

**TEACHERS' MOTIVATION AS CORRELATE OF STUDENTS' ACADEMIC
PERFORMANCE IN MUSHIN LOCAL GOVERNMENT AREA OF
LAGOS STATE**

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Abstract

This study investigated teachers' motivation as correlate of students' academic performance in Mushin Local Government Area of Lagos State. The design for the study was a descriptive survey type. Multi-stage Sampling Technique was adopted. However, 20 public secondary schools were randomly selected in the study area through simple random sampling technique. In each school, 15 teachers were selected through simple random sampling technique. A total of two hundred (200) teachers were used for the study. A self-design instrument tagged "Teachers' Motivation and Students Academic Performance Questionnaire (TMSAPQ)" was used to collect data. The questionnaire was divided into two (2) sections. Section A contained respondents' personal data, while section B consisted of the fifteen items. The format adopted for section B was Likert scale format in which respondents were required to respond to. In consideration of content validity, the instrument was given to the experts in the field of Educational Management and evaluation for scrutiny. Test-retest method was adopted and reliability co-efficient of 0.78 was obtained. Simple percentage was used to interpret respondents' personal data used to analyse the four research questions. The findings revealed that steady salary, promotion and loan advancement/benefits motivated teachers' to improve on students' academic performance. It was thus suggested that state government should embrace teacher's welfares, there should be regular payment of teachers' salaries and benefits. Also, periodical promotion of teachers based on agreement should be honoured. All these when implemented would promote students' academic performance in public secondary schools in Lagos State.

Keywords: Teachers' motivation, Students' academic performance, Promotion, Loan advancement, Salaries, Lagos State.

Introduction

Motivation, a key factor in the commitment of classroom teachers, has been seen as one of the most imperious responsible factors of students' learning outcomes. Elliot and Dwerk (2005) noted that motivation is an important aspect for academic learning and success. They further pointed that motivation is a fundamental contributor to student success. Their study has also indicated that motivation is connected to a range of results like persistence, performance, curiosity and learning. Edward (2011) asserted that regardless of all odds 'teachers are somehow satisfied with their jobs but, desired an improved working condition which takes into consideration their welfare" when the teachers' welfare are improved quality of services and output will also improve because there is a direct relationship between teachers welfare and quality of services and output in the poor quality of education, quality of assurance mechanism sub-sector.

On the other hands, teachers' motivation has great significance or value to the education system especially in guaranteeing and aiding quality assurance. When teachers are highly motivated and adequate attention given to them, it will help the school system to elicit teacher's commitment and dedication to teaching. Motivation as an instrument guides people's action and behaviours toward achievement of an organisational goals (Njenga (2012). In their conclusion, Wetzel (2003) and Lvovos (2011) agreed that students will perform better academically if their teachers have high expectations from them. That is this high expectation by their teachers will make them feel motivated to perform better. Additionally, for those students who perceive that their teachers do not have high expectations for them, they will perform poorly. As a result of this, motivation, can be identified as a vital factor on students' academic performance.

Teachers' motivation plays a key role in students' academic achievement. Understanding the link between the teacher's expectations and the academic performance of the students is therefore crucial. According to Njenga (2012) motivation is intrinsic or extrinsic, Intrinsic motivation, derive from within the person or from the activity itself, positively affecting behaviours, performance and

well-being. Extrinsic motivation on the other hand, results from the attainment of externally administered rewards, including pay, material possessions, prestige and positive evaluation among others. Evidence derived from psychology experiments indicate that the teachers' expectations of students' abilities may influence consequent student academic performance (Tenenbaum and Malmgren, 2007).

According to FRN, 2014 in the National Policy on Education stated that no nation can rise above the quality of its teachers. According to Ololobe (2005), role of a head teacher as a manager of the school is to build a working environment which build and enhance intrinsic motivation for teachers to teach effectively while the government or the employer providing the extrinsic motivation in terms of payment and remuneration. Chepkoek (2000) stated that motivation of teachers is the responsibility of head -teachers to some extent. There is need to provide the right organizational climate to ensure that their teachers can see that working towards the organizational and institutional goals they are also achieving their own. Motivational technique can increase the performance of the person. Performance can be very good when person performed their responsibilities. When head teacher motivates teachers, teachers fulfil their responsibilities adequately (Nambassa, 2003).

More so, Bennel, (2004) in Njenga (2012) affirmed that a reward in form of pay has a strong impact on the employees' performance. He further stated that pay is one of the most powerful motivating tools. Similarly, Meir (1992) emphasizes the value of extrinsic motivation that money provides the means to achieve a number of different ends. Above all he asserts that money in form of pay is the most obvious extrinsic reward. Also, Cheptoek (2000), in her study recommended that salaries of workers should be paid promptly and that promotion of workers should be accompanied by a corresponding increase in the salary they earn. She observes that salary was a strong force that kept teachers at their jobs. A study on difference among levels of employees in terms of rewards was researched by Nambassa (2003) who observed that rewards such as sickness payment, contributory pension schemes, free life insurance and medical and house allowances are equally important for the motivation of teachers.

