

# Self-Determination Components as Predictors of Job Performance Among Secondary School Teachers in Ebonyi State

Isiguzo, Blessing Chioma<sup>1</sup>, Iteshi, Sunday Igwe<sup>2</sup>

<sup>1,2</sup>Department of Educational Psychology, Guidance and Counselling, Faculty of Education, University of Port Harcourt

Corresponding Author: Isiguzo, Blessing Chioma

DOI: <https://doi.org/10.52403/ijrr.20241054>

## ABSTRACT

The study examined self-determination components as predictors of job performance among secondary school teachers in Ebonyi State. The study used the correlation research design. Three research questions and three corresponding hypotheses guided the study. The population of the study comprised all 6, 121 teachers in the 226 public secondary schools in Ebonyi State. The simple random sampling technique was used to draw 399 teachers as sample for the study. Two self-designed instrument (questionnaire) titled Self-Determination Scale (SDS), and Teachers' Tasks Performance Scale (TTPS) were used to collect data for the study. The Cronbach Alpha was used to determine the reliability of the instruments; the reliability coefficients obtained were .92 and .88 respectively. The research question was answered using simple regression while hypotheses were tested with regression analysis. The finding of the study revealed that self-determination components (competence, autonomy and relatedness,) significantly predict job performance of teachers in public secondary schools in Ebonyi State. Based on the findings of the study, it was recommended among others that teachers should take their career direction very seriously by being committed

and dedicated in other to achieve high aspiration.

**KEYWORDS:** Self-determination, Competence, Autonomy, Relatedness and Teachers' Job Performance.

## INTRODUCTION

A teacher is one that is qualified to take the responsibility of teaching process with the capacity to do this function at various capacities as an educator, instructor, tutor, counsellor, professor, etc (Afe, 2002). He is not only the curriculum implementer in the school but also a role model in the school system. Therefore, teachers are the centre of the achievement of school goals and objectives. They serve as input resources and operators in the education system, converting raw materials (students) into finished products (graduates). With this, Afe (2002) affirmed that teachers are indispensable in any meaningful teaching/learning situation as there can be no meaningful socioeconomic and political development in any society without them. This also made Koko and Uzoho (2023) to note that, large class size the teacher teaches, the number of subjects the teacher teaches, the writing of lesson notes for the many subjects the teacher teaches, responding to complaints, marking and compilation of assessment scripts, among others influence teachers' job performance.

All these makes the teachers' job performance very indispensable to the education process as it impacts not only to the students but the larger community. Hence it is imperative that teachers perform effectively in achieving the aspirations of the society.

Performance as explained by Robert and Tim cited in Obi and Onyike (2018) is an act of accomplishing or executing a given task. It is also defined by Norgo (2018) as the capability of a worker to proficiently attain time-bound objectives and achieve expected job-related results commensurate with associated compensation. These definitions simply explain performance as the ability one combines skilfully the right behaviour towards the achievement of organizational goals and objectives. Job performance on the other hand has been defined differently by different scholars. Mark (2006) saw job performance as the employee's proficiency in generating products or services or outcomes that directly or indirectly contribute to the technical core of the organization. Cook (2008) maintained that it is the issue of employee's effectiveness in performing duties that are formally under their responsibility and contribute to the organizational technical core. This includes activities of employee's that can lead to effectiveness of a company even though those activities are out of the range of their specific areas. According to Chemiss & Goleman cited in Ogunmola et al (2024) job performance could also mean set of work related action which are carried out by employees to meet personal or group targets and fulfil organizational goals. With this, Sonnentage and Frees (2002) noted that highly performing employees are needed to attain organizational goals and to keep the organization in achieving competitive advantage (In order to achieve high productivity in an organization, one needs to discover methods that can be used to improve the employee's performance. Meni (2009) explained that, a great effort is necessary for the employees to attain high

