor relationship between the teacher and principal, thereby affects teacher effectiveness. Some teachers seem to dislike the shallow nature with which appraisals have been conducted by their principal. According to Broady-Preston and Steel (2012) also assert that performance appraisal too often degenerates into 'a dishonest annual ritual, which nonetheless is

inevitable and when tend to be biased will have a negative effect on employees and their level of effectiveness.

The study examined the relationship between motivation, performance appraisal and teacher effectiveness in public secondary schools in Ekiti State, Nigeria. The study specifically examined;

1. the state of motivation and performance appraisal in public secondary schools in Ekiti State, Nigeria.
2. the level of teacher effectiveness in public secondary schools in Ekiti State, Nigeria.

The following research questions were raised to guide the study:

1. Which of motivation and performance appraisal is predominant in public secondary schools in Ekiti State, Nigeria?
2. What is the level of teacher effectiveness in public secondary schools in Ekiti State, Nigeria?

The following hypotheses were formulated to guide the study:

1. There is no significant relationship between motivation and teacher effectiveness in public secondary schools in Ekiti State.
2. There is no significant relationship between performance appraisal and teacher effectiveness.

Methodology

The descriptive survey research design was adopted in the study. The population of the study consisted of all the 205 public secondary school principals and 9,101 teachers in Ekiti State (Ekiti State Teaching Service Commission, 2024). The sample for the study consisted of 540 teachers and 27 principals from 27 public secondary schools in Ekiti State. Data for the study were collected using two self-designed instruments. These include: “Motivation and Performance Appraisal Questionnaire (MPAQ)” and “Teachers’ Effectiveness Questionnaire (TEQ)”. The MPAQ consisted of section A and B. Section A sought for background information of the respondent while section B contained 10 items on motivation and performance appraisal. The Teachers’ Effectiveness Questionnaire (TEQ) consisted three sections A, B and C. Section A consisted of items on the bio-data of the school principal. Section B consisted items on the bio – data of the teacher to be assessed and was completed by the researcher while section C consisted of 25 items which elicits information on teacher effectiveness. Face and content validity was used

for the study. The instruments were validated by experts in Educational Management and Tests and Measurement. The reliability of the instruments was carried out using test re-test method and a reliability coefficient value of 0.87 for MPAQ and 0.79 for TEQ. The data collected were analysed using descriptive and inferential statistics. The research questions were answered using mean, percentage score and standard deviation. The research hypotheses were tested using Pearson's Product Moment Correlation. The hypotheses were tested at 0.05 level of significance.

Results

Research Question 1: Which of motivation and performance appraisal is predominant in secondary schools in Ekiti State, Nigeria?

Table 1: State of motivation and performance appraisal in secondary schools in Ekiti State, Nigeria

S/N	Variables	Mean	SD	No of Items	Average Mean	Rank	Remark
1.	Motivation of Teachers	8.90	3.37	5	1.78	2 nd	Agreed
2.	Performance Appraisal	14.11	3.95	5	2.82	1 st	Agreed
Total				10			

Mean Cut-Off: 2.50

Table 1 revealed the state of motivation and performance appraisal in public secondary schools in Ekiti State. The result showed that motivation of teachers has 1.78 and performance appraisal has 2.82. The predominant variable was performance appraisal.

Research Question 2: What is the level of teacher effectiveness in secondary schools in Ekiti State, Nigeria?

Table 2: Level of teacher effectiveness in secondary schools in Ekiti State, Nigeria

S/N	Teacher Effectiveness	Excellent	Very Good	Good	Fair	Poor	Mean	SD	Remark
1.	Classroom Management	32 (6.1)	214 (40.5)	274 (51.8)	8 (1.5)	1 (0.2)	3.51	0.61	Agreed
2.	Student Discipline	27 (5.1)	219 (41.4)	269 (50.9)	12 (2.3)	2 (0.4)	3.47	0.64	Agreed
3.	Teacher Student Relationship	24 (4.6)	229 (43.3)	265 (50.1)	7 (1.3)	4 (0.8)	3.50	0.62	Agreed
4.	Instructional Delivery	22 (4.2)	240 (45.4)	257 (48.6)	8 (1.5)	2 (0.4)	3.51	0.61	Agreed
5.	Mastery of the Subject Matter	21 (3.9)	235 (44.4)	262 (49.5)	9 (1.7)	2 (0.4)	3.51	0.61	Agreed
5.	Communication Skill	31 (5.9)	236 (44.6)	249 (47.1)	12 (2.3)	1 (0.2)	3.50	0.62	Agreed

