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HERZBERG TWO FACTOR THEORY AS A CORRELATE OF TEACHERS' MOTIVATION IN PUBLIC SENIOR SECONDARY SCHOOLS IN RIVERS STATE

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ABSTRACT

The study investigated Herzberg's two factor theory as a correlate of teachers' motivation in public secondary schools in Rivers State. The design of the study is correlational survey. The population of the study was 6357 teachers in the 311 Public Senior Secondary Schools in Rivers State. A sample of 382 teachers of government owned Public Senior Secondary Schools in Rivers State is used for this study. This sample size is determined using the Taro Yamen formula. Out of the 382 copies of the questionnaire that were distributed, 350 were duly completed and returned. The study based its analysis on the returned copies of questionnaire. The research instruments that is used for data collection are the Herzberg's Two-facto theory as a correlate of Teacher Motivation Questionnaire (HTFTPQ). To ascertain the validity of the instruments, the initial drafts were given to three experts from the Department of Educational Management all from Ignatius Ajuru University of Education. Research questions were answered using mean and standard deviations scores. The hypotheses were tested using regression. The findings showed significant relationship between the variables of the study. The study recommended that motivation should be taken seriously by leaders and administrators of public secondary schools in Rivers State.

Keywords: Herzberg's two factor theory, Correlate, Teachers, Motivation, Public secondary schools, Rivers State.

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INTRODUCTION

Herzberg's motivation theory examines the core needs of an employee. It gives the approach of the total human staff. Its target is to keep and motivate the staff in the short term (hygiene)

factor and in the long term (motivators). A conducive working environment, pay, job role, recognition, staff status is the target of the Herzberg two factor theory. Motivation is perhaps an important factor in enhancing commitment of employees in any organization towards achievement of organizational goal. The behaviour of employees can change through motivation in any organization depending on the nature of work and type of institution. Motivation is described as some kind of internal drive which pushes someone to do things in order to achieve a good result (Harmer, 2001).

Gredler, Broussard and Garisson (2004) broadly defined motivation as the attribute that moves us to do or not to do something. Motivation is described as “the complex set of force in an individual at work in an organization that spur him to higher motivation. In this study, motivation is defined as the process of energizing teachers to put in their best in ensuring that students are adequately taught in the teaching and learning process. This can be seen when students are doing well academically in terms of continuous assessment scores and examinations. That is to say that when teachers are properly motivated, they could perform better and translates to the general motivation of the students’ at large which will in turn improve the education system that will reflect in higher productivity at all levels of the economy.

It is motivation that determines whether an individual will give up the pursuit of a goal when faced with roadblocks and obstacles. It takes motivation to sustain the effort to attain a goal. Motivation explains why people behave the way they do in an organization. Motivation is very important in the educational system because highly motivated teachers can produce twice as much as what poorly motivated teachers will do. With adequate ability and a good understanding of the teaching job, well-motivated teachers could tend to be highly productive and goals can be achieved in an efficient way.

Teachers are arguably the most important group of professionals for our nation’s future as the National Policy on Education puts it that “No nation can rise above the level of its teachers” section 9 No. 59 (Federal Republic of Nigeria FRN, 2014). A teacher is a person who has knowledge, skills and special training in teaching. The teacher is the person who is capable of creating behavioral change in terms of cognitive, psychomotor as well as affective domain of the learner (Ololube, 2012).

A teacher in this study is a person, an expert employed in a secondary school to teach a particular subject and capable of imparting knowledge that will help learners build, identify and acquire skills that will be used to face later challenges of life. Teachers provide to the learners’ knowledge, skills and values that enhances development of an educated person to be utilize in the private and public sectors. Teachers are engaged in secondary schools to teach, to achieve the objectives on which they were established. Secondary education is the education offered to students’ after the primary school. It is the form of education children receive after primary education and before the tertiary.

Teacher’s motivation is therefore the rate at which they carry out specific task in the school system. These tasks include: classroom management, instructional delivery, discipline of students, communication and evaluation of students learning. Classroom can be defined as a place where students meet for learning purposes. It could be an empty space, museum, workshop, an art gallery, display center or a special room kept for the purpose of teaching and learning. The class room is a very important place in the school organization. It conditions students or learners towards achieving the set objectives and opportunities of socializing as they interact among themselves.