performance in jobs, when the employees are satisfied with their jobs, they tend to be motivated, they are willing to put more efforts and commit more in their jobs. This then leads to the attainment of the organizations goals. In simple words, employees' stratification plays an important role towards the successfulness of an organization, particularly in achieving higher level of employee's job performance. Teacher's job performance could be described as the duties performed by a teacher at a particular period in the school system in achieving organizational goals (Obilade cited in Obi & Onyike, 2018). It is the ability of teachers to combine relevant inputs for the enhancement of teaching and learning process (Akinyemi cited in Obi & Onyike, 2018; Okeniyi cited in Adeyemi, 2011). Evans (2010) defined teachers' job performance as changes in teachers' practice such as knowledge, understanding, skills, behaviours, attitudes, values and convictions. In this paper teachers' job performance deals with the extent teachers achieved school objectives through lesson preparations which involved making scheme of work, lesson plans, actual classroom teaching, assessment and education of the learners, management of learners discipline and involvement in co-curricular activities. It could also be described to include attendance, time management, acceptance of responsibility, teachers' preparations and harmonious relations at work (Kizza cited in Ngabirano et al., 2023). This is in line with Klassen and Chius (2010) argument that teachers' job performance could be measured in terms of planning and preparation, classroom management and instruction. Teachers' job performance could be measured through teachers' satisfaction and job attitudes such as job commitment, feelings of job challenge, job meaningfulness and job responsibility (Cheng cited in Selamat et al, 2013). The efficiency of teachers producing or discharging the statutory functions is seen in teacher -job performance. It is worthy to note that what most managers attempt to do

is to produce more output with less input. This means that teachers' job performance is concerned with the overall effectiveness and efficiency of getting things done. It means making more from what you have and working smarter rather than harder. Teachers' job performance is likely to be achieved through the use of valuable staff development programmes which are vital instruments for ensuring the continuous growth of teachers in knowledge, skill and attitude in line with the challenges in the education system and the expectations of the society. The teacher is expected to carry out the function of both statutory and non-statutory roles and responsibilities such as lesson preparation, instructional delivery, students' assessment and feedback as well as character moulding in the form of behavioural modification.

The overall responsibilities of the teachers in the classroom as outlined by Udoh (2013) include that the teacher plans, prepares and delivers lesson for active learning processes. Furthermore, the teacher draws schemes of work from the curriculum into lesson plans and units, uses relevant technology or improvised instruction, materials to facilitate instruction, model and mould students' behaviour in the classroom by establishing and enforcing classroom rules and procedures. The teacher is saddled with the responsibility of providing appropriate feedback on the performance of the students, as he/she encourages and motivates the students. Others include that the teacher monitors the individual and overall progress of the students, and is expected to be dynamic in the phase of instructional strategies to keep appropriate academic records of the students. The teacher is obliged to participate in departmental and general meetings and expected to relate the required and necessary information regularly to students, colleagues and parents regarding students' progress and needs. The teacher should arrange the classroom for effective class activities. The teacher is allowed to do assessment, measurement and evaluation on

the students based on their class work, homework, tests and assignments (Udoh, 2013).

Teachers carry out the activity of classroom organization, classroom management, classroom control, lesson preparation, lesson delivery and students' discipline. Interestingly, Manpower Nigeria (2016) outlined job description of teachers at the secondary school level to include managing students' behaviour in the classroom and applying appropriate and effective measures in case of misbehaviour; preparing and delivery of lessons to a range of classes of different ages and abilities; marking work, giving appropriate feedback and maintaining records of students' progress and development; participating in developmental meetings, parents' evenings and whole school training events; liaising with other professionals, such as learning mentors, careers advisers, educational psychologists and education welfare officers; undergoing regular observation and participating in regular in-service training (INSET) as part of continuing professional development (CPD). Others include; researching new topic areas, maintaining up-to-date subject knowledge, and devising and writing new curriculum materials; selecting and using a range of different learning resources and equipment including podcasts and interactive white boards; undertaking pastoral duties, such as taking on the role of form tutor, and supporting students on an individual's basis through academic or personal difficulties; preparing students for qualifications and external examinations; supervising and supporting the work of teaching assistants, trainee teachers and Newly Qualified Teachers (NQTs) in outings, social activities and sporting events.

Teachers are evaluated in performance based on the content and context of responsibilities assigned to them mostly in the teaching areas. Motowidlo and Schmidt (1999) explained that job performance is the total expected value to the organization of discrete behavioural episodes that an

individual carries out over a standard period of time. However, Sabuhari et al. cited in Salameh and Benkohila (2024) study showed that job satisfaction can affect employees' performance significantly. Teachers' performance appraisal is directed to establish the extent to which teachers apply prowess, technicality, skills and knowledge in the discharge of their duties. This implies that teachers are expected to be self-determined in their jobs in order to meet the job requirements. This study thus will examine self-determination components as predictors of job performance among secondary school teachers in Ebonyi State.

