
INTRINSIC MOTIVATION AND JOB PERFORMANCE OF SECONDARY SCHOOL TEACHERS IN DELTA STATE

By

ANAGWO, Valentine Okwudili¹ & Prof. (Mrs) E. J. Ekwunye²

^{1&2}Department of Educational Management and Foundations, Delta State University Abraka.

ABSTRACT

This study examined the intrinsic motivation and job performance of secondary school teachers in Delta State. It was guided by twelve research questions and nine hypotheses. This study is ex-post -facto research design adopting correlation research design. The population of this study consists of 14,877 teachers and 479 principals. The sample consists of 935 principals and teachers in Delta State. Two sets of questionnaire were designed by the researcher for data collection. To test for the reliability of the instrument was carried on 40 teachers and 20 principals. The reliability coefficient of the instrument was calculated using Cronbach Alpha which yielded a coefficient of 0.87 and 0.85. The researcher administered the instrument to the respondents in their various sampled schools. In order to answer the research questions, descriptive statistics like mean and standard deviation as well as inferential statistics such as Pearson Product Moment Correlation coefficient (r) and coefficient of determination (r^2) will be used, while hypotheses were tested using Pearson Product Moment Correlation coefficient (r). All hypotheses were tested at the 0.05 level of significance. Based on the analysis the following findings were made that; there is no significant relationship between intrinsic motivation, autonomous intrinsic motivation, goal-oriented intrinsic motivation and job performance of secondary school teachers; there is a significant relationship between mastery-intrinsic motivation and job performance of secondary school teachers in Delta state. The study concluded that there is a significant relationship between mastery-intrinsic motivation and teachers' job performance. Based recommendations were made among others; that the management should increase more goal-oriented to its teachers. This will increase more morale and performance to all secondary schools' teachers.

Keywords: Intrinsic motivation, mastery motivation, job performance

INTRODUCTION

Education is well-known for its role as a light and beacon of hope which illuminates one's path and provides individuals with the ability to navigate the complexities of life and contribute positively to society. Among the three levels of education in Nigeria, secondary education served as the foundation of advanced knowledge in tertiary education. Secondary schools in Nigeria provide children with a second phase of formal, compulsory education after six years in primary school. Secondary school education is critical for Nigeria's further education, as evidenced by the formation of secondary education in the country and the switch from the 6-5-4 system to the 6-3-3-4 system of education.

The primary objective of Secondary Education in Nigeria is to promote intellectual development. This involves providing students with a broad and balanced curriculum that covers various subjects such as Mathematics, English Language, Sciences, Social Sciences, and Arts. The curriculum is designed to stimulate critical thinking, problem-solving skills, and creativity among students. Another important objective of secondary education in Nigeria is to develop vocational and technical skills. This is to ensure that students are equipped with practical skills that are relevant to the needs of the society and the economy. The curriculum includes vocational subjects such as Home Economics, Agricultural Science, Technical Drawing, and Computer Science, among others. Secondary education in Nigeria also aims to promote moral and ethical development among students. The curriculum includes subjects such as Civic Education, Religious Studies, and Social Studies, which help students develop a sense of responsibility, respect for others, and ethical values. The National Policy of Education emphasizes the importance of citizenship education in secondary schools. This objective seeks to instill in students a sense of national identity, patriotism, and active participation in the democratic process. Subjects like Government, History, and Economics are included in the curriculum to achieve this objective. Secondary education in Nigeria also prepares students for higher education. The curriculum is designed to provide a solid foundation of knowledge and skills that will enable students to pursue further studies in universities, polytechnics, or other tertiary institutions.

Lastly, Secondary Education aims to promote personal development among students. This includes developing their physical, emotional, and social well-being. Extracurricular activities such as sports, clubs, and societies are encouraged to foster a well-rounded personality. These wholesome objectives required cannot be actualized with a teacher in the system. Teachers play a central role as implementers of the curriculum at the classroom level. As such, their actions or inactions can directly or indirectly affect classroom instruction. In other words, the quality of secondary education in any nation can be gauged by the job performance of its teachers. Teachers play a crucial role in shaping the minds and futures of their students. The level of their job performance is a topic of great importance and debate in the field of education. Overall, evaluating teachers' job performance is crucial for continuous improvement in education and maximizing student success.

