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TEACHERS 'MOTIVATION AS A FACTOR FOR CLASSROOM EFFECTIVENESS AND STUDENTS' ACADEMIC PERFORMANCE IN SECONDARY SCHOOLS IN EDUCATIONAL ZONES IN ENUGU STATE

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Abstract: *The study explored “Teachers ‘motivation as a factor for classroom effectiveness, students ‘academic performance and school improvement in secondary schools in educational zones in Enugu State”. The design for the study was a descriptive survey design. Two research questions and two hypotheses guided the study. The population of the study was made up of five (5) principals, Ten (10) Vice principals, four hundred eighty three (483) teachers and five thousand three hundred and sixty eight (5,368) students. The total population was (5,866) people. The researcher could not study all the subjects in the population, he therefore used simple random sampling to select three hundred (300) subjects to serve as the sample size of study. The respondents consist of five (5) principals, Ten (10) vice principals, one hundred teachers (100) and one hundred and eighty seven (187) students, making total of three hundred (300) subjects. The instrument that was used for this study was developed by the researcher is called Impact of Teachers Motivation on Students’ Academic Performance (TMFCESAP). Questionnaire was use for data collection and mean, standard deviation and variance were used for data analysis. The findings of the study showed that prompt payment of teachers’ salaries, adequate remuneration. And professional development of students makes teachers to have strong desire to promote academic performance of students in secondary schools in Enugu and Agbani education zones. Following from the analyses and findings made in this study, the following recommendations are made: Government should look with keen interest into the plight of teachers by reviewing upward their welfare packages, the condition of service and the benefits. Government should motivate teachers through regular payment of salaries.*

Keywords: Concept of Motivation, Effect of Teachers’ Motivation on Student, Concept of Academic Performance.

Introduction

The issue of teachers’ motivation and teachers’ productivity sometimes called quality assurance has become a matter of debate and concern in educational systems and standards. In most developing countries of

the world including Nigeria, there has been a growing awareness about teacher motivation which is a key to quality assurance, quality outcomes/delivery and high standards in the educational system (Ofojebe and Ezugboh 2010). It is acknowledged that any nation that

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is aspiring to maintain high and quality standards or achieve quality assurance in its educational system must take teachers and their motivational needs with utmost high level of seriousness. Therefore, the purpose of this paper is to critically discuss the importance of teachers' motivation and its influence on quality assurance in the Nigerian educational system.

Teachers are important instrument in education. They are also the pivot on which the educational process hang. Teachers play a major role in the whims and caprices of the educational system. They can influence the teaching-learning outcomes either positively or negatively because they determine the quality of instructional delivery and also influence quality education when it comes to implementation of the curriculum and educational policies. They are to be considered when addressing issues such as: quality assurance; quality delivery (teaching), quality context and quality learning outcomes (Onucha, 2002).

However, they are the custodians of the educational and school systems. Since teaching can be regarded as a systematic, rational and organized process of transmitting knowledge, skills, attitudes, values and what is worthwhile (education) in accordance with certain professional principles; there is need for the services of efficient teachers (whose knowledge is bonded with innovations) in order to achieve the educational objectives (Ofojebe and Ezugboh 2010). Without teachers in the school system, there will definitely be no learning. Teaching makes learning take place and the teacher determines the quality of learning/instructions that will be given to learners. This is the more reason why they should be motivated properly for effectiveness and efficiency in the educational and school system.

Motivation can be defined as a process that arouses, energizes, directs and sustains behaviors and performance. According to Luthans (2007) motivation is the inner most feelings that tend to sour individuals into

action. Teacher's motivation has to do with teacher's interest in student. It also includes the teacher's interest in student discipline and control particularly in the classroom. Therefore, it could underlie their involvement or non involvement in academic and non academic activities, which operate in schools.

Teachers' motivation is a key to guaranteed quality education, as such influences quality assurance in the educational system. Without efficient and effective teachers in the education industry, qualitative learning outcomes cannot be achieved. That is why they should be motivated properly in order to enhance quality in the educational system (Ofojebe and Ezugboh 2010). As such any credible analysis of achieving quality education in the Nigerian education system should critically examine the roles played by teachers in enhancing quality assurance in education.