However, Abraham Maslow's Hierarchy of Needs (1943) is necessary in this study. According to this theory, a person has five

fundamental needs: physiological, security, affiliation, esteem, and self-actualization. The physiological needs include pay, food, shelter, clothing, good and comfortable work conditions etc. Finally, self-actualization needs, which are the highest in the level of Maslow's need theory, include realizing one's full potential or self-development. According to Maslow, once a need is satisfied it is no longer a need. Applying these concepts to the current situation of motivation of teachers in schools. The school improvement depends, on the improvement of teaching and ways to increase teacher motivation. In addition, highly motivated and need satisfied teachers can create a good social, psychological and physical climate in the classroom (Collinson, 1996).

Previous studies pointed the potential relationship of teacher effects on student achievement. Rowan, Chang and Miller, 1997 found a statistically significant indication of the impact of teachers' expectations on student achievement. The "teachers' general force of motivation" variable was found to be not statistically significant. The researchers concluded that teacher expectations have a larger effect on student achievement than a "teacher's general force of motivation". Furthermore, the researchers examined the motivation variables in relation to the achievement level of students. The authors reported that the effects of teacher motivation decline as the average ability level of the student increases. The researchers substantiated these findings with previous research that indicated that teacher effects had a greater impact on low-achieving students than high-achieving students.

Elliot and Dwerk (2005) observed that teachers' lack of dedication to duty has led to a fall in the standard of education. This belief goes to reinforce the idea that teachers do not deserve better treatment. Teachers are motivated to teach by a teacher profession allowance of one-time basic salary, as well as the high market requirement for teachers. This means learning behaviour is motivated by salary (as per wage economic theory) by means of which to achieve high learning outcomes. Robbins and Judge (2009) further submitted that a motivated teacher encourages his students and believes he could produce positive outcomes. Motivation thus is a strong tool that define a motivated teachers as he tends to see his students or pupils' ability, their progress and their outcomes in a positive light.

Voluntary Service Overseas (VSO) in 2002 cited in Fredriksson (2004) re-emphasized the importance of motivating teachers on their jobs using a study conducted, findings pointed out that teachers' motivation was fragile and declining mostly in the developing countries including Nigeria. The study also observed that poor absolute value of the teachers' salaries was a significant factor influencing their motivation. Low salaries and bad working conditions always breed corruption. The research report findings also noted that "there is a strong link between teachers' motivation, students' performance and quality education, all involved in guaranteeing quality assurance in the Nigerian education.

Statement of the Problem

Low or poor motivation of teachers in public secondary schools in Nigeria has been identified by the general public as one of the root causes of poor education system in Nigeria. The recent conditions of service in teaching professional has been considered as a matter of concern to the general public. This seems to depend on many factors which includes housing loan, car loan and holiday advance, teaching allowances, promotion, advance payments in case of financial problems, leave of absence benefits and free medical care among others. Low standard of teaching condition among teachers has been a matter of concern to education stakeholders over years.

Previous studies focussed on teachers' dedication, qualifications, gender, interest and expectation on students' academic performance with little emphasis on teachers' motivation. Thus, need for this study. This study therefore investigated teachers' motivation as correlate of students' academic performance in Mushin Local Government Area of Lagos State.

Purpose of the Study

The purpose of the study was to investigate the teachers' motivation as correlate of students' academic performance in public secondary schools in Mushin Local Government Area of Lagos State. Others are:

1. To investigate extent at which regular payment of salary motivates teacher to support improved students' academic performance in public secondary schools in Mushin Local Government Area of Lagos State.

2. To investigate extent at which promotion motivate teachers facilitate improved students' academic performance in public secondary schools in Mushin Local Government Area of Lagos State.
3. To investigate extent at which loan advancement/benefits motivates teacher to support improved students' academic performance in public secondary schools in Mushin Local Government Area of Lagos State.

Research Questions

The following research questions were raised and answered

1. What is the extent at which regular payment of salary motivates teacher to support improved students' academic performance in public secondary schools in Mushin Local Government Area of Lagos State?
2. In what ways do promotion motivates teachers to facilitate improved students' academic performance in public secondary schools in Mushin Local Government Area of Lagos State?
3. Do the loan advancement /benefits motivates teacher to support improved students' academic performance in public secondary schools in Mushin Local Government Area of Lagos State?