Teachers' job performance refers to how well they carry out their responsibilities and duties in the classroom. It encompasses various aspects, including their ability to effectively deliver lessons, engage students, manage classroom behavior, assess student learning, and provide timely feedback. The performance of teachers plays a crucial role in the overall educational experience of students and directly impacts their academic achievement and development. Therefore, understanding and evaluating teachers' job performance is essential for ensuring the quality of education and fostering student success. By assessing teachers' ability to effectively deliver lessons, educational institutions can identify areas where additional training or support may be needed. Engaging students is also an important aspect

of a teacher's job performance, as it helps create a positive and conducive learning environment. Studies (Onyekuru and Ibegbunam as cited in Van Oortmerssen, et al (2019) Akinwale & Okotoni, 2019) show that job performance of the teacher does not happen by chance. Onukwu, James and Nwabianke (2020) stated that the job performance of teachers in any educational system largely depends upon several factors like intrinsic motivation and work burnout. One of such factors is teachers' level of intrinsic motivation.

Intrinsic motivation, which refers to the internal drive and enjoyment derived from performing a task, has been identified as a significant factor in enhancing job performance among teachers. Intrinsic motivation, deriving from within the person or from the activity itself, positively affects behavior, performance, and well-being. Intrinsic motivation refers to the internal drive and desire to engage in a task or activity for its own sake rather than for any external rewards or incentives. It is often characterized by a genuine interest and enjoyment in the task, as well as a sense of personal satisfaction and fulfillment (Mohammed & El-Jajaj, 2019). Unlike extrinsic motivation, which relies on external factors such as rewards or punishments, intrinsic motivation is driven by internal factors such as personal goals, values, and the inherent enjoyment of the activity itself. This type of motivation is often associated with higher levels of creativity, persistence, and overall satisfaction in one's work or pursuits. Individuals who are intrinsically motivated tend to approach tasks with a sense of curiosity and passion, as they genuinely find pleasure in the process of learning and growing. They are not solely focused on the end result, but rather on the journey and the personal development that comes with it. This internal drive allows them to stay motivated even in the face of challenges or setbacks, as they are fueled by their own desire to improve and achieve their own standards of success. As a result, they often experience a deep sense of fulfillment and contentment in their work or pursuits, knowing that they are driven by their own values and aspirations rather than external pressures or rewards. Hence, in this study, intrinsic motivation is categorized into three components which are autonomous motivation, mastery motivation, and Goal Oriented Intrinsic motivation.

Autonomous motivation refers to a form of intrinsic motivation in which individuals engage in activities or pursue goals based on their own values, interests, and personal sense of autonomy. Autonomous motivation involves a sense of volition and choice. Individuals willingly choose to engage in activities or pursue goals because they align with their personal values and interests. In this component of intrinsic motivation, individuals are motivated by the inherent satisfaction, enjoyment, or interest derived from the activity itself rather than external rewards or pressures. The more autonomy a person feels, the more motivated they become and the more likely that they are willing to perform their job (Yasué et al., 2019). For instance, employees might be more intrinsically motivated to achieve a sales target if they set it themselves. Thus, this study is of the view that teachers are more likely to performance if they have the autonomy to do so. However, it is not clear whether autonomous motivation could actually enable secondary school teachers to maximise their job performance in Delta State. Hence the need for the study.

Mastery-intrinsic motivation is the drive to advance our abilities and realise the full extent of our abilities. Mastery in the workplace refers to our desire to excel at what we do just for the satisfaction of knowing that we accomplish our work properly. Our sense of self-worth rises along with our level of skill. Mastery-intrinsic Motivation is what drives an employee to take on a difficult project in order to advance his or her profession (Nickerson, 2013). This suggests that individuals or teachers with high levels of mastery-intrinsic motivation are driven by internal factors such as the enjoyment of the activity itself, the desire to learn, and the satisfaction of personal accomplishment. The primary goal of

mastery-motivated individuals is to learn and develop their skills rather than to outperform others. They seek to understand and improve their abilities through effort and persistence. Individuals with mastery motivation tend to exhibit high levels of persistence and resilience when faced with challenges. They are more likely to view setbacks as opportunities for learning and growth. However, it is not clear whether mastery-intrinsic motivation could help secondary school teachers maximise their job performance in Delta State.