Motivation in education can have several effects on how students learn and their behaviour towards subjects matter (Ormord 2003). Motivation of teachers and students in teaching and learning process can direct behaviour towards particular goals, leads to increase effort and energy enhance cognitive processing, increase initiation of and persistence in activities, determine what consequences are reinforcing and it can also lead to improved performance. Orphlins (2002) is of the view that motivated teachers always look for better ways to do their teaching job; they are more quality oriented and are more productive. Therefore, it means that motivated teachers are determining to give their, best to achieve the maximum output (qualitative education). Motivation can be in the form of regular payment of salary, fringe benefit, such as allowance, bonus on the job training, promotion of the teachers, provision of good working environment, maintaining high degree of relationship and improving the teachers general well being. Hence, any teacher that enjoys the above named items is band to give



all his best in discharging of his duty because; he would derive satisfaction of being a teacher.

In educational sector, motivation plays a great role. When teachers are motivated, this will lead to good performance and high productivity to sustain the national growth and development and also, the welfare of its citizens at large. According to Alu, Eya, Odo, Ede and Ugwu (2001) education is an ancient enterprise designed to be the vehicle of social change and over development of self, culture and society. Education is a process designed to help all human beings to grow into persons. In 2010, Enugu State Government raised teachers salary structure by ten percent (10%) in order to boost the morale of the teachers in the state, however in as much as the teachers appreciate it, more is expected from the Government. Consequently, the Nigeria policy on education section nine paragraph 57, stated that “teachers’ education will continue to be given a major emphasis in all our educational planning because, no educational system can rise above the quality of its teachers. Therefore, various purposes or aims of teachers’ education should be inculcated into our schools. It will be necessary for the provision of highly motivated, conscious and efficient classroom teachers for all level of our educational system and also to encourage teachers’ commitment to the teaching profession.

Also, motivation has an effect on the society in various ways for the development of the nation of the hallmarks of the development and economic prosperity while low performance create problem of underdevelopment. Since the future of the country lies with the students, so those students need to be well educated, so that they can be equipped with the knowledge and skills to pilot the affairs of this country.

Therefore, the impact of motivation and teachers’ productivity of the students when properly treated, will

lead to good performance and high productivity to the sustenance of the national progress.

Concept of motivation

Motivation is defined as some kind of internal drive which pushes someone to do things in order to achieve something (Harmer, 2005). Motivation is all those inner striving conditions describes as wishes, desires, urges to stimulate the internal of a person in an activity (Ndubuisi, 2009). Thus, motivation is an inner state that stimulates and triggers behavior. The context could be work-related behavior, hence, depicting workplace motivation. Work motivation is a set of energetic forces that originates both within as well as beyond an individual being to initiate work-related behavior, and to determine its form, direction, intensity and duration (Ude ,Udora and Okeke, 2013)They believe that understanding what motivates an organization’s employees is central to the study of industrial and organizational psychology, and there is general consensus that motivation involves three psychological processes; viz, Arousal, Direction and Intensity.

1. Arousal: This is what initiates action and it is fueled by a person’s need or desire for something that is missing from their lives at a given moment, either totally or partially.
2. Direction: This refers to the path employees take in accomplishing the goals they set for themselves.
3. Intensity: The vigour and amount of energy employees put into this goal-directed work performance.

According to Anih (2008), “Motivation is a process that starts with a physiological deficiency or need that activates behaviour or a drive, which is aimed at a goal or incentive.” Motivation therefore consists of needs (deficiencies) which set up drives (motives) which help in acquiring the incentives (goals). Drives or motives are



action-oriented while incentives/goals are those things which alienate a need. Motivation is what people need to perform better and can only work if the right person with the right skills has been placed in charge of the task at hand.