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Mean	26	229	263	9	2	3.50	0.62		
	(4.9)	(43.1)	(49.7)	(1.7)	(0.4)				

Table 2 showed the item analysis of teacher effectiveness in public secondary schools in Ekiti State. Based on the mean cut-off mark of 3.00, all the 25 items were accepted. The mean score was used as bench mark to determine the level of teacher effectiveness in public secondary schools in Ekiti State, Nigeria in table 2. Those who scored above the mean mark were said to perform above average.

Testing of Hypotheses

Hypothesis 1: There is no significant relationship between motivation and teacher effectiveness.

In testing this hypothesis, data on motivation were collected from the responses of the respondents to items under Section B of MPAQ (item 1-5) in the questionnaire. Data on teacher job effectiveness were collected from the responses of the respondents to items under Section C of TEQ (item 1-25) in the questionnaire. Both were compared for statistical significance using Pearson Product Moment Correlation at 0.05 levels. The result is presented in table 3

Table 3: Relationship between motivation and teacher effectiveness in Ekiti State, Nigeria

Variables	N	Mean	SD	r _{cal}	Pvalue
Motivation	529	8.90	3.37		
				0.207*	0.004
Teacher Effectiveness	529	87.72	4.71		

* $p < 0.05$

Table 3 showed that the r-cal value of 0.207 was significant at 0.05 level of significance because the P-value (0.004) < 0.05. The null hypothesis is rejected. This implies that there was significant relationship between motivation and teacher effectiveness.

Hypothesis 2: There is no significant relationship between performance appraisal and teacher effectiveness.

In testing this hypothesis, data on performance appraisal were collected from the responses of the respondents to items under Section B of MPAQ (item 6-10) in the questionnaire. Data on teacher job effectiveness were collected from the responses of the respondents to items under Section C of TEQ (item 1-25) in the questionnaire. Both were compared for statistical significance using Pearson Product Moment Correlation at 0.05 levels. The result is presented in table 2.

Table 4: Relationship between performance appraisal and teacher effectiveness in Ekiti State, Nigeria

Variables	N	Mean	SD	r _{cal}	Pvalue
Performance Appraisal	529	14.11	3.95		
				0.475*	0.000
Teacher Effectiveness	529	87.72	4.71		

* $p < 0.05$

Table 4 showed that the r-cal value of 0.475 is significant at 0.05 level of significance because the P-value (0.000) < 0.05. The null hypothesis was rejected. This implies that there was significant relationship between performance appraisal and teacher effectiveness.

Discussion

The findings of the study revealed that there was significant relationship between motivation and teacher effectiveness. This finding implies that the level of motivation exhibited by teachers directly influences their effectiveness in the classroom. When teachers are motivated, they are more likely to engage in effective teaching practices, invest effort in their work, and positively impact student learning outcomes. Motivated teachers are more likely to be engaged and enthusiastic about their work. They approach their teaching with energy, passion, and a genuine interest in student learning. This enthusiasm can create a positive and dynamic classroom environment that fosters student engagement and motivation. In support of this finding, Ofojebe and Nnebedum (2016) showed that there is a strong relationship between compensation packages and employees' performance and effectiveness.

The findings of the study revealed that there was a significant relationship between performance appraisal and teacher effectiveness. The relationship between performance appraisal and teacher effectiveness highlights the importance of a robust and supportive evaluation process. Performance appraisal can provide teachers with valuable feedback, support their professional growth, and hold them accountable to established standards. By implementing effective performance appraisal systems, schools can promote teacher effectiveness and ultimately improve student learning outcomes. Ojokuku (2013) revealed that there was a positive significant relationship between performance appraisal system and overall effectiveness.

Conclusion

Based on the findings of the study, it was concluded that motivation and performance appraisal significantly influence teacher effectiveness in public secondary schools in Ekiti State, Nigeria.

Recommendations

Based on the findings of the study, it was recommended that school principals should from time to time motivate teachers through recognition, recommendation and commendation. The school principal should well ensure that appraisal of the teachers are carried regularly.

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