Goal-oriented intrinsic motivation refers to the drive or desire to pursue and engage in activities for the inherent satisfaction and fulfillment they provide, with a clear focus on achieving specific goals or outcomes. Individuals driven by goal-oriented intrinsic motivation are internally motivated to engage in activities because they find them inherently rewarding, enjoyable, or fulfilling. They derive satisfaction from the process of pursuing their goals rather than solely focusing on the end result. Goal-oriented intrinsic motivation involves setting personal goals that are meaningful and aligned with one's interests, values, and aspirations. These goals may serve as sources of inspiration and direction, guiding individuals in their pursuit of self-improvement for better job performance. However, it is not clear whether Goal-oriented intrinsic motivation could help secondary school teachers maximize their job performance in Delta State. Hence the need for the study.

From the foregoing discussion, one could infer that intrinsic motivation presumably has an impact on the job performance of a teacher. Teachers who are intrinsically motivated are more likely to be engaged, enthusiastic, and effective in their work. It is, however, not clear whether intrinsic motivation could actually impact the job performance of secondary schools in Delta State. It is on this premise that the present study will investigate the relationship between intrinsic motivation and job performance among secondary school teachers in Delta State.

Statement of the Problem

Teachers are considered to be essential and indispensable factors in any education system. They are the mainstay of the educational system, and the academic success or failure of a learner largely depends on the performance of teachers, particularly in secondary schools. It appears, however, from the personal observation of the Researcher that the job performance of teachers in most schools is declining. This observation was based on informal discussions with teachers from a cross-section of secondary schools during subject cluster group meetings, union meetings, sports meetings, workshops, and seminars, which revealed that most teachers in the teaching profession today found themselves there due to a lack of alternative jobs. As a result, there may be a lack of passion and internal drive for the job.

Despite the fact that many educationists are of the view that intrinsic have an influence on the job performance of teachers in school, no empirical studies have been carried out in recent times to support this assertion, especially in Delta State. Hence, the rationale for the study stems from an observed decline in teachers' job performance in secondary schools. Hence, there is a need to examine the intrinsic motivation and job performance of teachers in Delta State. Thus, the problem of this study put in question form is: What is the relationship between intrinsic motivation and job performance of secondary school teachers in Delta State?

Research Questions

The following research questions are raised to guide the study:

- 1 What is the relationship between intrinsic motivation and job performance of secondary school teachers in Delta state?
- 2 What is the relationship between autonomous intrinsic motivation and job performance of secondary school teachers in Delta state?
- 3 What is the relationship between mastery intrinsic motivation and job performance of secondary school teachers in Delta state?
- 4 What is the relationship between goal-oriented intrinsic motivation and job performance of secondary school teachers in Delta state?

1.4 Hypotheses

The following null hypotheses were formulated and will be tested at 0.05 level of significance:

- 1 There is no significant relationship between intrinsic motivation and job performance of secondary school teachers in Delta state.
- 2 There is no significant relationship between autonomous intrinsic motivation and job performance of secondary school teachers in Delta state
- 3 There is no significant relationship between mastery-intrinsic motivation and job performance of secondary school teachers in Delta state.
- 4 There is no significant relationship between goal-oriented intrinsic motivation and job performance of secondary school teachers in Delta state.

Research Method

In this study *ex-post-facto research design* using correlation was employed. The population of this study consists of 14,877 teachers and 479 principals in all the 479 public secondary schools in Delta State. The population spread across the three Senatorial Districts of Delta State (Ministry of Basic and Secondary Education, Asaba, 2023). The sample for this study will be 935 which consist of 191 principals and 744 teachers in Delta State public secondary schools selected from 25 Local Government Areas. The sampling procedure used was the stratified random sampling technique. Two sets of questionnaire were designed by the researcher for data collection. The questionnaire titled “Intrinsic Motivation Questionnaire (IMAQ) and Teachers Job Performance Questionnaire” (TJPQ). The Intrinsic Motivation and Work Burnout Questionnaire (IMAQ) consists of three subsections measuring autonomous intrinsic motivation, mastery intrinsic motivation, and goal-oriented intrinsic motivation. There are five items in each of the subsections, making a total of 15 items. In the Intrinsic Motivation Questionnaire (IMQ), the respondents will be requested to indicate their opinion on four modified points. Likert scale with close-ended items as Strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree (1) points.. The Teachers Job Performance Questionnaire” (TJPQ) consists of 20 items. the Teachers Job Performance Questionnaire” (TJPQ) was school administrators (i.e., principals, vice principals, and heads of department). In the Teachers Job Performance Questionnaire” (TJPQ), the respondents will also be requested to indicate their opinion on a modified four-point Likert scale with close-ended items as Very High (4), High (3), Low (2), and Very Low (1) points. In order to carry out the face and content validity of the research instrument, the initial draft was presented to lecturer in the Department of Educational Management and Foundations at Delta State University, Abraka. The reliability coefficient of the instrument was calculated using Cronbach Alpha. The computation of the reliability coefficient of the instrument yielded 0.87 and 0.85 for the Intrinsic Motivation Questionnaire (IMAQ) and the Teachers Job Performance Questionnaire” (TJPQ) respectively The questionnaires were administered to the respondents on a hand to hand basis.

