



## **Teachers' Motivational Variables as Predictors for Attainment of Sustainable Development Goals in Public Senior Secondary Schools in Rivers State**

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### **ABSTRACT**

The study investigated the relationship between teachers' motivation and attainment of sustainable development goals in public senior secondary schools in Rivers State. Four research questions were posed to guide the study and three hypotheses formulated and tested at 0.05 level of confidence. The study adopted the correlational survey design. The population of the study was 6,893 teachers in the 286 public senior secondary schools in Rivers State. The sample population of the study was 2,073 teachers. The sample represented 30% of the population. A stratified random sampling technique was used for the study. The instrument for data collection was a questionnaire titled: Teachers' Motivation Questionnaire (TMQ) and Sustainable Development Goals Questionnaire (SDGQ). Face and content validity of the instrument was done four experts. The reliability was established through test re-test method which yielded a correlation index of 0.85. The instrument was administered directly by the researcher. Means and standard deviation scores were used to answer the research questions one while research question two and three were answered using correlation coefficient. Multiple Regression was used to test the null hypotheses at 0.05 level of significance.

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The findings of the study showed that the factors that motivate teachers for the attainment of sustainable development goals in public senior secondary schools in Rivers State are: nature of work itself, recognition, achievement, responsibility, advancement, salary, working condition, security,

promotion, supervision, policies, and interpersonal relationship; The correlation coefficients between teachers' intrinsic and extrinsic factors for attainment of sustainable development goals in public senior secondary schools was substantial. There was significant relationship between teachers' intrinsic and extrinsic motivational factors and attainment of sustainable development goals in public senior secondary schools; On account of these findings, it was recommended among others that to enhance the effect achievement of sustainable development goals in public senior secondary schools in Rivers State, teachers should be properly motivated by providing them the necessary intrinsic and extrinsic incentives because of their substantial relationship established in the findings of the study.

## INTRODUCTION

Motivation is very paramount in the attainment of goals of any organization whether private or public even in the school system. Motivation is a drive or intrinsic force within the individual or human organism that makes him take action towards the achievement of an organizational goal. Thus, to motivate is to 'translate one into performing what he would not naturally perform. Motivation changes the behavior of people working in an organization especially when they feel their workplaces and their various jobs are properly designed up to their quest. Motivation is described as the psychological forces that determine the direction of a person's behaviour, level of effort and persistence in an organization (Hoy and Miskel, 2015). It is concerned with the forces that influence people's behaviour in certain ways. Motivation is therefore necessary for effective performance at work. In the view of Sindén and Hoy (2018), the principal who is the chief executive officer of a secondary school needs to be well motivated towards achievement of educational goals. Ekere (2010) asserted that no matter how automated an organization may be, high productivity or performance depends on the level of motivation.

Motivation is a human psychological characteristic that contributes to a person degree of commitment. It includes those factors that causes, channel and sustain an individual's behaviors. Motivation is a set of activities that includes or encourage the workers (staff) to put in their best effort towards the attainment of the goals or service delivery in their places of work. Obadara (2012) opined that, without motivation, the most capable worker or staff with the best ability will perform poorly. Mutual (2015) noted also that "the effectiveness of any organization is dependent upon effective and efficient use of resources particularly human resources". The human element plays a major part in overall success of organization. Indeed, organizations of human resources have been found to have significant impact on the attainment of organizational goal. Therefore, for effective and efficient desired goals and objectives in any organization to be achieved, there should be an effective, efficient, and sound motivation system. That is why even a mad man can be controlled if given him/her what he/she needs Jackson (2021).

Teachers perhaps could be more committed in doing their jobs when they are motivated with rewards and praises. When the laborer is praise, his cutlass begins to cut (African proverbs) is related to human behavior when motivated. Motivation therefore determines the behavior of teachers; it sustained the efforts to attain a goal. It is motivation that explains when the management feel that employees behave the way they behave in organization. Motivation is highly important in the schools system that is why it is stated that a highly motivated staff is a committed and productive staff. Consequently when teacher are highly motivated, they will work hard to attain the sustainable development goals of senior secondary schools.

Teachers are known to be more important agent of development of a nation. The new teacher Nigeria

project (2010) put it that a great nation is attained by a great people, a great people is attained by great teachers. No nation can rise above the quality of its teachers (National Policy on Education, 2014). They are the purveyors of knowledge and the most virile who continue to impart positive knowledge and worthwhile skills to the learners for the realization of educational goals. To sustain such development in education, conscious efforts should be made to provide motivational strategies to teachers (Jonathan, 2017). In this context, a teacher is person who makes the society what is it. He is person who is employed to teach in primary or secondary school (Federal Republic of Nigeria, 2014). Therefore, teachers are saddle with several responsibilities such as role modelling, imparting knowledge, in-loco parentis. Therefore, the provision of highly motivated, conscious, effective teachers would enhance, promote, and have direct bearing achieving the educational sustainable development goals.

