

JOB MOTIVATION TECHNIQUES AND SECONDARY SCHOOL TEACHER JOB PERFORMANCE IN SAGAMU LOCAL GOVERNMENT, OGUN STATE, NIGERIA

ADENIYI BABAJIDE AKEJU¹, ABDULHAMEED OMEIZA YAKUBU² AND AFOLAKE OLAJUMOKE SALAWU³

¹PhD Student in Business Education,

²PhD Student in Educational Management,

Tai Solarin University of Education, Ijagun, Ogun State, Nigeria

³Senior Productivity Research Officer, National Productivity Centre, Ibadan, Oyo State, Nigeria

ABSTRACT

The study was an investigation into job motivation techniques for enhanced secondary school teacher's job performance in Sagamu local government of Ogun State. Four research questions and two hypotheses were raised. The descriptive survey design was adopted. The population of the study comprised 489 public secondary school teachers in Sagamu local government area of Ogun State. A total of 120 public secondary school teachers were selected as the study sample size. This represents 24.53% of the population. A purposive sampling technique was used for the selection of the sample. Researchers developed questionnaires; titled: Motivation and Teacher Job Performance Questionnaire (MTJPQ) with 0.79 reliability coefficient was used for data collection. Research questions were analyzed using regression analysis. The hypotheses were tested using the Pearson Product Moment Correlation Coefficient (PPMC). The findings revealed that conditions of service (salary, promotion and fringe benefits) were found to be significant and strongly determine teacher's job performance in Sagamu local government of Ogun State ($\beta = 0.312$, $t = 6.635$, $P < .05$). It was also found out that in-service training strongly determines secondary school teacher's job performance ($\beta = 0.656$, $t = 12.474$, $p < .05$). About 99% of the variance in teacher's job performance was accounted for by the linear combination of the independent variables. There was a significant relationship between the independent variable (condition of service) and the dependent variable (teacher's job performance) ($r = 0.744$, $p < .05$). There was a significant relationship between the independent variable (in-service training) and the dependent variable (teacher's job performance) of ($r = 0.683$, $p < .05$). The study recommends that the condition of employees should be adequately enhanced by management. Incentives such as medical care, housing allowances, promotion, and fringe benefits among others should be adequately provided to bring about high intrinsic motivation. The growth and advancement of employees on the job through training and development should be efficiently implemented and indiscriminately carried out by the management to avoid dissatisfaction and low performance.

Keywords: Conditions of Service, Salary, Promotion, Fringe Benefits, Teacher's Job Performance, In-Service Training

Introduction

In recent years there has been growing concern over the falling standard of education in Nigeria which is premised on the consistent abysmal performances of teachers in public

secondary school. The teacher is the one that would translate educational objectives specified in the National Policy on Education, into knowledge and skill and transfer them to students in the classroom. Also, the government may establish new schools, effect changes in the structure of the curriculum, recommend and prescribe teaching methods, but in the end, the teacher will be responsible for applying them to attain the goal of teaching and learning. Lash and Kirkpatrick (2017) pointed out that, the major responsibility of working with the student rest with the teacher. Job performance of public school teachers could be identified based on the achievement of teaching objectives. Wesley (2018) opined that an evaluation of teachers' job performance could be carried out by considering their professional knowledge, teaching plan, teaching strategy, individual teaching and remedial, evaluation techniques, feedback, teaching-learning environment, challenging academic environment, professionalism and communication. The job performance is an effort of a teacher to achieve some specific goals. Wesley (2018) indicated that teachers' job performance can be described as the duties performed by a teacher at a particular period in the school system in achieving organizational goals. Fadeyi, Sofoluwe, and Gbadeyan (2015) identified three factors that are regarded as criteria or parameters for measuring teachers' job performance. These are students' examination results, absenteeism, and turnover. They stressed that the presence or absence of each or all of the criteria is a measure of level of teachers' job performance. Ijaiya (2014) described teachers' job performance as the ability of teachers to combine relevant inputs for the enhancement of teaching and learning processes. Ijaiya determined the variables for teacher job performance as effective teaching measured by student academic performance in examination, punctuality at school and class, giving extra-lessons to the students, class control and contribution to the progress of the school through participation in co-curricular activities and committee assignment as may be given by the school heads. Obviously, despite the leading roles teachers play in the classroom towards attaining educational objectives, their motivation has remained a very serious problem in Nigeria. Ndu (2018) opined that teachers' motivation has been very low, that the situation of teachers in the school system was so bad that it had reached an intolerable low point. As a result, the societal image of a teacher has made the noble profession unattractive as being inadequate for meeting economic, social and psychological needs. Under this condition, teachers' welfare needs are hardly considered by different stakeholders in Nigerian educational system. But, rather every parent want his children to acquire knowledge and skills, good morals and value without giving serious thought to how these would be transmitted without the teachers and more importantly, how teachers would perform without being motivated. The seriousness of the problem of lack of motivation for Nigerian teachers was supported by the result of a study of Ozigi (2015), who found out that teachers were unhappy, frustrated, uninspired and unmotivated. He then concluded that the nation's educational system was doomed.