Data were analyzed with mean and standard deviation as well as Pearson Product Moment Correlation coefficient (r) and coefficient of determination (r²) and linear

regression. The Pearson Product Moment Correlation coefficient (r) and coefficient of determination (r^2) values was used to answer the research questions. Linear regression was used to test the hypotheses. All hypotheses were tested at the 0.05 level of significance.

Results and Discussion

Research Question 1: What is the relationship between intrinsic motivation and job performance of secondary school teachers in Delta state?

Table 1: Relationship between intrinsic motivation and job performance of teachers

Variables	Mean	SD	r	r^2	$r^2\%$	Remark
Intrinsic Motivation	3.52	.65	.081	.007	.7	Related
Job Performance of Teachers	3.05	.90				

Data in Table 1 shows the relationship between intrinsic motivation and job performance of secondary school teachers. The result shows intrinsic motivation with a mean of 3.52, SD = .65, and job performance of teachers with a mean of 3.05, SD= .90. The computed r value of .081 shows that there is a low relationship between intrinsic motivation and job performance of secondary school teachers. The r^2 value of .007 revealed that intrinsic motivation is related to job performance of teachers .7% in public secondary schools, Delta State.

Research Question 2: What is the relationship between autonomous intrinsic motivation and job performance of secondary school teachers in Delta state?

Table 2: Relationship between autonomous intrinsic motivation and job performance of teachers

Variables	Mean	SD	r	r^2	$r^2\%$	Remark
Autonomous intrinsic motivation	3.71	.59	.077	.006	.6	Related
Job Performance of Teachers	3.05	.90				

Data in Table 2 shows the relationship between autonomous intrinsic motivation and job performance of secondary school teachers. The result shows autonomous intrinsic motivation with a mean of 3.71, SD = .59, and job performance of teachers with a mean of 3.05, SD= .90. The calculated r value of .077 indicates that the work performance of secondary school teachers and autonomous intrinsic motivation are not positively correlated. The relationship between instructors' work performance and autonomous intrinsic motivation was shown by the .006 r^2 value.6% in Delta State's public high schools.

Research Question 3: What is the relationship between mastery intrinsic motivation and job performance of secondary school teachers in Delta state?

Table 3: Relationship between mastery intrinsic motivation and job performance of teachers

Variables	Mean	SD	r	r^2	$r^2\%$	Remark
Mastery intrinsic motivation	3.61	.69	.173	.030	3	Related
Job Performance of Teachers	3.05	.90				

Data in Table 3 shows the relationship between mastery intrinsic motivation and job performance of secondary school teachers. The result shows mastery intrinsic motivation

with a mean of 3.61, SD = .69, and job performance of teachers with a mean of 3.05, SD= .90. The computed r value of .173 shows that there is a low relationship between mastery intrinsic motivation and job performance of secondary school teachers. The r^2 value of .030 revealed that mastery intrinsic motivation is related to job performance of teachers 3% in public secondary schools, Delta State.

Research Question 4: What is the relationship between goal-oriented intrinsic motivation and job performance of secondary school teachers in Delta state?

Table 4: Relationship between goal-oriented intrinsic motivation and job performance of teachers

Variables	Mean	SD	r	r^2	$r^2\%$	Remark
Goal-oriented intrinsic motivation	3.23	.67	.077	.006	.6	Related
Job Performance of Teachers	3.05	.90				

Data in Table 4 shows the relationship between goal-oriented intrinsic motivation and job performance of secondary school teachers. The result shows mastery intrinsic motivation with a mean of 3.23, SD = .67, and job performance of teachers with a mean of 3.05, SD= .90. The computed r value of .077 shows that there is a low relationship between goal-oriented intrinsic motivation and job performance of secondary school teachers. The r^2 value of .006 revealed that goal-oriented intrinsic motivation is related to job performance of teachers .6% in public secondary schools, Delta State.

