



RELATIONSHIP BETWEEN SELF-MOTIVATION, SOCIAL SKILL AND LECTURERS JOB PERFORMANCE IN COLLEGES OF EDUCATION IN BENUE AND KOGI STATE

ABSTRACT

The study investigated the relationship between self-motivation, social skills and lecturers' job performance in Colleges of Education in Benue and Kogi State. Two research questions and two hypotheses guided the study. Correlation research design was used for the study. The population was 1542 lecturers in 6 public Colleges of Education in Benue and Kogi States, Nigeria, 595 Lecturers in Benue and 947 Lectures in Kogi States. A sample size of 306 lecturers using Krejcie and Morgan (1970) table for determining sample. Multi-stage sampling techniques were employed for the study, which included stratified, proportional and simple random sampling techniques. The data were collected through researchers-structured questionnaire titled 'self-motivation, social skills and lecturers job performance Questionnaire' (SMSSLJPQ). The structured questionnaire developed by the researchers was subjected to scrutiny by two experts from Guidance and Counselling and one from Test and Measurement, all in the Faculty of Education, Benue State University Makurdi. The reliability co-efficient of self-motivation was 0.87, social skills was 0.75. Data was analyzed using Pearson Moment Product Correlation to answer the research questions and linear regression was used to test the hypotheses at the 0.05 level of significance. Findings showed that self-motivation and social skill increases so lecturers job performance increases in Colleges of Education in Benue and Kogi States.

Introduction

The upsurge in poor job performance of lecturers in public Colleges of Education in Nigeria seem to have become a menace staring both the government and education stakeholders in the face. There is a seeming consensus of opinion about the fallen standard of education as a big problem that is hindering the posterity of the nation in terms of manpower resources that is needed for effective development of Basic Education in Nigeria. This is because lecturers at this level are responsible for training individuals who will turn train individuals at the foundation of Basic Education. According to Adesehinwa, (2013), most of these lecturers seem to experience work challenges that are seen manifesting itself in the form of poor job

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performance like poor teaching effectiveness, poor conduct of research productivity, not attending lectures, not marking and recording students' assessment in time and poor supervision of students as a result of poor motivations, which affect their self-motivation and social skill.

Self-motivation is aspect of emotional intelligence that has to do with the ability to set goals, strive for achievement, and maintain a positive attitude even in the face of setbacks and obstacles. Mukokoma (2020) identified motivation as aspect of EI that enhances emotions. For example, when lecturers are feeling positive emotions like joy, excitement, or gratitude, they are more likely to be motivated to engage in behaviours that are aligned with the school goals (Aya & Onuoha, 2019). Conversely, when they are feeling negative emotions like fear, anger, or frustration, there is likelihood that it will leads to less motivated or even demotivated to take action. Similarly, the ability to manage emotions can also impact on motivation, in this sense, motivation can be seen as a component of emotional intelligence that is closely linked to ability to understand and manage our own emotions in a way that supports our goals and aspirations. Motivation, according to Datta and Datta (2013, p. 56), can be defined as “those factors that energize, direct, and sustain human behaviour towards a particular course of action. It indicates the intention of achieving a goal, leading to goal directed behaviour.

Social skill is the ability to effectively interact with others, is becoming increasingly important for organizations as more team-based arrangements are used and more service-oriented jobs are employed (Beheshtifar&Norozy, 2013). It also refers to personality traits or personality capabilities that contribute to psychosocial outcomes. Good social skills include both what is said during a social interaction and how it is said. When communicating with another person, the verbal content of the message, that is, the person's choice of words or phrases is important. How that message is communicated can be just as important. For example, appropriate facial expressions, body language, eye contact, and a good, firm voice tone all help to communicate the message. According to Beheshtifar and Norozy (2013), social skills aimed at improving both what people say during interactions and how they say it. On the other hand, social effectiveness is identified as the ability to effectively read, understand, and control social interactions. One of factors to attain goals in any field is individual ability to empathise his/her job.

Purpose of the Study

The purpose of this study was to investigate the relationship between self-motivation, social skill and job performance of lecturers in Colleges of Education in Benue and Kogi States, Nigeria. Specifically, the study sought to:

1. Determine the relationship between self-motivation and job performance of lecturers in Colleges of Education in Benue and Kogi States
Ascertain the relationship between social skill and job performance of lecturers in Colleges of Education in Benue and Kogi States

Research Questions

The following research questions guided the study:

1. What is the relationship between self-motivation and job performance of lecturers in Colleges of Education in Benue and Kogi States
2. What is the relationship between social skill and job performance of lecturers in Colleges of Education in Benue and Kogi States

Hypotheses

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

1. There is no significant relationship between self-motivation and job performance of lecturers in Colleges of Education in Benue and Kogi States
2. There is no significant relationship between social skill and job performance of lecturers in Colleges of Education in Benue and Kogi States

Methodology

The design of the study was a correlation research design. This is type of research design that investigates the relationship between one variable and another. Correlational research design investigates one or more characteristics of a group to discover the extent to which the characteristics are related. The study area was Colleges of Education in Benue and Kogi States, Nigeria. The population of the study was 1542 lecturers in 6 public Colleges of Education in Benue and Kogi States, Nigeria, 595 Lecturers in Benue and 947 Lecturers in Kogi States respectively. Sample size was 306 lecturers using Krejcie and Morgan (1970) table for determining sample. Multi-stage sampling technique was employed for the study, which included stratified, proportional and simple random sampling techniques.

