

# **Self-Concept As A Correlate Of Christian Religious Studies Teachers' Job Motivation In Secondary Schools In Enugu State**

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## **ABSTRACT**

This study investigated self-concept as a correlate of Christian Religious Studies (CRS) teachers' job motivation in secondary school in Enugu State. Four research questions and four null hypotheses guided this study. The study adopted a correlation research design with a population of 885 CRS teachers in 295 public secondary schools in Enugu State. The sample size of the study is 354 CRS teachers drawn through simple random sampling technique representing 40% of the population. Two measures- Self-Concept Scale (SCS) and Christian Religious Studies Teachers' Job Motivation Scale (CRSTJMS) were used for data collection. Confirmatory factor analysis was used to validate the two measures. The two measures are valid because they have Eigen values 3.00. The internal consistency reliability coefficients of 0.83 and 0.77 were computed for SCS and CRSTJMS through Cronbach alpha. Linear and multiple regression were used to answer the research questions while t-test associated with linear regression and ANOVA associated with multiple regression were used to test the hypotheses at 0.05 level of significance. The researchers found that self-concept is a significant predictor of work motivation among CRS teachers in public secondary schools in Enugu, State. Specifically, ideal-self, self-image and self-esteem independently and significantly are predictors of work motivation among CRS teachers in public secondary schools in Enugu, State. It was recommended that the CRS teachers should not be drawn away by what they think they were really like in the discharge of their teaching assignment. More so, the CRS teachers should keenly associated and make themselves available for mentoring especially to fellow teachers and principals that have the attributes that they desire to be like in order to discharge their teaching responsibilities effectively. Furthermore, the CRS teachers should place premium on their self worth in carry out their duties in order not to feel inferior before other teachers. Finally, the CRS teachers should be very much aware of their personality and self in

order to regulate self and work in accordance in order not to record underperformance in their obligations.

**Keywords:** Self-concept (Ideal self, Self-image and Self-esteem), Job Motivation, Christian Religious Studies

## **Introduction**

Teachers play prominent and rewarding roles in the actualization of school goals and objectives. They are the implementers of school curriculum. They are assigned with the statutory function of teaching and character molding in the school. One of the core and statutory functions of the teachers is the teaching of subjects according to their areas of specializations. Amongst the subjects thought by these teachers is Christian Religious Studies. In the 19<sup>th</sup> century, CRS was one of the subjects the missionaries recommended for Nigerian education system. This is because the missionaries placed premium in Bible Studies, English Language and Arithmetic. Therefore, CRS is the study of Christian lifestyles such as hope, caring, faith, patience, forgiveness and the institution of quality relationship with men and God (Ezeobi, 2021). CRS can also be defined as the subject matter that places exposition in behaviours, religious beliefs and value system in the light of God. The importance placed on CRS cannot be overemphasized.

It is worthy to note that just like the core subjects in secondary schools, CRS is also dynamically important in so many dimensions. CRS is expected to help the students develop morally and also in the teaching of morals in the school (Ezeobi, 2021). More so, CRS is reported to be the bedrock of moral values (Bala, 2019). In the same vein, it was submitted that the effective teaching of CRS in secondary schools will instill moral development (Maiyo, 2015). Furthermore, CRS teaching helps to inculcate positive thought, aspiration and character that will help the students to be disciplined, harmonious as well as to be integrated into a progressive society (Atiku, 2019). The enormous importance associated with CRS requires teachers to be dedicated and committed to their duties with emphasis on their motivational level.

The complexities of the teachers in teaching moral values demand a great deal of motivation for its actualization. Therefore, it is worthy to note that this all important role and responsibility of the teachers depends on their level of motivation on the job. Motivation is traceable to the Latin word, “movere” which simply means to move. Motivation is the activating force that initiates and directs actions towards the actualization of set goals and objectives. Motivation can be defined as the psychological force that initiates complex action of goal-directed behaviors and thoughts (Shkoler, & Kimura, 2020). To Denhardt, Denhardt and Aristigueta (2008) motivation is the force that makes people to react as they do. According to Campbell and Pritchard (2007), motivation is an embodiment of psychological procedures that initiates, directs, intensifies and sustains an action(s). From the foregoing, motivation can be properly categorized into intrinsic and extrinsic motion (Robert-Okah 2014; Hosking, 2015).