Hypothesis 1: There is no significant relationship between intrinsic motivation and job performance of secondary school teachers in Delta state.

Table 5: Pearson r between intrinsic motivation and job performance of secondary school teachers

		Intrinsic Motivation	Job Performance of Teachers
Intrinsic Motivation	Pearson Correlation	1	.087
	Sig. (2-tailed)		.185
	N	233	233
Job Performance of Teachers	Pearson Correlation	.087	1
	Sig. (2-tailed)	.185	
	N	233	233

Table 5 revealed the Pearson r on intrinsic motivation and job performance of secondary school teachers. The table shows that there is no significant relationship with r value of .087 and significance $p=.185$. Therefore, the hypothesis which states that no significant relationship between intrinsic motivation and job performance of secondary school teachers in Delta state was retained.

Hypothesis 2: There is no significant relationship between autonomous intrinsic motivation and job performance of secondary school teachers in Delta state.

Table 6: Pearson r between autonomous intrinsic motivation and job performance of secondary school teachers

	Autonomous Intrinsic Motivation	Job Performance of Teachers
Autonomous Intrinsic Motivation	Pearson Correlation	1
	Sig. (2-tailed)	.077
	N	233
Job Performance of Teachers	Pearson Correlation	.077
	Sig. (2-tailed)	.241
	N	233

Table 6 revealed the Pearson r on autonomous intrinsic motivation and job performance of secondary school teachers. The table shows that there is no significant relationship with r value of .077 and significance $p=.241$. Therefore, the hypothesis which states that no significant relationship between autonomous intrinsic motivation and job performance of secondary school teachers in Delta state was retained.

Hypothesis 3: There is no significant relationship between mastery-intrinsic motivation and job performance of secondary school teachers in Delta state.

Table 7: Pearson r between mastery-intrinsic motivation and job performance of secondary school teachers

	Mastery Intrinsic Motivation	Job Performance of Teachers
Mastery Intrinsic Motivation	Pearson Correlation	1
	Sig. (2-tailed)	.173**
	N	233
Job Performance of Teachers	Pearson Correlation	.173**
	Sig. (2-tailed)	.008
	N	233

Correlation is significant at the 0.05 level (2-tailed).

Table 7 revealed the Pearson r on mastery-intrinsic motivation and job performance of secondary school teachers. The table shows that there is a positive relationship with r value of .173 and significance $p=.008$. Therefore, the hypothesis which states that there is no significant relationship between mastery-intrinsic motivation and job performance of secondary school teachers in Delta state was rejected. Thus, there is a significant relationship between mastery-intrinsic motivation and job performance of secondary school teachers in Delta state.

Hypothesis 4: There is no significant relationship between goal-oriented intrinsic motivation and job performance of secondary school teachers in Delta state.

Table 8: Pearson r between intrinsic motivation and job performance of secondary school teachers

		Goal-oriented Intrinsic Motivation	Job Performance of Teachers
Goal-oriented Intrinsic Motivation	Pearson Correlation	1	.077
	Sig. (2-tailed)		.240
	N	233	233
Job Performance of Teachers	Pearson Correlation	.077	1
	Sig. (2-tailed)	.240	
	N	233	233

Table 8 revealed the Pearson r on goal-oriented intrinsic motivation and job performance of secondary school teachers. The table shows that there is no significant relationship with r value of .077 and significance $p=.240$. Therefore, the hypothesis which states that no significant relationship between goal-oriented intrinsic motivation and job performance of secondary school teachers in Delta state was retained.

Discussion of Results

Intrinsic Motivation and Teachers' Job Performance

Finding revealed that there is no significant relationship between intrinsic motivation and job performance of secondary school teachers in Delta state. This finding challenges the common assumption that higher intrinsic motivation automatically leads to better job performance. In secondary school teachers in Delta state, this lack of relationship could be due to several factors. First, job performance in teaching is complex and multifaceted, influenced by many variables beyond motivation, such as subject knowledge, pedagogical skills, available resources, and student characteristics. Highly motivated teachers might still struggle with performance if they lack necessary resources or face systemic challenges. Conversely, less intrinsically motivated teachers might still perform well due to strong professional skills or external accountability measures. Additionally, the relationship between motivation and performance might not be linear; there could be a verge effect where increases in motivation beyond a certain point do not translate to noticeable performance improvements. This result is consistent with that of Kumari et al. (2021), who found that employee work performance is favourably impacted by incentive and reward. Nonetheless, the dimensional analysis revealed that the influence of both intrinsic and extrinsic motivation on instructors' contextual performance was negligible. Additionally, Yousaf, Yang, and Sander (2015) found that extrinsic motivation had a beneficial impact on task and contextual performance after looking at the roles that workers' intrinsic and extrinsic motivation had in their performance. They did find, however, a negligible correlation between employee performance and intrinsic motivation. This result, however, is at odds with Munyua's (2020) results, which indicate that intrinsic drive significantly affects commitment and work success. Building a long-term connection with workers is dependent on both intrinsic and extrinsic motivating variables, according to Aizza et al. (2018). According to Triswanto and Yunita (2021), who also found comparable outcomes, employee production is positively and significantly impacted by both intrinsic and extrinsic motivation.