Self-determination has been conceptualized as the personal decision to do something or think in a certain way. Self determination as a psychological construct according to Nota et al. (2016) refers to volitional actions taken by people based on their own will and self-determined behaviour which comes from intentional, conscious choice and decision. Cherry (2019) further explained self-determination as an important concept that refers to each person's ability to make choice and manage one's life. This process enables an individual to form his or her own decision. This decision influences the outward behaviour of a person. According to Van den Broeck (2013), self-determination theory is the psychological aspects of human behaviour and their inherent concerns of personality and needs. Self-determination allows people to feel that they have control over their choices and lives. This has to do with believing and having control over ones destiny. With this Deci and Ryan (2000) emphasized it is the capacity to choose and to have those choices be the determination of one's action. Self-determination therefore is a combination of attitudes and abilities that lead people to set goals for themselves and to take the initiative to reach these goals.

Teachers are supposed to have control over the choice of instructional material as teachers' level of self-determination is very important for job actualization. This made Guillaume and Kalkbrenner (2019) cited in

Ross and Scanes (2024) argued that the three tenants of Self Determination Theory (autonomy, competence and relatedness) were very essential for academics especially in building sustainable careers. Although the degrees of these components may not be same as seen in studies of Ross et al (2022) and Loch et al (2024), the extent of the difference could not only be great as to limit teachers' motivation and well being but also their job performance. These components of competence, autonomy and relatedness are explained thus.

Competence refers to the need to be effective in dealing with issues that relate with the work environment. Competence is seen as the ability to manage developmental issues in the work environment (Saraswati, & Amalia, 2018). It is described by Zuzelo cited in Admos (2021) as that ability of one to perform, based on knowledge. Robbins (2007) noted that this competence which is also seen as the ability of the employee to execute tasks expectedly is usually associated with tasks of accomplishment. Charles (2012), Chen et al (2014), Muhangi (2017), Sadaf and Aziz (2019) supported this view by reporting in his study that the teachers ability as well as their behaviours determine satisfaction, productivity and job security. More so, competence consists of a set of knowledge, skills, and basic values which are seen in the habits of thinking and acting of a professional. Wibowe (2024) study revealed that employee competence that consists of proper usage of knowledge, skills and attitude has a significant influence on job performance. This means the ability to get job done using the necessary skills, activities, and behaviours. This ability in competence is transformed into knowledge, attitudes and skills that correspond to the field of the teachers' work. Therefore, teacher's competence implies the ability of teachers to bring forward skills, attitude, knowledge and behaviour towards the achievement of success in assigned responsibilities. Specifically, competence is seen as a specification of a teachers' knowledge, skills and attitudes and his

application to work, in accordance with performance standards. Competence entails using gained experience and acquired mastery to accomplish a task. Teachers who have gotten experience, skills, mastery of the subject area and the lesson delivery method are taken to have acquired teaching competence.

Autonomy on the other hand, means the need to feel in control of the course of one's life, including one's behaviours and goals. According to Deci and Ryan cited in Ross and Scanes (2024) autonomy is a need to be self-determining, especially to have a choice. Here, there is a clear distinction made between choice and control. Autonomy is that autonomous support teachers get or received from the principals or employers. It enables the teachers to use their discretion in teaching mostly when there is job enrichment and enlargement. Therefore, perceived autonomy support can predict professionals' work satisfaction and job accomplishment (Moreau & Mageau, 2012). It permits teachers to operate with the management and control of the principals. It enables them to initiate the teaching processes and the likely methods that can enhance the achievement of the specific and general objectives of the instruction. Autonomy is one of the conditions of emotional development, and so, teachers' autonomy is suggested to have a great link with solutions to their psychological needs. This is the desire for self-control as a professional teacher. The teacher as a professional wants to discharge his activities with little or no external control measures from the instituted authorities. This is why Crane (2010), Hagar et al, (2015) and Kanat-Maymon and Reizer (2017) noted that the performance growth of employees who perceived their supervisors as supportive of their autonomy was significant with their performance.