Intrinsic motivation is the type of motivation that is coming from within the individual (Leadership-central.com, 2015). In the same vein, Hosking (2015) opined that internal motives push a person towards a desired goal, a preferable outcome. More so, it was explained that intrinsic motivation is the internal force that drives an individual to search for and to face new challenges (Cavallo, Rozman, Blinkenstaff & Walker, 2008; Stipek 2008; Harter, 2010). Similarly, Cherry (2015) opined that intrinsic motivation involves engaging in behaviour because it is personally rewarding rather than the desire from external reward. More so, Katz and Kahn in Scholl (2002) opined that internalized motivation is brought down to self-expression and is incorporated into the value system of the individual that can lead to goal actualization. In the work place, if the work ethics is not in conformity with the value system of some of the workers, they seem not to be motivated at all to discharge their onerous responsibility. In the light of the discussion, Abdussalim (2008) opined that intrinsic motivation is not influenced by external factors but it comes from individual inside factor. In the same development, Csikszentmihalyi and Nakamura (2008) posited that intrinsically motivated engage in both mental and physical activities, they remain highly focused throughout the pursuit of their goals.

On the other hand, extrinsic motivation is stimuli coming from outside (Leadership-central.com, 2015). According to Hosking (2015), extrinsic motivation pushes the person towards the achievement of goals at the end of the task. Cherry (2015) stipulated that extrinsic motivation is activated when we are pushed by external factors. To Abdussalim (2008) extrinsic motivation is any stimulus which comes from outside of the learner and which drives one to work.

Work motivation is derived from existing interaction between a worker(s) and their environment organization, culture, and social setting (Latham & Pinder, 2005). Work motivation connotes the internal or external drive to execute a work expectedly. Work motivation could be internal or external psychological force that initiate and sustains behaviour towards the discharge of a job (Kanfer 2009; Kanfer, Frese, & Johnson). More so, work motivation is a set of energetic forces that originate within individuals, as well as in their environment, to initiate work-related behaviors and to determine their form, direction, intensity and duration (Pinder, 2008). It is worthy to note that work motivation takes the part of intrinsic or extrinsic motivation (Ryan & Deci, 2000b). On the aspect of internal work motivation, employees work based on the level of their feeling, joy, derivable satisfaction and excitement derivable from the work and results (Ryan & Deci, 2000b; Bauer, Orvis, Ely & Surface, 2016; Legault, 2016). On the other hand, extrinsic work motivation occurs when individual's is moved to work based on what the work environment offers such as salary scale, work ethos, incentives, recognition, social standard and norms, among others. Therefore, extrinsic work motivation focuses on the utilization of the activities rather than the activities (Deci & Ryan; Legault, 2016). However, this does not, by any means, point that extrinsic motivation is less effective than intrinsic motivation (Deci, Koestner, & Ryan, 1999). Generally, it is worthy to that motivation whether internally or externally driven can in one way or the other influence work motivation (American Psychological Association, 2022). Work motivation is

affected by so many factors including needs, work fit, attitude, satisfaction and behaviour (Tziner et al, 2012). It is also suggestive that an individual's self-concept could also determine the level of work motivation.

Self-concept can be defined as the perception of one about self. Furthermore, self-concept is the image we hold about of ourselves (Cherry, 2021). Self-concept is the perception we have about our behaviours, and pronounced characteristics. Self-concept is very important for teachers to perceive their job as being favourable. If teachers do not have self-concept about their job, it may affect their level of commitment (Abdussalim, 2008). Carl Rogers classified self-concept into three namely ideal self, self-image and self-esteem (1959).