The productivity in any organization is a function of how well employees perform their various tasks. This productivity is very much dependent upon other factors, job analysis, job recruitment, selection and job placement of the employees. However, a greater performance of an organization does not depend upon only these crucial variables. The individual performance according to Obi (2007) is a function of the ability and the willingness of the worker to perform the job.

Wofford (2008) opines that motivation constitutes one dimension that has received considerable attention for the purposes of understanding the individual worker and his/her working environment. It is then notable that when employees are highly satisfied, the production in the organization will always increase. Motivation is said to result when the sum total of the various job facets give rise to feelings of satisfaction; and when the sum total gives rise to feelings of dissatisfaction, job dissatisfaction results. Improving any one of the facets leads to the direction of job satisfaction and eliminating any one of them leads to job dissatisfaction (Mutie, 2007). It is therefore evident that improvement of job satisfaction among workers in any organization is a linchpin of productivity.

Motivation covers all the reasons which cause a person to act including the negative ones like fear along with the more positive motives such as money, promotion or recognition (Aldair, 2009). The source of motivation is both intrinsic and extrinsic. Intrinsic motivation occurs when people engage in an activity without external incentives. They get motivated when they can control the amount of effort they put in an activity since they know the results they will get, will not be by luck. Extrinsic

motivation has to do with incentives. Incentives are external to a person and are provided by the management in order to encourage workers to perform tasks (Hackett, 2008).

In developing countries, teachers' motivation has been researched and addressed significantly. According to a study done by Oriahia, (2009) in Benue state, teachers are highly dissatisfied with their remuneration and other conditions of service like poor incentives and conditions of service which have resulted to low morale and thus poor performance. In Nigeria absenteeism and attrition, were largely influenced by teacher motivational factors like low salaries and poor working conditions. All educational stake holders agree that teacher motivation depend on an array of factors such as levels of remuneration, location of the school, availability of appropriate housing opportunities for further training and conditions of service, work load, promotion and career path, student's behaviour, relationship with the community, school quality factors such as availability of teaching and learning resources (Adelabu, 2005).

The problem of teacher motivation in Nigeria has been discussed in various forums such as seminars, trade unions and public commissions. The Federal Republic of Nigeria (2004) expressed the need for provision of a well-educated, keen, competent, respected and contented teaching force. The contribution of teachers is affected by their morale which is related to their salaries and promotion opportunities thus, Calagui (2014), succinctly submits that motivation is key in enhancing teachers' performance of duty and consequently the performance of students.

Managers and management researchers have long believe that organizational goals are unattainable without the enduring commitment of members of the organizations. Motivation is a human psychological characteristic that contributes to a person's degree of commitment (Stoke, 1999). It includes the factors that cause, channel, and



sustain human behaviour in a particular committed direction. Stoke(in Adeyemo 1999) goes on to say that there are basic assumptions of motivation practices by managers which must be understood. First, that motivation is commonly assumed to be a good thing. One cannot feel very good about oneself if one is not motivated.

Second, motivation is one of several factors that go into a person's performance. Factors such as ability, resources, and conditions under which one performs are also important. Third, managers and researchers alike assume that motivation is in short supply and in need of periodic replenishment. Fourth, motivation is a tool with which managers can use in organizations. If managers know what drives the people working for them, they can tailor job assignments and rewards to what makes these people "tick." Motivation can also be conceived of as whatever it takes to encourage workers to perform by fulfilling or appealing to their needs. To Olajide (2000), "it is goal-directed, and therefore cannot be outside the goals of any organization whether public, private, or non-profit".

Effect of Teachers' Motivation on Student

When there is proper motivation, it leads to good performance and high productivity to the sustenance of the national growth and development and also the welfare of the citizens. Hence, the impact of motivation on student's academic performance cannot be over emphasized and they are as follows:

Motivation help to direct and regulate the child's behaviour in such a case, the behaviour of such a student is always guided. The behavior is purposeful and persistent. For instance, when a motivated child is given an assignment in the school, he puts every effort to ensure that he gets the assignments correctly. Even when he fails the assignment, he does not get discouraged but rather

puts more effort towards the achievement of his goals Omebe (2001).