Relatedness involves the need to have close, affectionate relationship with colleagues. Ross and Scanes (2024) defined relatedness as the need to pursue connectedness in social groups to create a sense of

belonginess to a community. This was further explained in Deci and Ryan (2000) where it was noted that there is need for people to feel connected to others, show care and be cared for. This is the ability of the teacher to socially associate and relate with the colleagues in the discharge of their statutory and non-statutory functions. This implies that there must be a sense of belonging and positive attachment for teachers within and outside the school environment with other co-workers in order to maintain a good working relationship. Relatedness is the social and emotional connectedness that exists among workers specifically the teachers in secondary schools. It is believed that the more the teachers are connected in terms of their social and emotional relationships, the better they tend to achieve collaboration, synergy and team work that will enhance their job performance in the school. Marshik et al (2017) study on teachers and students' needs relatedness as predictor of achievement revealed that teachers' organizational relatedness is a significant determinant of teachers' task performance. In addition, Martela and Riekkari (2018), and Martinek (2019) had it that relatedness independently and significantly associated with meaningful work. If they achieve as a result of their relatedness with colleagues, there is every tendency that they will aspire higher in their teaching career. This corroborates with Klassen et al (2012) study which revealed that the satisfaction of the need for relatedness leads to high levels of engagement and positive emotions instead of lower levels of negative of emotions.

These three psychological needs explained here are of crucial role in the achievement of psychological development and well-being of individuals especially teachers in secondary schools. Without giving them proper attention may constrain the teachers' job performance. This is because when these needs are not satisfied, it will give invariable result to negative consequences for mental health and well-being. When they are satisfied, they pave way for

increased creativity, problem-solving and a higher level of performance.

However, there are complaints on the quality of educational delivery in Nigeria. The case of secondary schools in Ebonyi State is not an exemption. It has been observed that the job performance of secondary school teachers in Ebonyi State is decreasing. Teachers often complain of lack of freedom to exercise their skills in the discharge of their duties. During job rotation there is no flexible platform for them to adjust and fit into the new work demands. This translates to the high rate of failure among the students in their internal and external examinations. Most of these teachers are under strict instructions to teach and complete their assignments with strict dictates by their employers mostly the principals. The practice of teaching not only requires a lot of emotional stability to be effective and efficient but also some level an individual's determinations. Therefore, lack of freedom in situational decision making, emotional deprivation, strict supervision and inspection tend to discourage the teachers from discharging their duties as expected. Sequel to this, the researcher is motivated to examine self-determination components as predictors of job performance among secondary school teachers in Ebonyi State.

The following research questions guided the study.

1. To what extent does competence predict job performance among secondary school teachers in Ebonyi State?
2. To what extent does autonomy predict job performance among secondary school teachers in Ebonyi State?

3. To what extent does relatedness predict job performance among secondary school teachers in Ebonyi State?

The following hypotheses were tested at 0.05 level of significance.

1. Competence does not significantly predict job performance among secondary school teachers in Ebonyi State.
2. Autonomy does not significantly predict job performance among secondary school teachers in Ebonyi State.
3. Relatedness does not significantly predict job performance among secondary school teachers in Ebonyi State.

## MATERIALS AND METHODS

The study adopted the correlation research design. The population of the study comprised all 6, 121 teachers in the 226 public secondary schools in Ebonyi State. The simple random sampling technique was used to draw 399 teachers as sample for the study. Two self-designed instrument (questionnaire) titled Self-Determination Scale (SDS) and Teachers' Tasks Performance Scale (TTPS) were used to collect data for the study. The Cronbach Alpha was used to determine the reliability of the instruments and the reliability coefficients obtained were 0.92 and 0.88 respectively. The research question was answered using simple regression while hypotheses were tested with regression analysis.

## RESULT

**Table 1: Simple Regression on the Prediction of Competence on Teachers' Job Performance**

Model	R	R Square	Adjusted R Square	Decision
1	.77 <sup>a</sup>	.59	.55	High positive prediction

Table 1 revealed that the regression coefficient value (R) was given as 0.77 with regression square value  $R^2$  of 0.59. The extent of prediction is determined by multiplying the regression square coefficient

by 100%. This implied that competence predicted 59% of teachers' job performance to a high extent while the remaining 41% of job performance can be attributed to other variables not used in the study.