Ideal self is the person you want to be. It's who you had wanted yourself to be if you were exactly as you wanted (McLeod, 2008). The ideal self-forms the characteristics to which one aspires (Irtelli, Durbano & Marchesi, 2021). The ideal self is the person you want to be. This personality you long to be has the attributes or qualities you are either working toward or want to possess. It's who you work towards to be if you were exactly as you wanted. It is reported that teachers who have role models and mentors in the teaching profession who are seasoned will aspire to be like them hence making meaningful contributions in the areas of specialization (Atiku, 2019). On the converse, poor envisioning as a teacher may negative career aspiration and progression (Ezeobi, 2021). Therefore, in as much as the teachers are envisaging a figure, they should also place premium on self-image.

Self-image refers to how you see yourself at the instance of time. Self-image is the mental representation we have of ourselves (Ibeh, 2018). Self-image is an inward perception that informs the characteristics of the self in areas personality trait, intelligence, beauty, ugly, talented, selfishness, and kindness. Teachers' mental examination of self can influence their productivity in the workplace if it is directional in the area of perception (Bala, 2019). A teacher with positive mental picture of self in line with the job schedule and human relationship can move in that direction towards the accomplishment of the personal and school goals (Robert-Okah, 2014). Is also most likely that negative mental picture of self in line with others and the attendant job can disruptive the reason for engagement (Bala, 2019). Self-image is highly related with self-esteem.

Self-esteem is seen as how much you cherish, accept, like and value yourself. Self-esteem is the general opinion about strength and weakness in the face of activities (Igbo, 2019). Self-esteem can be high or low. High self-esteem is when an individual possesses positive value system. Teachers with high self-esteem have the propensity to value work and self (Jide, 2019). If the teachers have high positive value for self and work, they may strive to build reputation around such concept (Isa, 2019). Teachers who have high self-esteem want to function in order to deserve the respect of others (Ede, 2019). On the other hand, teachers with low self-esteem may put little or no value on their opinions and ideas in the scheme of things hence resorting to be lackadaisical and lackluster towards school and personal goals (Madu, 2019).

From the foregoing, it has not been empirically established whether self-concept is a correlate of CRS teachers' job motivation in public secondary schools in Enugu State, Nigeria. Therefore, the researchers investigated self-concept as a correlate of CRS teachers' job motivation in secondary schools in Enugu State

### **Statement of Problem**

Teachers are supposed to work with high level of motivation in the discharge of their statutory roles and responsibilities in the school. The reverse has become the case for most of the teachers as they are not showing willingness to discharge their assigned duties expectedly. This lack of motivation is more in the areas of lesson preparation, instructional delivery, classroom management, classroom control, time management, and feedback management. Most of them find it very discouraging to be punctual to school going by the paltry salary scale. This behaviour of most of the teachers that are not motivated has to a reasonable extent affected the actualization of the school goals and objectives. This is evidential in the poor achievement of the students in internal and external examinations. More so, it has also led to a reasonable extent the recording of sundry of anti-social behaviours among the students and teachers. This lack of work motivation has been attributed to many factors such as the environment, job satisfaction, and quality of school. Therefore, it has not been empirically established whether self-concept is a correlate of CRS teachers' job motivation in public secondary schools in Enugu State, Nigeria. Hence, the researchers investigated self-concept as a correlate of CRS teachers' job motivation in secondary schools in Enugu State

### **Purpose of the Study**

This study investigated self-concept as a correlate of CRS teachers' job motivation in secondary school in Enugu State. Specifically, the study sought:

1. Determine the prediction of ideal-self on CRS teachers' job motivation in secondary school in Enugu State.
2. Find out the prediction of self-image on CRS teachers' job motivation in secondary school in Enugu State.
3. Ascertain the prediction of self-esteem on CRS teachers' job motivation in secondary school in Enugu State.
4. Determine the prediction of self-concept on CRS teachers' job motivation in secondary school in Enugu State.