Also, the impact of motivation on students can be seen in the classroom settings. Motivation energizes the behaviour of the students and arouses them for action. Not only the motivation energizes the behaviour, it also sustain their interests and behaviour for a longer period of activity. Motivated state helps to increase efficiency and adequacy of behaviour. For instance, a motivated student faces his class work with zeal and interest. Such student will always be in school and carryout the necessary assignment. Another impact of motivation on student's performance could be seen in the behaviour of a motivated student which is selective in nature. The behaviour is directed towards a selective goal which the individual sets for himself Eze (2002). In such a situation, the student's action or behavior does not move in a haphazard manner instead, it is being directed towards the achievement of a selective goal which the individual sets for himself. Example is when a student is determined to achieve high scores in examination; such a person selects appropriate behaviour such as studying hard, so as to attain his set goals. And the motive ends by the achievement of the goals.

Concept of Academic Performance

Academic performance also known as academic achievement /academic attainment is the outcome of education; it constitute the extent to which a student, teacher or institution has achieved their educational goals (Orji, 2014). He further stressed that academic performance is commonly measured by examination or continuous assessment but there is no general agreement on how it is best tested or which aspects are most important procedural knowledge such as skills or declarative knowledge such as facts.

According to Aaronson and Williams (2007), academic performance can be defined excellence in all academic



disciplines, in class as well as extracurricular activities. It includes excellence in sporting, behavior, confidence communication skills, punctuality, assertiveness, Arts Culture, and the like. In educational institutions, success is measured by academic performance, or how well a student meets standard set out by Local government or the institution itself. As career competition grows ever more fierce in the working world, the importance of students doing well in school has caught the attention of parents, legislators and government education departments alike.

Teachers ‘motivation as a factor for classroom effectiveness, students ‘academic performance and school improvement.

Teachers motivation naturally has to do with teachers desire to participate in pedagogical process within the school environment. It has to do with teachers’ interest in students discipline and control particularly in the classroom (Ndubisi 2009).

What this entails is that it could underscore teacher as the one who translates educational philosophy and goals into knowledge and skills and transfers them to students in the classroom. He maintains that classroom climate is important in teachers’ motivation, and if a teacher conceives the classroom as a safe, healthy, happy place, with supportive resources and facilities for teaching and learning, he/she tends to participate more than expected in the process of management, administration and overall improvement of the school.

The teacher commands the image of one who improves knowledge and the physical condition of students’ feelings and attitudes inferred by their behavior and response in the classroom environment (Okonkwo 2006). Onyia and Chime (2013) summed up the classroom roles of the teacher as follows;

The teacher reinforces students in order to initiate, maintain, review and heighten the learning process. This he does through reward and punishment.

The teacher manages what goes in the classroom through the supervision, directing, advising and guiding the students. The teacher evaluates both students learning and the elements that are involved in learning.

The teacher co-ordinates his instructional functions. The teacher helps in maintaining discipline in the classroom by enforcing discipline. The teacher supervises the learning activities both in the class and outside the classroom.

Commenting on the role of the teacher in the classroom, hence Lash and Kirk Patrick, cited in Okonkwo (2006), noted that in absence of school programmes, the major responsibility of working with children in the school rest with the teacher.

In his own contribution Oriahi (2009) opines that what takes place in the classroom, even though the classroom itself is not an island, is critical. Sequel to this depending on the degree of congruence with classroom practices and school environment, teachers teaching activities may dilute or enhance students ‘performance.

Effectiveness is the “what of change” while improvement is the “how of change”(Ezeonu, 2010). Hence, educators are aware that reformers of education may establish new school, effects changes in structure and curriculum, recommend and prescribe teaching methods and aids, in the end, teachers will solely be responsible for applying them. And of course, efficient application is a important as effective provision of education technology, he noted. But unfortunately, despite the obvious leading role teachers play in school towards attainment of educational goals, several authors including Ozochi (2009) and Onyia (2012) lamented that motivation of teachers had reached an intolerable low point.