Methodology

The design for the study was a descriptive survey type. The population of the study was all teachers in public secondary schools in Mushin Local Government Area of Lagos State. Multi-stage Sampling Technique was adopted. The sample for the population were done as follows:

Stage 1: Twenty (20) public secondary schools were randomly selected in the study area through simple random sampling techniques.

Stage 2: In each school, fifteen (15) teachers were selected through simple random sampling.

Stage 3: A total of two hundred (200) teachers were used for the study.

A self-design instrument tagged "Teachers' Motivation and Students' Academic Performance Questionnaire" (TMSAPQ)" was used to collect data. The questionnaire was divided into two (2) sections. Section A

contained respondents personal data while section B consisted of the fifteen questions item. The format adopted for section B is Likert scale format in which respondents were required to respond to. In consideration of content validity, the instrument was given to the experts in the field of Teachers Education and Institutes for scrutiny. Corrections were made before administration of the questionnaire. Two public secondary schools that were not part of selected schools. Test and retest method was used and a reliability co-efficient of 0.78 was obtained. Simple percentage was used to analyse the three research questions.

Findings and Discussion

Answering of Research Questions

Research Question 1: What is the extent at which regular payment of salary motivates teacher to support improved students' academic performance in public secondary schools in Mushin Local Government Area of Lagos State?

Table 1: Teachers' Salary and Students' Academic Performance

S/N	Items	SA (%)	A (%)	D (%)	SD (%)
1.	Delay in salary payment has affected my interest negatively in teaching in the classroom	120 (80.0)	20 (13.3)	10 (6.7)	0.0 (0.00)
2.	My salary enhances my performance in the classroom.	140 (93.0)	0.0 (0.00)	10 (6.7)	0.0 (0.00)
3.	Regular salary is a major factor of motivation that promote students' academic performance.	150 (100.0)	0.0 (0.00)	0.0 (0.00)	0.0 (0.00)
4.	Poor salary enhances teachers' good performance	80 (53.30)	70 (46.70)	0.0 (0.00)	0.0 (0.00)
5.	Increment in teachers' salary always encourage teachers to teach students well.	100 (66.6)	50 (33.3)	0.0 (0.00)	0.0 (0.00)

Table 1, showed how steady salary motivated teachers' to improve on students' academic performance in public secondary schools in Mushin Local Government Area of Lagos State. From the

findings, 120 (80.0%) and 20 (13.3%) respondents strongly agreed and agreed that delay in salary payment has affected their interest in teaching in the classroom respectively, while 10 (6.7%) disagreed. 140 (93.0%) strongly agreed while 10 (6.7%) agreed that salary was not commensurate to their service as a teacher. All the respondents strongly agreed that regular salary is a major factor of motivation. Also, 80 (53.30%) agreed that steady salary enhances teachers' good performance, while 70 (46.70%) agreed with the notion. That increment in teachers' salary always promote teacher capacity, 100 (66.6%) strongly supported while 50 (33.3%) agreed.

Research Question 2: In what ways do promotion motivates teachers to facilitate improved students' academic performance in public secondary schools in Mushin Local Government Area of Lagos State?

Table 2: Teachers' Promotion and Students' Academic Performance

S/N	Items	SA (%)	A (%)	D (%)	SD (%)
1.	State government regularly carries out teachers' promotion, and this enhances students' performance.	120 (80.0)	0.0 (0.00)	30 (20.0)	0.0 (0.00)
2.	There has been poor promotion of teachers in recent times, which brings about low determination and students' poor academic performance	150 (100.0)	0.0 (0.00)	0.0 (0.00)	0.0 (0.00)
3.	Regular promotion of teachers enhance students' academic performance	140 (93.0)	10 (6.7)	0.0 (0.00)	0.0 (0.00)
4.	Promotion of teachers is a key factor that promote students' academic performance	100 (67.00)	50 (33.33)	0.0 (0.00)	0.0 (0.00)
5.	Irregular promotion of teachers has affected teachers input and also adversely affected students' academic performance	150 (100.0)	0.0 (0.00)	0.0 (0.00)	0.0 (0.00)

Table 2 displays the promotion as it motivates teachers' on students' academic performance in public secondary schools in Mushin Local Government Area of Lagos State. From table 2, 120 (80.0%) and

30 (20.0 %) respondents strongly agreed and disagreed that state government always carry out promotion of teachers as expected. All the respondents 150, (100.0%) strongly agreed by admitting that there has been poor promotion of teachers in recent times, which brought about poor performance. Also, 140 (93.0%) strongly agreed while 10 (6.7%) agreed that regular promotion of teachers enhanced students' academic performance. Also, 100 (66.6%) agreed that promotion of teachers is a must for good students' academic performance, while steady salary enhances teachers' good performance and 50 (33.33%) agreed with the notion. That poor promotion of teachers has slowed down teacher input toward students' academic performance, all respondents 150 (100.0%) strongly supported the statement.

