

# INFLUENCE OF MOTIVATION ON TEACHERS' ATTITUDE TO WORK IN SENIOR SECONDARY SCHOOLS IN TARABA STATE, NIGERIA

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## Abstract

*This research work examined the influence of motivation on teachers' job performance in senior secondary schools in Taraba State, Nigeria. The study therefore, investigates: the motivational factors that influences the attitudes of teachers and to find out if motivation change teachers' attitude to work in senior secondary schools in Taraba state. The study adopted survey research design. A questionnaire titled; Reward System as Motivator to Teachers' Attitudes to Work in Taraba State Questionnaire (RSMTAWQ) was developed and validated by the researchers. A population of 2368 and a sample size of 322 which was obtained at the confidence level of 95% merging error of 5.0% using research adviser sample table. The instrument was validated through the conduct of pilot testing using a total of 40 teachers randomly selected from two secondary schools in Wukari Education Zone which was not part of the study but share similar characteristics. Therefore, the data collected was subjected to appropriate quantitative statistics using SPSS which include; frequency counts, means, standard deviations, percentages. The tool used to test the reliability is Cronbach alpha. The result obtained showed that there were best times to motivate teachers for high performance. That a positive motivation leads to improvement in positive teachers' attitude to work.*

**Keywords:** Motivation, Teacher, Teacher attitude, Secondary School

## **Introduction**

Motivation is a factor that exerts powerful rudiments which drives the willingness on workers activities. Motivations are that practice which are established by organization to boost and augments the behavior of workers in an organization to accomplish certain task and maximizes turnover. Motivation relay on a certain intrinsic and extrinsic features that are collaborated with positive results in abundantly devoted employees. Intrinsic here means things done without expecting rewards from someone while extrinsic is done expecting rewards from someone. Moreover, employees in every organizations including learning institutions will like to feel that their work is recognized and appreciated which in turn motivates them to work more effectively. Motivation comprises of those forces that cause people to behave as they do. Thus, the challenge for school administrators is to get along with highly motivated teachers who will actively engaged in teaching and learning, open to new ideas and approaches, and committed to students and change over the lifetime of their teaching careers.

Also, motivation should shape the teachers' attitudes to as well as play some effective 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 curriculum and reforms and to help the educational organizations' achieve it aims and objectives effectively and efficiently. Furthermore, teacher motivation is fundamental to the teaching and learning process, several teachers are not highly motivated compared with other professions, teachers across various states and countries, school contexts, and subject fields with exhibit higher levels of emotional symptoms, late coming, lathery, and some level of frivolous attitudes to work.

Low levels of motivation such as job dissatisfaction, stress, and burnout can negatively influence teachers' performance and attitudes work. However, some motivational factors such as pay incentives, freedom to try out new ideas, assignment of appropriate responsibility will promote teacher motivation. Therefore, teacher motivation is a factor for classroom effectiveness and school improvement as well as teachers attitudes to work. Teachers with high levels of motivation which is as result of reward systems provided by the schools organization tend to affect the teachers' attitudes towards their work. Teachers will also exhibit high job satisfaction in collaboration with high social and psychological atmosphere in the classroom that might result in high productivity, effective service delivery and willingness to stay longer in the job. Although very sizeable proportion teachers, particularly in sub-Saharan Africa and Nigeria as well as Taraba state have low levels of job satisfaction associated with their level of pay as well as timeliness/promptness of pay. Thousands of students are, therefore, not being taught properly and are not receiving even a minimally acceptable education. Hence, the lack proper rewards system which tends to motivate teachers becomes a contributory factor to the abysmally poor teaching delivery, dedication and commitment to work by teachers.

## **Statement of the Problem**

Teacher motivation is a major determinant of students' performance in national examinations. The lack of motivation of teachers is perceived to be determined by different factors such as work environment and the rewards for teachers. Inconsistencies in reward system, such as low pay, lack of implementation of promotion, delayed payment of salaries have become common in Jalingo education zone of Taraba State. Likewise, it is observed that teachers exhibit attitudes

such as nonchalance, late coming, improper dressing and so on, which may be associated with their lack of motivation.