Sustainable development goals (SDG) are the development that meets the needs of the present while not compromising the needs of the future generation. Nyakundi (2016) defined sustainable development goal as designing a social and economic system which ensure that rise in real income is sustained, education standard increased and the health of the nation's improved. The SGD's are also called 2030 agenda or what is colloquially known as agenda 2030. Michele (2016) in Brundtland Commission report put it that sustainable development goal is the expansion of man's own consciousness and therefore of his own power over himself, his environment and society. Wikipedia refers to sustainable development goal as the collections of seventeen interlinked global goals designed to be a blue print to achieve a better and more sustainable future for all. The sustainable development goals include the following:

1. End poverty in all its forms everywhere.
2. End hunger, achieve food security and improved nutrition and promote sustainable agriculture.
3. Ensure healthy lives and promote well-being for all at all ages.
4. Ensure inclusive and equitable quality education and promote life-long learning opportunities for all.
5. Achieve gender equality and empower women and girls.
6. Ensure availability and sustainable management of water and sanitation for all.
7. Ensure access to affordable, reliable, sustainable and modern energy for all.
8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.
9. Build resilient infrastructure, promote inclusive and sustainable industrialization, and foster innovations.
10. Reduce inequality within and among countries.
11. Make cities and human settlement inclusive, safe, resilient and sustainable.
12. Ensure sustainable consumption and production patterns.
13. Take urgent action to combat climate change and its impact.
14. Conserve and sustainably use the resources for the sustainable development.

15. Protect, restore, and promote sustainable use of terrestrial ecosystem, sustainably manage forest, combat desertification, halt and reverse land degradation and halt biodiversity loss.
16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all, and build effective, accountable and inclusive institutions at all levels.
17. Strengthen the means of implementation and revitalize the global partnership for sustainable development.

To achieve goal four above which is particularly related to education, teachers need to be well motivated as a group and as an individual in the pursuit of achieving inclusive education as a sustainable goal. Inclusive education is an education that provides equal and quality learning opportunities for all children irrespective of their backgrounds. This means children of all backgrounds have equal access to quality education (UNICEF, 2000). Inclusive education belief in three basic principles called A-B-C.

1. All children, regardless of ability or disability, learn together in the same and appropriate classroom.
2. Based on the belief that all children are valued equally and deserve access to the same opportunities.
3. Children with disabilities and those without, often achieve greater academic gains in inclusive classroom. The aim and objectives of inclusive education as a sustainable goal. is:
  - a. To ensure that no child with special need is excluded from education.
  - b. To close the gap between children with disabilities.
  - c. To reduce stigma. Stigma is situation in which a particular group of people belief on a particular thing.
  - d. To provide the children with opportunities to learn with their age mate become useful member of their community. The benefits of inclusive education are:
    1. All children are able to be part of their community and develop a sense of belonging and become better prepared for life in their community as children and adults.
    2. It provides better opportunities learning. Children with varying abilities are often better motivated when they learn in classes surrounded by other children.
    3. The expectations of all children are higher.
    4. It allows children to work on individuals goals while being with other students of their own ages.
    5. It encourages involvement of the parents in the education of their children and the activities of their local schools (UNICEF, 2000)

In the pursuit of sustainable development goals in the educational system, motivation is a very important. It is very essential in achieving effective teaching and learning. Motivation is central to all forms of learning and can be described as that which is responsible for the initiator and sustenance of behaviour that is goal directed. In the school situation, staff motivation if properly utilized, gingers staff competitive responsibility, and a sense of belonging and participation. Ekere (2010) asserted that no matter how automated an organization may be, high productivity or performance depends on the

level of motivation for the effectiveness of the workforce. Accordingly, Kelley (2012) argued that while knowledge and skills possessed by the employee are important in determining job performance, these factors alone are not sufficient. An understanding of what motivates the individual is needed to reveal how abilities and skills are activated and their personal potentials realized. The managerial function and responsibility for eliciting this desired organizational behaviour is referred to as 'Motivation' (Ekere, 2010). Motivation is what people need to perform better. However, the same things motivate individually differently. Where one gets motivated, obtains satisfaction, and consequently performs better from getting additional responsibility assigned, another may feel much better valued and encouraged to higher productivity if he or she is merely being listened to, or given some flexibility in his or her work schedule. This means that individual differences also contribute to motivation and performance effectiveness. The teacher in his roles as a public relations officer, guidance counsellor, an instructional leader, caregiver in-loco-parentis and a catalyst towards the achievement of educational goals in secondary schools (Adenuga, 2018), are expected to be motivated to demonstrate effectiveness in the performance of their duties. Motivational factors are considered in line the two-factor theory.