**Table 2: Simple Regression on the Prediction of Autonomy on Teachers' Job Performance**

Model	R	R Square	Adjusted R Square	Decision
1	.87 <sup>a</sup>	.75	.73	High positive prediction

Table 2 revealed that the regression coefficient value (R) was given as 0.87 with regression square value R<sup>2</sup> of 0.75. The extent of prediction is determined by multiplying the regression square coefficient

by 100%. This implied that autonomy predicted 75% of teachers' job performance to a high extent while the remaining 25% of job performance can be attributed to other variables not used in the study.

**Table 3: Simple Regression on the Prediction of Relatedness on Teachers' Job Performance**

Model	R	R Square	Adjusted R Square	Decision
1	.83 <sup>a</sup>	.68	.66	High positive prediction

Table 3 revealed that the regression coefficient value (R) was given as 0.83 with regression square value R<sup>2</sup> of 0.68. The extent of prediction is determined by multiplying the regression square coefficient by 100%. This implied that relatedness

predicted 68% of teachers' job performance to a high extent while the remaining 32% of job performance can be attributed to other variables not used in the study.

### Test of Hypotheses

**Table 4: t-test Associated with Simple Regression on the Prediction of Competence on Teachers' Job Performance**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Alpha level	Decision
		B	Std. Error	Beta				
1	(Constant)	8.51	1.13		7.56	.00	0.05	Significant
	Competence	.78	.03	.77	24.12	.00		

Table 4 showed that the t value is 31.74. The hypothesis is rejected because the significant value of 0.00 is less than the alpha level of 0.05. Therefore, competence

significantly predicted teachers' job performance in secondary schools in Ebonyi State.

**Table 5: t-test Associated with Simple Regression on the Prediction of Autonomy on Teachers' Job Performance**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Alpha level	Decision
		B	Std. Error	Beta				
1	(Constant)	6.72	.84		8.03	.00	.05	Significant
	Autonomy	.82	.02	.87	34.58	.00		

Table 5 showed that the t value is 34.58. The hypothesis is rejected because the significant value of 0.00 is less than the alpha level of 0.05. Therefore autonomous

support significantly predicted teachers' job performance in secondary schools in Ebonyi State.

**Table 6: t-test Associated with Simple Regression on the Prediction of relatedness on Teachers' Job Performance**

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Alpha level	Decision
		B	Std. Error	Beta				
1	(Constant)	5.50	1.04		5.30	.00	.05	Significant
	relatedness	.86	.03	.83	29.05	.00		

Table 6 showed that the t value is 27.23. The hypothesis is rejected because the significant value of 0.00 is less than the alpha level of 0.05. Therefore, relatedness significantly predicted teachers' job performance in secondary schools in Ebonyi State.

## **DISCUSSION**

The findings of the study revealed that competence predict teachers' job performance to a high extent. This is because competence is the capability of an individual to use the required parameters of knowledge, skills, attitude and behaviour to successfully accomplish a given task. The finding is buttressed by the report that application of competence of behaviour and skills predict to a high extent job completion (Palan cited in Renyut et al., 2017). More so, Wibowo (2014) reported that employee competence that involves proper usage of knowledge, skills and attitude has a significant influence on job performance. In the same vein, Robbins (2007) submitted that competence as the ability of the employee to carry out a task expectedly is associated with task accomplishment. It was further reported that teachers' ability, skills, knowledge and attitude as well as their behaviours can significantly determine their productivity, job security and satisfaction (Charles, 2012). Still in tandem with this study is the finding of Wu et al. (2018) which revealed that competence is associated with employee job satisfaction. More so, it was found by Chen et al. (2014) and Muhangi (2017) that competence has a significant role to play in the determination of job satisfaction. Furthermore, Haruna and Marthandan (2017) reported that competence had a high and significant influence on employees' work commitment. Similarly, Sadaf and Aziz (2019) noted that competence achievement through development leads to a better job orientation and satisfaction.

This result may be so because the more the employees acquire the required attributes, the more they will have self-confidence to

carry out their assigned obligations. The proper application of knowledge and abilities developed during training and development can help the employees achieve success. The development of competence has a big role to play in the enhancement of employee's job attachment. There is a need to develop competence by employee in order to increase teachers' job commitment and satisfaction.

The result showed that autonomy significantly predicts teachers' job performance to a high extent. This result confirms that the study of Moreau and Mageau (2012) perceived autonomy support can predict professionals' work satisfaction and job accomplishment. Workers' autonomy support predicts work satisfaction and subjective well-being. More so, performance growth of employees who perceived their supervisors as supportive of their autonomy was significant with their performance (Crane, 2010; Hagger et al., 2015; Kanat-Maymon & Reizer, 2017).

