

Influence of Teachers' Motivation on the Academic Performance of Public Secondary School Students in Nigeria

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Abstract

Teacher motivation has become an important teaching skill, given its significance in imparting knowledge and skills to learners. Consequently, the purpose of this study is to investigate the Influence of Teachers' Motivation on the Academic Performance of public Secondary School Students in Akoko-Edo Local Government Area, Edo State. A self-designed questionnaire titled "Influence of Teachers' Motivation on the Academic Performance" was used for the study. The research design adopted for this study is the descriptive survey. Purposive sampling was used to select 10 senior secondary schools from Akoko-Edo local government area. Twenty-two (22) teachers were randomly selected from each of the 10 selected schools. Hypotheses were formulated and tested at 0.05 level of significance, data collected were analyzed using t-test and analysis of variance (ANOVA). The result showed that there is a significant difference in the factors that influence teachers' motivation in public secondary schools in Akoko-Edo LGA, Edo State based on gender and educational qualification. Based on the findings, recommendations were made to stakeholders, principals, parents and government.

Keywords: Influence, Motivation, Academic Performance

Introduction

There is no single activity which in itself constitutes teaching. Teaching consists of a number of interrelated activities. It is sometimes erroneously perceived as only those activities teachers carry out in the classroom. Teaching in a nutshell, could be seen as any human activity that is capable of bringing about a change in the behaviour of another person. Hence, teaching is referred to as a process of behaviour modification. The efficient and effective management of any level of education lies in the abilities and good dispositions of the teacher. In line with the above, teaching simply means an activity carried out by professionally

trained individuals with a view to assisting another individual(s) to acquire knowledge and skills that were previously unknown to such individual(s) (Akpochofo, 1992). Educationist and government decision makers have exhibited intense interest in identifying specific actions and/or benefits they might use as incentives to encourage valued teacher behaviours to enhance good teaching and learning. Vegas & Umansky (2005) suggest nine types of actions that can operate as incentives in attracting teachers, retaining teachers, or in encouraging more effective teaching. These include intrinsic motivation, recognition and prestige, salary differentials, job stability, pension and benefits, professional growth, adequate infrastructure and teaching materials, subject master, and responding to stakeholders. Motivation is the internal feeling that arises from the desires and needs of an individual. It is the continuous process of needs and satisfaction that stimulate individuals to perform. It is the process to inspire an individual to utilize his/her best capabilities for the achievements of particular goals. Motivational techniques could arouse interest, enthusiasm and regulate the individual behaviour in order to perform different tasks with interest for the attainment of particular goals (Maimoona & Abass, 2013). Motivated teachers are people who love their profession and this motivation, in turn, stimulates student learning (Czubaj, 1996). According to Firestone & Pennell (1993), committed and motivated teachers maximize their contributions to their students and schools. Several factors may contribute to the meaningfulness of work to help build teachers' commitment (Firestone & Pennell, 1993). Teaching commitment enhances the teachers' desire to try new methods and the willingness to exert the required extra effort. A motivated teacher is someone who is very enthusiastic about his students' work, about his teaching in general and about the school in which he was employed (Atkinson, 2000:46). Further, the motivated teacher encourages his students and believes he could produce positive outcomes.

According to Maimoona & Abass (2013) teaching-learning process helps to encourage and boost students' ambition so that they can put more efforts in their studies. Saeed & Muneer (2012) opined that secondary school administrators have, in most cases, made use of motivation in order to boost the morale of both staff and students in the teaching and learning process, thereby promoting high quality output. In secondary schools where principals are the main administrators of both staff and students, the motivational strategies and the ways they are employed by these administrators have either impacted positively or negatively on the attainment of the organizational goals depending on the administrative and managerial style of the Principal. Principals have major roles to play in enhancing the quality of education. According to Bhella (1982) the responsibilities of the principals are too enormous hence the need to delegate some functions to the Vice

Principal. This view is supported by Educational Research Service (2000) which opined that the principal is often aided in his responsibilities by vice principal(s) and other administrative staff, with most of the functions centered around planning, supervising instructions, attendance and discipline, time tabling, record keeping, co-curricular activities, staff and students' affairs. The achievement of goals of the educational system is dependent on the effective management of human resources, especially school administrators of which secondary school principals are inclusive. Similarly, Aderoumu & Ehiametalor (2000) explained that principals must inspire their staff although they may not influence their salaries and fringe benefits but could help remove the frustrations which teachers encounter in schools by recognizing individuals for good performance of their jobs and demonstrating the right supervisory approach rather than criticism.