### **Purpose of the Study**

The main purpose of the study is to;

- i. find out the motivational factors that influence the attitudes of teachers in senior secondary schools in Taraba state.
- ii. find out when to motivate teachers' for high performance in senior secondary schools in Taraba state.
- iii. find out if motivation changes teachers' attitude to work in senior secondary schools in Taraba state.

### **Research Questions**

The following are the research questions that guided the conduct of this study;

- i. What are there motivational factors that influence the attitudes of the teachers in senior secondary schools in Taraba state?
- ii. What is the best time to motivate teachers for high performance in senior secondary schools in Taraba State?
- iii. What are the motivational strategies that change teachers' attitude to work in senior secondary schools in Taraba State?

### **Motivational factors that influences the attitudes of teachers**

Motivation stems from the Latin word 'movere', which means to move or to carry. Motivation is the force that constantly induces to move and perform things. The most practical definition proposed by social scientist is that, motivation is a psychological processes that origin the stimulation, direction and persistence of behavior. Thus motivation becomes those psychological procedures that cause the arousal, direction and persistence of voluntary actions that are goal directed. The features such as incentives and rewards are the most favored factors for employee motivation programs. However, the performance of employee job satisfaction is an imperative motivator and an arrangement of psychological and environment.

According Infinedo (2003) in Mwangi (2014) employee motivation is a complex and difficult term to define; therefore a precise definition of this concept is elusive as the notion comprises the characteristics of individual and situation as well as the perception of that situation by the individual. Lewis, Goodman and Fandt (1995) cited by Gyimah (2020) assert that organization's liveliness comes from the motivation of its employees, although their abilities play just as crucial a role in determining their work performance as their motivation. Motivated and committed staff can be a determining factor in the success of an organization.

According to Bennell (2004) in Gyimah (2020), work motivation refers to the psychological processes that influence individual behavior with respect to the attainment of workplace goals and tasks. Gyimah (2020) also found that motivation is a compulsory ingredient for job retention and motivation is the common element between job retention and job performance of employees. Peterson and Ruiz-Quintanilla (2003) in Liu (2021) identified that working environment and colleagues are motivational factors that affect teachers' attitudes to work. Moreover, Carson &

Chase (2009) also cited in Liu (2021), provided a list of direct motivating factors (intrinsic motivation and extrinsic motivation) and indirect motivating factors (autonomy, working relationships, self-realization and institutional support). They believed that these factors heavily influenced the maintenance of teacher motivation over their career. As intrinsic motivation has been considered as significant factor for pre-service teachers to make career choice, extrinsic influences especially financial benefits such as salary, pension and insurance etc. were often mentioned extrinsic factors motivating in-service teachers.

Oplatka (2010) cited by Yarim, Yildirim and Akan (2022) states that the main motivation factors for teachers are self-actualization, managerial sensitivity, a safe and friendly working environment, professional expertise, social prestige, being a partner in the vision and mission, participating in decisions and a sense of achievement. Moreover, Teachers' motivation is more influenced by internal factors than by externally initiated factors such as salary, education policy, and reform and service conditions (Barmby 2006 in Yarim, Yildirim and Akan, 2022). Furthermore, Reeve (2001) cited by Yarim, Yildirim and Akan (2022) states that motivation is generally influenced by two sources, internal and external. Employees are intrinsically motivated when they get motivation from the job satisfaction, job design and work environment, etc., the nature of the internal work and the assigned tasks. Extrinsic motivation is related to factors such as salary and reward system.