The two-factor theory of satisfiers and dissatisfiers developed by Herzberg and his research associates in 1957. They conducted a research on a group of 200 accountants and engineers, as higher level professionals, who worked in different companies in Pittsburgh in the United States of America in which they sought to examine conditions that made them satisfied and dissatisfied with their work. The two-factor theory proposed that one set of factors consists of the satisfiers or motivators are concerned with the content of the job. The other set of factors are the hygiene factors or dissatisfies.

The motivators when present in the work situation lead to strong motivation, satisfaction, good job performance, and positive attitudes because they are related to the nature of the work, the content of the job itself and satisfy the employee's need for growth and development in the work place for self-actualization. These motivators include: nature of the work itself, achievement, recognition, advancement, and responsibility. They are seen to be effective in motivating the individual to superior performance and effort.

Nature of work itself relates to the meaningful nature of the work which gives pleasure and spurs one to stay busy on the job to do meaningful and challenging work without possible threats while deriving essential benefits comparable to other professions. The nature of work itself refers to the doing of the work and the type of work. The job can be repetitive or changing, creative or monotonous, easy or difficult. The jobs that are motivating and satisfying are those that provide skills, variety, task identity, task significance, autonomy and feedback. The nature of the job when challenging and interesting is a possible predictor of overall performance of an individual. Therefore, variety and flexibility in principals' task roles are important factors in their performance in the management of secondary education.

Recognition relates to commendations received from stake holders for work done. This includes praise for valued opinion in PTA meetings and conferences, as well as being used as a point of reference for outstanding performance. Recognition is a fundamental source of self conforming belongingness identity.

Responsibility relates to the freedom of exercising job roles without restrictions and matched with the necessary authority to discharge it properly. This includes presiding over staff meeting, supervising various sections of the school for proper accountability and improvement of teaching and learning, as

well as being the custodian of essential records of the school and being a PTA officer.

Achievement relates to feeling of accomplishments on the job. This includes students doing well in examinations, staff making some social and economic progress, improvement in infrastructure, cordial school-community relations, and winning laurels in competitions. Advancement relates to promotion from one grade level to the other, opportunities for personal growth and professional development on the job such as attaining further education, attending national and international conference for value re-orientation and attitudinal change.

Advancement refers to opportunities for professional growth in an organisation. It also involves actual changes which enhance position or status at work. Many employees tend to experience job satisfaction and subsequent higher performance if they perceive career advancement to be a real possibility in an organisation.

The other set of factors consists of dissatisfiers or the hygiene factors which are concerned with the context of the job. Among the hygiene factors are supervision, interpersonal relations with superior and peers, physical working conditions, organizational policies and administrative practices, salary, job security, and all other elements that are extrinsic to the job such as personal life, and status.

Supervision refers to process of overseeing the activities of a group or individual in organization. In the school system, supervision is one of the major instruments for effective teachers' productivity if it is properly done. Therefore, teacher supervision need to be in a friendly manner unlike the traditional method of supervision where by the supervisor is seen as the masquerade before the teachers. The agents of supervision are Inspectors, principals, head of departments etc.

Interpersonal relationship refers to mutual understanding between the teacher and supervisor and other peers or teachers. Teachers are motivated if there is interpersonal relationship among themselves and supervisors. Theory Z also advocate that employees feel better if there is mutual or interpersonal relationship with their fellow workers.

Salary refers to remuneration. It is payment for the services provided by the employees. Good Salary scale or structures motivate teachers to work hard. In Nigeria, agitation for increase in salaries and subsequent payment has led to several strikes (Fehnintola, 2015). He reiterated that Teachers who are demotivated with poor salary demonstrate truancy, lateness to school, failure to perform duty, disrespect authority etc. Therefore, it is a well-known fact that in Nigeria, teachers have undergone strike in several years due to non-payment of salaries. Inconsistent salary payment may prevail upon the attainment of sustainable development goals in secondary schools in Rivers State. At the tertiary level of education, the Academic Staff Union of Universities (ASUU) had embarked on several strikes for failure of government to implement certain agreements on conditions of service and other staff welfare benefits which has regrettably affected school calendar over the years.