Teacher motivation in developed countries stems from the fact that teachers are provided with good quality teacher training and development, hence, they have opportunities to further improve on their training (Evans, 2000) while they work in acceptable physical school contexts. Examples of these countries are the United States of America (USA), the United Kingdom (UK), Canada and Australia. There is mounting concern about the rigid compensation structures, weak teachers' incentives in Nigeria, hence, the need to exert effort and improve on teacher motivation which will lead to better student performance. In the United States and elsewhere, such concerns have catalyzed the use of monetary performance incentives, often based upon the level or growth of students' test-scores. According to Arif (2003), both intrinsic and extrinsic motivations are very important in learning. Teachers need to ensure a balance in intrinsic and extrinsic motivation strategies especially when immediate satisfaction is inadequate or little in the learning situation. However, the place of motivation in the attainment of the above stated lofty goals of education cannot be overemphasized as they (motivation and education) are inextricably linked to each other. According to Ofoegbu (2004), the importance of motivation in educational administration, for instance, is only beginning to be understood and applied to professionals and other employees within the school system. Ofoegbu (2004) also concludes that it is vital and essential to recognize the motivational value of intrinsic factors like; wish for achievement or self-fulfillment in order to strike a balance on what has been an over dependence on extrinsic motivators. Primarily, motivation comes from the willingness to learn or acquire new knowledge geared towards the construction of an authentic product for an appropriate audience, thus protecting the audience from being disappointed. Motivation is not the same for every individual. This is due to the differences in needs, goals and personalities. For instance, different teachers and students are motivated differently at different

times and in different courses of instruction. According to Schunk (2002) good teachers are sensitive to students' motivational needs and so try to create a climate that supports the development of the learning communities. Teachers perform vital roles in motivating learners which is made up of two beliefs; firstly, belief in their own teaching ability and secondly, belief in the students' learning ability (Crowl, 1997).

Motivation in any school set up plays a critical role in facilitating good performance either among students, teachers or the school communities at large. Without motivation, teachers may not do their best and will be dissatisfied with their job, and this may result in decreased teacher retention. Motivation is the heart of the teaching and learning process and it enhances the entire human behaviour, teachers' and students' in general. Motivation triggers the response to some kinds of internal (physiological) or external (environmental) stimulation. Motivation holds a pivotal role in the teaching and learning process. Though a teacher's level of motivation occupies a very important position, it always depends on the students' level of motivation which plays even greater role in the cycle of teaching and learning (Naseer Ud Din, 2008).

Improving the teacher quality through provision of education has been noted to influence their motivation to some extent. Research evidence shows that improving the quality of teaching is essential to driving up standards in schools. Moreover, students who are taught by good teachers' score better grades and points per subject than those who are taught by poor teachers (School Teachers' Review Body (STRB), 2012). Thus, teachers who are properly trained feel adequately motivated to continue with their teaching profession as compared to those who are not duly trained and certified as teaching professionals. While the fulfillment of basic needs is important to lay the foundation for teachers who desire to improve their professional behaviour and personal achievement, there are number of theories which indicate that satisfaction of basic needs in and of itself functions as a mere extrinsic, or external incentive.

Statement of the Problem

Current research examines several potential areas of influence of teachers' motivation on the Academic Performance of public Secondary School Students in Nigeria that may stimulate teacher motivation. Researchers suggest that each of the following factors may individually or collectively contribute to teachers' motivational levels: the principal's leadership that sets the tone of the school, the learning climate, the teachers' level of professionalism, morale, and the degree of school concern for the students. The levels in which a teacher is motivated can negatively or positively have an effect on students' academic outcomes.

Motivation may affect the ability of teachers to acquire the new skills and knowledge needed to comply with educational reform guidelines. It is believed that, a good performing school should have an effective teacher motivation system as a potential strategy to remedy some of these crises, amongst other managerial attributes. Therefore, this research sought to investigate the influence of teachers' motivation on the academic performance of public secondary school students in Akoko-Edo LGA of Edo State.

Research Question

What are the factors that influence teachers' motivation on the academic performance of public secondary school students in Akoko-Edo LGA of Edo State?

