

Full Length Research Paper

The perception of junior secondary school teachers on their performance in Bo District, Southern Sierra Leone

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The study investigated the effects of motivation on the performance of Junior Secondary School teachers in Bo district, Southern Sierra Leone. It adopted a descriptive research design to collect data on a sample size of 298 teachers. The descriptive statistics analysis revealed that the performance of teachers was high; this implies that teachers rated their performance as of a high standard. They indicated that most teachers are not fulfilling their role as guidance counselors in the schools. On the other hand, over 80% of JSS teachers in Bo district, stated that they did not want to be teachers. Demotivation is a major debilitating factor in teachers' work performance, and the government needs to take motivating programs seriously to encourage and improve teacher performance. Areas such as school and pupil discipline, teacher performance, pupil attendance, community and parent participation in school activities, as well as the respect and dedication of the students, should be rewarded to serve as motivation. Parents and teachers could take legal actions against the government in International Courts of Human Rights related to education to improve their motivation so that performance can be of better quality. The action can be taken internally using the functions of the Public Ministry in defending the rights of minorities, in case the government decides not to respect the constitution. Pupils could also support the teachers and leaders through protests to seek the attention of civil society and local government for better motivation that could accelerate the quality performance of teachers.

Key words: Perception, teachers, performance, Sierra Leone.

INTRODUCTION

According to Mang'era (2020), when teachers are not motivated, it leads to a decline in their professional behavior, such as behaving poorly at work or outside of work, and performing poorly. The number of teachers not showing up for work is on the rise, and students are not dedicating enough time to their work, with this issue worsening over time. Additionally, teachers predominantly rely on traditional teaching methods with minimal

innovation. Teachers are investing less time in after-school activities, preparation for lessons, and grading papers.

According to Özgenel and Mert (2019), female teachers tend to exhibit better performance than their male counterparts. Primary and secondary school teachers generally outperform high school teachers, and teacher performance tends to decrease as the school level

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progresses from primary to secondary and high school. A study in Ghana also concluded that teacher morale is reasonably high (Munawar et al., 2020). Only 13% of teacher respondents indicated that they did not enjoy teaching, though nearly one-third stated that they did not intend to remain in the teaching profession. Conversely, over 80% of primary school teachers interviewed in Sierra Leone expressed a lack of interest in teaching. Nonetheless, in another study of primary schools in Sierra Leone, primary school head teachers indicated that, if given the choice, they would replace fewer than 20% of teachers due to their low motivation (Bennell et al., 2004).

In a similar vein, this study investigates the effects of motivation on the performance of primary school teachers in the Kimaanya-Kyabakuza division. A study by Kumar (2023) revealed that teacher morale also varies significantly across schools in the same locations. For example, in a small survey of secondary schools in Lusaka, Zambia, head teacher ratings of teacher morale were high for 44%, moderate/average for 22%, and poor for 33%. Bureau et al. (2022) indicate that individual teacher characteristics can also adversely impact motivation levels. They further noted that the age profile of teachers has become younger in many countries due to the rapid expansion of primary and, more recently, secondary school enrollments and higher rates of teacher attrition. Consequently, there are relatively few experienced teachers who can serve as mentors and provide professional support and leadership.

In most countries, government teachers predominantly come from higher socioeconomic backgrounds and have been raised in urban areas. The impact of women teachers in a male-dominated profession is likely a salient factor in some countries. Research by Mary (2010) indicated that motivational patterns differ between men and women in developing countries, with men being more concerned with extrinsic rewards, particularly pay, while women focus more on intrinsic rewards, such as the satisfaction of teaching children.

Another study by Muvunyi (2016) in sub-Saharan Africa noted that incentives for schools and teachers in the public education system to perform well are frequently weak due to ineffective incentives and sanctions. This is particularly the case when teachers cannot be effectively disciplined for unacceptable behavior (absenteeism, lateness, poor teaching, and abusive behavior towards pupils) by school managements because it is very difficult to dismiss them, and pay and promotion are largely unrelated to actual performance. This situation was also revealed by Situma and Iravo (2015) where teacher pay is very low, there is de facto recognition that the labor process in schools has to be organized in such a way that enables teachers the autonomy to generate additional income. Most managers also engage in these survival activities. More generally, there is widespread acceptance that you get what you pay for, which is not

much when pay does not meet minimum livelihood needs. Secondary employment activities are likely to both directly and indirectly lower the motivation of teachers and eventually their performance in their main jobs.