Blanchard (2001) cited by Nzulwa (2014) explain that advancement, autonomy, caring bosses, company philosophy, fringe benefits, improved communication channels with top management/supervisors, responsibility, good working conditions, tactful disciplinary machinery, good wages, clear promotion and growth opportunities, job security and interesting work motivate employees. The absence of motivational factors negatively impacts employee behavior and results to low work morale. Nzulwa (2014) further identified certain motivational aspects found to be a success story for well performing organizations. They include good working environment, good financial incentives, and employee development and training and general welfare services. Aspects that further satisfy employees include recognition for good performance and employer branding as a choice employer

### **When to motivate teachers for high performance**

Dessler (1980) in Mwangi (2014) pointed out that "at the same time motivation is both one of the simplest and most complex job of management. It is simple because people are motivated by rewards. Therefore if you want to motivate someone you must have to find out what he or she wants and put that thing as a reward for him, as a result that person will be behaving in the desired way. Ololube (2004) explored the same point of view that increased motivation of teachers' leads to an increase in productivity that gives boost to the educational systems; hence the function of educations motivational methods cannot be underemphasized.

Different theories of motivation like Maslow's hierarchy of need theory, Herzberg's motivation hygiene theory and Adam's Equity theory are been stated in literature. These theories provide fundamental basis of motivation that help describing the motivation of employees in a systematic way and in understanding the contemporary theories of motivation like goal setting theory, reinforcement theory and expectancy theory etc.

Maslow's (1943) need-based theory of motivation is the most commonly known theory of motivation according to which there are five fundamental needs of a person i.e., physiological,

security, affiliation, esteem, and self-actualization. This theory can be true for teachers by understanding their physiological needs that may include pay, benefits, health and medical facility, accommodation and transportation, and comfortable working environment. A teacher's security needs are similar to any other employee who is always concerned about his/her job security, fair treatment, protection against threats and many more. Affiliation needs of a teacher can be the liking of head towards him, participation in departmental decisions, acceptance from colleagues and co-workers etc. whereas esteem needs of teachers may include the need for recognition from the departmental head, colleagues, subordinate, and students.

Similarly, Adams (1965) described motivation concept in terms of balance between employee's input and output. According to this theory if there will be a fair balance between the employees' inputs and outputs, employees will exhibit more work satisfaction, in the result of which motivated workforce will play effectual role in organizational development. Belief of this theory is that if employees feel that their inputs are greater than the outputs they will be de motivated in relation to their job and their employer. Accordance with this theory, hygiene factors for a teacher can be the salary, support, interpersonal relationship with supervisors and work conditions. If these factors are favorable in terms of highly facilitated working environment, increased colleague support and satisfactory compensation schemes, they can lead towards high work performance, however, if unfavorable these factors may directly influence teacher's inspiration/motivation to do his best.

### **Motivation changes teachers' attitude to work**

Motivation is a condition or energy that drives an employee to achieve the organization's organizational goals. Mental attitudes of employees who are pro and positive towards work situations strengthen their motivation to achieve maximum performance. Work motivation is to direct the strengths and potentials of subordinates to want to work together productively to achieve and realize the intended goals. Motivation is a personal condition in someone who encourages the desire of individuals to carry out certain activities to achieve goals. The motivation that is in a person is the driving force that will manifest a behavior to achieve the goal of satisfaction. Motivation is a process that contributes to determining the intensity, direction, and perseverance of individuals to achieve goals. Motivation is the effort that exists within a person in meeting his needs to achieve organizational goals.

Ondima et. al (2014) as cited by Alordia (2018) revealed that teachers who are well motivated in the learning process tend to do well in their line of duty, even when the learning environment is not ideal. There are two main types of motivation; extrinsic and intrinsic motivation. Extrinsic motivation is the willingness to carry out an activity for reasons outside the individual while intrinsic motivation is the willingness to carry out an activity for reasons within the individual. Most educational stakeholders agree that teacher motivation depend on an array of factors such as levels of remuneration, incentives, location of school, recognition and prestige, career development, opportunities for further training, condition of service, workload, promotion, learning environment and public image (Guajardo, 2011; Mark, 2015 as cited by Alordia 2018).