Other factors are company policy and administration which refers to principles, culture, rules and regulations by which a particular organization or institution established to guide and control the conduct of its employees. In the school system, the policy stated that for one to be called teacher he/she must registered with the Teachers Registration Council of Nigeria (TRCN). Therefore, the policy and administration of a school determined the interest of teachers in their job.

Working conditions refers to the schedule which allows employees to start and finish their assigned responsibilities or duties. It also explains the pattern and system operation in organization. Elton mayo 1880s in his contribution to workplace experiment noted that physical working condition were the

chief factors in employees' motivation and subsequent productivity.

Promotion refers to movement of employees from one grade level to another. In the school system regular promotion is one the factors that motivate teachers to higher performance. A teacher can work harder if he/she is promoted to another grade level i.e. from lower to higher level. It is believed that improvement in the hygiene factors will serve to remove the impediments to motivation but does not directly result in motivation. This is due to the fact that these factors are all related to the context or environment of the job. When these factors deteriorate beyond a level that is tolerable for the employee, job dissatisfaction ensues.

Herzberg believed that when hygiene factors of a particular job situation are undesirable, organization members will become dissatisfied. Making these factors more desirable for example, by increasing salary will rarely motivate people to do a better job, but it will keep them from becoming dissatisfied. In contrast, when the motivating factors of a particular job situation are high, employees usually are motivated to do a better job. Therefore, when teachers are motivated by way of recognition in their achievements, making their job challenging, and providing opportunities for advancement in their job, they will perform better in the management of secondary schools.

However, the validity of the motivators in Herzberg's two-factor theory to cause job satisfaction and subsequent higher performance has been questioned as satisfaction may or may not be directly related to job performance (Chu & Kuo, 2015). This is because Herzberg's work paid little attention towards testing the motivational factors and performance implications of the two-factor theory. Besides, it was also noted that Herzberg's dual factor theory was based on a sample of professional level accountants and engineers. Hence critics are of the view that it is not possible to say that the findings of this limited sample can be applied equally to other occupational groups such as teachers as used in this study. The limited scope of the respondents does not justify any generalization that will be applicable to different technologies, environments and backgrounds. Although most studies in motivation showed that when the employees are professionals or of managerial level, the theory is applicable, but when they are of lower level or manual workers the findings are less supportive of the theory. This present study could provide the opportunity to verify the theory since teachers who have low personality are involved. The extent these motivational factors relate with the attainment of sustainable development goals in senior secondary schools in Rivers State will be determined in this study.

## STATEMENT OF THE PROBLEM

It is undoubtedly that the educational system in Nigeria at all levels seems to be deteriorating in terms of efficiency and quality especially the public senior secondary schools in Rivers State. This is possible due to poor motivation of teachers. Teachers in public secondary schools could play important roles in the attainment of sustainable development goals (SDGs) as they provide care to students. The major problems associated with motivation are how to motivate the staff for effective performance in the attainment of sustainable development goals which has resulted to constant strike by the teachers, poor performance, increase in absenteeism, poor teaching and learning, lack of interest in the job, poor corporation with the school management, increase in truancy, nonchalant attitudes etc. all these can lead to ineffective in teaching and learning process and the attainment of sustainable development goals in public senior secondary schools in Rivers state. Also, the management of public secondary schools in Rivers State is becoming more challenging due to some changes in behavior of teacher towards work due to poor motivation from the government and school administrators. Basic needs and welfare services that will enable teachers carry out their work more effectively towards the attainment

of sustainable development goals may not have been provided. This is worrisome and need to be investigated to provide empirical evidence on motivational factors that may predict teachers' performance in the attainment of sustainable development goals in secondary schools in Rivers State. Although some studies may have been carried out relating motivational factors and attainment of secondary schools goals, yet non to the knowledge of the researcher related teachers' motivational factors for attainment of sustainable development goals in public secondary schools in Rivers State. The question is: To what extent does teachers motivational factors relate with or predict the attainment of sustainable development goals in public secondary schools in Rivers State.

### **PURPOSE OF THE STUDY**

The purpose of the study was to investigate the relationship between teachers' motivational factors and attainment of sustainable Development Goals in public senior secondary schools in Rivers State. Specifically, the study sought to:

1. Identify the factors that motivate teachers for the attainment of sustainable Development Goals in public senior secondary schools in Rivers state.
2. Examine the relationship between teachers' intrinsic motivational factors and attainment of sustainable Development Goals in public senior secondary schools in Rivers state.
3. Examine the relationship between teachers' extrinsic motivational factors and attainment of sustainable Development Goals in public senior secondary schools in Rivers state.