Research Question 3: Do the extent at which loan advancement /benefits motivates teacher to support improved students' academic performance in public secondary schools in Mushin Local Government Area of Lagos State?

Table 3: Teachers' Loan Advancement and Students' Academic Performance.

S/N	Items	SA (%)	A (%)	D (%)	SD (%)
1.	Loan facilities to teachers' promote their performance which lead to good students' academic performance	50 (33.33)	100 (67.00)	0.0 (0.00)	0.0 (0.00)
2.	Housing loan benefits encourage teachers and so improved students' academic performance	145 (96.3)	5 (3.7)	0.0 (0.00)	0.0 (0.00)
3.	Teachers' study loan facilities promote better students' academic performance	150 (100.0)	0.0 (0.00)	0.0 (0.00)	0.0 (0.00)
4.	Car loan facilities for teachers is not adding any value to their performance which eventually promote students' academic performance	120 (80.0)	30 (20.0)	0.0 (0.00)	0.0 (0.00)
5.	Holiday advanced for teachers enhances teacher development and students' academic performance	150 (100.0)	0.0 (0.00)	0.0 (0.00)	0.0 (0.00)

Table 3 shows the teachers' loan facilities as it motivated teachers' to improve on students' academic performance in public secondary schools in Mushin Local Government Area of Lagos State. 100 (67.00%) agreed that car loan advancement for teachers enhanced their interest which eventually enhanced students' academic performance, while 50 (33.33%) agreed. On the statement that housing advanced benefits encourages students' academic performance, 145 (96.3%) strongly agreed, while 5 (3.7%) respondents disagreed. All the respondents 150 (100.0%) strongly agreed that teachers' loan facilities promote better students' academic performance and travel loan for teachers enhances their inputs for good students' academic performance. 120 (80.0%) strongly agreed that car credit advancement for teachers was not available in their schools while 30 (20.0%) agreed.

Discussion of Findings

Table 1 addressed the extent to which regular payment of salary motivates teacher to support improved students' academic performance in public secondary schools in Mushin Local Government Area of Lagos State. It was found that regular payment of salary motivated teachers to support improved students' academic performance in public secondary schools in the area. This study is in line with Bennel (2004) in Njenga (2012) who asserted that a reward in form of pay has a strong impact on the employees' performance. Similarly, Meir (1992) emphasized the value of extrinsic motivation when he said that money provides the means to achieve a number of different ends. He added that money in form of pay is the most obvious extrinsic reward. She observed that salary was a strong force that kept teachers at their jobs.

Table 2 showed ways promotion motivated teachers and also facilitated improved students' academic performance in public secondary schools in Mushin Local Government Area of Lagos State. The findings showed that promotion motivated teachers to facilitate improved students' academic performance in public secondary schools. This study agreed with Cheptoek (2000) who corroborated that salaries of workers should be paid promptly and that promotion of workers should be accompanied by a corresponding increase in the salary they earn.

Table 3 displayed the extent to which loan advancement/benefits motivated teacher to support improved students' academic performance in public secondary schools in Mushin Local Government Area of Lagos State. It was revealed that loan advancement/benefits motivated teachers to support improved students' academic performance in public secondary schools in the study area. This is in line with Nambassa (2003) who observed that rewards such as sickness payment, loan benefits, contributory pension schemes, free life insurance and medical and house allowances are equally important for the motivation of teachers. The availability of these make teachers to be enthusiastic about their students' work, about his teaching in general and about the school.

Conclusion

Motivated teachers are teachers who love their profession and in turn, motivate students learning and contribute positively to their students' academic performance. Several factors such as regular salary payment, housing benefits, car loan and holiday advancement contribute to the meaningfulness of teachers work to help build teacher commitment. Research indicates that teachers committed to their students are described as those who have high expectations and targeted organizational goal. Teaching commitment enhances the teachers' desire to try new methods and the willingness to exert the required extra effort.

Recommendations

The following recommendations were provided based on the conclusion of the study:

Teachers who are to disseminate knowledge must be properly motivated to give and put in their best. As such the need for salary increment and better working conditions. Also, government at all levels: Federal, state and local must contribute their respective quota to the development of education. This will ensure a speedy achievement of sustainable national development.

More so, state government should prioritize teacher's welfare at all times. Providing this would assist the determination of teachers in the classroom, hence promote students' academic performance.

Also, teachers should always be ready to give room for dialogue whenever there is need for it. In addition, teachers should be appreciative by being hardworking, as this will definitely encourage government to do more for them.

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