The instrument constructed by the researchers titled: self-motivation, social skill and lecturers job performance questionnaire was used for the study. The instrument was divided into Clusters A, B and C. Cluster A contained items 1-5 which elicited response on self-motivation. Cluster B contained items 6-10 which elicited response on social skill, while cluster C contained items 11-15 which elicited response on lecturers' job performance. The instrument was a 4-point rating scale with the response mode of Strongly Agree (SA) 4, Agree (A) 3, Disagree (D) 2, and Strongly Disagree (SD) 1. The structured questionnaire

developed by the researchers was subjected to scrutiny by two experts from Guidance and Counselling and one from Test and Measurement, all in the Faculty of Education, Benue State University Makurdi. 306 copies of the questionnaire were administered to the respondents on the spot using the face-to-face method and were collected immediately. Data were analyzed using Pearson Moment Product Correlation to answer the research questions and linear regression was used to test the hypothesis at the 0.05 level of significance.

Results

Research Question 1

What is the correlation between motivations as correlate of lecturers’ job performance in Colleges of Education?

Table 1: Pearson Product Moment Correlation Scores on Correlation between Self-Motivations and Lecturers’ Job Performance in Colleges of Education

		Motivations	Lecturers’ Job Performance
Motivations	Pearson Correlation	1.000	0.874**
	Sig. (2-tailed)		0.000
	N	306	
Lecturers’ Job Performance	Pearson Correlation	0.874**	1.000
	Sig. (2-tailed)	0.000	
	N	306	306

Table 1 result showed correlation coefficient is 0.874. It therefore indicated that there was positive correlation between motivations and lecturers’ job performance in Colleges of Education. This implies that, as self-motivated increases, lecturers job performance also increases.

Research Question 2

What is the correlation between social skills and lecturers’ job performance in Colleges of Education?

Table 2: Pearson Product Moment Correlation Scores on Correlation between Social Skills and Lecturers’ Job Performance in Colleges of Education

		Self-efficacy	Stress
Social Skills	Pearson Correlation	1.000	0.874**
	Sig. (2-tailed)		0.000
	N	306	306
Lecturers’ Job Performance	Pearson Correlation	0.874**	1.000
	Sig. (2-tailed)	0.000	
	N	306	306

Table 2 result showed correlation coefficient is 0.874. It therefore indicated that there was positive correlation between social skills and lecturers’ job performance in Colleges of Education. This implies that, as social skills increase, lecturers job performance also increases.

Hypothesis 2

There is no significant correlation between motivation and lecturers’ job performance in Colleges of Education.

Table 3: Linear Regression Showing Correlation between Self-Motivation and Lecturers’ Job Performance in Colleges of Education

Variable	R	R ²	F	B	T	Sig
(Constant)	0.874	0.763	1234.859	305		0.000
Motivation						0.000

F (1, 384) = 1234.859, P < 05

Table 3 result: F (1, 384) = 1234.859, R = 0.874, R² = 0.763, B 305, P < 0.05 since p 0.000 is less than P.0.05, the null hypothesis which stated that motivation has no significant correlation with lecturers’ job performance is rejected. This implies that there is a significant positive correlation between motivation and lecturers’ job performance in Colleges of Education

Hypothesis 4

There is no significant correlation between social skills and lecturers’ job performance in Colleges of Education

Table 4: Linear Regression Showing Correlation between Social Skills and Lecturers’ Job Performance in Colleges of Education

Variable	R	R ²	F	B	T	Sig
(Constant)	0.900	0.809	1624.406	13.961		0.000
Social Skills						0.000

F (1, 384) = 1624.406, P < 05

Table 12 result: F (1, 384) = 1624.406, R, 0.900, R² = -0.809, B 13.961, P < 0.05 since p000 is less than P.0.05, the null hypothesis which stated that social skills have no significant correlation with lecturers’ job

performance is rejected. This implies that there is a significant positive correlation between social skills and lecturers' job performance in Colleges of Education

Finding

The findings of the study, based on research question one and hypothesis one, showed that self-motivation has significant positive correlation with lecturers' job performance in Colleges of Education. This implies that, as self-motivation increases so lecturers' job performance also increases. This finding agreed with Kumari and Kumar (2023), who result supported the hypothesis and demonstrate that self-determined motivation, non-self-determined motivation, and factors affecting teachers' motivation play a vital role in teachers' job performance since all predictors are significant in job performance. Employees can be motivated by participation and accomplishment when their values are integrated with the organizational goals. This finding agreed with Akhtar and Iqbal (2017), who study validated the research questions and proved statistically significant impact of teachers' motivation on job performance. The finding implied that remuneration and incentives are vital elements for developing the teacher's motivation that might build up their performance efficiently.

The findings of the study, based on research question two and hypothesis two, showed that social skill has significant positive correlation with lecturers' job performance in Colleges of Education. This implies that, as social skill increases so lecturers' job performance also increases. This finding agreed with Asilaza (2016), who indicated that well developed management skills of the four domains of emotional intelligence self-awareness, self-management, social skills influence employees to understand and manage their abilities and control their shortcomings. This finding agreed with Vijitharan, Harikaran and Nanthagopan (2019), who result stated that emotional intelligence has significant impact on school teachers' performance.

Conclusion

The study revealed a significant positive relationship between self-motivation, social skill, and lecturers' job performance in Colleges of Education in Benue and Kogi States. This implies that, as self-motivation and social skills increases, lecturers' job performance also increases.

Recommendations

1. Colleges of Education should organize regular workshops and training focused on enhancing self-motivation and social skills among lecturers. These programs can help educators develop greater self-awareness, emotional regulation, and interpersonal competence, which in turn boosts their teaching effectiveness and performance.

2. Institutions should integrate SEL principles into their organizational policies to foster a collaborative and supportive work environment. Providing opportunities for peer mentoring and social interactions can further enhance lecturers' social skills, leading to better teamwork, communication, and job performance.

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