### **RESEARCH QUESTIONS**

The following research questions were posed to guide the study.

1. What are the factors that motivate teachers for the attainment of sustainable Development Goals in public senior secondary schools in Rivers state?
2. What is the relationship between teachers' intrinsic motivational factors and attainment of sustainable development goals in public senior secondary schools in Rivers state?
3. What is the relationship between teachers' extrinsic motivational factors and attainment of sustainable development goals in public senior secondary schools in Rivers state?

### **HYPOTHESES**

The following hypotheses were formulated and tested at 0.05 level of significance for the study.

1. There is no significant relationship between teachers' intrinsic motivational factors and attainment of sustainable development goals in public senior secondary schools in Rivers state.
2. There is no significant relationship between teachers' extrinsic motivational factors and attainment of sustainable development goals in public senior secondary schools in Rivers state.
3. There is no joint significant relationship between teachers' intrinsic and extrinsic motivational factors and attainment of sustainable development goals in public senior secondary schools in Rivers state.

### **METHODOLOGY**

The study adopted the correlational survey design. The population of the study was 6,893 teachers in the 286 public senior secondary schools in Rivers State. The sample of the study was 2,073 teachers



which represented 30% of the population. A stratified random sampling technique was used to select the sample size. The instrument for data collection was questionnaire titled: Teachers' Motivation Questionnaire (TMQ) and Sustainable Development Goals Questionnaire (SDGQ). Face and content validity of the instrument was done by four experts, two from the Department of Measurement and Evaluation, and two others from the department of Educational Management. The reliability was established through test re-test method which yielded a correlation index of 0.85. The instrument was administered directly by the researcher. Means and standard deviation scores were used to answer research question one while research question two and three were answered using Pearson Product Correlation Coefficient. Multiple Regression was used to test the null hypotheses at 0.05 level of significance.

## RESULTS

The results were presented in line with the research question and null hypothesis that guided the study as showed in the tables below:

**Research question One:** What are the factors that motivate teachers for the attainment of sustainable Development Goals in public senior secondary schools in Rivers state?

**Table 1:** Means and standards deviations of factors that motivate teachers for the attainment of sustainable Development Goals in public senior secondary schools in Rivers State

S/N	(Students' personnel services)	X	SD	Rank	DEC
1	The nature of work itself	3.37	.79	1 <sup>st</sup>	SA
2	Recognition	2.73	.85	7 <sup>th</sup>	SA
3	Achievement	2.61	.94	9 <sup>th</sup>	SA
4	Responsibility	2.70	1.07	8 <sup>th</sup>	SA
5	Advancement	2.93	.85	5 <sup>th</sup>	SA
6	Salary	3.23	.95	3 <sup>rd</sup>	SA
7	Working condition	3.31	.69	2 <sup>nd</sup>	SA
8	Security	3.13	.92	4 <sup>th</sup>	SA
9	Promotion	3.13	1.01	4 <sup>th</sup>	SA
10	Supervision	3.31	.92	2 <sup>nd</sup>	SA
11	Policies	2.50	.73	10 <sup>th</sup>	SA
12	Interpersonal relationship	2.83	.87	6 <sup>th</sup>	SA
	<b>Cluster</b>	<b>2.98</b>	<b>.88</b>		SA

Table 1 showed that all the items from 1 to 12 had high mean score of above the criterion mean of 2.50. This implies that in the opinion of the respondents, the factors that motivate teachers for the attainment of sustainable Development Goals in public senior secondary schools in Rivers State are: nature of work itself, recognition, achievement, responsibility, advancement, salary, working condition, security, promotion, supervision, policies, and interpersonal relationship. The cluster mean and standard deviation of 2.98 and .88 showed that the respondents strongly agree nature of work itself, recognition, achievement, responsibility, advancement, salary, working condition, security, promotion, supervision, policies, and interpersonal relationship are factors that motivate teachers for the attainment of sustainable development goals in public senior secondary schools in Rivers State.

**Research question Two:** What is the relationship between teachers' intrinsic motivational factors and attainment of sustainable development goals in public senior secondary schools in Rivers state?