According to Inayatullah and Jehangir (2012), the performance of teachers in schools is highly affected by motivation. Teachers' performance automatically reaches a high level when they are motivated. In schools, teacher performance can be enhanced through training programs for teachers, which boosts their confidence. Motivation has a direct and positive effect on job performance when effort is properly accounted for. Effort also has a positive effect on job performance. It may be difficult to obtain support for the view that motivation has a significant effect on job performance. Inayatullah and Jehangir (2012) explored that a teacher's performance is determined by three factors: motivation, work environment, and the ability to do work. Waqar Ali (2019) examined the view that the workplace environment impacts teachers' morale, productivity, and job performance both positively and negatively. If the workplace environment is not liked by the teachers, they become demotivated, and it affects their performance. Poorly designed work timings, unsuitable authorities or duties, lack of appreciation, and a lack of personal decision-making opportunities cause demotivation. People working in such an environment are not satisfied, feel stressed, and it impacts employee job performance. The performance of teachers is one of the few factors determining school effectiveness and learning outcomes. Shoaib and Ullah (2021), explain that teacher performance is the most crucial input in the field of education.

The concept of intrinsic and extrinsic motivational factors related to job satisfaction was first documented by Herzberg et al. (1959). These authors' motivation factor theory distinguished two sets of work factors that determined job satisfaction. One set, namely, motivators (intrinsic factors), related to the actual performance of the work. These factors referred to matters such as recognition, responsibility, advancement, achievement, and the nature of the work. The second set, namely, hygiene factors, comprised extrinsic factors related to the work environment and included matters such as company policies, supervision, interpersonal relations, and working conditions. Noticeable improvements in teacher behavior and performance were observed. It was noted that while workers are interested in advancing their financial position, many other considerations, such as the opinions of their fellow workers, their comfort and enjoyment on the job, and their long-term job security, prevent them from responding positively to an incentive plan automatically. This implies that employees must be motivated for them to perform better and achieve improved results. Bennell (2004) further noted that most teachers prefer to be posted to urban schools for both professional and personal reasons. The rural-urban

divide in most countries creates significant disincentives for being posted to rural schools. Teachers are motivated to remain in urban areas for various reasons, including the availability of quality education for their own children, employment opportunities for spouses and household members, maintaining close-knit family and friendship networks, opportunities for further study, and poor working and living conditions in rural schools. Similar findings were found by Isabirye (2018). The greater opportunities for earning secondary incomes in urban locations are also a major factor. Being posted to a rural primary school can severely affect their ability to undertake further studies as well as earn additional income. Shah et al. (2012) also found that the relationship between job performance and intrinsic rewards follows the social challenge theory, where employees' performance contributes to organizations from which they derive satisfaction. The relationship between intrinsic motives and performance is better explained by the expectancy theory espoused by Vroom, as found in Simon (2015). According to Simon (2015), the perception that effort will lead to effective performance (expectancy) and that performance will lead to available rewards (valence) combines to create strong motivation for individuals to put in effort to achieve a level of performance and obtain rewards.

According to Cheptonui (2015), increasing work hours, larger class sizes, more subjects, and constantly changing curricula are cited as major demotivators in many countries. Teachers are resistant to the introduction of new teaching methodologies and other innovations due to large class sizes and heavy workloads in relation to pay (the effort-price of work). While pupil-teacher ratios are very high in many countries, they do not appear to have increased appreciably during the last 10 to 15 years in the majority of developing countries.

Obikwelu and Nwasor (2017) noted that relatively low levels of client trust and respect and inadequate levels of teacher accountability are key factors that have tended to lower the occupational status of teachers in many developing countries. Parental views about teachers are often quite contradictory and paradoxical, as parents generally know very little about education and schooling, which has probably enhanced the public perception of the role of teachers. However, lack of understanding and unrealistic expectations has led to frustration and negative stereotyping of teachers. Often, views of local schools which parents have had firsthand knowledge of are far more positive than perceptions of schools and teachers as a whole.

Reported that providing houses to teachers is a major incentive for high performance, as head teachers who do not live near schools spend a lot of time traveling to schools. On this note, Obikwelu and Nwasor (2017) also cited the problem of residential accommodation in some sub-Saharan African countries. Many primary and secondary school teachers are given a small house

allowance to cater for their residential accommodation, which forces them to reside in poor houses. Teachers who fail to get institutional houses have to look for accommodation elsewhere, resulting in demotivation that affects their work performance.

According to Ndukwu and Edo (2020), rewards are among the most important factors that influence a person's attachment to an organization. Emphasizes that money is the most crucial motivator for teachers, which can come in the form of salaries, allowances, wages, bonuses, duty allowances, and other monetary rewards. However, other factors, such as teaching conditions, the school's environment, teacher participation in matters affecting them, job security, and commitment to the school's objectives, are crucial to teacher motivation. Similarly, Situma and Iravo (2015) highlight the value of financial rewards when they state that money provides the means to achieve a number of different ends.