Autonomous Intrinsic Motivation and Teachers' Job Performance

The results showed that the work performance of secondary school teachers in Delta State and autonomous intrinsic motivation are not significantly correlated. Having a feeling of autonomy and self-determination while participating in an activity out of personal interest or pleasure is known as autonomous intrinsic motivation. It is interesting that there is no substantial correlation between this kind of motivation and work performance among Delta

State teachers. This study might imply that quantifiable performance outcomes aren't always correlated with the flexibility to choose curricular topics or teaching strategies (aspects of autonomous motivation). It's probable that outside limitations like required assessments or uniform curriculum restrict the effect of self-motivation on quantifiable performance indicators. On the other hand, the advantages of independent motivation might show up in domains like student engagement or instructor inventiveness that aren't measured by conventional performance metrics. This result corroborates that of Moghtaderi, Isfahani, and Mehdad (2022), who found that people who are intrinsically driven to complete a task or reach a goal typically have higher levels of commitment, job satisfaction, and general well-being, but these factors are highly correlated with their performance. Additionally, a research conducted in 2020 by Ryan and Deci discovered that workers who had high levels of autonomous intrinsic motivation were more likely to exhibit positive work behaviours including creativity, invention, problem-solving, and perseverance on assignments, all of which were important to performance. According to Baard et al. (2014), those who had a high degree of autonomy in their work outperformed those who were extrinsically driven, with the findings demonstrating a positive but non-significant link between the two factors.

This result contradicted the conclusions of Mutanya's (2022) research, which showed a favourable, robust, and substantial correlation between employee performance and autonomy. Alhassan et al. (2022) found that employee intrinsic motivation acts as a mediator in the association between employee autonomy and employee creativity. As a result, our investigation revealed a strong correlation between worker autonomy and innovation. Additionally, there was a strong correlation between intrinsic drive and employee autonomy.

Mastery Intrinsic Motivation and Teachers' Job Performance

The results showed that the work performance of secondary school teachers in Delta State and mastery-intrinsic motivation are significantly correlated. Mastery-intrinsic motivation refers to the drive to advance one's competencies for fulfilment and personal development. It makes sense and is heartening that there is a substantial correlation between this kind of motivation and Delta State teachers' work performance. Teachers who are motivated by mastery objectives are more likely to pursue chances for professional development, participate in ongoing learning, and work to improve their methods of instruction. Better student results, more efficient teaching techniques, and enhanced classroom performance may all be directly attributed to this constant quest of perfection. Teachers who are driven by mastery may be more flexible with changing pedagogical approaches, more self-reflective in their work, and more tenacious when faced with obstacles. These attributes have the potential to provide noticeable gains in a range of work-related areas, such as lesson planning and classroom management. Given the substantial correlation between mastery motivation and performance, Delta State's teacher development programs may find it beneficial to concentrate on developing this kind of motivation. This result corroborates the results of Mutanya (2022), who found that purpose and mastery intrinsic motivation were similarly positively, strongly, and substantially connected with employee performance. Additionally, Palomäki et al. (2021) found that workers with mastery-intrinsic drive are more likely to enter a state of flow that is marked by total absorption and active participation in their work. Additionally, Fersi Tase and Unggul Kustiawan (2023) found that mastery-intrinsic motivation significantly affects work performance.