Results provide preliminary support for the present finding that autonomous perception serves as a motivation that can empower and drive teachers to carry out their teaching responsibilities effectively and efficiently. Autonomous support and perception contribute to the worker productivity.

The result showed that relatedness significantly predicts teachers' job performance to a high extent. The finding of this study is buttressed by Marshik et al (2017) study on teachers' and students' needs relatedness as predictor of achievement, which reported that teachers' organizational relatedness is a significant determinant of teachers' task performance. More so, Klassen et al, (2012) found that satisfaction of the need for relatedness leads to higher levels of engagement and positive emotions, and lower levels of negative emotions. Similarly, Martela and Riekk (2018) and Martinek (2019) revealed that relatedness (sense of caring relationships) independently and significantly is associated with meaningful work. This implied that the more the teachers share social and



emotional connectedness within and between each other, their productivity towards task assignment will be improved.

## CONCLUSION

Teachers' job performance is the degree of effectiveness in performing duties by teachers at a particular period in the school system in achieving set goals. Therefore, this study examined self-determination components as predictors of job performance among secondary school teachers in Ebonyi State. From the study, it was revealed that self-determination components (autonomy, competence and relatedness,) significantly predict job performance of teachers in public secondary schools in Ebonyi State of Nigeria.

## RECOMMENDATIONS

Based on the findings of the study, the following recommendations are made:

1. Teachers should take their career direction very seriously by being committed and dedicated in order to achieve high aspiration.
2. Teachers should be mindful of their job demands by being fully aware of their roles and responsibilities.
3. Teachers should have some level of freedom to properly apply their skills and abilities without much interferences and discouragements from the school authorities.

### Declaration by Authors

**Acknowledgement:** None

**Source of Funding:** None

**Conflict of Interest:** The authors declare no conflict of interest.

## REFERENCES

1. Adeyemi, T.O. (2011). Principals' leadership styles and teachers' job performance in senior secondary schools in Ondo State, Nigeria. *Current Research Journal of Economic Theory*, 3(3),84-92.
2. Admos, A. (2021). The perceived level of competence based on experience and of the administrative staff of primary education in Greece and the need for training, *Innovare Journal of Education* 9(2), 15-23.
3. Afe, J.O. (2002). Reflections on becoming a teacher and the challenges of teacher education: In Nigerian Universities. *Inaugural Lecture Series*. Abuja: National University Commission.
4. Charles, M.C. (2011). Discipline, motivation, commitment and competence in increasing of satisfaction and performance by an employee in Cambridge Australia. *International Journal of Business and Management*, 5(6),
5. Chen, F., Svetlana, N. K., & Paul, G. W. J. (2014). Effects of employees' career competencies development on their organizations: Does satisfaction matter? *Career Development International*, 19(6),700-717. <https://doi.org/10.1108/EL-01-2014-0022> (19) (PDF) *The Effect of Competencies and Job Stress on Work Engagement with Job Satisfaction as Mediating Variable*. Available from: [https://www.researchgate.net/publication/340302981\\_The\\_Effect\\_of\\_Competencies\\_and\\_Job\\_Stress\\_on\\_Work\\_Engagement\\_with\\_Job\\_Satisfaction\\_as\\_Mediating\\_Variable](https://www.researchgate.net/publication/340302981_The_Effect_of_Competencies_and_Job_Stress_on_Work_Engagement_with_Job_Satisfaction_as_Mediating_Variable)
6. Cherry, K. (2019). *Self-determination theory and motivation*. Retrieved from <https://www.verywellmind.com/what-is-self-determination-theory-2795387>
7. Cook, A.L. (2008). *Job satisfaction and job performance: Is the relationship spurious?* M.A. Thesis. A & M University, Texas.
8. Crane, M. (2010). *The effects of task autonomy and task interest on goal-setting behaviour and task performance*. A thesis submitted to the Department of Psychology, Cleveland State University.
9. Deci, E.L. & Ryan, R.M. (2000). The "what" and "why" of goal pursuits: Human needs and the self-determination of behaviour. *Psychological Inquiry*, 11(4)227-268. <https://doi.org/10.1207/S15327965PL11104-01>.
10. Evans, L. (2010). Leadership for Faculty development: Confronting the complexity of professional development. In Annual Meeting of the American Educational Research Association. *American Educational Research Association*.
11. Hagger, Sultan, Hardcastle and Chatzisarantis (2015). Perceived autonomous support and autonomous