### **Research Questions**

The following research questions were answered in this study.

1. What is the prediction of ideal-self on CRS teachers' job motivation in secondary school in Enugu State?

2. What is the prediction of self-image on CRS teachers' job motivation in secondary school in Enugu State?
3. What is the prediction of self-esteem on CRS teachers' job motivation in secondary school in Enugu State?
4. What is the prediction of self-concept on CRS teachers' job motivation in secondary school in Enugu State?

## Hypotheses

The following hypotheses were tested at 0.05 level of significance.

1. Ideal-self does not significantly predict CRS teachers' job motivation in secondary school in Enugu State.
2. Self-image does not significantly predict CRS teachers' job motivation in secondary school in Enugu State.
3. Self-esteem does not significantly predict CRS teachers' job motivation in secondary school in Enugu State.
4. Self-concept does not significantly predict CRS teachers' job motivation in secondary school in Enugu State.

## Methodology

The study adopted a correlation research design. In similar studies, Okenyi et al. (2019), Achagh et al. (2020), Eya et al. (2020), Ezema et al. (2019), Gana et al. (2019), Ugwuanyi and Okeke (2020), Ugwuanyi, Okeke et al. (2020), Ugwuanyi, Okeke and Njeze (2020), Ugwuanyi, Okeke and Ageda (2020), Ugwuanyi, Okeke and Asomugha (2020), Ugochukwu et al. (2022) have adopted this design.

A population of 885 Christian Religious Studies in 295 public secondary schools in Enugu State. The sample size of the study is 354 teachers drawn through simple random sampling technique representing 40% of the population. Two measures- Self-Concept Scale (SCS) and Christian Religious Studies Teachers' Job Motivation Scale (CRSTJMS) were used for data collection. The Self-Concept Scale is a 30-item measure with two sections. One section of SCS contained the demographic information of the teachers such as area of specialization, name of school and teaching experience. The second section of SCS has three clusters of Ideal-Self, Self-Image and Self-Esteem with ten items respectively. The SCS was structure using four-point response options of Strongly Agree (4), Agree (3), Disagree (2) and Strongly Disagree (1).

The second measure Christian Religious Studies Teachers' Job Motivation Scale (CRSTJMS) has 15 items that measured teachers' job motivation. Confirmatory factor analysis was used to validate the two measures. Internal consistency reliability coefficients of 0.83 and 0.77 were computed for SCS and CRSTJMS through Cronbach alpha. Linear and multiple regression were used to answer the research questions while t-test associated with linear regression and

ANOVA associated with multiple regression were used to test the hypotheses at 0.05 level of significance.

## Results

**Research Question 1:** What is the prediction of ideal-self on Christian Religious Studies (CRS) teachers' job motivation in secondary school in Enugu State?

**Table 1: linear regression of the prediction of ideal-self on Christian Religious Studies (CRS) teachers' job motivation in secondary schools in Enugu State**

Model	R	R Square	Adjusted R Square	Decision
1	.65 <sup>a</sup>	.43	.42	Moderate positive prediction

Data on table 1 revealed that the regression and regression square coefficients are .65 and .43. The result showed that there is a moderate positive prediction of ideal-self on CRS teachers' job motivation in public secondary schools in Enugu State. The power of prediction is determined by multiplying the regression square by 100% meaning that ideal-self predicts 43% of CRS teachers' job motivation in public secondary schools in Enugu State while the remaining 57% was attributed to other variables.

**Research Question 2:** What is the prediction of self-image on CRS teachers' job motivation in secondary school in Enugu State?

**Table 2: Linear regression of the prediction of self-image on Christian Religious Studies (CRS) teachers' job motivation in secondary school in Enugu State**

Model	R	R Square	Adjusted R Square	Decision
1	.97 <sup>a</sup>	.94	.93	High positive relationship

Data on table 2 revealed that the regression and regression square coefficients are .97 and .94. The result showed that there is a high positive prediction of self-image on CRS teachers' job motivation in public secondary schools in Enugu State. The power of prediction is determined by multiplying the regression square by 100% meaning that self-image predicts 97% of CRS teachers' job motivation in public secondary schools in Enugu State while the remaining 3% was attributed to other variables.