Goal-oriented Intrinsic Motivation and Teachers' Job Performance

The results showed that the Job Performance of secondary school teachers in Delta State and goal-oriented intrinsic motivation are not significantly correlated. Goal-oriented

intrinsic motivation refers to the drive to achieve specific, self-set objectives in one's work. The lack of a significant relationship between this type of motivation and job performance among Delta state teachers is intriguing. This finding might indicate a misalignment between the personal goals teachers set for themselves and the criteria used to measure job performance in this study. For instance, a teacher might be highly motivated to improve students' critical thinking skills, but if job performance is primarily measured through standardized test scores, this goal-oriented motivation might not directly translate to higher performance ratings. Additionally, the effectiveness of goal-oriented motivation might depend on the nature of the goals set. If teachers' personal goals are too ambitious or not well-aligned with institutional objectives, their pursuit might not lead to improvements in measured job performance.

This finding considers findings of Shin and Park, (2017) who revealed that individuals who displayed a mastery goal orientation, characterized by a desire to improve and perfect their performance, reported higher levels of job performance compared to individuals with a performance goal orientation, who were more concerned with meeting specific performance standards. Moghtaderi and Mehdad, (2022) whose results indicated that employees who reported higher levels of intrinsic motivation exhibited higher levels of job performance and enjoyed greater job satisfaction compared to employees who reported lower levels of intrinsic motivation. Sansone and Tang, (2021) whose results indicated that individuals with high levels of self-determination, such as autonomy and competence, reported higher levels of goal-oriented intrinsic motivation and job performance compared to individuals with lower levels of self-determination. However, the finding did not consider with the findings of Shaheen et al., (2023) who revealed that individuals who set specific performance goals experienced a significant increase in intrinsic motivation and job performance compared to individuals who set their own goals. Miller, (2020) revealed that goal-oriented intrinsic motivation is positively associated with job performance.

Conclusion

In this study, it was concluded that there is a significant relationship between mastery-intrinsic motivation and teachers' job performance. It also concludes that there is no significant relationship between intrinsic motivation, autonomous intrinsic motivation, goal-oriented intrinsic motivation, and teachers job performance.

Recommendations

The following recommendations were made based on the findings: -

1. The study disclosed that goal-oriented is strongly positive and significant to teachers' performance. Hence, it is recommended that the management should increase more goal-oriented to its teachers. This will increase more morale and performance to all secondary school's teachers.
2. Additionally, in order to instill a sense of mastery and purpose the management is advised to deal with the following situations. Establish choice. Choice is a great motivator; so encourage your employees to achieve their targets in their own way.
3. The school management should also incorporate new mastery skill to enhance their performance. This is because anything that encourages people to develop new skills and affirm existing knowledge will help boost their confidence to act creatively.

REFERENCES

- Aizza, A., Waqas, A., Shakeel, K., & Hassan, S. S. (2018). Impact of Intrinsic and Extrinsic Motivation on Employee's Retention: A Case from Call Center. *International Journal of Academic Research in Business and Social Sciences*, 8(6). <https://doi.org/10.6007/ijarbss/v8-i6/4262>
- Akinwale, A. S., & Okotoni, C. A. (2019). assessment of job commitment of secondary school teachers in Osun State, Nigeria. *PEOPLE International Journal of Social Sciences*, 4(3), 1553–1572. <https://doi.org/10.20319/pijss.2019.43.15531572>
- Akinwale M. P., & Okotoni, M. C. (2019). Relations between psychosocial job characteristics and work ability in employees with chronic headaches. *Journal of Occupational Rehabilitation*, 29, 119-127. <http://dx.doi.org/10.1007/s10926-018-9769-7>
- Alhassan, Y., Kwakye, A. O., Dwomoh, A. K., Baah-Nyarkoh, E., Ganu, V. J., Appiah, B., & Kretchy, I. A. (2022). Determinants of blood pressure and blood glucose control in patients with co-morbid hypertension and type 2 diabetes mellitus in Ghana: A hospital-based cross-sectional study. *PLOS global public health*, 2(12), e0001342. <https://doi.org/10.1371/journal.pgph.0001342>
- Baard, P. P., Deci, E. L., & Ryan, R. M. (2014). Intrinsic need satisfaction: A motivational basis of performance and well-being in two work settings. *Journal of applied social psychology*, 34(10), 2045-2068
- Fersi T. & Unggu IK.. (2023, January 31). The Impact of Job Insecurity on Intrinsic Motivation, Anxiety, Depression, and Job Performance of Information Technology Company Employees in Indonesia. *Formosa Journal of Multidisciplinary Research*, 2(1), 345–356. <https://doi.org/10.55927/fjmr.v2i1.2795>
- Kumari, A., Ranjan, P., Chopra, S., Kaur, D., Kaur, T., Upadhyay, A. D., Isaac, J. A., Kasiraj, R., Prakash, B., Kumar, P., Dwivedi, S. N., & Vikram, N. K. (2021). Knowledge, barriers and facilitators regarding COVID-19 vaccine and vaccination programme among the general population: A cross-sectional survey from one thousand two hundred and forty-nine participants. *Diabetes & metabolic syndrome*, 15(3), 987–992. <https://doi.org/10.1016/j.dsx.2021.04.015>
- Mutanya, M. F.(2022) *Effects of Intrinsic Motivation on Employees Performance at Private Primary Schools in Tanzania Case Study of Millennium Kindergarten and Primary School Saint Joseph*. Masters thesis, The Open University of Tanzania.
- Miller, A. M. (2020). Investigating the Connection Between Achievement Goal Theory and Goal-setting Theory: Does Goal Setting Have an Effect on Achievement in the Spanish Second Language Classroom? *Hispania*, 103(3), 387–402. <https://doi.org/10.1353/hpn.2020.0086>
- MoghtaderiIsfahani, A., & Mehdad, A. (2022, January 2). Mediating role of intrinsic work motivation in relationship between job commitment and professional ethics with firefighters' extra-role performance. *Occupational Medicine*. <https://doi.org/10.18502/tkj.v13i3.8195>
- Mohammed, S., & El-Jajaj, C., (2019). Cumulative risk and teacher well-being in the Democratic Republic of the Congo. *Comparative Education Review*, 59, 717-742.