Research Hypotheses

1. There is no significant difference in the factors that influence teachers' motivation on the academic performance of public secondary school students in Akoko-Edo LGA of Edo State based on gender.
2. There no significant difference in the factors that influence teachers' motivation on the academic performance of public secondary school students in Akoko-Edo LGA of Edo State based on educational qualification.

Methodology

The research design adopted for this study is the descriptive survey. A descriptive survey is a method of data collection which employs the use of questionnaire or interviews to collect data from a sample that has been selected to represent a population to which the findings of the data analysis can be generalized (Gall, Gall & Borg, 2007).

The population for this study consists of 489 senior secondary school teachers in Akoko-Edo LGA, Edo state (Edo State Ministry of Education, 2014). The sample for this study is 220 teachers. For the purpose of this research, a two stage sampling procedure was adopted. At stage one, Purposive sampling was used to select 10 senior secondary schools from Akoko-Edo local government area. Twenty-two (22) teachers were randomly selected from each of the 10 selected schools. Therefore, 220 respondents participated in the study and stratified random sampling technique was used to stratify the respondents based on gender, educational qualification.

A self-designed questionnaire titled "Influence of Teachers' Motivation on the Academic Performance" was used for the study. The questionnaire consisted of two sections, A and B. Section A contains demographic data while Section B consisted of (10) items on influence of teachers' motivation on the academic

performance of public secondary school students. In section B the respondents were asked to respond to the items using the following keys: “Strongly agree”, “Agree”, “Disagree” and “Strongly Disagree”. The highest possible score for any item is 4 and the lowest is 1, the highest possible score obtained is 40(4x10) while the lowest is 10(1x10). The possible minimum score for any teacher was obtained by calculating the mid-point $(40-10) \div 2=15$, and by adding the mid-point and the lowest possible score together of a teacher that scored 2.50 $(4+3+2+1/4)$ and above. Therefore any teacher that scored 2.50 on the scale and above is adjudged to be motivated and below 2.50 is not motivated.

To ascertain the validity of the instrument, it was given to experts at the Educational Research Centre, Nigerian Educational Research and Development Council, (NERDC) to vet. The experts made corrections and suggestions which were thereafter taken into consideration in producing the final draft. To establish the reliability of the instrument, it was administered on a representative sample of (20) respondents twice at an interval of four weeks. The two set of scores were correlated using Pearson Product Moment Correlation Formula. A correlation coefficient of 0.78 was derived which showed that the instrument was reliable for the study.

The data collected were analyzed using descriptive statistics; percentages and mean scores were used to analyze participants' demographic data and research questions while t-test and Analysis of Variance (ANOVA) were used to test the research hypotheses at 0.05 alpha level of significance.

Results

Demographic information

Table 1: Distribution of Respondents on the bases of Gender and Educational qualification

Variables	Frequency	Percentage
Gender:		
Male	120	54.50
Female	100	45.50
Total	220	100.00
Educational Qualification		
NCE	78	37.00
B.Ed	125	56.00
M.Ed	17	07.00
Total	220	100.00

Table 1 shows the distribution of respondents on the basis of gender and educational qualification. The table indicates that 120 (54.50%) of the respondents were male, while 100 (45.50%) of the respondents were female. The table also shows that 78 teachers had NCE (37.00%), 125 had B.Ed (56.00%) while 17 had M.Ed (07.00%).

Research Question: What are the factors that influence teachers' motivation on the academic performance of public secondary school students in Akoko-Edo LGA of Edo State?

Table 2: Mean and Rank order of factors that influence teachers' motivation of public senior secondary schools students in Akoko-Edo LGA, Edo State?