Teacher motivation plays an important role in the promotion of teaching and learning excellence. Generally, motivated teachers are more likely to motivate students to learn in the classroom, to ensure the implementation of educational reforms and feelings of satisfaction and fulfillment. Motivation also takes part in an important role for teachers because it helps to achieve the target efficiently. Teacher motivation is very important because it improves the skills and knowledge of teachers because it directly influences the student's achievement (Ukpong & Uchendu, 2016). Ukpong and Uchendu (2016) were of the opinion that job motivation techniques for enhanced teachers' job performance include working conditions, in-service training, regular payment of salary, provision of teaching facilities among others.

Akpan (2016) observed that condition of service such as pay rise is one of the powerful tools used in increasing motivation for teacher job performance. Fadeyi, Sofoluwe and Gbadeyan (2015) asserted that conditions of service are the strategies employed in motivating teachers for better job performance. These are in form of salary increment, gratuity, regular promotion, ensuring job security, and establishing cordial relationships among teachers. According to these authors, teachers are the initiators, facilitators of teaching and learning activities therefore their conditions of services must be conducive for them to feel satisfied while working. They act as agents of change in any school system because of these roles they perform; they can be regarded as the heart of quality improvement strategy. Ijaiya (2014) contended that teachers should be allowed to undergo training in the form of in-service training with pay since teachers' training is one of the most effective motivational variables which are the gateway to teachers' positive performance. This training may be carried out full-time or part-time. In support of the in-service training for teachers, Austin (2017) listed some positive changes that will occur. They are as follows: raises the morale of teachers towards their work, training and development can improve motivation, which makes a teacher become more skilled and shows seriousness in their work, training of teachers will expose the teacher to a new and modern technique in teaching especially in this era of information communication technology. According to Udofia and Ikpe (2016), in-service training programme is a process for continuous updating of teachers' knowledge, skills and interests in their chosen field. It is a means for continuous professional growth, which encourages the extension of technical assistance by teacher educators. It is an integral part of teacher job performance, which is organized for teachers while in service. Udofia and Ikpe outlined the benefits of in-service training of teachers to include: enable teachers to obtain higher academic and professional qualifications to improve their positions in the school system, help teacher acquire more conceptual and technical knowledge, skills and competencies in their teaching subjects and pedagogy to improve their efficiency in classroom instruction and enable the teachers to be adequately equipped to meet up with the new changes in the school system in the 21st century.

Akinbode (2014) was of the view that investment in the form of in-service training was a crucial factor in the development of job commitment. He showed that teachers who had low commitment to the profession prior to training became highly committed after they were given opportunity to go for in-service training. Thus, in-service training served to boost teachers' morale and thus, engendered positive job performance among them. Aitken (2014) sees in-service training as the ongoing training of practicing teachers, which is typically arranged by school boards that employ them. He asserted that in-service training has many objectives, which include specific learning activities tailored to the development needs of teachers and schools; as well as running of nationwide courses funded by the Ministry of Education to equip teachers to deal with curriculum and other changes. Aitken (2014) concluded that effective in-service training enhances teacher job performance which in turn brings about improvement in students' achievement; in-service training of teachers is the key mechanism to equip schools to respond to so many challenges. It was also found that in-service training, unlike pre-employment training, can affect all practicing teachers, and can thus have a wider and more immediate impact on the effectiveness of the teaching workforce as a whole (Udofia & Ikpe, 2016).