**Research Question 3:** What is the prediction of self-esteem on CRS teachers' job motivation in secondary school in Enugu State?

**Table 3: linear regression of the prediction of self-esteem on CRS teachers' job motivation in secondary school in Enugu State**

Model	R	R Square	Adjusted R Square	Decision
1	.94 <sup>a</sup>	.89	.88	High positive relationship

Data on table 3 revealed that the regression and regression square coefficients are .97 and .94. The result showed that there is a high positive prediction of self-esteem on CRS teachers' job motivation in public secondary schools in Enugu State. The power of prediction is determined by multiplying the regression square by 100% meaning that self-esteem predicts 89% of CRS teachers' job motivation in public secondary schools in Enugu State while the remaining 11% was attributed to other variables.

**Research Question 4:** What is the prediction of self-concept on CRS teachers' job motivation in secondary school in Enugu State?

**Table 4: Multiple regression of the prediction of self-concept on CRS teachers' job motivation in secondary school in Enugu State**

Model	R	R Square	Adjusted R Square	Decision
1	.99 <sup>a</sup>	.97	.98	Very high positive relationship

Data on table 4 revealed that the regression and regression square coefficients are .99 and .97. The result showed that there is a very high positive prediction of self-concept on CRS teachers' job motivation in public secondary schools in Enugu State. The power of prediction is determined by multiplying the regression square by 100% meaning that self-image predicts 97% of CRS teachers' job motivation in public secondary schools in Enugu State while the remaining 3% was attributed to other variables not considered.

**Hypothesis 1:** Ideal-self does not significantly predict CRS teachers' job motivation in secondary school in Enugu State.

**Table 5: t-test associated with linear regression of the prediction of ideal-self on CRS teachers' job motivation in secondary school in Enugu State**



Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1	(Constant)	17.96	.90	19.90	.00
	Ideal-self	.50	.03	.65	19.13

Data on table 5 showed that 19.13 is the value for t-test associated with linear regression. The hypothesis is rejected because the significant value of .00 is less than the alpha value of .05. Therefore, ideal-self significantly predicts CRS teachers' job motivation in secondary school in Enugu State.

**Hypothesis 2:** Self-image does not significantly predict CRS teachers' job motivation in secondary school in Enugu State.

**Table 6: t-test associated with linear regression of the prediction of self-image on CRS teachers' job motivation in secondary school in Enugu State**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1	(Constant)	1.15	.39	2.96	.00
	Self-image	.97	.01	.97	87.69

Data on table 6 showed that 87.69 is the value for t-test associated with linear regression. The hypothesis is rejected because the significant value of .00 is less than the alpha value of .05. Therefore, self-image significantly predicts CRS teachers' job motivation in secondary school in Enugu State.

**Hypothesis 3:** Self-esteem does not significantly predict CRS teachers' job motivation in secondary school in Enugu State.

**Table 7: t-test associated with linear regression of the prediction of self-esteem on CRS teachers' job motivation in secondary school in Enugu State**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1	(Constant)	1.11	.32	3.06	.00
	Self-esteem	.97	.01	.94 <sup>a</sup>	72.90

Data on table 7 showed that 72.90 is the value for t-test associated with linear regression. The hypothesis is rejected because the significant value of .00 is less than the alpha value of .05. Therefore, self-esteem significantly predicts CRS teachers' job motivation in secondary school in Enugu State.

**Hypothesis 4:** Self-concept does not significantly predict CRS teachers' job motivation in secondary school in Enugu State.