**Table 2:** Correlation coefficients between teachers' intrinsic motivational factors and attainment of sustainable development goals in public senior secondary schools in Rivers State

Variables				$r^2$	Percentage
Teachers	intrinsic	Pearson Correlation	.318**	.101124	10.11%
motivational factors		Sig. (2-tailed)	.000		

Table 2 showed the correlation coefficient between teachers' intrinsic motivational factors and attainment of sustainable development goals in public senior secondary schools in Rivers State. The correlation coefficient between teachers' intrinsic motivational factors and attainment of sustainable development goals was substantial (.318). Teachers' who are intrinsically motivated enhanced the attainment of sustainable development goals in public senior secondary schools in Rivers State. Teachers' intrinsic motivation accounted for 10.11% of the variance in attainment of sustainable development goals in public senior secondary schools in Rivers State.

**Research question Three:** What is the relationship between teachers' extrinsic motivational factors and attainment of sustainable development goals in public senior secondary schools in Rivers state?

**Table 3:** Correlation coefficients between teachers' extrinsic motivational factors and attainment of sustainable development goals in public senior secondary schools in Rivers State

Variables				$r^2$	Percentage
teachers'extrinsic	motivational	Pearson Correlation	.610**		
factors		Sig. (2-tailed)	.000	0.3721	37.21%

Table 3 showed the correlation coefficient between teachers' extrinsic motivational factors and attainment of sustainable development goals in public senior secondary schools in Rivers State. The correlation coefficient between teachers' extrinsic motivational factors and attainment of sustainable development goals in public senior secondary schools was substantial (.610). Teachers' who are extrinsically motivated enhanced the attainment of sustainable development goals in public senior secondary schools in Rivers State. Teachers' intrinsic motivation accounted for 37.21% of the variance in the attainment of sustainable development goals in public senior secondary schools in Rivers State.

**H<sub>01</sub>:** There is no significant relationship between teachers' intrinsic motivational factors and attainment of sustainable development goals in public senior secondary schools in Rivers state.

**Table 4:** Analysis of Variance of Regression on teachers' intrinsic motivational factors and attainment of sustainable development goals in public senior secondary schools in Rivers State.

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	21543.599	1	21543.599	208.821	.000 <sup>b</sup>
Residual	191788.507	1859	103.168		
Total	213332.106	1860			

1. Dependent variable: sustainable development

2. Predictors: (Constant), teachers intrinsic motivational factors

Table 4 showed that the F-value of 208.821 is significant at 0.000. This indicated that teachers' intrinsic motivational factors were significantly related to attainment of sustainable development goals in public senior secondary schools in Rivers State. Therefore, the null hypothesis of no significant linear relationship between teachers' intrinsic motivational factors and attainment of sustainable development goals in public senior secondary schools was rejected. This means there is significant relationship between teachers' intrinsic motivational factors and attainment of sustainable development goals in public senior secondary schools in Rivers State.

**Table 5:** Model Summary for teachers' intrinsic motivational factors and attainment of sustainable development goals in public senior secondary schools in Rivers State

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
	.318 <sup>a</sup>	.101	.101	10.15714

In table 5 above, the coefficient of determination ( $R^2$ ) is .101. This indicates that 10.1% of the variance in attainment of sustainable development goals in public senior secondary schools in Rivers State is caused by variations in the predictor variables. Therefore, 10.1% of the variance in attainment of sustainable development goals in public senior secondary schools in Rivers State is caused by teachers' intrinsic motivation.

**Table 6:** t-Values of teachers' intrinsic motivational factors and attainment of sustainable development goals in public senior secondary schools in Rivers State

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error			
(Constant)	21.687	1.615	.318	13.432	.000**
teachers' intrinsic motivational factors	.271	.019		14.451	.000**

To determine which of the variable significantly related to or predicted attainment of sustainable development goals in public senior secondary schools in Rivers State, the t-value of the variable is presented in table 6. The t-value for teachers' intrinsic motivational factors was (13.432,  $P > 0.000$ ). Teachers' intrinsic motivational factors had significant relationship ( $P > 0.05$ ) with and predicted the attainment of sustainable development goals in public senior secondary schools in Rivers State.

**H<sub>02</sub>:** There is no significant relationship between teachers' extrinsic motivational factors and attainment of sustainable development goals in public senior secondary schools in Rivers state.

**Table 7:** Analysis of Variance of Regression on teachers' extrinsic motivational factors and attainment of sustainable development goals in public senior secondary schools in Rivers State.