According to Situma and Iravo (2015), organizations are concerned with what should be done to achieve high levels of performance through people. This means giving close attention to how individuals can be motivated through incentives, leadership, and, importantly, the work they do and the organizational context within which they carry out this work. The aim is to develop motivation processes and a work environment that will help ensure that individuals deliver results in accordance with the expectations of management. Situma and Iravo (2015), further stressed that motivation theory explains why people at work behave in the way they do in terms of their efforts and the directions they take. It also describes what organizations can do to encourage employees to apply their efforts and abilities in ways that will further the achievement of the organization's goals and satisfy their needs.

According to Fareo and Kamkwis (2018), teaching is a demanding job that needs to be well remunerated in order to attract and retain teachers in the profession. This will help prevent teachers from seeking opportunities elsewhere. For any efficient work to take place there is a need for favorable conditions. Thus, individuals should be provided with an enabling environment to perform and produce the desired results. For Suryani (2018), if people work in a clean environment, they will find it easier to come to work. If the opposite happens, they will find it difficult to accomplish tasks. Shonje (2016) research indicates that nearly 50% of rural teachers are dissatisfied with their working conditions. The research further reveals that teachers in these areas indicated that they would not choose teaching again as a career if given another chance.

METHODOLOGY

The study used a survey design with a cross-sectional approach, involving the collection of both qualitative and quantitative data from various respondents simultaneously. This study adopted a

Table 1. Sex of respondents.

Sex	Frequency	Percentage
Male	219	73.5
Female	79	26.5
Total	298	100

Source: Field Data (2017).

descriptive research design, which serves as a fundamental strategy for investigating and obtaining answers to research objectives (Kothari, 2004). Descriptive research design focuses on studying phenomena, events, and issues as they exist in their natural state (Mugenda and Mugenda, 2003). The population for this study comprised male and female teachers in all 91 Junior Secondary Schools in Bo district, which, according to the 2012 MEST school census report, had a population of 1,490 teachers. The sample size for this study was determined based on the recommendation of Amedeho (2002). Amedeho suggests that the sample size for descriptive studies should range between 10 and 20% of the population. Therefore, a simple random sampling technique was used to select 20% of the population, resulting in a sample of 298 teachers for the study. This sample size was considered adequate for the study. Fraenkel and Wallen (1990) and Mugenda and Mugenda (2003) concur with Amedeho (2002) and also suggest that a sample size between 5 and 20% is ideal to represent the entire population. For qualitative data, 30 participants were included in the key format interview guide and Focus Group Discussion (FGD). Interviews lasted for 15 min each, while focus group discussions lasted for 45 min for five groups.

Data for this study was collected from two sources: primary and secondary. Primary data consisted of empirical data gathered from respondents using questionnaires. Secondary data was obtained from MEST, providing information on the population for sample selection. The primary instrument used in this study was a research questionnaire. Additionally, interviews were conducted using a key format interview guide and Focus Group Discussion (FGD). The items on the Self-Administered Perception Questionnaire on Job Satisfaction (SAPQJS) were developed based on the study's objectives and divided into five sections.

Data from the questionnaires was analyzed using descriptive statistics (frequencies, percentages, etc.) and inferential statistics (regression). Tables and figures were utilized for the systematic presentation of results to facilitate understanding for readers.

Ethical issues

At the beginning of the data collection process, the researcher obtained permission from school authorities, who then facilitated the introduction of the researcher to the teachers. Furthermore, each questionnaire was accompanied by an introductory letter, kindly requesting the cooperation of the respondents in providing the necessary information for the study. The respondents were reassured of the confidentiality of the information they provided, and it was emphasized that the study findings would be used solely for academic purposes. Respondents were also assured of their personal protection and were given the authority to refuse or accept participation in the interviews.

RESULTS

The study aimed to collect demographic data from the

respondents, including gender, age, household size, number of children, marital status, academic qualifications, length of service, salary grade, job status, type of school, and teaching subjects. The participants responded to most of these items appropriately, and the following demographic data were obtained.

Table 1 shows the gender distribution of the respondents in the study. Out of the sample of 298 teachers, 219 (74%) are male, and 79 (26%) are female. These results are not surprising, as there are generally more male teachers than females in the junior secondary schools in the district and countrywide. This reflects the historical gender inequality in education in many countries in the African sub region, including Sierra Leone. However, a different picture might have been observed if the study were conducted among primary school teachers.