Statement of the Problem

The quest for the delivery of quality education at all levels has continued to be a wild-goose chase despite the efforts of the governments. Some factors that have remained a pain in the neck of quality secondary education are the quality of teaching personnel in terms of professional knowledge, teaching plan, teaching strategy, individual teaching and remedial, evaluation techniques, feedback, teaching-learning environment, challenging academic environment, professionalism and communication. There are so many unqualified and inexperienced teachers in the system. However, observations have shown that some teachers in public secondary schools have been complaining about the lack of motivation by the government and administrators of the school in terms of poor remuneration, inadequate in-service training among others. This inadequate motivation for teachers in public secondary schools are said to be among the factors that might contribute towards a falling standard of education. It is against this background that this study examined job motivation techniques for enhanced secondary school teacher job performance in Sagamu local government of Ogun State.

Purpose of the Study

The main purpose of the study was an investigation into job motivation techniques for enhanced secondary school teacher job performance in Sagamu Local government of Ogun State. Specifically, the study strove to:

1. determine the extent to which conditions of service (salary, promotion and fringe benefits) enhanced secondary school teacher job performance in Sagamu local government of Ogun State.
2. examine the extent to which in-service training enhanced secondary school teacher job performance in Sagamu local government of Ogun State.
3. examine the joint contribution of conditions of service (salary, promotion and fringe benefits) and in-service training on secondary school teacher job performance in Sagamu local government of Ogun State.
4. examine the relative influence of conditions of service (salary, promotion and fringe benefits) and in-service training on secondary school teacher job performance in Sagamu local government of Ogun State.

Research Questions

The following research questions were analyzed in the study:

1. To what extent do conditions of service (salary, promotion and fringe benefits) enhanced secondary school teacher job performance in Sagamu local government of Ogun State?
2. To what extent does in-service training enhance secondary school teacher job performance in Sagamu local government of Ogun State?
3. What is the joint contribution of conditions of service (salary, promotion and fringe benefits) and in-service training on secondary school teacher job performance in Sagamu local government of Ogun State?
4. What is the relative influence of conditions of service (salary, promotion and fringe benefits) and in-service training on secondary school teacher job performance in Sagamu local government of Ogun State?

Hypotheses

The following hypotheses guided this study:

H₀₁: There is no significant relationship between the condition of service and secondary school teacher job performance in Sagamu local government of Ogun State.

H₀₂: There is no significant relationship between in-service training and secondary school teacher job performance in Sagamu local government of Ogun State.

Theoretical Review

Maslow Hierarchy of Needs Theory

Maslow's hierarchy of human needs is one of the motivational theories associated with Abraham Maslow in 1943, a psychologist by profession. The theory is also a content theory of motivation which focuses on the factors within persons that start, energize, direct, maintain and stop behaviour. It can motivate or discourage human behaviour in the sense that its positive influence causes satisfaction while its' negative influence cause dissatisfaction and causes one to react either positively or negatively. It embraces all factors in an employee's development to accomplish personal as well as organizational goals. Motivation is the process of influencing or stimulating a person to take action that will accomplish desired goals. However, teachers' motivation is a way of empowering teachers in the occupation and involves the perceptions, variables, methods, strategies and activities used by the management to provide a climate that is conducive to the satisfaction of the various needs of the employees, so that they may become satisfied, dedicated and effective in performing their task. In education, teachers should be motivated to boost their productivity, effectiveness, efficiency and dedication in performing their tasks, which will enhance quality assurance, quality education and quality instructional delivery in the educational system. This will also enhance the achievement of educational objectives (Obi, 2013). This author opined that teachers' motivation relates to purposive and goal-directed behaviour, performance and attitudes towards work. It includes considering such factors as the physiological, psychological and environmental differences of individual employees. It also leads to job satisfaction which is defined as the feelings (either good or bad) one has about his/her work and the work environment Obi (2013) pointed out that Maslow postulated five basic human needs which are arranged according to levels of importance or hierarchy including starting with the lowest (most basic need) – physiological, safety and social needs and the higher needs- ego or esteem need and self-actualization.

Physiological needs consist of the need for basic biological needs which include the need for food, water, air, sexual gratification and other primary needs such as shelter, clothing, etc. When the physiological needs are not satisfied, no other need will serve as a basis for motivation. Once they are satisfied, then newer needs emerge. In the school system, the salary one earns enables him to satisfy these needs but if unfulfilled then results to dissatisfaction which affects productivity and quality performance in the workplace. Safety needs emerge once the physiological needs have been achieved. This includes the need for security, safety, protection against danger and accidents (threats, deprivation, psychological harm, economic disaster) and stability in the physical and internal events of day-to-day life. In the school, teachers want to have the feeling that their job is secured and accommodation also secured. When such is lacking, threatens their performance and work commitment.