The process of planning, organizing, directing and coordinating the resources in the classroom for the purpose of attaining effective teaching and learning can be said to be classroom management. Classroom management refers to the operation and control of the class room activities. Ololube (2013, 2017a) defined classroom management as the orchestration of classroom life, planning, curriculum, organizing procedures and resources, arranging the environment to maximize efficiency, monitoring students' progress, anticipating potential problems. Some of the things teachers consider in planning classroom management are: seating arrangement which designated seats are necessary. However, members of the higher classes should not be assigned definite seats (they are seats reserved or set aside for some students who may be impaired by sight or hearing). Teachers should be alert to know students with some impairment like short sighted students' and students with hearing problem should seat near the front roll. Arranging seats orderly the teacher can either arrange by an alphabetical order. This will enable the teacher move around the class to monitor what the students are doing he easily observes those not copying their notes, making noise or doing something else like drawing to distract themselves and others from following the lesson.

Statement of the Problem

Schools in Nigeria seem to be fast deteriorating, particularly secondary schools in terms of effectiveness, pro-activeness, innovative and efficiency. This is perhaps due to lack of motivation for teachers. Teachers in Secondary School have an important role in impacting knowledge, skills to students for their life long living as stated in the policy on education. The administration of secondary schools in Nigeria has become increasingly more challenging than before as a result of the increase in students' enrolment, advent of new technology and expansion of curriculum. The school as a social agent is expected to provide the enabling environment for teachers to strive and carry out their duties more effectively. Being those who implement the curriculum by ensuring that teaching and learning takes place in the classroom, teachers' commitment in their job could perhaps depend on motivational factors.

Purpose of the Study

The purpose of the study is Herzberg's two factor theory as a correlate of teachers' motivation in public secondary schools in Rivers State. Specifically, the study sought to:

- Determine the correlation between hygiene factors and teachers' motivation in Public Senior Secondary Schools in Rivers State.
- Examine the correlation between Non-hygiene (motivators) factors and teachers' motivation in Public Senior Secondary Schools in Rivers State.

Research Questions

The following research questions were posed to guide the study;

- How do hygiene factors correlate to teachers' motivation in Public Senior Secondary Schools in Rivers State?

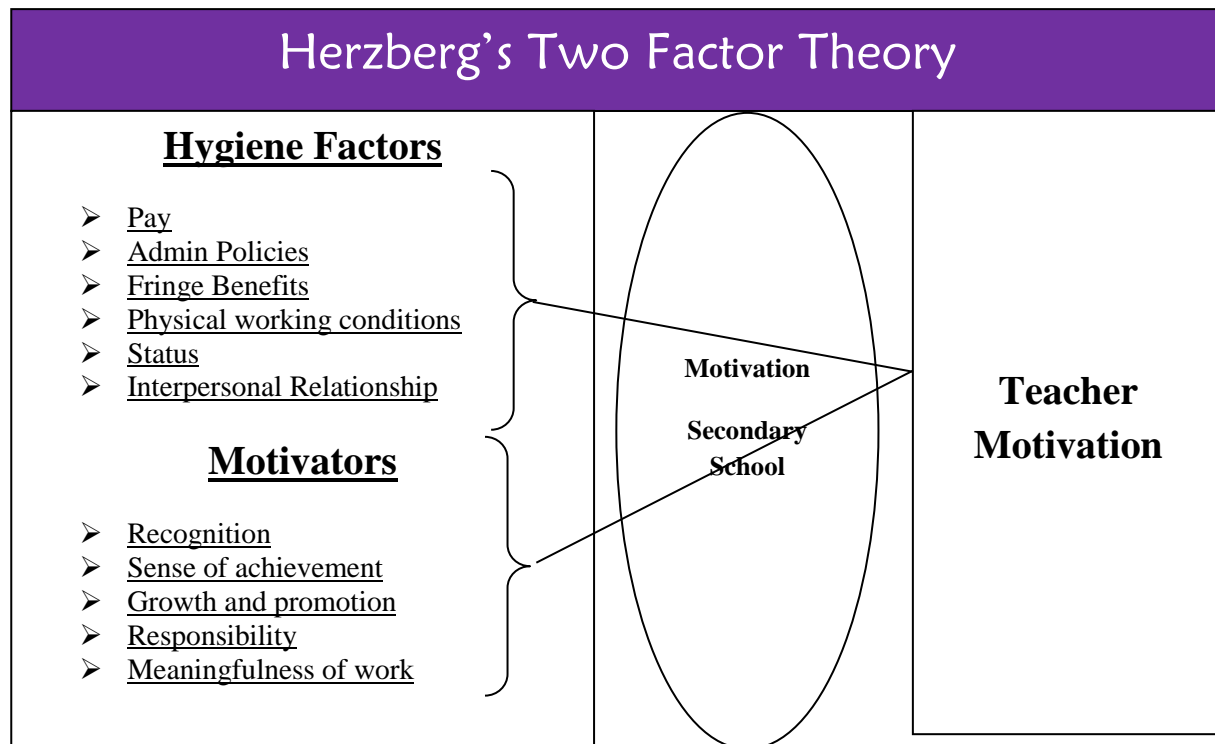
- How do the motivators correlate to teachers' motivation in Public Senior Secondary Schools in Rivers State?

