

# Influence of teachers motivation and teachers gender on the academic performance of secondary school students in Agbani Education Zone of Enugu State, Nigeria.

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## ABSTRACT

The study ascertained the influence of teacher motivation and teachers gender on the academic performance of secondary school students in Agbani Education Zone of Enugu State, Nigeria. A research question and a research hypothesis was formulated to guide the study. It was tested at 0.05 level of significance. The study adopted the descriptive survey research design and was carried out in all the 45 public secondary schools in Agbani Education Zone of Enugu State, Nigeria. The population for the study consisted of all the 1462 teachers currently serving in the 45 public secondary schools in the study area. Proportional random sampling technique was used to select 146 teachers for the study. A self structured instrument called 'Influence of teacher motivation and teachers gender on the academic performance Scale' (IOT-MAT-GOT-APS) with 10 items and a 4- point response scale were used to collect data for the study. The instrument was face validated by 3 experts and its internal consistency ascertained using Cronbach Alpha reliability estimate. A coefficient of .77 was obtained. 146 copies of IOT-MAT-GOT-APS was administered to the 146 respondents but the researcher and his assistants were able to retrieve 121 copies. Mean, Standard deviation and grand mean were used to answer the research question while t-test statistic was used to test the research hypothesis. It was found that teachers motivation and teachers gender influence the academic performance of secondary school students in Agbani Education Zone of Enugu State to a great extent. Based on the findings of the study, it was recommended that state government should device means of providing incentives to motivate teachers in order to bring a better academic/learning outcome among secondary schools in Agbani Education Zone.

Keywords: Teacher, Teachers Motivation, Teachers Gender, Academic Performance.

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## INTRODUCTION

Motivation is a process that starts with a physiological deficiency or need that activates behaviour or a drive that 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. [1] stated that 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 [2].

Motivation constitutes one dimension that has received considerable attention for the purposes of understanding the

individual worker and his/her working environment [3]. 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 [4]. 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 [5]. 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 [6].

In developing countries, teachers' motivation has been researched and addressed significantly. According to a study done by [7] in Nigeria, 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. Lack of motivation of secondary school teachers has become a major obstacle to personnel productivity and the realization of national objectives in the educational system. Secondary school teachers are not properly motivated due to the inability of the authorities, society as well as the educational system to meet their personal needs, social needs, economic needs and health needs. [8] noted that there are numerous problems confronting secondary school teachers. Some of these problems include lack of promotion, lack of recognition and respect, lack of reward and low salary scale. Based on the problems mentioned above, teachers tend to develop total hatred towards teaching profession. They hardly indicate interest in teaching as a profession which is the primary means of impacting and transferring knowledge to students for proper development and training of future leaders.

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 teachers' 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 [9].

The factors that determine motivation have most of the time been categorized as being extrinsic and intrinsic. Extrinsic factors include elements like pay, promotion opportunities, working conditions, relationship with co-workers, supervision and recognition. Intrinsic factors include personality, education, intelligence, abilities and age [10]. Meanwhile, working and living conditions have effect on teachers morale and motivation and thus their performance. The key factors are workload, classroom conditions, management support and distance at work, housing and travel affects teachers' morale and motivation. The high cost of travel contributes to teachers absenteeism and lateness in schools while very large class sizes are the norm for most teachers in countries such as India and Pakistan according to [11].

One way of determining the productivity of teachers is to assess what teachers do. According to [12] who cited Rosecrance's speech during bowling Green conference at Ohio, described the competencies of a good teacher as follows:

- What they teach and how to teach
- The nature of human organism
- How learning takes place how to motivate behaviour
- How to help become conscious of their own values, to examine their own values and build for themselves one more satisfying to them and the society.
- How to appraise an individual to mea educational diagnosis and help persons develop in a desirable fashion.
- How to help people think critically.