Items	FACTORS THAT INFLUENCE TEACHERS MOTIVATION	Mean	Rank
3	Motivational tools of the school administrator can positively or negatively influence teacher motivation depending on the direction of such character	3.56	1 st
7	The general economic state of the nation has an influence on principals' motivation strategies in secondary schools	3.52	2 nd

4	The academic or training qualification of school administration has a direct influence on teacher motivation in secondary schools	3.51	3 rd
10	The promotion in my school is fair and just	3.34	4 th
8	The financial status of the school is a determinant of teacher motivation strategies in secondary schools institutions of learning	3.30	5 th
2	The provision of extra financial incentives to teachers for extra-work done	3.28	6 th
5	Recommendation for emulation by other colleagues on any best practices used to ensure good performance of the students	3.25	7 th
1	Attending workshops and seminars in your subject area	3.22	8 th
6	Teachers get time off for further study and certificate upgrade to develop self	3.20	9 th
9	Teachers are placed on their job where individual potentials can be fully utilized	3.10	10 th

Table 2 shows that item 3 was ranked 1st (Motivational tool of the school administrator can positively or negatively influence teacher motivation depending on the direction of such character) with a mean score of 3.56; ranked 2nd is item 7 (The general economic state of the nation is an influence on principals' motivation strategies in secondary schools) with a mean score of 3.53; ranked 3rd is 4 (The academic or training qualification of school administration has a direct influence on teacher motivation in secondary schools) with a mean score of 3.51; ranked 4th is item 10 (The promotion in my school is fair and just) with a mean score of 3.34. Since all items in the questionnaire have mean scores greater than 2.50, it can be concluded that all factors stated above significantly influence the motivation of teachers.

Hypotheses Testing

1. There is no significant difference in the factors that influence teachers' motivation on the academic performance of public secondary school students in Akoko-Edo LGA of Edo State based on gender

Table 3: Mean, Standard Deviation, t-value and F-ratio of factors that influence of teachers' motivation on the academic performance of public secondary school students in Akoko-Edo LGA of Edo State-based on gender

Gender	N	Mean	SD	Df	Cal. t-value	Crit. t-value	p-value
Male	120	56.51	9.06	218	2.71*	1.96	0.007
Female	100	54.74	910.82				

*Significant, $p < 0.05$

Table 3 shows a calculated t-value of 2.71, calculated p-value of 0.007 and an alpha (α) level of 0.05. Since the calculated p-value of 0.007 is less than the alpha p-value of 0.05, the hypothesis is rejected. Hence, there is a significant difference in the factors that influence teachers' motivation in public secondary schools in Akoko-Edo LGA, Edo State based on gender.

2. There no significant difference in the factors that influence teachers' motivation on the academic performance of public secondary school students in Akoko-Edo LGA of Edo State based on educational qualification.

Table 4: Mean, Standard Deviation, t-value and F-ratio of factors that influence of teachers' motivation on the academic performance of public secondary school students in Akoko-Edo LGA of Edo State-based on Educational qualification

Source	SS	Df	Mean Squares	Cal. F-value	Crit. F-value	p-value
Between Groups	1016.845	2	508.42	5.61*	3.00	0.004
Within Groups	103852.128	217	90.62			
Total	104868.973	219				

*Significant, $p < 0.05$

Table 4 shows a calculated F-value of 5.61, calculated p-value of 0.004 and an alpha (α) value 0.05. Since the calculated p-value of 0.004 is less than the alpha p-value at 0.05, the hypothesis is rejected. Therefore, the conclusion is that there is a significant difference in the factors that influence teachers' motivation in public secondary schools in Akoko-Edo LGA of Edo State based on educational qualification. Since there is a significant difference using Analysis of variance (ANOVA), the researcher proceeded to use Duncan Multiple Range Test (DMRT) as a post-hoc test to determine the educational qualification group's

mean scores that contributed more to the significant difference noted in the ANOVA results in Table 5.

Table 5: Duncan's Multiple Range Test (DMRT) showing the factors that influence teachers' motivation on the academic performance of public secondary school students in Akoko-Edo LGA of Edo State-based on Educational qualification

Duncan Groupings	N	Means	Group	Educational Qualification
A	78	55.57	3	NCE
A	125	56.24	2	B.Ed
B	17	64.31	1	M.Ed

Table 5 shows the Duncan Multiple Range Test (DMRT) results which were used to determine which of the educational qualification group's mean score that contributed more to the significant difference noted in the ANOVA results in Table 4. The DMRT results indicate that group 1 (M.Ed) with mean score of 64.31 differed significantly from group 2 (B.Ed) with a mean score of 56.24 and group 3 (NCE) with a mean score of 55.57. It is also important to note that all the group means differed significantly from one another. Hence, the significant difference noted in the ANOVA results in table 4 was as a result of the mean scores of group 1 (M.Ed). This thus implies that teachers with M.Ed have a different point of view with regards to the factors that influence teachers' motivation in public secondary schools in Akoko-Edo LGA, Edo State, hence, hypothesis 2 is rejected.