Table 2 provides information about the academic qualifications of the respondents. The table indicates that 50% of the respondents hold first degrees, followed by 32% who have Higher Teachers' certificates. Eight percent have diplomas, 6% have obtained Master's degrees, 3% have Teachers' certificates, and 1% have other qualifications. It is an interesting development that about 50% of the respondents hold degrees, even though the minimum qualification for teaching at the junior secondary school level is the HTC certificate.

Figure 1 illustrates the age distribution of the respondents targeted in this study. The majority of respondents (40%) are teachers between the ages of 31 and 40 years. Twenty-eight percent of the respondents are between the ages of 41 and 50, while 19% fall into the age category of 30 years and below. The remaining 13% consists of teachers aged 51-60. The figure reveals that most teachers are young and have the energy to work.

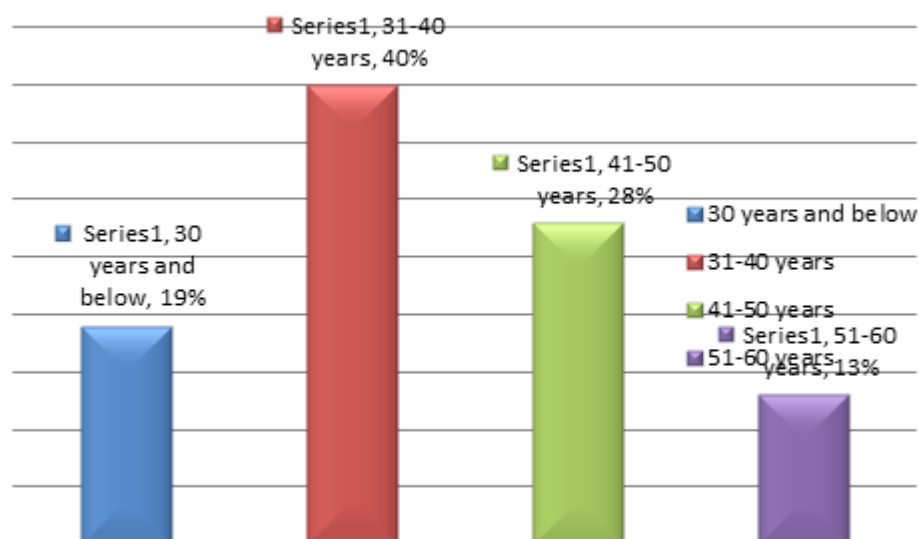
Perception of teachers work performance

One of the objectives of this study was to assess the respondents' perception of their work performance. Respondents were asked to evaluate their work performance using a grading system from 1 (lowest) to 5 (highest), with 8 indicating 'not sure.' The assessment was based on 16 items listed in Table 3. Data from the work performance indicators revealed that 66.10% of the respondents rated their work performance as the highest.

Table 2. Academic qualifications of respondents.

Qualification	Frequency	Percentage
Master	17	5.7
Degree	149	50.0
HTC	96	32.2
TC	9	3.0
Diploma	23	7.7
Other qualification	4	1.4
Total	298	100.0

Source: Field Data (2017).

**Figure 1.** Age category of respondents.

Source: Field Data (2017).

This implies that teachers are performing well and have made significant contributions to human resource development in the district and the country as a whole. Additionally, 23.50% rated their performance as medium, while 10.40% rated it as the lowest. The results of this study align with Griffin's (2005) assertion that a teacher's performance is determined by their ability to perform the work (Figure 2).

Hypothesis (H₀₁): There is no significant relationship between demographic characteristics and work performance

The results of the hypothesis tested using regression analysis indicated a positive and significant relationship between the independent variables and the dependent variables. The following independent variables were found to be statistically significant at the 0.005 confidence level: Gender (Sex) with a p-value of 0.039*; Type of

school with a p-value of 0.025*; Subject taught with a p-value of 0.005*.

As a result, the null hypothesis was rejected, and the alternative hypothesis was accepted.

In this part of the survey instrument, respondents were asked to assess their work performance based on the 16 items in Table 4, using a grading system ranging from 1 (lowest) to 5 (highest), with 8 indicating 'not sure.' The data from the work performance indicator revealed that 66.10% of the respondents rated their work performance as the highest. This implies that teachers are performing well and have made significant contributions to human resource development in the district and the country as a whole. Additionally, 23.50% of the respondents rated their performance as medium, while 10.40% rated it as the lowest.