Obi (2013) observed that these needs are often met in educational institutions by granting teachers such programs like fringe benefits, promotion, retirement or pension schemes, insurance benefits, welfare benefits, free medical and health services, job security and safe working conditions. If the physiological and safety needs are satisfied then the social needs need emerges. Social needs include the need for love, affection, companionship, acceptance and friendship, sense of belongingness in one's relationship with others. In the school, the social needs of teachers are usually satisfied if informal group and teachers participation in decision making is encouraged, membership in groups also encouraged and proper delegation of duty. Once found lacking or not satisfied, affects their psychology/mental health resulting in absenteeism, poor performance, low job satisfaction and emotional breakdown. Ejiogu (2013) emphasized the need to maintain a democratic atmosphere in the school since teachers are by and large sensitive human beings and professionals who in most cases, can do their jobs satisfactorily without too much bossing. What teachers want is to provide a working climate that will help them do their jobs better and an opportunity for professional advancement and the satisfaction of their needs within the school organization. When the lower needs have been satisfied then the higher need emerge as Maslow postulated. The higher needs include the ego or esteem needs involving the need for respect, prestige, recognition, self-esteem, status, personal sense of competence, and the self-actualization needs involving the need for growth, achievement, advancement and to fulfill one's self.

For teachers esteem needs to be satisfied in the school will involve delegating duties to the lower rank with the freedom to exercise power to an extent by high officers; recognition of teachers capabilities and competence; job title and responsibilities; performance recognition through financial benefits or merit pay, praise and commendations. The inability for teachers to fulfill the social needs amounts to the feeling of discouragement and dissatisfaction towards their job. While the fulfillment of these social needs leads to the feeling of worth, adequacy and self-confidence resulting in commitment, proper dedication to duty and an increase in performance. However, to fulfill teachers' self-actualization needs will entail allowing them to become more and more what one is capable of becoming or creative becoming as highlighted by Ejiogu (2013). This will involve organizing staff training, retraining and development programmes through long-term and short-term courses in their respective academic areas, seminars, workshops and conferences; and scholarship awards to teachers especially those with high performances. When all the motivational needs of teachers are fulfilled, it influences their quality performance and output coupled with guaranteeing quality assurance in the educational system.

Herzberg Motivational-Hygiene Theory

According to Ejiogu (2013), Herzberg's motivational-hygiene theory emerged as a result of an investigation into the causes of job satisfaction and dissatisfaction of engineers and accountants in Pittsburgh in the United States of America by Herzberg and his associates-Mousner and Snyderman in 1959. It is also one of the content theories whose basic tenet is that there is a qualitative difference between those factors which relate to a person's job satisfaction and those associated with job dissatisfaction. However, Obi (2013) asserted that some factors which he called dissatisfied negatively influenced workers efficiency, productivity and performance in an organization including the school; whereby the satisfiers influenced motivation and job satisfaction and such include: workers achievement, promotion (advancement) responsibility, the work itself, possibility of personal growth while factors

such as workers salary, status, job security, working condition, company policy and administration, supervision, interpersonal relationships with superiors, subordinates and peers; if negatively applied caused dissatisfaction in the teachers and affected their productivity and performance. In the school, factors that can lead to job satisfaction are known as motivators or satisfiers e.g. recognition in workplace, job enrichment, advancement and achievement while such factors which can lead to job dissatisfaction are known as hygiene factors e.g. company policy and administration, strict supervision, interpersonal relations and bad working conditions. Teachers should be given such motivational factors (satisfiers) that will positively influence their performance, competence and productivity which will enhance quality assurance in the educational system. When the motivational factors are present and applied in a positive direction in a job situation, employees will experience the feeling of satisfaction but if absent workers will experience dissatisfaction.