There are many compelling reasons being made for teachers to access their level of

performance and hence productivity vis-à-vis their work environment. When the appraisal of teachers is aimed at, it determines the degree to which teachers' orientations and classroom instructions contribute effectively towards the achievement of educational goals, and thereby becoming very helpful and profitable [13]

Secondary school teachers are not motivated due to some reasons. Some of these reasons are:

**Economic needs:** Teachers' salaries are generally low and irregularly paid. Remunerations and incentives provided for secondary school teachers are very poor [14]. A low remuneration is a demotivating factor. Non-receipt of salaries on time and in particular, the inability of the administration to release timely travel reimbursements and other payments were cited as reasons for poor motivation. Good pay is an incentive to encourage employees in any profession to work hard and also a way to make them work in a more dedicated and enthusiastic manner. The timely clearance of dues could improve motivation levels. Recognition and reward of specific behaviors such as leadership and teamwork are not usually carried out in the teaching profession and incentives are not provided for hardworking teachers. In most secondary schools, allowances are not paid to professional qualified teachers and teachers are not allowed to participate in workshop vacation courses and seminars at their employers' expenses. [15], teachers are faced with the problem of handling a multi-grade situation- where two to three classes had to be managed simultaneously. By allowing teachers to participate in subject specific training, it will help teachers to manage multi-grade teaching situations. Financial security helps the teacher to concentrate on his job without worrying about how to make ends meet at the end of every month. Due to the inadequate provision of their economic needs, secondary school teachers are forced to take extra jobs in order to supplement their income and this has led to increase in the rate of absenteeism among teachers.

**Social Needs:** social respect for teachers has fallen in many countries. Teachers' salaries, arrears and pension are generally low and irregularly paid and this makes teachers to have low level of economic power. Due to their low level of economic power in the society, teachers are not given due respect in the society. There is disparity between the teaching profession and other professions such as medicine, nursing, law, architecture and engineering. The salary of secondary school teachers are nothing when compared with employees in other professions. Teachers' salaries are poor and irregularly paid and this has made many youths and younger ones to see the profession as a non-lucrative one. Those that found themselves in the profession are not proud of it and also do not aspire higher. In most secondary schools, teachers are not given the opportunity to participate in decision making and most times there is no advocate on behalf of teachers in the ministries of education and ministries of finances. Most times, teachers are not really considered in the National policies unlike other professions that are gaining from the policies. Examples includes incentives like annual leave, grants- in-aid, housing scheme, vehicle scheme and other allowances which other professions are benefiting. If teachers are considered in national policies, it will make them to have high self-esteem and also place much value on the profession. Avenues for inter professional relationship where people from different professions can come together, associate and share common benefits from the government without any preferential treatment are not created. In most schools, teachers' achievement fairs or community recognition activities are not held. If the social needs of secondary school teachers are met, they will be motivated to carry out their work effectively.

**Health Needs:** Free medical checkups and health care schemes are not provided for secondary school teachers. Most school teachers are not included in the national health schemes such as National Health Insurance Scheme (NHIS) and this had

lead to increase in the ill health rate among teachers. Also the amount of permission and excuses taken by teachers based on health issues has increased. If teachers and their family members are included in health insurance scheme, it will help to promote good health and help the teachers to focus on their work.

Also during World Health day celebration, free medical check-ups for all and free drugs for the sick are not provided for secondary school teachers. Drugs are not sold at subsidiary prices to teachers and clinics are not established in most secondary schools where teachers can be attended to by the health workers there by saving time, the cost of travelling from one place to another and reducing stress. The establishment of clinics in secondary schools also helps to make treatment less expensive and affordable for teachers. Some schools are located in non-conducive environment where there is noise and air pollution and this type of environment is very hazardous to the health of the teachers and their students. Finally health allowances are not paid to teachers neither are seminars on health issues which can help to enlighten teachers on good diet and how various diseases can be prevented are not conducted for them. The lack of awareness on health issues among secondary school teachers had led to increase in the ill health rate among them and this has affected the performance of their duties in the school.

According to [16], strategies for improving teachers' motivation are:

- Provide support to remotely deployed teachers, such as bicycles, mobilizing the community to provide housing, ensuring access to resource centers and training etc.
- Provide training on large class size management, active learning and student assessment.
- Mobilize the community to provide classroom assistants.

In fact, teachers at all levels are very important in the overall development of a nation through their impact in the educational system, since education is the door to civilization and modernization of

any country. At this juncture, it is the teachers who hold the key to this door through performances of their primary functions in the schools. [1]. Therefore, the quality of any educational system depends to a great extent on quality of teachers in terms of academics and professional qualification and experience as well as their level of competency in and dedication and their primary function. In-fact, the teachers count more important than any other factor which contributes to the quality of education at any level of our educational system. Hence, [5] asserted that, "the corner stone of good education in any school is its faculty (teachers); fine buildings and equipment, special services and all other factors which help to provide favourable environment for learning mean little if the learning experiences are directed by incompetent teachers".