These results support Griffin's (2005) assertion that a teacher's performance is determined by their ability to perform the work. Table 4 presented a series of perception statements designed to gather more

Table 3. Work performance and demographic characteristic of respondents.

Model	Coefficients ^a				
	Unstandardized coefficients		Standardized coefficients		
	B	Std. Error	Beta	T	Sig.
Sex	-0.193	0.093	-0.127	-2.071	0.039*
Household size	-0.021	0.058	-0.022	-0.366	0.715
Age	0.006	0.048	0.008	0.121	0.904
Marital status	0.006	0.075	0.005	0.074	0.941
Number of children	-0.075	0.039	-0.118	-1.926	0.055
Qualification	0.042	0.041	0.064	1.024	0.307
No. of years as a teacher	-0.031	0.04	-0.055	-0.766	0.444
Type of school	-0.074	0.033	-0.14	-2.252	0.025*
Present salary	0.033	0.036	0.062	0.915	0.361
Job status	-0.02	0.037	-0.035	-0.551	0.582
Subject taught	-0.057	0.02	-0.17	-2.826	0.005*

Source: Computed from Field Data (2017).

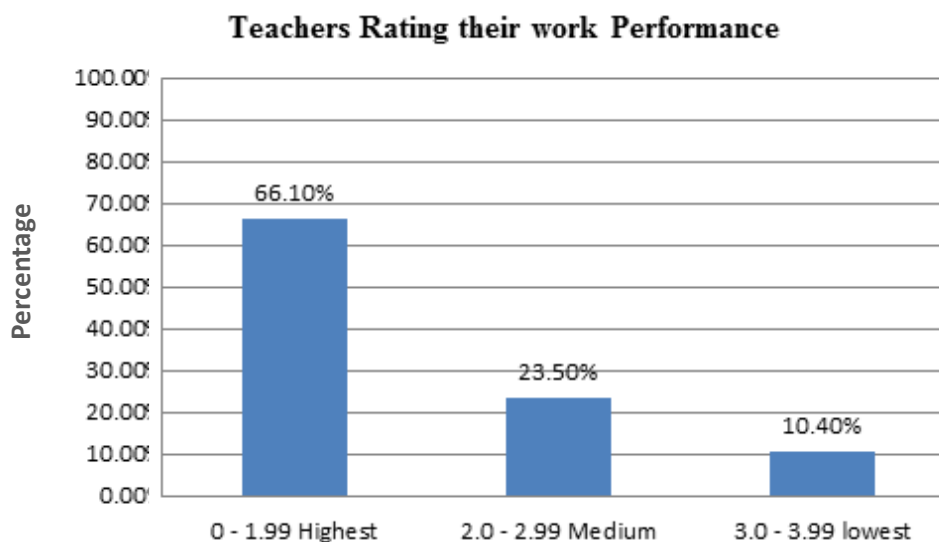


Figure 2. Perception of teachers work performance.
Sources: Field Data (2017).

information about how respondents rated their work performance. The first statement showed that 51% rated it as 5, 25% rated it as 4, 8% rated it as 3, 4% rated it as 2, 10% rated it as 1, while 1% rated it as 8. The majority of the respondents (51%) highly rated teachers' dress code, appearance, and neatness.

The second statement focused on reporting to work at the appropriate time. The responses revealed that 46% rated it as 5, 29% rated it as 4, 9% rated it as 3, 7% rated it as 2, and another 7% rated it as 1, while 2% rated it as 8. Punctuality was indicated as a significant contributor to good work performance, with 46% of the respondents acknowledging teachers' punctuality in schools in the

district. The next statement in Table 4 asked the respondents to rate their attendance at meetings, including staff, departmental, and CTA meetings. The responses indicated that 45% rated it as 5, 23% rated it as 4, 13% rated it as 3, 8% rated it as 2, 9% rated it as 1, and 1% rated it as 8. This suggests that a majority of the respondents (45%) recognized teachers' attendance at meetings. The fourth statement in Table 4 sought to assess the respondents' perception of meeting deadlines for school programs. The results showed that 29% rated it as 5, another 29% rated it as 4, 19% rated it as 3, 10% rated it as 2, 8% rated it as 1, and 4% rated it as 8. A significant portion of the respondents (29%) believed that

Table 4. Rating of work performance.