Methodology

The study used a descriptive survey design. The reason for using this design is because the opinion of the teacher is required for gathering relevant data towards the accomplishment of the study objectives. The population of the study comprised 489 public secondary school teachers in Sagamu local government area of Ogun State. Sagamu local government area has a total of fifteen political wards and nineteen public secondary schools. A total of 120 public secondary schools teachers were selected as the study sample size. This represents 24.53% of the population. The purposive sampling technique was used for the selection of the sample, because the researcher relies on his judgment when choosing the respondents to participate in the questionnaire administration. The study use researchers' developed questionnaires; titled: Motivation and Teacher Job Performance Questionnaire (MTJPQ). The questionnaires requested responses on a four (4) – point scale format which is a modification of the 5-point Likert scale. The responses rating scales are as follows: Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The questionnaire has two sections each of A and B. Section A focused on demographic characteristics of the respondents, while section B examined items on the conditions of service (salary, promotion and fringe benefits), in-service training, and teacher job performance. The content validity of this study instrument was achieved by making sure that it covers all the variables of the study. The instrument was subjected to face and contents validity by the researcher supervisor from the Department of Educational Management. Test-retest method was carried out using the validated instrument among 10 teachers who were not among the sampled of the study. Data collected were subjected to the Pearson Product Moment Correlation (PPMC) formula. The reliability coefficient of the instrument yielded 0.79. This implies that the instrument is reliable and can elicit the required data for the study. Frequency counts, percentage and bar-chart were used for analysing and presenting data on demographic characteristics of the respondents. All the research questions were analyzed using regression analysis. The hypotheses were tested using Pearson Product Moment Correlation Coefficient (PPMC). All the analyses were carryout at .05 significance level.

Results and Discussion

Descriptive Analysis of the Research Questions

Research Question 1: To what extent do conditions of service (salary, promotion and fringe benefits) enhanced secondary school teacher job performance in Sagamu local government of Ogun State?

Table 1: Extent to which conditions of service enhance secondary school teacher job performance in Sagamu local government of Ogun State

Model	Unstandardized Coefficients		Standardized Coefficients	t	P-value
	B	Std. Error	Beta		
1 (Constant)	43.877	1.701		25.801	.000
Conditions of service	.312	.047	.262	6.635	.000

a. Dependent Variable: Teacher job performance

Table 1 showed that conditions of service and teacher job performance are positively related. The independent variables conditions of service (salary, promotion and fringe benefits) were found to be significant and strongly determine teacher job performance in Sagamu local government of Ogun State with the p-value less than 0.05 and magnitude of conditions of service ($\beta = 0.312$, $t = 6.635$, $P < .05$).

Research Question 2: To what extent does in-service training enhance secondary school teacher job performance in Sagamu local government of Ogun State?

Table 2: Extent to which in-service training enhance secondary school teacher job performance in Sagamu local government of Ogun State

Model	Unstandardized Coefficients		Standardized Coefficients	t	P-value
	B	Std. Error	Beta		
1 (Constant)	37.236	1.445		25.763	.000
In-service training	.656	.053	.454	12.474	.000

a. Dependent Variable: Teacher job performance

Table 2 showed that in-service training and teacher job performance are directly related. The independent variable (In-service training) was found to be significant and strongly determine secondary school teacher job performance in Sagamu local government of Ogun State with the p-value less than 0.05 and magnitude of In-service training ($\beta = 0.656$, $t = 12.474$, $p < .05$).

Research Question 3: What is the joint contribution of conditions of service (salary, promotion and fringe benefits) and in-service training on secondary school teacher job performance in Sagamu local government of Ogun State?

Table 3: Joint contribution of conditions of service (salary, promotion and fringe benefits) and in-service training on secondary school teacher job performance in Sagamu local government of Ogun State

R = .992 R ² = .984 Adj R ² = .984 Std. Error = 5.05899						
ANOVA						
Source of Variation	SS	Df	MS	F-ratio	P	
Regression	226.711	3	772.952	1028.010	.000 ^b	
Residual	371.161	116	.626			
Total	230.392	119				

Dependent Variable: Teacher job performance

Source: Field Survey, 2021

Table 3 showed that there was a significant joint contribution of the independent variables conditions of service (salary, promotion and fringe benefits) and in-service training on the dependent variable (teacher job performance); $R = 0.992$, $p < .05$. The table further revealed {98.4% (Adj. $R^2 = 0.984$)} that about 99% of the variance in teacher job performance was accounted for by the linear combination of the independent variables. The ANOVA results from the regression analysis shows that there was a significant relation of the independent variables on the dependent variables; $F(3, 116) = 1028.010$, $p < .05$.

Research Question 4: What is the relative influence of conditions of service (salary, promotion and fringe benefits) and in-service training on secondary school teacher job performance in Sagamu local government of Ogun State?