Hypotheses

The following hypotheses were formulated and tested at .05 level of significance:

- There is no significant correlation between hygiene factors and teachers' motivation in Public Senior Secondary Schools in Rivers State.
- There is no significant correlation between motivators and teachers' motivation in Public Senior Secondary Schools in Rivers State.

CONCEPTUAL CLARIFICATION



Herzberg's two-factor Theory

The study is anchored on Herzberg's two-factor theory by Frederick Herzberg in 1959. 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 dissatisfiers. The motivators when present in the work situation lead to strong motivation, satisfaction, good job motivation, 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 higher motivation and effort.

Nature of work itself relates to the meaningful nature of the work which gives pleasure and spurs teacher 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 carried out. 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 motivation of a teacher. Therefore, variety and flexibility in teachers' task roles are motivational factors in their motivation in public Senior Secondary Schools in Rivers State.

Recognition relates to commendations received from stake holders for work done. This includes praise for valued opinion in PTA meetings and Staff meetings, as well as being used as a point of reference for outstanding motivation. 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 attending staff meeting, appointed to head committee of 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.

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. This spurs the teacher to do more as efforts put in place has yielded results to take the school to a greater level.

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 conferences, workshops and seminars for capacity building. Advancement refers to opportunities for professional growth in an organization. It also involves actual changes which enhance position or status at work. Many employees tend to experience job satisfaction and subsequent higher motivation if they perceive career advancement to be a real possibility in an organization. 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. 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 not 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 enhance motivation of 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, paying good salary they will perform better in Public Senior Secondary Schools. This was verified in this study.

However, the validity of the motivators in Herzberg's two-factor theory to cause job satisfaction and subsequent higher motivation has been questioned as satisfaction may or may not be directly related to job motivation. This is because Herzberg's work paid little attention towards testing the motivational factors and motivation implications of the two-factor theory.

Non-Hygiene Factors (motivators) and Teacher Motivation

These factors encourage the growth and the development needs of teachers at the work place. Herzberg identified the following factors or events:

- Achievement
- Recognition for achievement
- The work itself
- Responsibility
- Advancement (promotion).

Herzberg and his associates identified two categories of factors or rewards, those that are related to job satisfaction and those that are related to job dissatisfaction. Those factors that are related to satisfaction or positive about the job are called motivators or satisfiers. This is because these factors are related to the nature of the work that is the content of the job itself, they are sometimes referred to as intrinsic factors. These factors encourage the growth and the development needs of people, recognizing a hard-working teacher and display it in the school newsletter, magazine or notice board tagging such teacher as the best teacher of the year. This indeed will spur other teachers' up to see that hard work really can be encouraging and will be recognized by the school management.

The nature of work itself, this has to do with the subject or job the teacher engages in, which gives him or her that mind set to want to remain in such a job. The teaching profession has been assumed to be a profession where teachers cannot be easily terminated of their job because it has to go through processes and various consultations. The least that can be done to an erring staff like the teacher is sanction or queries and is put in the file of such teacher for future reference if such matter occurs. Again, because the job has to do with government the employment of the teacher is secured compared to other professions especially the private sector where staff are terminated from work for offences that could not necessitate them to be laid off.