Summary of the Major Findings

1. There was a significant difference in the factors that influence teachers' motivation in public secondary schools in Akoko-Edo LGA, Edo State based on gender.
2. There is a significant difference in the factors that influence teachers' motivation in public secondary schools in Akoko-Edo LGA, Edo State based on educational qualification.

Discussion

Education in its every day sense could mean formal training that is given in schools, colleges, and universities, for the acquisition of abilities such as reading, writing and calculation. Education is the process by which every society tries to preserve and promote the stored knowledge, skills and attitudes in its

cultural settings and heritage in order to foster endless wellbeing of mankind and assure its survival against the irregular. To further substantiate this, Ogbonna (2011) described education as a process of acculturation through which an individual is helped to attain the development of his/her potentialities and their maximum activation when necessary according to right reason and to achieve his/her perfect self-fulfillment. To drive this aim, teachers' motivation is very important. According to Klang (2006) "If you don't feel well, you don't work well; if you don't work well, your full potential is never realized"(p.5). Thus, teacher motivation impacts on the realization of the school's core mission.

The hypotheses formulated for this study were tested at 0.05 alpha levels. Hypothesis one which stated that there is no significant difference in the factors that influence teachers' motivation in public secondary schools in Akoko-Edo LGA, Edo State based on gender was not accepted. Hence, there was a significant difference in the factors that influence teachers' motivation in public secondary schools in Akoko-Edo LGA, Edo State based on gender. To corroborate the findings of this study, Donald, Lazarus & Lolwana (2000) opined that institutionalized discrimination occurs where gender discrimination is built into the structure of schools and accordingly practiced by management. The hampering effect, thereof, on teacher motivation is obvious. Deventer & Kruger (2003) cited Booysen (1999) as stating that discrimination in school is associated with patriarchal ideology, based on the superiority of men and that the division of labour is often based on stereotypical gender roles.

Hypothesis 2 which stated that there is no significant difference in the factors that influence teachers' motivation in public secondary schools in Akoko-Edo LGA, Edo State based on educational qualification was rejected. Hence, there was a significant difference in the factors that influence teachers' motivation in public secondary schools in Akoko-Edo LGA, Edo State based on educational qualification. In support of the findings of this study, Re'em (2011) opined that training plays an important role when it comes to employees' motivation in the organization because it prevents them from failing as a result of lack of skills. Therefore, school managers should offer teachers a lot of training in order to increase their effectiveness and competence in their job. Improving teacher quality through upgrade in educational qualification has been noted to influence their motivation to some extent. Evidence shows that improving the quality of teachers is essential to driving up standards in schools. Thus, teachers who are properly trained feel adequately motivated to continue with their teaching profession compared to those who are not well trained and certified as professional teachers. This is in line with the findings of Qayyum (2003) that

teachers' competence motivates them to do well which is only obtainable through further studies and upgrade in certifications.

Conclusion

It is evident from the findings of this study that various factors influence teachers' motivation. The factors that energize teachers' behavior include drive, personal and professional needs, incentives, social pressures, self-confidence, interests, curiosity, beliefs, values and expectations from the school management and other stakeholders in the school setting. Motivation is, therefore, an important factor in education especially in the administration of school staff and the teaching and learning process. It implies the stimulation and sustenance of interest in education. This means that interest is an underlying factor in education, as no education can take place without the interest of stakeholders especially staff and students.

Recommendations

The following recommendations are made based on the findings of this study:

1. Recognize and reward specific behaviours such as leadership and teamwork; treat teachers as equal partners and professionals, and promote a professional environment in the school through codes of conduct;
2. The schools should come up with workshops which will encourage teachers from various institutions of learning to come together to share experiences and learn new ways of improving on their teaching skills as well as their relationships with the students and other teachers.
3. Schools should also ensure that there is constant evaluation of teachers' performance. This will ensure that they are able to identify performing teachers as well as those that are underperforming. This can also be used to advise the method of performance appraisal to use, in order to motivate other teachers to perform better to get recognition and appreciation for good performance.
4. Government should explore means of upgrading the salary of secondary teachers through the increase of their allowances such as housing or family allowances, and possibly give them housing loan.

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