Motivation increases the zeal and willingness of teachers to work. Din et. al (2012) as cited by Alordia (2018) emphasized that teacher motivation naturally has relationship with teachers' attitude to work. It has to do with teachers desire to participate in the pedagogical processes within the school environment. Therefore, it could determine their involvement or non-

involvement in academic and non-academic activities. Attitude is the way one behaves towards something but motivation is what moves one to have a course of action or direction of purpose. Liu (2014) as cited by Alordia (2018) puts it this way; motivation drives one towards a desired goal, while attitude shapes one's perceptions of work to be done.

Motivation fans attitude and put it into action. Teachers can be well motivated to have positive work attitude by putting the following into consideration: understanding what the teacher needs are; the administrator should use positive, respectful language at all time and should listen to their concerns and observations; financial incentives should be introduced; improvement of teachers public recognition; school environment and provision of instructional materials should be improved upon; there should be regular in-service training, workshops and seminar; and salary should be paid as at when due. Motivation is needed in any human activity. Motivation can lead to a change in both teachers and students attitude. If teachers are not well motivated, their attitude can go from bad to worse and this may lead to poor students' achievement because the teacher is the driving force of the teaching and learning process.

## **Methodology**

Descriptive survey research design was used for the study. The targeted population comprises of 2368 teachers from 316 public secondary schools in the whole Taraba State (TSPPSMB 2023). A sample size of 322 was obtained at the confidence level of 95% merging error of 5.0% using research adviser sample table. Multi-stage sampling procedure is adopted for the study. In the first stage, one Local Government was randomly selected from each of the education zones. At the second stage, purposive sampling was used to draw out a school which was included. The justification for using purposive sampling is because here the researcher decides the criterion for the selection of the sample. At the third and final stage, the simple random sampling technique was employed to select the adequate sample of respondents.

A researcher-developed questionnaire was used, titled; Reward System as Motivator to Teachers' Attitudes to Work in Taraba State Questionnaire (RSMTAWQ). The questionnaire was divided into two (2) sections (A and B). Section (A) will comprise the Bio-Data of the respondents, and section (B) was designed based on four (4) clusters (i.e., the research objectives) and four (4) Likert scales of Strongly Agree (SA), Agree (A), Strongly Disagree (SD), and Disagree (D). Cluster 1 is made up of five (5) items to answer question one (1), and Cluster 2 is made up of seven (7) items to answer question two (2) and Cluster 3 is made up of six (6) items to answer question 3 (3). The instrument was tabled before three experts in Educational Management in the Department of Educational Foundations, Faculty of Education Federal University Kashere, Gombe State for validation. The reliability of the instrument was determined through the conduct of pilot testing using a total of 40 teachers randomly selected from two secondary schools in Wukari Education Zone which is not part of the sampled for the study but share similar characteristics. The final reliability coefficient for the instrument was 0.776. Thus, the questionnaire was deemed to be reliable for the study.

Therefore, the data collected was subjected to appropriate quantitative statistics using SPSS which include; frequency counts, means, standard deviations, percentages. The tool used to test reliability Cronbach alpha.

## **Analysis and Discussion of Research Questions**

**Research Question One:** What are the motivational factors that influence the attitudes of the teachers in senior secondary schools in Taraba state?

**Table 1: Showing the mean ratings of respondents with regard to Research Question One**

s/n	Item description	Response				Sum	X	Std.D	Dec
		SA	A	D	SD				
<b>CLUSTER D: motivational factors that influence the attitudes of the teachers</b>									
1	Provision of incentives is a motivational factor that influences the attitudes of teachers	472	276	12 2	46	916	2.89	1.066	A
2	Teachers peer relationship is a motivational factor that influences the attitudes of teachers	168	531	13 8	29	866	2.73	.804	A
3	Teachers-students relationship is a motivational factor that influences the attitudes of teachers	64	324	24 6	70	704	2.22	.847	D
4	The provision of relevance teaching instruments, material and aids are motivational factor that influences the attitudes of teachers	340	219	21 2	53	824	2.60	1.056	A
5	Teaching and working environment are motivational factors that influences the teachers attitudes	252	255	19 4	72	773	2.44	1.049	D
<b>Cluster Mean</b>							<b>2.58</b>	<b>0.997</b>	<b>A</b>