Responsibility has to do with the area of job specification or task a teacher is authorized to discharge his/her job efficiently. The teacher discharges his/her responsibility in the area of teaching the students' ensuring that adequate knowledge is passed on to the students'. It is the teachers' responsibility to account for every single student's in his/her class when the need arises. It is the responsibility of the teacher to conduct assembly for students' every morning and give briefings of new information they need to know.

Achievement is when a person or organization is given a task to be accomplished within a specified period of time with goals attained. Teacher achievement is one of the major goals in teaching and learning process. When a student's who is weak and unintelligent begins to do well and gets good grades at the end of term or session, it brings joy and the desire of such teacher because both the bright and weak students are all doing well. This will mean that the teacher has

actually taught and then it could be said that teaching and learning has taken place. However, it does not just stop in the weak student passing with good grades but when such knowledge transcends to others and society in general.

Recognition can be said to be the teacher who is hard working in an institution of learning who is recognized opting by words of praise in the assembly for a job well done. A teacher can also be recognized in the success recorded by the school in terms of students' motivation in external examinations and competition that have brought laurels and awards in recognition of the school. This the school management can do by giving a prize award either in cash or kind to such teacher. It is also the responsibility of the teacher to keep records of the class register, class assignment record of all students' and setting of examination questions for their evaluation.

Advancement every teacher that want to be at the top should strive to advance personally without waiting for school or government to provide such opportunity. The teacher should ensure that the note of lesson given for a particular term or session should not be copy and paste for students' as this makes them bored and monotonous. The students should see every new term as interesting and challenging to spur them up for learning. For example, a teacher teaching basic science should have good knowledge on current curriculum and syllabus in his/her area of specialty to understand new formulas, diagrams, procedures of carrying out test and should be conversant with latest technology and internet search to meet up with the international standards.

Motivation comes from doing the work itself and the reward is the good feeling one has for a job well done. Most effective managers are intrinsically motivated. Their intrinsic reward come from their helping their organizations achieve their goals and gain competitive advantages. For teachers' who carry out their job and are happy doing at which passion are intrinsically motivated by what they do. Also, for people doing jobs that are interesting and challenging, intrinsic motivation comes from their performing their jobs.

On the other hand, extrinsically motivated behaviour is one that is performed for the acquisition of a material or social reward or the avoidance of punishment. The source of extrinsic motivation is the consequence of the behavior rather than behaviour itself. According to Herzberg, motivation is related to job satisfaction but not to dissatisfaction. That is, when these motivational factors are present in a work situation, they lead to strong motivation, satisfaction and good job motivation, but do not cause dissatisfaction when they are absent. At worst, the absence of motivators can only result in no satisfaction.

Hygiene Factors and Teachers Motivation

Those factors that are related to dissatisfaction are called hygiene or dissatisfies to the fact that those factors are all related to the context (environment) of the job. They are also referred to as the extrinsic factors of motivation. Some of the hygiene factors identified by Herzberg (1968) include:

- Supervision;
- Company policy and administration;
- Interpersonal relations with superior;
- Working conditions;
- Salary.

Supervision is the act of giving leadership to personnel in an organization, it entails giving direction to staff with the aim of making them achieve the set goals within the specified period of time. Supervision is one of the instruments of educational administrators. It is a vital tool used by educational administrators to ensure that educational objectives and goals are achieved. As the word implies, supervision can be carried in any organization by supervisors on supervises. Ololube (2017a) defined supervision as all effort of designated school officials toward providing leadership to teachers' and other educational workers in the improvement of instruction involves the stimulation and professional growth and development of teachers', a selection and revision of educational objectives, materials of instruction and methods of teaching and evaluation of instruction.

This implies that the main institution is to offer assistance for the growth of teachers' and learning situation, invariably, although other activities of education system may require supervision, instruction (teaching and learning) is the most important aspect of educational activities that require supervision. Ololube (2007b) saw supervision as the practice of monitoring the motivation of school, staff and pupils noting the merit and demerits of prescribed technique and using benefitting and amicable techniques. To ameliorate the flows while still improving on the merits thereby increasing the standard of school and achieving educational goals. Here supervision is seen as an instrument for monitoring all school activities in order to improve on positive ones and at the same time correct the negative ones.

There are two types of supervision, external and internal supervision: External supervision: this is as well-known as inspection. It is a type of supervisory visit carried out by the ministry or school board officials to schools under their control to determine the extent of compliance to prescribed, established, standard, policies and programs.