No	Statements on performance indicator for teachers	Rate											
		1 (Lowest)		2 (Medium)		3 (Average)		4 (Very good)		5 (Highest)		8 (Not sure)	
		Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
1	Dress code, appearance and neatness of teacher	30	10.1	13	4.4	24	8.1	75	25.2	153	51.3	3	1.0
2	Punctuality in school	21	7.0	20	6.7	28	9.4	85	28.5	137	46.0	7	2.3
3	Attendance at meeting staff and CTA meetings	28	9.4	24	8.1	39	13.1	69	23.2	135	45.3	3	1.0
4	Meeting deadlines for school programs	24	8.1	31	10.4	57	19.1	87	29.2	86	28.9	13	4.4
5	Accuracy at school work, scheme of work and lesson plan	21	7.0	21	7.0	38	12.8	104	34.9	108	36.2	6	2.0
6	Punctuality and accuracy in making test/assignment	12	4.0	34	11.4	47	15.8	114	38.3	86	28.9	5	1.7
7	Class room management	13	4.4	22	7.4	40	13.4	93	31.2	127	42.6	3	1.0
8	Leadership qualities	12	4.0	24	8.1	24	8.1	90	30.2	143	48.0	5	1.7
9	Relationship with colleagues	16	5.4	19	6.4	25	8.4	84	28.2	150	50.3	4	1.3
10	Relationship with students	15	5.0	25	8.4	46	15.4	99	33.2	110	36.9	3	1.0
11	Relationship with parents	15	5.0	38	12.8	42	14.1	87	29.2	104	34.9	12	4.0
12	Relationship with the administration	25	8.4	36	12.1	42	14.1	80	26.8	107	35.9	8	2.7
13	Regular and early reporting for classes	24	8.1	31	10.4	27	9.1	80	26.8	123	41.1	13	4.4
14	Participation at extracurricular activities	21	7.0	23	7.7	59	19.8	107	35.9	78	26.2	10	3.4
15	Guidance and counselling services	42	14.1	34	11.4	52	17.5	68	22.8	61	20.5	41	13.8
16	Completion of teaching syllabus	21	7.0	16	5.4	63	21.1	95	31.9	87	29.2	16	5.4

Freq.= Frequency.

teachers in the district were meeting deadlines for school programs.

The fifth statement aimed to gather information about the accuracy of respondents in school work, including the scheme of work and lesson plans. The responses indicated that the majority of the respondents (36%) were accurate, with 36% rating it as 5 and 35% rating it as 4. This suggests that teachers are diligent in record-keeping and should continue this practice.

The sixth statement aimed to gauge the respondents' reactions to punctuality and accuracy in marking tests, assignments, and homework. The results showed that 29% rated it as 5, 38% rated it as 4, 16% rated it as 3, 11% rated it as 2,

4% rated it as 1, and 2% rated it as 8. A significant majority of the respondents (38%) revealed that they were punctual and accurate in marking tests and assignments.

Statement seven revealed that 43% rated it as 5, 31% rated it as 4, 13% rated it as 3, 7% rated it as 2, 4% rated it as 1, and 1% rated it as 8. These responses indicated that a significant number of respondents (43%) recognized good classroom management.

The responses in statement eight confirmed this fact, with 48% rating it as 5, 30% rating it as 4, 8% rating it as 3, 8% rating it as 2, 4% rating it as 1, and 2% rating it as 8. These results revealed that a large number of respondents (48%)

acknowledged the presence of leadership qualities in schools in the district.

The ninth statement in Table 4 focused on the respondents' relationships with colleagues. The data showed that 50% rated it as 5, 28% rated it as 4, 8% rated it as 3, 6% rated it as 2, 5% rated it as 1, while 1% rated it as 8. This suggests that a significant number of respondents (50%) had a good relationship with their colleagues.

The tenth statement aimed to gauge the respondents' perception of their relationships with students. The results revealed that 40% rated it as 5, 33% rated it as 4, 15% rated it as 3, 8% rated it as 2, 5% rated it as 1, and 1% rated it as 8. This indicated that the majority of the respondents

(40%) perceived a positive relationship between students and their teachers.

Statement eleven focused on the respondents' relationships with parents. The data showed that 35% rated it as 5, 29% rated it as 4, 14% rated it as 3, 13% rated it as 2, 5% rated it as 1, and 4% rated it as 8. This indicated that a significant number of respondents (35%) reported having a cordial relationship with parents and teachers.

From the analysis of statement twelve, which inquired about the respondents' relationships with the administration, it was found that 36% rated it as 5, 27% rated it as 4, 14% rated it as 3, 12% rated it as 2, 8% rated it as 1, and 3% rated it as 8. These responses indicated that a significant number of respondents (36%) had a good relationship with the administration.

Statement thirteen aimed to gather information about regular and early attendance to classes. The results showed that 41% rated it as 5, 27% rated it as 4, 9% rated it as 3, 10% rated it as 2, 8% rated it as 1, and 4% rated it as 8. This suggested that a majority of the respondents (41%) recognized regular and early attendance to classes by teachers in the district.