Source: Field Survey, 2024

Table 1 above on motivational factors that influence the attitudes of the teachers in senior secondary schools in Taraba state, shows mean scores and corresponding standard deviations. Out of the 5 items on this cluster, 2 of the items mean scores are seen to be below the criterion mean of 2.50 for acceptance level. Although respondents agreed that Provision of incentives is a motivational factor that influences the attitudes of teachers ( $x = 2.89$ ; SD; 1.066); that Teachers peer relationship is a motivational factor that influences the attitudes of teachers ( $x = 2.73$ ; SD = 0.804); that provision of relevance teaching instruments, material and aids are motivational factor that influences the attitudes of teachers ( $x = 2.60$ ; SD = 1.056); they however disagreed to fewer of the items than they agreed.

For instance, respondents disagreed that teachers-students relationship is a motivational factor that influences the attitudes of teachers ( $x = 2.22$ ; SD = 0.847). They also disagreed that teaching and working environment are motivational factors that influences the teachers attitudes ( $x = 2.44$ ; SD = 1.049). Due to higher number of items on the cluster with mean scores above 2.50, the cluster mean score is high ( $x = 2.58$ ; SD = 0.997). This indicates that these are the motivational factors that influence the attitudes of the teachers in senior secondary schools in Taraba state.

**Research Question Two:** What is the best time to motivate teachers for high performance in senior secondary schools in Taraba State?

**Table 1: Showing the mean ratings of respondents with regard to Research Question Two**

s/n	Item description	Response				Sum	X	Std.D	Dec
		SA	A	D	SD				
<b>Cluster C: best time to motivate teachers for high performance</b>									
6	Attaining to the physiological need such as shelter, lunch, health and medical etc. leads to teachers high performance	112	558	14 4	31	845	2.67	.772	A
7	Providing security for teachers leads to teachers high performance	84	210	29 0	81	665	2.10	.857	D
8	Proving safety against social violence, harassment, ridiculousness leads to teachers high performance	248	360	18 4	43	835	2.63	.947	A
9	Attaining to the affiliation needs which includes participation in departmental decisions, acceptance from colleagues and co-workers etc. leads to teachers high performance	176	387	17 0	59	792	2.50	.950	A
10	Providing teachers with opportunities to develop their cognition such as attending workshops, conferences leads to teachers high performance	248	384	17 0	42	844	2.66	.939	A
11	Attaining to the esteem needs of teachers which may include the need for recognition from the departmental head etc. leads to high performance	340	345	15 0	42	877	2.77	.992	A
12	Attaining to the aesthetic needs such as beautifying the school environment, ensuring the environment clean leads to teachers high performance	152	276	31 4	30	772	2.44	.823	D
<b>Cluster Mean</b>							<b>2.54</b>	<b>0.923</b>	<b>A</b>

Source: Field Survey, 2024

Table 2 above shows the survey summary on perceptions of respondents on the best time to motivate teachers for high performance in senior secondary schools in Taraba State. Mean scores and corresponding standard deviations are presented. Respondents disagreed with 2 of the 7 items. Invariably, respondents disagreed that Providing security for teachers leads to teachers high performance ( $x = 2.10$ ; SD; 0.857); also, Attending to the aesthetic needs such as beautifying the school environment, ensuring the environment is clean does not lead to teachers high performance ( $x = 2.44$ ; SD = 0.823).

Respondents however agree that attending to the physiological need such as shelter, lunch, health and medical etc. leads to teachers high performance ( $x = 2.67$ ;  $SD = 0.772$ ); Providing safety against social violence, harassment, ridiculousness leads to teachers high performance ( $x = 2.63$ ;  $SD = 0.947$ ); and also, attending to the affiliation needs which includes participation in departmental decisions, acceptance from colleagues and co-workers etc. leads to teachers high performance ( $x = 2.50$ ;  $SD = 0.950$ ). Respondents further agreed that Providing teachers with opportunities to develop their cognition such as attending workshops, conferences leads to teachers high performance ( $x = 2.66$ ;  $SD = 0.939$ ); and also, attending to the esteem needs of teachers which may include the need for recognition from the departmental head etc. leads to high performance ( $x = 2.77$ ;  $SD = 0.992$ ). The cluster mean score is 2.54 and a standard deviation of 0.923, which means that the options on the instrument were the best times to motivate teachers for high performance in senior secondary schools in Taraba State.

