

Self-efficacy, Motivation and Job Performance among Secondary School
Teachers in Mityana District

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Abstract

The purpose of the study was to establish the relationship between self efficacy, motivation and job performance among secondary school teachers in Mityana District. The study was guided by four objectives that is, to identify the relationship between teacher self efficacy and job performance, to identify the relationship between teacher motivation and job performance, to investigate the relationship between teacher self-efficacy and motivation and finally to establish the combined effect of self efficacy and motivation on job performance of teachers. The study approach was quantitative and used a cross-sectional survey design, involving a number of 265 respondents who were sampled using a systematic random sampling technique. The data collection instruments were questionnaires. The first three hypotheses of the study were tested using Pearson Product Moment correlation co-efficient technique, while the fourth hypothesis was tested using simple regression analysis technique. The findings of the study revealed a positive significant relationship between teacher self-efficacy and job performance, ($r = 0.43$, $p < 0.01$). The study further revealed that teacher motivation correlated significantly with job performance, ($r = 0.56$, $p < 0.01$). It has to be noted that there was a positive significant relationship between teacher efficacy and motivation, ($r = 0.35$, $p < 0.01$) From objective four results show that 37% of the variance in job performance can be attributed to teacher efficacy and motivation. However it was found out that motivation predicted teacher performance more than self efficacy.

From the study it was recommended that if teacher performance is to be improved in secondary schools in Mityana District stake holders should note the following;

Endeavor to improve teacher efficacy so as to improve performance. This can be done through delegation of responsibilities to teachers, involvement of teachers in decision making process

and provide struggling teachers with guidance and counseling on how to do things. In the same way teacher training institutions should develop programs geared at developing and improving efficacy among teacher trainees before they are employed in the secondary schools, this can be done by subjecting teacher trainees to efficacy scales to measure their efficacy before, during and after the teacher training programs. More still, Teachers should as well improve their motivation so as to improve their performance. This can be done through creating socioeconomic circles and professional groups where they can encourage each other professionally and economically. Through these, teachers can engage in economic empowering activities like saving, investing and establishing business projects, such activities will improve their confidence and earn more which will in turn improve their job performance.