Consequently, Awambor (2008) opined that, because of poor teaching environment as a result of lack of basic teaching materials unmotivated learners among others, teachers have become the endangered species in their



profession.” What this entails is that teachers no longer teach and the students no longer learn.

Awambor (2008) suggested that teachers should be motivated as this will go long way to solving most of the problems faced in the education system and also increase students academic performance. He remarked that motivating teachers will help them be more responsible in their job and responsible to students’ physical and psychological needs.

Research Questions

The following research questions guided the study

1. What are motivating factors for teachers in discharging their duties effectively in secondary schools in Enugu and Agbani Education Zones?
2. To what extent does prompt payment of teachers’ salaries influence students’ academic performance in Enugu and Agbani Education zones?

Research Hypothesis:

To provide focus and directing one research hypothesis was formulated for the study.

1. Teachers’ motivational factors has no significant relationship with the students’ academic performance in secondary schools in Enugu and Agbani education zones.
2. There is no significant relationship between prompt payment of teachers’ salaries and students’ academic performance in Enugu and Agbani Education zones?

Methodology

The study employed a descriptive survey design. According to Iketaku (2011), descriptive survey involves the study of a group of people or items by collecting and analysing data from only few people or items considered to be a representative of entire group. This design is the most appropriate for this study because it allows the collection of original data and describes the condition as

they exist in their natural setting. It also helps to homogenise the population and afforded all the respondents equal chance of being chosen.

The study was carried out in two educational zones in Enugu State, namely Enugu and Agbani Education Zones. These two zones were studied because of their proximity to each other. The research was carried out in five secondary schools in these zones. They are: Trans Ekulu Girls’ Secondary School Enugu, Urban Girls’ Secondary school, Uwani Secondary School, Enugu, Nike Grammer School Enugu, Obe and Model Comprehensive Secondary School Agbani. These schools consist of single male, female and co-educational secondary schools.

The population of the study was made up of five (5) principals, Ten (10) Vice principals, four hundred eighty three (483) teachers and five thousand three hundred and sixty eight (5,368) students. The total population was (5,866) people. (Source: Teachers’ Statistics Unit, PPSMB, Enugu, November 2016)

The researcher could not study all the subjects in the population, he therefore used simple random sampling to select three hundred (300) subjects to serve as the sample size of study. The respondents consist of five (5) principals, Ten (10) vice principals, one hundred teachers (100) and one hundred and eighty seven (187) students, making total of three hundred (300) subjects.

The instrument that was used for this study was developed by the researcher is called Impact of Teachers Motivation on Students’ Academic Performance (ITMOSAP). The instrument was two sections A and B. Section A focused on background data of the respondents. While section B dealt with items that assisted the research to answer the four research questions and corresponding hypotheses formulated to guide the study. The response format for the instrument is a 4-point scale of Very High Extent, High Extent, Low Extent and Very



Low Extent. Each respondent option has a numerical value assigned it as:

Very High Extent	(VHE)	4 Points
High Extent	(HE)	3 Points
Low Extent	(LE)	2 Points
Very Low Extent	(VLE)	1 Points

The respondents rated the extent to which teachers' motivation impacts on the academic performance of students in secondary schools. An introductory letter stating the purpose for the study is attached to the instrument for the respondents' ease of reference (see appendix B)

The instrument was face validated by three experts, two in measurement and evaluation, and one on statistics. All are from Peaceland College of Education, Enugu. The experts were given the purpose of the study, the research questions and research hypotheses that were formulated to guide the study. These helped the experts to determine the items that can elicit the information they intended to elicit. The researcher requested the experts to review the items of their clarity, appropriateness of language used and appropriateness of instructions to the respondents. The researcher also provided space in the instruction to enable the experts to comment on the overall adequacy of the instrument in line with constructive criticism and suggestions of the experts. Their comments were taken into consideration in drawing the final copy of the instrument.