Internal supervision is the type of supervision carried out within the school whereby the administrator or any teacher delegated or heads of department interact with the teachers', pupils and other school staff to ensure that they carry their function according to set standard. A vital aspect of internal supervision is instructional supervision. This has to do with regular interaction with teachers' and students' in the classroom to ensure the attainment of teaching and learning objectives.

Working condition: Working condition refers to the working environment and all existing circumstance affecting labor in the workplace, including job hours, physical aspects, legal rights and responsibilities. Teachers' should be given a conducive work environment to aid their motivation. This should be in terms of materials for teaching like chalkboard, continuous assessment sheets, pen, note book, equipped library, science, class room with ventilation, table and chair, computer etc. Also, teachers should have the opportunity for workshops, seminars and conferences. The government and school administrators should not see the growth of teachers' as a threat to their status or position as this will bring about increase and high productivity to the overall wellbeing of the educational system. Teachers' when given opportunities will be motivated and spur them up to put in their best and perform effectively in the teaching and learning process.

Salary is the remuneration to the service of an employee by the employer at the end of month or as may be agreed upon.

Concept of Teacher Motivation

Human resource is an important factor of production. A well trained, motivated workforce makes it possible to achieve the organization's success. For this reason management has to supply not only raw materials, facilities, and equipment, but it also has to motivate its teachers. Productivity, quality and customer relation are the key areas of success and these depend on motivation of the teachers. Teachers will perform well if they are motivated. So, irrespective of the organizational differences, managers face a common challenge of fostering a motivating work environment. A motivated workforce is essential because the complete participation of teachers will certainly drive the profitability of the organization (Ololube, 2007). Motivation has an influence on productivity. For this reason management needs to understand what motivates teachers to attain the highest motivation level.

To increase teacher motivation is a difficult task because teachers respond in different ways to their jobs. Motivated behaviors are voluntary choices controlled by the individual teacher. The supervisor wants to influence the factors that motivate teachers to higher levels of productivity. Motivation is the educating of teachers to channel their efforts towards organizational activities and thus increasing the motivation of the said boundary spanning roles. If management neglects to educate and motivate their teachers, they will become dissatisfied or lose their interest to job. This lack of interest in the workplace leads to absenteeism, turnover, sick leave, strikes, grievances and even accidents, but a motivated workforce would alleviate dissatisfaction felt by teachers and improve these factors. A motivated workforce will lead to greater understanding, acceptance, commitment to implementation, understanding of objectives and decision making between management and teachers. While exercising different motivational techniques, management get involved with teachers and this participation is related with the increase in motivation of teachers. Therefore, there is a direct result between the levels of motivation and management's participation.

Motivation is a key determinant of job motivation and a poorly motivated force will be costly in terms of excessive staff turnover, higher expenses, negative morale and increased use of managements' time. Therefore, management must know what exactly stimulates their staff so resources are not misallocated and dissatisfaction develops among teachers. Motivation to be proactive in the sense of; in dealing with teachers who are high performers, motivation is essential, otherwise their motivation will decline or they will simply leave the job. While dealing with low performers, motivation is a prerequisite; otherwise these teachers will drag results down, lower productivity and certainly would not leave the organization, as they will have nowhere else to go.

Motivation is an internal process which directs any one to behave in a particular way. It is a force that boosts enthusiasm and it differs depending on situation. It is the development of an aspiration in a teacher to accomplish a task to the greatest ability based on that individual's own initiative (Jonathan, 2017). It is the strive to reach peak motivation every day, to enjoy the continual challenge of improving results, to genuinely care about their peers and their company, and to maintain positive results (Jackson, 2014). It is the willingness to exert high levels of effort toward organizational goals, conditioned by the person's ability to satisfy some individual need (Koko, 2002).

Motivating is the ability to instruct the teachers with a unity of purpose and to maintain a continuing, harmonious relationship among all people. It is a force which persuades and promotes an eagerness of every teacher to cooperate with every member of the team. Through

motivation the organizational climate becomes harmonious to all the work groups and the company as a whole gets benefited. Ololube (2007b) stated that job dissatisfaction can be one factor that will increase costs, produce time delays and generally reduce productivity on most types of projects. One way that management can increase productivity is by how it influences worker's attitude, which is a major element in worker motivation and determine how much work will be accomplished.