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	86511.309	1	86511.309	1226.401	.000 <sup>b</sup>
Residual	145666.762	2065	70.541		
Total	232178.071	2066			

1. Dependent variable: sustainable development

2. Predictors: (Constant), teachers extrinsic motivational factors

Table 7 showed that the F-value of 1226.401 is significant at .000. This indicated that teachers' extrinsic motivational factors were significantly related to attainment of sustainable development goals in public senior secondary schools in Rivers State. Therefore, the null hypothesis of no significant linear relationship between teachers' extrinsic motivational factors and attainment of sustainable development goals in public senior secondary schools was rejected. This means there is significant relationship between teachers' extrinsic motivational factors and attainment of sustainable development goals in public senior secondary schools in Rivers State.

**Table 8:** Model Summary for teachers' extrinsic motivational factors and attainment of sustainable development goals in public senior secondary schools in Rivers State

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
	.610 <sup>a</sup>	.373	.372	8.39886

In table 8 above, the coefficient of determination ( $R^2$ ) is .373. This indicates that 37.3% of the variance in attainment of sustainable development goals in public senior secondary schools is caused by variations in the predictor variables. Therefore, 37.3% of the variance in attainment of sustainable development goals in public senior secondary schools in Rivers State is caused by teachers' extrinsic motivational factors.

**Table 9:** t-Values of teachers' extrinsic motivational factors and attainment of sustainable development goals in public senior secondary schools in Rivers State

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error			
(Constant)	-22.828	1.942	.610	-11.756	.000**
teachers' extrinsic motivational factors	.791	.023		35.020	.000**

To determine which of the variable significantly related to or predicted the attainment of sustainable development goals in public senior secondary schools in Rivers State, the t-value of the variable is presented in table 9. The t-value for teachers' extrinsic motivational factors was (-11.756,  $P > 0.000$ ). Teachers' extrinsic motivational factors had significant relationship ( $P > 0.05$ ) with and predicted the attainment of sustainable development goals in public senior

secondary schools in public senior secondary schools in Rivers State.

## DISCUSSION OF FINDINGS

The findings of the study based on the purpose that guided the study were discussed in this section. Discussions were presented in accordance with the research questions posed and hypotheses formulated for the study as follows:

1. Factors that motivate teachers
2. Correlation coefficients between teachers' intrinsic factors and attainment of Sustainable Development Goals
3. Correlation coefficients between teachers' extrinsic factors and attainment of Sustainable Development Goals

### Teachers' motivational factors

The findings of the study in this regard showed that the factors that motivate teachers for the attainment of Sustainable Development Goals in public senior secondary schools in Rivers State are: nature of work itself, recognition, achievement, responsibility, advancement, salary, working condition, security, promotion, supervision, policies, and interpersonal relationship. These findings agree with that of Copper and Robbetson (2017) and Akinwumiju and Agabi (2018), who noted that factors that motivate teachers to higher performance are monetary factors like salary, incentive, special individual incentives grant; and non-monetary factors such as, job status, and position, recognition, appreciation, delegation of authority, working conditions, working environment, job security, rest, job enrichment, rewards, interpersonal relationship, promotion company policy and administration, proper placement, good performance appraisal, good welfare services, good supervision, flexible working hours, training and development, employees involvement in decision making, achievement, self-actualization, the nature of work itself etc. Fehnintola (2015) added that these factors encourage teachers to put in their maximum best towards goals, reduces the rate of turnover among teachers, helps in eliminating frustration of teachers in the school, attract and sustain teachers, reduces absenteeism, boredom and monotony in teachers. (I.e. if they are given chances to grow and develop their job through training. Teachers are very indispensable in the entire educational system of any nation and are pivots on which education wheels revolve hence properly motivated perform more effectively. Similar to the findings of the study is that of Chukwudolue (2012) who carried a study on development and validation of teacher motivation assessment scale in Anambra State. Amongst other findings, the following are noteworthy. Conditions of service for teachers were streamlined to ensure their motivation. Teachers were allowed to express their feelings about their jobs to their principals. There was approval for teachers who applied for in-service training which led to their job and hence were not stratified. There were special packages for teachers whose students excel in public examination which could examination. In the same vein, the findings agree with that of Walson (2015) who carried out a study on demographic and personality variables on principals performance, found that factors such as nature of work itself, recognition, responsibility, achievement and advancement are sources of motivation for principals in the management of secondary schools in South-South, Nigeria. The results showed that the nature of the work principals do serve as motivator. This is based on the fact their routine job as principals was meaningful, interesting, and required their initiatives in carrying their duties effectively. Besides, the principals' job was challenging and not threatened and they derived pleasure from their job. It is pertinent to state that the nature of the principals' job being challenging and which required