To ascertain the internal consistency of the instrument, the researcher conducted a trial test using 20 respondents. This served as the similar population for the study. During the trial test, the researcher administered the instrument once to the respondents with introductory letter acquainting them with the rationale for the study. The respondents were allowed to complete the instrument at their own convenience. As a result, the researcher booked appointment with them for collection of date. Finally the researcher retrieved all the 20 copies of the

instrument. The researcher then used the Cronbach Alpha reliability estimate to analyse the data collected. The researcher found the coefficient of the instrument. This stood at 0.73. Thus, the researcher regarded this coefficient to be high enough and used the instrument for the main study.

The instrument was administered directly to the respondents using five trained research assistants and researcher himself. These assistants are trained by the researcher in a one day consultative meeting during which the researcher acquainted them with purpose of the study and explained how the questionnaire were administered and collected. The researcher and the assistants examined the instrument thoroughly before it was administered to ensure there were no errors, no missing pages, that copies were eligible and that there were no missing lines.

Introductory letter was attached to the questionnaire. This was to establish rapport with the respondents and also to acquaint them with the rationale for the study. Appointments were booked with the schools to allow all of them the opportunity to be present. On the appointed date copies of the questionnaire were administered to the respondents. The completed copies of the questionnaire were collected back on the same day. Finally the researcher was able to retrieve the same 300 completed copies of the questionnaire and this signifies 100% return.

Method of Data Analysis

The four research questions were answered using the mean, grand mean, standard deviation and the variance.



The mean rating of the numerical values assigned to the responses options were added and divided by the number of the responses options.

Results

Research Question 1: What are motivating factors for teachers in discharging their duties effectively in secondary schools in Enugu and Agbani Education Zones?

Table 1: Responses on the factors motivating Teachers in secondary Schools.

S/N	Items	Mean	Std. Devi.	Decision
1.	Good working environment.	3.19	10.042	Agree
2.	Provision of working materials such as chalkboard, teaching aids book Lib. And laboratories	3.24	10.45	Agree
3.	Promotion of teachers	3.15	10.225	Agree
4.	Teachers participation in decision that affects them in their workplace	3.25	10.031	Agree
5.	Provision of health care facilities for teachers and their families	3.12	10.031	Agree
6.	Provision of housing Loan, Vehicles loans of furniture loans	3.35	10.938	Agree
7.	Giving responsibilities to the teachers.	3.31	10.89	Agree
8.	Giving recognition to teachers	3.04	9.54	Agree
9.	Provision of good relation	3.19	10.301	Agree
10.	Feasible workload and better terms of service	3.18	10.044	Agree

From the above table, it was observed that the respondents accepted all the items as the factors that motivate teachers in discharging their duties effectively in secondary schools in Enugu and Agbani. The mean rating score are 3.19, 3.24, 3.15, 3.25, 3.12, 3.35, 3.31, 3.31, 3.04 3.17 and 3.18. The grand mean is 3.20. All these are above the cut off mark of 2,50. This shows that all the items are accepted.

Research Question 2: To what extent does prompt payment of teachers' salaries influence students' academic performance in Enugu and Agbani Education zones?

Table 2: Responses on the impact of prompt payment of salary of teachers on academic performance of teacher



S/N	Items	Mean	Std. Devi.	Decision
11.	Prompt payment of salary motivate teachers to help learners to acquire more favourable disposition towards school in general and learning in particular.	3.32	10.65	Agree
12.	Teachers through the payment of their salaries are constant in the classroom to ensure that the students sustain their efforts in quest to achieve expected objectives of the classroom.	3.33	10.74	Agree
13.	Prompt payment of salaries encourages teachers to be update in their records	3.35	10.87	Agree
14.	Prompt payment of salaries makes teachers to have constant assessment of the students	3.42	11.35	Agree
15.	Prompt payment of teachers encourages them to constantly be present in the school.	3.30	10.87	Agree
16.	Prompt payment of salary encourages teachers to give and mark home works constantly and put more efforts in the classroom to pass adequate knowledge to their students in order to affect the behaviour of the learners in the most desirable and positive manners.	3.30	10.85	Agree
17.	Prompt payment of salary helps teachers to have a sense of belonging in the school and makes to improve the academics of students.	3.34	10.642	Agree
18.	Prompt salary payment makes teachers to see the students as their children as such improve their academic performance	3.21	10.11	Agree
19.	Prompt payment of salaries motivates teachers to encourage the learners to learn to get involved or be committed in the learning process by acquiring ideas, skills and concept for total development.	3.39	11.206	Agree
20.	Prompt payment of salary helps teachers to stay longer in a particular school there by making them to be masters in their subject.	3.53	11.902	Agree