Motivating teachers and keeping them satisfied are some of the ways that managers and organizations retain teachers and provide excellent service. The researcher is in agreement with Obadara (2012), who states that the most enduring and slippery challenge managers have is getting people to do their best work, even in trying circumstances. According to Ololube (2006), motivating teachers is very important because motivation of every individual is his willingness to unreservedly work hard for high productivity; meaning the teacher is willing to use all the abilities that he has for the sake of his organization by utilizing the available opportunities to accomplish his organization's mission.

METHODOLOGY

The design of the study is correlational survey. The correlational survey design according to Howell (2007) examines the degree, patterns and strength of relationship between two or more variables being studied rather than explore causal relationship between them. The population of the study is 6357 teachers in the 311 Public Senior Secondary Schools in Rivers State. See Appendix A. A sample of 382 teachers of government owned Public Senior Secondary Schools in Rivers State is used for this study. This sample size is determined using the Taro Yamen formula. The research instruments that is used for data collection are the Herzberg's Two-factor theory as a correlate of Teacher Motivation Questionnaire (HTFTPQ). To ascertain the validity of the instruments, the initial drafts were given to three experts from the Department of Educational Management all from Ignatius Ajuru University of Education. The experts were requested to review and make a critique on the various terms on the instruments in terms of relevance, clarity and appropriateness of language and response patterns as they relate to the study. The data collected using the respective instruments were analyzed using the statistical package for social sciences (SPSS). Research questions were answered using mean and standard deviations scores. The hypotheses were tested using regression.

RESULTS

Research Question 1: How do hygiene factors correlate to teachers' motivation in Public Senior Secondary Schools in Rivers State?

Table 1: Answer to Research Question 1

s/n	Item	N=350	Mean	SD	Remark
1.	The work am doing is meaningful		2.7700	.48524	Agree
2.	The work I am doing is challenging		2.6600	1.31518	Agree
3.	The job am doing is threatening		1.7900	1.10367	Disagree
4.	I derive joy in doing my job		2.953	.23578	Agree
5.	The job I am doing requires my initiatives		2.7300	1.51604	Agree
Grand Mean			2.58		Agreed

Data in Table 1 above revealed that item 1 has a mean score of 2.7700 and SD .48524 which implies that the respondents agreed that they work they are doing is meaningful. In item 2 mean score of 2.6600 and SD 1.31518 showed that the respondents agreed that work they are doing is challenging. In item 3 mean score of 1.7900 and 1.10367 showed that the respondents disagreed that the job they are doing is threatening. In item 4 mean score of 2.953 and SD .23578 showed that the respondents agreed that they derive joy in doing their job. In item 5 mean score of 2.7300 and SD 1.51604 showed that the respondents agreed that job they are doing require initiative.

Research Question 2: How do the motivators correlate to teachers' motivation in Public Senior Secondary Schools in Rivers State?

Table 2: Answer to Research Question 2

s/n	Item	N=350	Mean	SD.	Remark
6.	My input is sought for in decision making during staff meeting		2.6700	1.22524	Agree
7.	My principal always commends me when I accomplish assigned task		2.6600	.31518	Agree
8.	I am always rewarded when I accomplish assigned duties on time		2.7900	1.10227	Agree
9.	I am appreciated in staff meeting for my dedication and hard work to duty		2.9530	.28383	Agree
10.	I have usually been praised when I accomplish task regularly		2.8300	1.46804	Agree
Grand Mean			2.78		Agree

Information in Table 2 above shows that item 6 mean score is 2.6700 and SD 1.22524 proving that the respondents agreed that their input is sought for in decision making during staff meeting. In item 7 mean score of 2.6600 and SD .31518 showed that the respondent equally agreed that their principal always commends them when they accomplish assigned task. In item 8 mean score of 2.7900 and SD 1.10227 showed that the respondents agreed that they are always rewarded when they accomplish assigned duties on time. In item 9 mean score of 2.9530 and SD .28383 agreed that they are appreciated in staff meeting for their dedication and hard work to duty. In item 10 mean score of 2.8300 and SD 1.46804 showed that the respondents agreed that they have usually been praised when I accomplish task regularly.