Table 4: Relative influence of conditions of service (salary, promotion and fringe benefits) and in-service training on secondary school teacher job performance in Sagamu local government of Ogun State

Model	Unstandardized Coefficients		Standardized Coefficients	t	P-value
	B	Std. Error	Beta		
(Constant)	1.578	.400		3.946	.000
Salary	.025	.009	.021	2.680	.008
Promotion	.654	.049	.468	13.431	.000
Fringe Benefits	.084	.017	.034	4.8850	.000
In-Service Training	.010	.006	.010	1.5950	.111

Source: Field Survey, 2021

Dependent Variable: Teacher job performance

Table 4 showed that the sign of the coefficients of salary, promotion, fringe benefits and in-service training were positive which implies that an increase or improvement in any of these independent variables will increase the teacher job performance. Sign of in-service training (β

= .010, $t = 1.5950$, $p < .05$), fringe benefits ($\beta = .034$, $t = 4.8850$, $p < .05$), promotion ($\beta = .654$, $t = 13.431$, $p < .05$) and salary ($\beta = .021$, $t = 2.680$, $p < .05$) were positive and significant enough to determine teacher job performance.

Test of Hypotheses

Ho₁: There is no significant relationship between condition of service and secondary school teacher job performance in Sagamu local government of Ogun State.

Table 5: Relationship between condition of service and secondary school teacher job performance in Sagamu local government of Ogun State

Variables	N	Mean	SD	df	r-value	p-value
Condition of service	120	20.84	5.26	3	0.774	0.004
Teacher job performance		80.25	11.4			

Source: Field Survey, 2021

Table 5 revealed that there was a significant relationship between the independent variable (condition of service) and the dependent variable (teacher job performance) in the order of ($r = 0.744$, $p < .05$). On this premise, the null hypothesis is hereby rejected and the researcher concluded that there was a significant relationship between condition of service and secondary school teacher job performance in Sagamu local government of Ogun State.

Ho₂: There is no significant relationship between in-service training and secondary school teacher job performance in Sagamu local government of Ogun State.

Table 6: Relationship between in-service training and secondary school teacher job performance in Sagamu local government of Ogun State

Variables	N	Mean	SD	df	r-value	p-value
In-service training	120	33.21	4.30	3	0.683	0.003
Teacher job performance		80.25	11.4			

Source: Field Survey, 2021

Table 6 revealed that there was a significant relationship between the independent variable (in-service training) and the dependent variable (teacher job performance) in the order of ($r = 0.683$, $p < .05$). On this premise, the null hypothesis is hereby rejected and the researcher concluded that there was a significant relationship between in-service training and secondary school teacher job performance in Sagamu local government of Ogun State.

Discussion of Findings

The findings revealed that in-service training, salary, promotion and fringe benefits were positively influenced teacher job performance in Sagamu local government of Ogun State. About 99% of the variance in teacher job performance was accounted for by the linear combination of the independent variables (in-service training, salary, promotion and fringe benefits). These findings correlate with Nwosu (2017) who revealed a significant positive relationship between teachers' job performance and motivation in ensuring quality education in secondary schools. Atiya and Palwasha (2017) revealed that there is a significant and positive relationship between teacher's motivation and their job performance. Meindinyo and Ikurite (2017) revealed that: applying the right motivation factor has a positive influence on

teachers' performance. Oni, Nwajiuba and Nwosu (2017) showed that there is a significant relationship between the motivation of teachers and their productivity; while management style has a significant influence on teachers' motivation and their productivity; there is a significant influence of teachers' motivation on students' academic performance. The findings also corroborate with Ukpong and Uchendu (2016) who found out that there is a significant influence of motivational strategies on teachers' work performance.

Conclusion and Recommendations

Conclusion

Having examined job motivation techniques for enhanced secondary school teacher job performance in Sagamu local government of Ogun State, the following conclusions were drawn based on the conclusions in-service training, salary, promotion and fringe benefits were positively influence teacher job performance in Sagamu local government of Ogun State. About 99% of the variance in teacher job performance was accounted for by the linear combination of the independent variables (in-service training, salary, promotion and fringe benefits).Based on the findings of the study, the following recommendations are provided: Condition of the employees should be adequately enhanced by management. Incentives such as medical care, housing allowances, promotion, and fringe benefits among others should be adequately provided to bring about high intrinsic motivation. The growth and advancement of the employees on the job through training and development should be efficiently implemented and indiscriminately carried out by the management to avoid dissatisfaction and performance. For higher job performance as well as for teachers to have a sense of belonging, Management must introduce Management By Objective (MBO) approach so that all teachers will take part and be able to contribute meaningfully to the development of the organization. The employment of teachers must be based on merit by Government to give room for the best hands to work in the school. Management needs to involve teachers in setting clear, challenging yet attainable goals and objectives, and give them the authority to accomplish those goals. Provide the training and resources teachers need to do the work and, recognize teachers for good performance, both formally and informally.