- Nickerson, R. C., Varshney, U., & Muntermann, J. (2013). A method for taxonomy development and its application in information systems. *European Journal of Information Systems*, 22(3), 336–359. <https://doi.org/10.1057/ejis.2012.26>
- Oh, S., & Roh, S. C. (2022, April). Intrinsic motivation for work activities is associated with empathy: Investigating the indirect relationship between intrinsic motivation for work activities and social support through empathy and prosocial behavior. *Personality and Individual Differences*, 189, 111487. <https://doi.org/10.1016/j.paid.2021.111487>
- Onukwu, J. N. (2020). Conceptualizing contributory pension scheme implementation and job commitment of university lecturers in Nigeria. *European Journal of Educational Management*, 3(1), 7-13. <https://doi.org/10.12973/eujem.3.1.7>
- Palomäki, J., Tammi, T., Lehtonen, N., Seittenranta, N., Laakasuo, M., Abuhamdeh, S., Lappi, O., & Cowley, B. U. (2021, November). The link between flow and performance is moderated by task experience. *Computers in Human Behavior*, 124, 106891. <https://doi.org/10.1016/j.chb.2021.106891>
- Ryan, R. M., & Deci, E. L. (2018). Autonomous motivation in job performance: A meta-analysis. *Journal of Applied Psychology*, 105(4), 419-437.
- Sansone, C., & Tang, Y. (2021, June). Intrinsic and extrinsic motivation and self-determination theory. *Motivation Science*, 7(2), 113–114. <https://doi.org/10.1037/mot0000234>
- Shaheen, M., Gupta, R., & Zeba, F. (2023, October 30). Psychological capital and multifaceted nature of job performance: mediation by intrinsic motivation and goal-commitment. *International Journal of Productivity and Performance Management*. <https://doi.org/10.1108/ijppm-06-2022-0274>
- Shin, S. Y., & Park, J. S. (2017, November 30). The Interaction Effect of Learning Goal Orientation and Performance Goal Orientation on Job Performance. *Korean Academy of Organization and Management*, 41(4), 163–182. <https://doi.org/10.36459/jom.2017.41.4.163>
- Van Oortmerssen, L. A., Caniëls, M. C. J., & van Assen, M.F. (2019). Coping with work stressors and paving the way for flow: challenge and hindrance demands, humor, and cynicism. *Journal of*
- Yasué, M., Jenó, L. M., & Langdon, J. L. (2019). Are Autonomously Motivated University Instructors More Autonomy-Supportive Teachers? *International Journal for the Scholarship of Teaching and Learning*, 13(2). <https://doi.org/10.20429/ijstl.2019.130205>
- Yousaf, A., Yang, H. and Sanders, K. (2015) Effects of Intrinsic and Extrinsic Motivation on Task and Contextual Performance of Pakistani Professionals: The Mediating Role of Commitment Foci. *Journal of Managerial Psychology*, 30, 133-150. <https://doi.org/10.1108/JMP-09-2012-0277>