From the above table 2, it was observed that the responses for all items agreed that prompt payment of teachers salary influence the academic performance of students. The grand mean of score is 3.34 which is positive.

Research Hypothesis 1: Teachers’ motivation factors have no significant relationship with students’ academic

performance in secondary school in Enugu and Agbani Education Zones:

Table 3: the mean(x), Standard deviation (Sd) and T-test analysis of the hypothesis that “Teachers motivation has no significant relationship with academic performance of students in secondary schools in Enugu and Agbani education zones”



X	X	S ₁	S ₂	t _{cal}	t _{tab}	Level of significant	Degree of frequency		
126.6	22.4	10.288	10.288	14.32	2.730	0.005	30	Reject	H ₀ Rejected

Since $t_{cal} > t_{TABULATED}$, the H_0 hypothesis is rejected and the alternate hypothesis that there is significant relationship teachers motivating factors and students academic performance in secondary schools in Enugu and Agbani education zones is accepted.

Research Hypothesis 2: there is no significant relationship between teachers prompt payment of salaries and students academic performance.

Table 4: Mean(x), Standard deviation (Sd) and T-test analysis of the hypothesis that “There is no significance relationship between teachers prompt payment of salaries and the academic performance of students in secondary schools in Enugu and Agbani education zones.

X	X	S ₁	S ₂	t _{cal}	t _{tab}	Level of significant	Degree of frequency		
130	14.35	10.92	10.92	14.98	2.730	0.005	30	Reject	H ₀ Rejected

Since $t_{cal} > t_{tab}$ the H_0 is rejected and alternate hypothesis that there is significant relationship between teachers prompts payment of salaries and academic performance of students in Enugu and Agbani education zones is accepted.

Summary of the Findings.

From the analyses done above the findings are summarised thus:

1. The respondents accepted that the factors that motivate teachers to pursue good academic of students are: good working environment, provision of working materials, promotion of teachers, teachers participation in decisions that affects them, provision of health care facilities, provision of loans, giving them responsibilities, giving them recognition and feasible workload.
2. Prompt payment of salaries makes teachers to help learners to acquire more favourable disposition towards school in general and learning in particular;

makes them be constant in the classroom to ensure that students sustain their efforts in quest to achieve expected objective of the classroom and motivate them to put more efforts in the classroom to pass adequate knowledge to their students in order to affect the behaviour of the learners in the most desirable and positive manner and that it motivates teachers to encourage students to get involved or committed in the learning process by acquiring ideas, skills and concepts for total development.

Discussion of the findings

Research question 1 was analyzed in table 1. The table displays the scores of teachers’ motivation factors of the 10 variables of factors of motivation analysed or measured in the table, the findings revealed that good working environment, has mean rate score of 3.32 at a variance of 100.845 and the standard deviation at 10.042. All scores show that the respondents accepted the items. Provision of teaching such as chalkboard, teaching aids,