- motivation towards mathematics activities in educational and out-of-school context. *Contemporary Educational Psychology*, 4 (1), 111-123.
12. Haruna, A.Y., &Marthandan, G. (2017). Foundational competencies for enhancing work engagement in SMEs Malaysia. *Journal of Workplace Learning*. <https://doi.org/10.1108/JWL-07-2016-0066> (19) (PDF). *The Effect of Competencies and Job Stress on Work Engagement with Job Satisfaction as Mediating Variable*. Available from: [https://www.researchgate.net/publication/340302981\\_The\\_Effect\\_of\\_Competencies\\_and\\_Job\\_Stress\\_on\\_Work\\_Engagement\\_with\\_Job\\_Satisfaction\\_as\\_Mediating\\_Variable](https://www.researchgate.net/publication/340302981_The_Effect_of_Competencies_and_Job_Stress_on_Work_Engagement_with_Job_Satisfaction_as_Mediating_Variable).
  13. Kanat-Maymon, Y. & Reizer, A. (2017). Supervisors autonomous support as a predictor of job performance trajectories. *Applied Psychology*, 66(3).
  14. Klassen, R., Perry, E.N., Frenzel, C.A. (2012). Teachers' relatedness with students: An underemphasized component of teachers' basic psychological needs. *Journal of Educational Psychology*, 104(1), 150-165.
  15. Klassen, R.M.&Chiu,M.M.(2010). Effects on teachers self efficacy and job satisfaction: Teacher gender, years of experience and job stress. *Journal of Educational Psychology* 102(30,741).
  16. Koko, M.N.&Uzoho,F.(2023). Influence of workload on teachers job performance in private secondary schools in Port-Harcourt Metropolis, Rivers State, *International Journal of Innovative Education Research* 11(3),23-30.
  17. Loch et al 2024, B, Horey,D., Julien, B, Bridge, C,&Thompson, B.(2024). Building the status of teaching focused positions as prestigious roles to improve teaching quality. *Advancing scholarship and Research in Higher Education*, 5(1). <https://doi.org/10.59197/asrhe.v5i1.8145>.
  18. Manpower Nigeria (2016). *Secondary school teacher*. Retrieved from<http://manpower.com.ng/job-descriptions/Secondary-school-teacher-407.html>
  19. Mark, J.O (2006).*Emotional intelligence and job performance teachers in Delta State*. Unpublished M. Ed project of Delta State University.
  20. Marshik, T., Ashton, T.P., Algina, J. (2017). Teachers' and students' needs for autonomy, competence, and relatedness as predictors of students' achievement. *Social Psychology of Education*, 20, 39-67.
  21. Martela, F. & Riekkki, T. J. J. (2018). Antinomy, competence, relatedness, and beneficence. A multicultural comparison of the four pathways to meaningful work. *Frontiers in Psychology*, 9, 1157.
  22. Martinek, D. (2019). The consequences of job-related pressure for self-determined teaching. *SocPsycholEduc*, 22, 133–148.
  23. Meni, K.C (2009). *Factors influencing job performance among primary school teachers in Tai local government Area of Rivers State*.Unpublished M.Ed. project of Ignatus Ajuru University of Education Port Harcourt.
  24. Moreau, E., &Mageau, G.A. (2012). The important of perceived autonomy support for the psychological health and work satisfaction of health professionals: Not only supervisors count, colleagues too! *Motivation and Emotion*, 36(3), 1-19.
  25. Motowidlo, S.J. & Schmidt, M.J. (1999). Performance assessment in unique jobs. In D.R. Ilgen and E.D. Pulakos (eds). *The changing nature of job performance: Implications for staffing, motivation, and development*. Jossey-Bass.
  26. Muhangi, G. T. (2017). Professional Competence and Work Engagement: Exploring the Synergy Between Self-efficacy, Job Satisfaction and Job Commitment of Secondary School Teachers in Mbarara District. *American Scientific Research Journal for Engineering, Technology, and Sciences (ASRJETS)*, 27(1), 276–290. (19)
  27. Ngabirano, D., Twebaze, R., Nyemara, N. & Asheisibwe, I. (2023). Teachers professional development and foil, performance in selected secondary schools in Ibada Municipality Uganda. *East African Journal of Education Studies*. 6(1),245-253. DOI: <https://doi.org>
  28. Obi, C. E. & Onyike, V. C. (2018). Principals' leadership styles and job performance of teachers in public secondary schools in Imo State, Nigeria. *Archives of Business Research* 6 (9) 1-12.
  29. Ogunmola, O. S., Eguabor, R.O., Ogbechi, D. A, Ogbechi, C. D., Halim, H.C& Adow,A.H(2024). Relationship between