Statement fourteen requested the respondents to provide their perception of teachers' participation in extracurricular activities. The data showed that 26% rated it as 5, 36% rated it as 4, 20% rated it as 3, 8% rated it as 2, 7% rated it as 1, and 3% rated it as 8. This indicated that a significant number of respondents (36%) believed that teachers were actively participating in extracurricular activities.

Statement fifteen continued to gather information on guidance and counseling services. The data revealed that 21% rated it as 5, 23% rated it as 4, 18% rated it as 3, 11% rated it as 2, 14% rated it as 1, and another 14% rated it as 8. This indicated that a significant number of respondents (23%) reported the presence of guidance and counseling services in schools in the district.

Statement sixteen aimed to assess the completion of the teaching syllabus. The data showed that 29% rated it as 5, 32% rated it as 4, 21% rated it as 3, 5% rated it as 2, 7% rated it as 1, and 5% rated it as 8. This indicated that a significant number of respondents (32%) believed that teachers were completing their teaching syllabus.

DISCUSSION

Demographic characteristics of Junior Secondary School teachers in Bo district

The study examined various demographic characteristics of JSS teachers, including sex, household size, age, marital status, educational qualification, length of service, type of school, salary grade, job status, and teaching subject. It was noted that there were significant differences among teachers in terms of these characteristics.

Gender differences were observed in the research findings, with female teachers displaying higher work performance compared to male teachers. This aligns with previous research, which suggested gender-based differences in teacher performance. Dissatisfaction with salary, re-assessment, and promotions was reported as a factor contributing to dissatisfaction among teachers. This dissatisfaction could potentially lead to teachers leaving the profession.

Age, on the other hand, was not found to significantly impact work performance. However, the research indicated that teachers' performance increased with age, suggesting that older teachers tended to have higher levels of performance. This is in line with research that suggests that experience and age can contribute to better job performance.

Furthermore, it was revealed that teachers in private secondary schools tended to be more motivated and performed better than their counterparts in government and government-assisted junior secondary schools. This was attributed to higher salaries offered in private schools. The findings were consistent with research that links teacher motivation to performance. The study also noted issues related to teachers' attendance, students' work engagement, and teaching methods, indicating that teacher motivation and job satisfaction play a crucial role in these aspects.

In summary, the research provided insights into the demographic characteristics of Junior Secondary School teachers and their impact on work performance.

It emphasized the role of factors such as gender, age, and school type in shaping teachers' motivation, job satisfaction, and performance. Addressing issues related to salary, promotions, and working conditions is crucial for improving teacher satisfaction and, subsequently, performance.

The interviews conducted with Ministry of Education Science and Technology (MEST) personnel, Community Teachers Association (CTA) representatives, and School authorities shed light on the challenges faced by teachers in junior secondary schools in Bo district, Sierra Leone. MEST personnel emphasized the significant impact of poor pay and unfavorable work conditions on teachers' welfare. These factors were identified as key contributors to teacher job dissatisfaction. The heavy workload, insufficient teaching resources, and an unreasonable workload were also identified as substantial issues affecting teachers' job satisfaction. School authorities highlighted that teachers were often overwhelmed with heavy workloads and large class sizes, leading to stress and demotivation. This emphasized the need for a reasonable work environment to boost teacher satisfaction. Poor supervision of teachers was recognized as a major factor affecting job satisfaction. Effective supervision can help support and guide teachers in their roles. The discussions with CTA representatives revealed that teachers in the district were generally discontent with

their pay and the opportunities for promotion. The multiple regression analysis confirmed a significant relationship between pay and teacher job satisfaction. Job security, level of education, and supervision were also noted as factors influencing teachers' job satisfaction.

The declining quality of education in the district was linked to several factors, including the inability of some teachers to handle student behavior and effectively relate lessons to students' daily lives. Teacher attitudes, knowledge of child psychology, and the ability to motivate and engage students were seen as critical for improving academic achievement. As emphasized in the interviews, teacher performance is influenced by motivation, work environment, and the ability to do the work. Job security and status were identified as factors that affect teachers' commitment and motivation, which, in turn, affect students' academic achievement. Consistent with previous research, the interviews highlighted the importance of rewards in influencing an individual's attachment to an organization. If individuals do not receive the rewards they desire, they may become less committed to their organization.

In summary, the interviews provided valuable insights into the challenges faced by teachers in Bo district, Sierra Leone, and how these challenges impact their job satisfaction and performance. Addressing issues related to pay, work conditions, workload, supervision, and teacher development are essential for improving teacher job satisfaction and, by extension, the quality of education in the district.