books, libraries and laboratories was accepted as motivation factor of the teachers and has the mean measure of 3.24, a variance of 109.243, and standard deviation of 10.45. Others include promotion of teachers at a variance of 104.545; Teachers participation in decisions that affect them in the school workplace has the mean of 3.25 and a variance of 100.612 and standard deviation of 10.38; provision of housing loan, vehicle loans and furniture has the mean score of 3.35 an a variance of 119.64 and standard deviation of 10.93; giving responsibilities to the teacher has the mean and standard deviation of 3.31 and 10.89 respectively; giving recognition to teachers has the mean of 3.04 a variance of 91.08 and standard deviation of 9.54; provision of good relationship with teachers has the mean score of 3.19, a variance of 106.103 and standard deviation 10.30 and feasible workload and better terms of service has the mean score of 3.18, a variance of 100.103 and standard deviation of 10.04. the score shows that all the question items were accepted by the respondents. The findings agreed with the opinions of Herzeberg in Aguba (2009) that the factors that determine motivation have most of the time been categorized as being extrinsic and intrinsic. He further opined that extrinsic factors include elements like payment of salaries, promotion opportunities, working conditions, relationship with co-workers, supervision and recognition. Whereas, the intrinsic factors include: personality, education, intelligent and age. The findings also are in agreement with Analoui (2008), that the administered rewards including; material possessions, prestige and positive evaluations among other factors that motivation teachers to work hard for good academic performance of the students. These opinions of the authors proved the authenticity of the finds. Also the hypothesis showed that there is significant relationship of these factors of teacher motivation to the high academic performance of teachers. These further authenticated the findings as being true.

Research question 2 was analysed in table 2. The findings showed that the 10 variables in the table were accepted. The scores displayed indicate that prompt payment of salary motivates teachers to help learners to acquire favourable disposition towards school in general and learning in particular has the mean score of 3.2, a variance of 113.34 and standard deviation 10.65; that teachers through the prompt payment of their salaries are constant in the classroom to ensure that the students sustain their efforts in quest to achieve expected objectives of classroom encounter records the mean score of 3.33, a variance 115.32 and standard deviation of 10.74, that prompt payment of salaries encourages teachers to be up to date in their records has the mean of 3.35, a variance of 118.13 and standard deviation of 10.87, the mean of 118.13 and standard deviation of 11.35 were assigned to the item that prompt payment of salaries makes teachers to conduct constant assessment of the students; that prompt payment of teachers encourages them to be constantly present in the school scored the mean of 3.30, a variance of 118.23 and standard deviation of 10.87, mean of 3.30, a variance of 118.23 and standard deviation of 10.87, a variance of 118.23 and standard deviation of 10.87, mean score of 3.30, a variance of 117.789 and standard deviation of 10.85 on the item that prompt payment of teachers' salary empowers them to give and mark home work of the students of the students constantly and to put in more efforts in the classroom to pass adequate knowledge to their students in order to affect the behaviour of the learners in most desirable and positive manner, that prompt payment of salary makes teachers to have sense of belonging in the school and which helps to improve the academic performance of the students has the mean of 3.34, a variance of 113.246 and standard deviation of 10.64, that prompt payment of salary makes teachers to see the students as their children as such improve their academic performance has the mean of 3.21, a standard deviation of 10.11; the mean score of



3.39, a variance of 125.578 and standard deviation of 11.206 were assigned to the item that prompt payment of salaries motivates teachers to encourage the learner's to get involved or committed in the learning process by acquiring skill and concept for total development and that prompt payment of salary makes teachers to stay longer in a particular school thereby making them to be masters in their subjects and in turn help students performance academically. The scores obtained showed that the respondents accepted all of them to be true. Also the findings agree with the opinion of Orji(2014) and Adinan and Andrew(2013) that prompt payment of teachers motivates them to put more efforts in the classroom to

pass adequate knowledge to their students in order to affect the behaviour of the learners in the most desirable and positive manner. Also that prompt payment of salary is so crucial to the academic performance of students. Bateman in Orji(2013) affirmed also that prompt payment of salaries energizes, directs and sustains teacher learner efforts. The hypothesis tested at 0.005 level of significance also authenticates the findings as it shows that there is significant relationship between teachers prompt payment of salaries and the academic performance of students in secondary schools in Enugu and Agbani Education zones.

Recommendation

Following from the analyses and findings made in this study, the following recommendations are made:

1. Government should look with keen interest into the plight of teachers by reviewing upward their welfare packages, the condition of service and the benefits.
2. Government should motivate teachers through regular payment of salaries.

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