their initiatives made it interesting and a source of pleasure thus, serving as a motivator to them to carry out their duties effectively. These findings were in line with the assertion of Maicibi (2001), that the nature of the job as challenging and interesting was an influential factor in predicting overall performance. The findings showed that all the factors, namely, work itself, achievement, recognition, responsibility and advancement were perceived by the librarians as motivational factors. Furthermore, the findings corroborates with that of Ekere (2010) investigated on motivational factors as correlate of Librarians' job satisfaction in Nigerian University Libraries job satisfaction in University libraries in Nigeria and found out that the factors, namely, work itself, achievement, recognition, responsibility and advancement were perceived by the librarians as motivational factors.

### **Correlation coefficients between teachers' intrinsic factors and attainment of Sustainable Development Goals**

The findings in this regard showed that the correlation coefficient between teachers' intrinsic factors and attainment of sustainable development goals in public senior secondary schools in Rivers State was substantial. The test of hypotheses in this respect revealed that there was significant relationship between teachers' intrinsic motivational factors and attainment of sustainable development goals in public senior secondary schools in Rivers State. The total variance in attainment of sustainable development goals in public senior secondary schools in Rivers State is caused by 10.1% of teachers' intrinsic motivational factors. It implies that to effectively attain sustainable development in public senior secondary schools, nature of work, recognition, responsibility, advancement and promotion must be taken in to consideration in the scheme of things in the educational system. The emphasis on teacher motivation is that that teachers' are fundamental prerequisite for goals attainment of education of any nation. They are the purveyors of knowledge and the most virile who continue to impart positive knowledge and worthwhile skills to the learners for the realization of goals and objectives of education. The realization of any aims of education depends on the teachers. These findings agree with that of

### **Correlation coefficients between teachers' extrinsic factors and attainment of Sustainable Development Goals**

The findings in this regard showed that the correlation coefficient between teachers' extrinsic motivational factors and attainment of sustainable development goals in public senior secondary schools in Rivers State was substantial. The test of hypotheses revealed that there was significant relationship between teachers' extrinsic motivational factors and attainment of sustainable development goals in public senior secondary schools in Rivers State. The total variance in variance in attainment of sustainable development goals in public senior secondary schools in Rivers State is caused by 37.3% of teachers' extrinsic motivational factors. The agreed with that of Oladele (2015) who carried out a study on teachers' motivation and effectiveness on academic achievement of students in Nnewi Local Government Area of Anambra state and found out that that most teachers disillusions or not happy with their working condition which they felt was relatively poor compare their counterparts in private and other public enterprises and hence they were not quite motivated. Work environment and company policy as extrinsic motivational factors perhaps could motivate teachers to higher performance. These findings corroborates with that Chiaha (2017) who carried out a study on motivational factors to services delivery of university lecturers in Enugu state found out that regular payment of salaries, conducive work environment, constant power supply and interpersonal relationship were the major motivational factors to lecturers service delivery, while the absence of these were the major factors hindering them. The study also showed that motivational factors such as

good salaries, fringes benefits, research grants, ICT compliances brings about good job performance.

## CONCLUSION

It is concluded from the findings of the study that motivation of teachers is important for the attainment of sustainable development goals in public secondary schools in Rivers State. The factors which motivate teachers for the attainment of sustainable development goals in public senior secondary schools in Rivers State are: nature of work itself, recognition, achievement, responsibility, advancement, salary, working condition, security, promotion, supervision, policies, and interpersonal relationship; The relationship between these inclusive intrinsic and extrinsic motivational factors and attainment of sustainable development goals in public secondary schools in Rivers State was substantial.

## RECOMMENDATIONS

The following recommendations are made on account of the findings of the study.

Teachers should be properly motivated by providing them the necessary intrinsic and extrinsic incentives because of their substantial relationship.

## EDUCATIONAL IMPLICATIONS

The findings of the study showed that the factors that motivate teachers for the attainment of sustainable development goals in public senior secondary schools in Rivers State are: nature of work itself, recognition, achievement, responsibility, advancement, salary, working condition, security, promotion, supervision, policies, and interpersonal relationship. The findings also revealed that intrinsic and extrinsic motivational factors correlated and had significant relationship with attainment of sustainable development goals in public secondary schools. Teachers' intrinsic and extrinsic motivational factors from the findings of the study impacted positively on attainment of sustainable development goals in public senior secondary schools in Rivers State. Such factors were handy in predicting the attainment of sustainable development goals in public senior secondary schools in Rivers State.

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