REFERENCES

- Adeboyeje, R. A. (2013). *Teacher training and utilization for quality education in Nigeria*. In J. O. Fadipe and D. K. Ojede (eds). *Management of Nigeria Education: Personnel Administration and Quality in Education*. NEPA, Ibadan: Daily Graphics, 89 - 91.
- Adeola, K. (2017). *Educational qualification and job performance of primary school teachers in Ogun state, Nigeria*. Olabisi Onabanjo University, Ago-Iwoye.
- Aina, F. O. A. (2012). Strategies for effective teaching of environmental education in schools. *Environmental Education Workshop and Seminar Proceedings*, 1,107 - 114.
- Aitken, J. E. (2014). In-service training for teachers in New Zealand schools, what's New Publications. *North American Association of Educational Negotiators (NEAN)* 15(1), 3-5.
- Ajayi, A., Waliu, S. B., Ajayi, O. A., Olodude, D. O., & Olowoporoku, A. J. (2017). Influence of personality traits and work commitment on job performance of public secondary school teachers. *International Journal of Rural Development, Environment and Health Research*, 1(1), 68-79.

- Akinbode, J. F. (2014). Staff development. *Journal of the Institute of Personnel Management of Nigeria* 12(2), 52-57.
- Akpan, C. P., & Ntukidem, P. J. (2010). Teachers' perception of training and retraining programme and their attitude toward work in public secondary schools in Cross River State. *Journal of World Council for Curriculum Instruction. Nigeria Chapter Forum*, 5 (2), 78 - 84.
- Akpan, I. U. (2016). The influence of motivation of teacher and their incentives in Akwa Ibom State, Nigeria. *International Journal of Modern Management Sciences*, 2(2), 87-93.
- Armstrong, M. (2016). *Performance management: Key Strategies and Practical Guidelines*, 3rd ed. London: Kogan Page.
- Asuquo, E. E. (2012). The universal basic education: Implication for teachers training and retraining. *International Journal of Basic and Life Long Education*, 1 (1&2), 337 – 344.
- Atiya, I., & Palwasha, J. (2017). Teachers job performance: The role of motivation. *Abasyn Journal of Social Sciences*, 5(2), 78-99.
- Aujata, C. B., Enose, M. W., & Yalo, A. J. (2014). Influence of conditions of service and principal leadership on job satisfaction of secondary school deputy principal in Kenya. *Educational Research*, 5(7), 207-224.
- Austin, T. J. (2017). *Reflecting on reflections: A case study of experienced and inexperienced ESL teachers*. *System* 22 (1) Pergamon Elsevier Science Ltd. 93.
- Bobo, K., Jackie K., & Steve M. (2010). *Organizing for social change: A manual for activists in the 1990s*. Cabin John, MD: Seven Locks Press. Chapter on Designing and Leading a Workshop, 124 - 131.
- Candidus, C. N., & Phyllis, A. C. (2018). Teacher motivation and job satisfaction: A case study of North-West, Nigeria. *Global Journal of Educational*, 17, 103-112.
- Chaithra, V. K., & Uma, S. H. (2018). Job performance and secondary school teachers. *International Journal of Pure Applied Journal*, 6(2), 854-860.
- Cole, G. A. (2012). *Personnel and human resource management*. London
- Dabo, S. A. (2016). Enhance job satisfaction for teachers: A strategies for achieving transformation of secondary education in Nigeria. *Journal of Education and Practice*, 7(15), 37-41.
- Djamaluddin, P. (2018). Relationship between organizational structure and organizational culture with teacher performance. *Advance in Social Science, Education and Humanities Research*, 200, 710-716.
- Edem, D. A. (2012). *Introduction to educational administration*. Ibadan: Spectrum Books.
- Ejiogu, A. (2013). *Theories of job satisfaction and job performance: an overview and critique (focus on teaching profession)*, second edition. Lagos: JOJA Educational Research and Publishers.
- Ejue, F. O. (2012). *Personnel: The management of people at work*, Calabar: OjiesOjies Publication.
- Fadeyi, V. T. Sofoluwe, A. O., & Gbadeyan, R. A. (2015). Influence of teacher welfare scheme on job performance in selected Kwara State secondary schools. *Asia Pacific Journal of Education, Arts and Science*, 2(4), 89-93.
- Fagbamiye, E. O. (2015). *The Nigerian teacher in the 1980's*. University of Lagos series in education. The art and science of education (2) 101. Lagos: Nelson Publishers Limited.
- Fredricksson, U (2014). *Quality Education: The key role of teachers*. Retrieved October 4, 2018, from www.eiie.org/statusOfteacher.