**Table 8: ANOVA associated with multiple regression of the prediction of ideal-self on CRS teachers' job motivation secondary school in Enugu State**

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	9437.568	3	3145.856	3820.203	.000 <sup>b</sup>
	Residual	288.218	350	.823		
	Total	9725.785	353			

Data on table 8 showed that 72.90 is the value for ANOVA associated with multiple regression. The hypothesis is rejected because the significant value of .00 is less than the alpha value of .05 with degrees of freedom of 3 and 350. Therefore, self-concept significantly predicts CRS teachers' job motivation in secondary school in Enugu State.

### Discussion of Findings

The result revealed that there is a moderate but significant positive prediction of ideal-self on CRS teachers' job motivation in public secondary schools in Enugu State. The finding of this study that ideal-self moderately predicts teachers' job motivation is supported by the submission that teachers with developed ideal-self in the teaching profession are seasoned and hence making meaningful contributions in the areas of specialization (Atiku, 2019). On the converse, poor envisioning as a teacher negates career aspiration and progression (Ezeobi, 2021). Therefore, ideal self is very indispensable because it is how an individual wants to be as a person and in their job area (McLeod, 2008). This is because it was empirically proven that ideal self forms the characteristics to which one aspires in the actualization of self and work (Irtelli, Durban & Marchesi, 2021). It is worthy to note that ideal-self individual has the attributes or qualities to record high success in the work designation because of personal mental perception of self.

It was also found that there is a high but significant positive prediction of self-image on CRS teachers' job motivation in public secondary schools in Enugu State. The finding of this study of high positive prediction of self-image on CRS teachers' job motivation is corroborated by the report that teachers' mental examination of self influences their productivity (Bala, 2019). More so, a teacher with positive mental picture of self in line with the job schedule and human relationship moves in that direction towards the accomplishment of the personal and school goals

(Robert-Okah, 2014). On the other hand, negative mental picture of self in line with others and the attendant job disrupts the reason for engagement (Bala, 2019). The possible reason why self-image predicted CRS teachers job motivation could be because it is an inward perception that informs the characteristics of the self in areas personality trait, intelligence, beauty, ugly, talented, selfishness, and kindness.

Furthermore, the result revealed that there is a high but positive prediction of self-esteem on CRS teachers' job motivation in public secondary schools in Enugu State. The finding of this study is buttressed by the submission that teachers with high self-esteem have the propensity to value work and self (Jide, 2019). Supporting the findings of this study was the report that teachers with high positive value for self and work strive to build reputation around such concept (Isa, 2019). More so, teachers who have high self-esteem function in order to deserve the respect of others (Ede, 2019). Self-esteem is significant in the achievement of work motivation possibly because it is how much they cherish, accept, like and value themselves as well as their general opinion about strength and weakness in the face of activities.

Finally, the researchers found that there is a high but positive prediction of self-concept on CRS teachers' job motivation in public secondary schools in Enugu State. This finding agrees with that of Abdussalim (2008) who also found that teachers' self-concept predicts their job commitment. More so, self-concept associates with teachers' job dedication in the school (Isa, 2019). Self-concept significantly predicted CRS teachers' job motivation because it is the perception we have about our behaviours as well as pronounced characteristics..

## **Conclusion**

Based on the findings of the study, the researchers concluded that self-concept is a significant predictor of work motivation among CRS teachers in public secondary schools in Enugu, State. Specifically, ideal-self, self-image and self-esteem independently and significantly are predictors of work motivation among CRS teachers in public secondary schools in Enugu, State.

## **Recommendations**

Based on the finding of this study, the following recommendations were made:

1. The CRS teachers should not be drawn away by what they think they were really like in the discharge of their teaching assignment.
2. The CRS teachers should keenly associated and make themselves available for mentoring especially to fellow teachers and principals that have the attributes that they desire to be like in order to discharge their teaching responsibilities effectively.
3. The CRS teachers should place premium on their self worth in carry out their duties in order not to feel inferior before other teachers.
4. The CRS teachers should be very much aware of their personality and self in order to regulate self and work in accordance in order not to record underperformance in their obligations.

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