**Research Question Three:** What are the motivational strategies that change teachers' attitude to work in senior secondary schools in Taraba State?

**Table 3: Showing the mean ratings of respondents with regard to Research Question Three**

s/n	Item description	Response							
		SA	A	D	SD	Sum	X	Std.D	Dec
	<b>CLUSTER E: Does motivation change teacher's attitudes to work</b>								
13	Good remuneration change teachers attitude to work	176	387	170	59	792	2.50	.950	A
14	Retention in office appointment changes teachers attitude to work	212	366	194	45	817	2.58	.930	A
15	working environment changes teachers attitudes to work	248	384	170	42	844	2.66	.939	A
16	Relationships with others changes the attitudes of teachers to work	180	246	280	50	756	2.38	.916	D
17	Promotion and recognition change the attitudes of teachers to work	380	240	168	58	846	2.67	1.091	A
18	Job security changes the attitudes of teachers to work	300	369	152	43	864	2.73	.973	A
	<b>Cluster Mean</b>						<b>2.58</b>	<b>0.974</b>	<b>A</b>

Source: Field Survey, 2024

From table 3 above on whether motivation changes teacher's attitudes to work in senior secondary schools in Taraba state, mean scores and standard deviations are presented. Respondents disagreed with only 1 out of the 6 items on that cluster. They disagreed that

relationships with others changes the attitudes of teachers to work ( $x = 2.38$ ;  $SD = 0.916$ ). Conversely, respondents agreed to the remaining 5 items that good remuneration changes teachers attitude to work ( $x = 2.50$ ;  $SD = 0.950$ ); that retention in office appointment changes teachers attitude to work ( $x = 2.58$ ;  $SD = 0.930$ ); and that working environment changes teachers attitudes to work ( $x = 2.66$ ;  $SD = 0.939$ ). The remaining two items, 32 and 33 all have mean scores of 2.67; and 2.73 respectively, which were above the criterion mean of 2.50. The grand mean score is seen to be 2.58 with a standard deviation of 0.974, which means that respondents agreed that motivation change teacher's attitudes to work in senior secondary schools in Taraba state.

## **Discussion of the findings**

### **Motivational factors that influence the attitudes of the teachers in senior secondary schools in Taraba state**

Mean average and standard deviation scores showing motivational factors that influence the attitudes of teachers in senior secondary schools in Taraba state was reported. Responses showed that 2 items were below the acceptable mean of 2.50 while respondents agreed to 3 of the items as factors that influence the attitude of teachers. The cluster mean of 2.58 was indicative of high ratings that these were the motivational factors influencing the attitude of teachers in the study area.

Thus, the hypotheses test to establish influence of the independent variable on the dependent variable (attitude of teachers) was carried out using Pearson's chi-square statistics, which showed  $X^2 = 215.320$  at degree of freedom 18 and a significance level less than 0.05. There is therefore a strong influence of motivation on teachers' attitudes to work. This finding is harmonious with Anthony and Ikpeba (2022) whose study examined the influence of motivation on teachers' job performance in public secondary schools in Delta Central Senatorial District of Delta State and revealed that motivation influences teachers' job performance in respect of building positive attitudes and beliefs towards teaching and learning.

This finding is further in tandem with Alordiah (2015) who investigated the relationship between motivation and work attitude of teachers in enhancing students' achievement for sustainable educational goal and showed that there was significant positive relationship between motivation and work attitude of teachers. The findings of Muhammad, Rizwan, Fatima, Naseem and Majeed (2022) further affirm this present study that teacher motivation has a significant effect on teacher performance. Invariably, job effectiveness of teachers highly depends on the quality, competency and skillfulness generated through motivation.