Test of Hypotheses

Hypothesis 1: There is no significant correlation between hygiene factors and teachers' motivation in Public Senior Secondary Schools in Rivers State.

Table 3: Analysis of variance of Regression on Correlation between hygiene factor and teacher motivation

Model	Sum of squares	Df	Means square	F	Sig.
Regression	4.045	1	4.045	1.481	.227
Residual	22.9.444	84	2.731		
Total	233.488	85			

Predictors (motivational variables)

Table 3 showed that the f-value of 1.48, p-value of .227. It showed that there is no significant correlation between hygiene factors and teachers' motivation in Public Senior Secondary Schools in Rivers State. Therefore, the null hypothesis of no significant relationship between motivational variably and teacher's motivation was accepted.

Hypothesis 2: There is no correlation between the motivators and teachers' motivation in Public Senior Secondary Schools in Rivers State.

Table 4: test of hypothesis two

Model	Sum of squares	df	Means square	F	Sig.
Regression	2.041	1	3.045	.459	.000
Residual	119.444	84	2.931		
Total	233.488	85			

The Coefficient of determination (R^2) is .000. This indicates that there is high percentage of the variance in a correlation between non-hygiene (motivator) factors and teachers' motivation in Public Senior Secondary Schools in Rivers State. The null hypothesis is therefore rejected.

DISCUSSION OF FINDINGS

Hygiene Factors and Teacher Motivation

The results showed that teachers are paid regularly since employed. This shows that teachers are not owed salaries. It means employers should pay their employee who have worked at the agreed amount and time frame. Furthermore, the result revealed that teachers' salary reflects on their grade level, there are unnecessary deductions on monthly basis. This means it reduces their take home salaries monthly and teachers do not really know their net pay per month. From the results salary was seen as amotivational factor for teachers' motivation in public Senior Secondary Schools in Rivers State.

This is in line with the findings of Liz (2013) that salary is the remuneration to the services provided by an employee by the employer on monthly basis and the standard to decide the basic pay consist of factors like, labour skills, work experiences, intensity, responsibility, work importance in the enterprise strategy, fields conditions, work years and diploma etc.

The findings of this study also showed that teachers are not regularly promoted as at when due. This shows that teacher's promotion does not come with fair increment. This shows that teachers grade level are not rightly related with their pay package. Promotion was seen as a motivational factor for teachers' motivation in public senior secondary schools in Rivers State. These finding agrees with that of Ololube (2007b) who in her study established that since promotion goes with an increase in salary, lack of promotion demotivates teachers and affects their morale greatly in the motivation of their duties in secondary schools in Rivers State.

Non-hygiene Factor and Teacher Motivation

The results also showed that teachers in senior secondary schools in Rivers State were recognized while carrying out their duties. This is based on the fact that teachers' input are sought for in decision-making, they are assigned task, rewarded for accomplishing assigned duties on time, appreciated for dedication and hard work, praised when they accomplish task regularly. These findings clearly indicated that all the items under recognition motivated teachers in the discharge of their duties. Hence, recognition was seen as a motivating factor for teachers' motivation in public senior secondary schools in Rivers State. This finding agreed with that of Jones (2004) who stated that the amount of recognition one gets as a worker increases sense to identify and respect. He reiterated by saying that recognition is a fundamental source of self-conforming belonging and identify in the work environment.

CONCLUSION

The purpose of this study was to investigate the Herzberg motivational factors as predictors in teachers' motivation in public senior secondary schools in Rivers State. To carry out this research work two research questions and two hypotheses were stated.

The research results revealed that motivational factor enhances teachers' and when it is absent make them ineffective like absenteeism, lateness to class, truancy looking for greener pasture elsewhere. It is therefore pertinent to note that from this study, teachers are not motivated by the government because they have not been promoted, non-payment of arrears, lack of recognition when they accomplish their task on time. It was also discovered that some factors can lead to teachers striving to accomplish the set goals in the school.

Recommendations

Based on the findings above, the following recommendations have been reached:

- School administrators should ensure that teachers' salaries, working conditions, favourable administration policies, fair interpersonal relationship, and job security are accorded teachers in public secondary school.
- Government and employers of teachers should adequately recognize, give sense of achievement, promote and promotions implemented in pay, and give adequate responsibility to give the teaching job meaning.

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