- emotional intelligence and performance of employees in tertiary institutions: The mediating role of work motivation. *Asian Journal of Economics, Business and Accounting*, 24(6),147-163
30. Renyut, C.B., Modding, H.B., Bima, J., & Sukmawati, S. (2017). The effect of organizational commitment, competence on job satisfaction and employees performance in Maluku Governors' Office. *Journal of Business and Management*, 19(II. III), 18-29.
31. Robbins, S.P. (2007). *Organizational Behaviour*. Prentice Hall.
32. Ross, P.M., Scanes, E, Poronnik, P, Coates, H. & Locke, W. (2022). Understanding STEM academics responses and resilience to educational reform of academic roles in higher education. *International Journal of STEM Education*. 9(11). <https://doi.org/10.1186/s40594-022-00327-1>.
33. Ross, P.M & Scanes, E. (2024). Using self determination theory as a lens to create sustainable futures for teaching and education focused academics in higher education in Australia. *Journal of Higher Education Policy and Management*, 1-18. <https://doi.org/10.1080/1360080X.2024.2391600>.
34. Sadaf, Q., & Aziz, M. (2019). Role of organizational culture in psychological needs satisfaction and work engagement, 14(June), 1-16.
35. Salameh, N. & Benkohila, N. (2024). The impact of job satisfaction on teachers performance in the UAE, In BUID Doctoral Research Conference 2023: Multidisciplinary Studies Springer PP9-30 /10.37284/eajes.6/.1127.
36. Saraswati, T. & Amalia, L. (2018). *The impact of competencies toward teacher's performance moderated by the certification in Indonesia*. Retrieved from <https://knepublishing.com/index.php/KnE-Social/article/view/3363/7083>
37. Selamat, N., Samsu, N.J. & Kamalu, N.S.M. (2013). The impact of organizational climate on teachers' job performance. *Educational Research e Journal* 2(1), 71-82.
38. Sonnentag, S & Frese, M. (2002). *Performance concepts and performance theory*. In S. Sonnentag (Ed.). *Psychological Management of individual performance*. John Wiley and Sons Ltd. pp: 3-25.
39. Udo, A. O. (2013). State safety awareness among senior secondary school science students in Akwalbon State of Nigeria. *Academic Journal of interdisciplinary studies*, 2 (2), 275. Retrieved from <https://www.richtman.org/journal/index.php/ajis/article/view/390>.
40. Van den Broeck, A., Vansteenkiste, M., De Witte, H., Soenens, B., and Lens, W. (2010). Capturing autonomy, competence, and relatedness at work: construction and initial validation of the work-related basic need satisfaction scale. *J. Occup. Organ. Psychol.* 83, 981-1002. doi: 10.1348/096317909x481382.
41. Wibowo, D. M. (2014). Effect of competence, motivation, organizational commitment to employee performance job and job satisfaction. *Journal of Business Management* 5 (6).
42. Wu, X., Li, J., Liu, G., Liu, Y., Cao, J., & Jia, Z. (2018). The effects of emotional labor and competency on job Advances in Economics, Business and Management Research, volume 124729 satisfaction in nurses of China: A nationwide cross-sectional survey. *International Journal of Nursing Sciences*. <https://doi.org/10.1016/j.ijnss.2018.08.001>.

How to cite this article: Isiguzo, Blessing Chioma, Iteshi, Sunday Igwe. Self-Determination components as predictors of job performance among secondary school teachers in Ebonyi State. *International Journal of Research and Review*. 2024; 11(10): 582-592. DOI: <https://doi.org/10.52403/ijrr.20241054>

\*\*\*\*\*