- Gaynor, A. L. (2011). *Teachers development: What went wrong in Fieldgate*, K. (ed.) helping to establish a culture of learning and teaching in South Africa. Guateng: South Africa Education Network.
- Hale, J. A. (2014). *Performance-Based Management: What Every Manager Should Do to Get Results*. San Francisco: John Wiley & Sons, Inc.
- Haron, J. (2010). *Managing performance: good, feedback, coaching and recognition*. England. Glover Publishing Limited.
- Ijaiya, N.Y. S. (2014). *A guide to supervision of instruction*. Ilorin: My Grace Graphic Reproduction Company.
- Ivancevich, J. M. (2018). *Organizations Behavior and Management*. 8th ed. Singapore: McGraw-Hill/Irwin.
- Jolles, R. L. (2011). *How to run seminar and workshop* (3ed). John Wiley & Sons, 5 – 48.
- Leah, A., & Kirk – Patrick, S. (2017). A classroom perspective on students mobility. *Elementary School Journal*, 91 (2), 90 – 95.
- Mehta, S. (2017). Personality of teachers. *International Journal of Business and Management Tomorrow*, 2(2), 1-9.
- Mendinyo, R. O. K., & Ikurite, N. (2017). Influence of motivation on teacher performance in a local government area in Nigeria secondary school. *Sociology and Social Review Journal*, 4(7), 26-36.
- Meyer, M. W. (2015). *Rethinking Performance Measurement, Beyond the Balanced Scorecard*. New York: Cambridge University Press.
- Ndu, A. N. (2018). Renovation and renewal of education in private and community participation in Nigeria. *The Nigerian Academy of Education Journal*, 20 (3), 28 – 30.
- Ndu, S., Ocho, D., & Okeke, E. (2014). *Planning and educational development in Nigeria*, second edition. Ibadan: Board Publication Limited.
- Nwosu, J. (2017). Motivation and teachers' performance in selected public secondary school in Ikenne local government area of Ogun state. *British Journal of Psychology Research*, 5(3), 40-50.
- Obasi, K., & Ohia, A. N. (2014). Teacher performance evaluation techniques in public and private secondary school in South East, Nigeria. *Global Journal of Educational Research*, 13, 117-123.
- Obi, E. (2013). Motivation and organizational behaviour. In Ndu, A.N.; Ocho, L.O. and Okeke, B.S. (Eds.). *Dynamics of educational administration and management – The Nigerian perspective*. Awka: Meks Publishers Limited.
- Obiebi, I. P., & Irikefe, G. O. (2018). Motivational factors: Implications for job performance among workers of a public tertiary institution in Nigeria. *Global Journal of Research and Review*, 5(2), 1-6.
- Ogundele, M. O., Musa, J. M., & Jimba, D. N. (2015). Peace education in Nigerian schools. problems and prospects. *Educational Research International*, 4(2), 100-106.
- Ogunleye, A. W. (2015). Strategies for improving teachers' performance in secondary school of Ondo state. *Afro Asian Journal of Social Sciences*, 4(11), 1-14.
- Ojede, A., & Fadipe, E. (2015). The teacher as a crucial factor in curriculum innovation, the case of Utrecht University.
- Onocha, C.O. (2012). Quality assurance in teacher education. In National Teachers' Institute (NTI), *Teacher education in Nigeria: past, present and future proceedings of the first Teachers' summit, February 2002*. Kaduna: National Teachers' Institute.

- Ozigi, A. (2015). Keynote address for the National conference on financing teacher education at A.I.C.E, Owerri.
- Sonnentag, S. (2012), *Psychological Management of Individual Performance*. West Sussex: John Wiley & Sons, Ltd.
- Udofia, U. I., & Ikpe, U. N. (2012). Administration of in-service training and teacher attitude to work in private secondary schools in Cross River State, Nigeria. *International Journal of Academic Research in Business and Social Sciences*, 2(10), 305-311.
- Ukpong, N. N., & Uchendu, C. C. (2016). Motivational strategies and possible influence on secondary school teachers teaching performance. *Global Journal of Educational Research*, 11(2), 137-142.
- Wesly, H. (2018). *Impact of organizational culture, organizational structure and job-satisfaction on high school teachers' job performance*. Faculty of Mathematics and Basic Science, the State University of Medan.