Performance of junior secondary school teachers at work place

The interviews and results of the study have highlighted several challenges related to teacher performance in the areas of guidance and counseling, extracurricular activities, and overall commitment to their roles in Bo district, Sierra Leone.

Ministry of Education Science and Technology officials stressed the importance of guidance and counseling in schools. However, the study revealed that teacher work performance in this area was rated below standard (14.1%). Lack of time for guidance and counseling services and underutilization of counselors were identified as significant issues.

Ministry of Education Science and Technology officials expressed dissatisfaction with teachers' participation in extracurricular activities, rating it as poor. This lack of involvement in extracurricular activities may have implications for students' overall development and engagement. Teachers' diligence in completing their teaching syllabus was questioned by education officials, with some attributing it to laziness. Completing the syllabus in a timely manner is important for effective curriculum delivery. School authorities reported that teachers were not punctual and consistent in marking

tests and assignments, raising concerns about classroom management and overall teaching quality.

Also, it was evident that motivation and the work environment significantly impact teachers' performance. Interviews indicated that teacher motivation was inadequate. School authorities and Community Teachers Association representatives advocated for increased salaries and non-monetary benefits to address this issue. The study confirmed that the workplace environment plays a pivotal role in teacher morale, productivity, and job performance. A negative work environment can lead to demotivation and reduced performance. Many of the interviewees highlighted the need for teacher professional development. Providing teachers with meaningful evaluation, support, and encouragement for professional growth was seen as essential to improving teacher performance.

The findings are consistent with the view that teacher performance is influenced by motivation, work environment, and the ability to perform the job effectively. Addressing these challenges, such as improving working conditions, motivation, and professional development opportunities, can lead to enhanced teacher performance and, subsequently, improved student outcomes.

Conclusion

Based on the findings of the study, it can be concluded that enhancing the work performance of teachers is a worthy initiative as it enhances quality of education despite the many challenges. Secondary data revealed that there has been a significant increase in the number of unpaid and unapproved teachers in junior secondary schools in the district. However, the old problems of promotion and reassessment continue to de-motivate teachers. The alternate hypotheses stating that there is a significant relationship between Work Performance and Demographic characteristic of Respondents was accepted. Unfortunately, in a country where the majority of its citizenry are poor, teachers continue to work under very difficult circumstances. There is a wide divergence between policy promulgation and its implementation. The research reveals unfulfilled promises and incomplete strategies by the Government that could have enhanced the work environment and job satisfaction of teachers. Salary is a major debilitating factor that affects the job satisfaction of teachers at the junior secondary school level in Bo district and the Government has to be serious about implementing motivating programs to encourage and improve on teachers' condition of services.

Recommendations

Complex as the problem of achieving Junior Secondary School teachers' job satisfaction and work performance appears to be, it is evident that the research undertaken

can be of outstanding help not only to educational planners and policy makers but to all stakeholders engaged in teachers education.

With the findings from the research, stakeholders can profit from the resulting better knowledge of issues entailed in teacher work performance and steps can then be defined for the improvement of teachers work performance

1. Demotivation is a major debilitating factor on teachers work performance and Government has to be serious about implementing motivating programmes to encourage and improve on job satisfaction of teachers. Ways of motivating schools' administrators and teachers should be devised so as to compensate them for the extra workloads they are undertaking to manage their schools. Awards could be instituted for better performance. Areas such as school and pupil discipline, teacher performance, pupil attendance and achievement and community and parent participation in school activities should be rewarded to serve as motivation. The Sierra Leone Teachers Union (SLTU) must be seen advocating for medical, housing and transportation allowances for teachers.

2. The Ministry of Basic and secondary Education should make sure that programmes are instituted to monitor the performance of teachers. Special efforts have to be made to ensure that quality Guidance Counseling services involving vocational, academic and personal counseling are available in the schools. Also, teachers should be monitored to ensure prompt marking of test, assignment and proper class room managements.

3. School authorities should ensure the cleanliness of all Junior Secondary Schools in Bo district and the country as a whole. Government should allocate enough funds in time and resources to junior secondary schools to ensure that the work performance is improved and schools runs smoothly without compromising quality of education and hence ensure job satisfaction. The work of teachers is the business of all stakeholders in education and it is important that national seminars be held regularly to brain storm on the way forward to ensure that teachers are motivated and satisfied and that their work environment is stimulating not only for the pupils but also for the workers, that is, the teachers.

CONFLICT OF INTERESTS

The author has not declared any conflict of interests.

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