### **When to motivate teachers for high performance in senior secondary schools in Taraba state**

Mean as well as standard deviation scores showing when to motivate teachers for high performance in senior secondary schools in Taraba state show that responses were disproportionately distributed in favour of the criterion mean of 2.50. Although providing security for teachers and attending to the aesthetic needs such as beautifying the school environment, ensuring the environment is clean might not necessarily lead to high performance, there were several other ways in which it was more suitable to motivate teachers. For instance,

attending to the physiological need such as shelter, lunch, health and medical; providing safety against social violence and harassment; attending to the affiliation needs which includes participation in departmental decisions, acceptance from colleagues and co-workers; providing opportunities to develop cognition by attending workshops and conferences as well as attending to the esteem needs of teachers such as recognition from the departmental head mostly lead to high performance. The study therefore concludes that there were best times to motivate teachers for high performance in senior secondary schools in Taraba State.

Findings of this study have similarities with those of Uju and Uriah (2022) who studied how effective leadership motivates teachers in senior secondary school students in Port-Harcourt Metropolis of Rivers State and found that teachers' motivation has been ignored for years, and the impact can be felt in the teaching and learning and attitude of teachers as most of them have started doing business in order to meet up life challenges based on the economic reality of the time in the country. The study findings equally agree with Alordiah (2015) who investigated the relationship between motivation and work attitude of teachers in enhancing students' achievement for sustainable educational goal and found that there was significant positive relationship between motivation and work attitude of teachers. Likewise, Muhammad, Rizwan, Fatima, Naseem and Majeed's (2022) study on effect of teacher motivation on teacher performance at secondary level proved that teacher motivation has a significant effect on teacher performance. Motivation and performance levels of female teachers were higher than male teachers.

#### **Motivation changes teachers' attitude to work**

Analysis of mean scores and matching standard deviation scores on whether motivation changes teachers' attitudes to work in senior secondary schools in Taraba state were summarized. Only one (1) of the items shows a rating below 2.50 on the scale. Respondents rated the remaining items on motivation above 2.50 because, it is believed that good remuneration change teachers' attitude to work, retention in office appointment, working environment, promotion and recognition as well as job security changes the attitudes of teachers to work. As a resultant effect, a cluster mean of ( $x = 2.58$ ) was realized, revealing in this study that respondents agreed that motivation changes teachers' attitudes to work in senior secondary schools in Taraba state.

These findings align with Anthony and Ikpeba (2022) who affirms that motivation influences teachers' job performance in different ways. It also confirms the findings of Mehmet, Isa and Akan (2022) who studied motivation factors of teacher candidates regarding the teaching profession and saw that motivational factors affect the attitudes and perceptions of teacher candidates towards their profession. Similarities can also be drawn between the findings of this present study and Nweneka (2019) who examined motivation and teachers' performance in public senior secondary schools and found that there is a strong relationship between teachers' remuneration and teachers' job performance, thus affirming that the relationship between working condition and teachers' performance is positive.

The implication of this is that, when the right motivation is applied in the workplace, teachers' attitudes to work are highly likely to improve significantly. Thus, it has been found in this study that a positive motivation leads to improvement in positive teachers' attitude to work in secondary schools in Taraba State.

## Conclusion

From the results of the findings the researcher concluded that:

1. There is no best time to motivate teachers in senior secondary schools in Taraba state
2. There are motivational factors that influence the attitudes of the teachers in senior secondary schools in Taraba state and they are:
3. Motivation changes Teacher's attitudes to work in senior secondary schools in Taraba state

## Recommendation

In the light of the findings of this study, the following recommendations are made:

1. Motivation should not have best time. Since the needs people is endless, motivation of teachers should be according to their needs
2. The need for motivational factors such provision of incentives, teachers' peer-relationship, and provision of relevance teaching instruments should be put in place to enhance job effectiveness in part of the teachers.
3. When the right motivation is applied in workplace, teachers' attitude to work is likely to improve significantly. Hence, the need to provide motivation to improve positive teachers' attitude to work.

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