In Enugu education zone, the lack of adequate motivation in school system has negative effects on teachers' performance and subsequently students academic performance. In Enugu education zone, the activities and programmes seem not to be planned and executed for the purpose of accomplishing the targeted goals and objectives. The issue and problem of how to motivate teachers in Enugu education zone so that they work hard for the interest of school and also raise their socio-economic status of all especially teachers have occupied the attention of educational administrators. It is believed that hard work and commitment on the part of the teachers will bring about good job performance. Teachers will work hard and show high level of commitment when adequately motivated.

On the issue of gender in relationship to teachers' motivation, [13] noted that female workers were less concerned with career aspects and more concern with social aspects of the job. There seems to be some inconsistencies in motivation differences of males and females secondary school students as reported in some studies. Women administrations in Vaughn-Wiles study ranked work itself, responsibility and peer relationships as

contributing most motivation. The researcher has observed with dismay that the teachers motivation in the study area is nothing to write home about. The issue and problem of how to motivate teachers so that they work hard for the interest of school and also raise their socio-economic status have occupied the attention of educational administrators. It is on this premise that the researcher is motivated to appraise the influence of teachers motivation and teacher genders on the academic performance of secondary school students in Agbani Education Zone of Enugu State. This gap in knowledge and learning, which is the crux of this study, is what the researcher is interested on and intends to fill by embarking on this study.

#### **Purpose of the Study**

The general purpose of this study is to ascertain the extent the influence of teachers motivation and teacher genders on the academic performance of secondary school students in Agbani Education Zone of Enugu State.

Specifically the study was designed to;

#### **METHODOLOGY**

The study adopted a descriptive survey design. The area of the study was Agbani Education Zone of Enugu State, Nigeria. The population for the study consisted of 1462 teachers currently teaching in the existing 45 government owned secondary schools in the area. Of these 73 are female teachers while 48 are male teachers. To ensure that a representative sample was chosen in accordance with [9], 10% of the population was drawn, thus, giving the sample of teachers 146 teachers. This the researcher used to collect the much needed data for the study as respondents. The instrument used for data collection was a 10 items questionnaire called 'Influence of Teachers Motivation and Teachers Gender on the Academic Performance Scale' (IOT-MAT-GOAPS). The instrument had a 4-point response scale with response category of Very great extent (VGE)----4 points; Great extent (GE)-----3 points; Little Extent (LE)----2 points and Very little extent (VLE)—1 point. The instrument was validated by three

1. Find out the extent to which teachers motivation and teachers gender influence the academic performance of secondary school students in Agbani Education Zone of Enugu State.

#### **Research Question**

The following research question guided the study.

1. To what extent do teachers motivation and teachers gender influence the academic performance of secondary school students in Agbani Education Zone of Enugu State?

#### **Research Hypotheses**

The following research hypothesis guided the study and was tested at .05 level of significance.

**H01:** There is no significance difference between the mean ratings of male and female teachers on the influence of teachers motivation on the academic performance of secondary school students in Agbani Education Zone of Enugu State.

experts; two from Guidance and counselling Department and one from measurement and evaluation, all from Faculty of Education, Enugu State university of Science and Technology (ESUT), Enugu. The internal consistency of the instrument was determined using Cronbach Alpha reliability estimate and it yielded a reliability coefficient of .65. The study was carried out in all the 45 secondary schools in Agbani Education Zone. Out of one hundred and forty six questionnaires distributed one hundred and twenty one copies were retrieved from the respondents representing 82.88 percent return rate. Data collected were analyzed using mean with standard deviation. Any mean score of 2.50 and above was regarded as Great Extent while any mean below 2.50 was regarded as Little Extent. The one null hypothesis was tested at .05 level of significance using t-test statistic. If the calculated t-value was less than the critical table value of  $\pm 1.96$  for the required degree of freedom of 119, the null hypothesis was not rejected

but if the calculated t-value was equal to or greater than the critical, t-value, the null hypothesis was rejected.

**Research Question 1:** To what extent do teachers motivation and teachers genders

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influence the academic performance of  
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Education Zone of Enugu State?

**Table 1: Mean (  $\bar{X}$  ) Rating with Standard Deviation of the Extent to which Teachers Motivation and Teachers Gender Influence the Academic Performance of Secondary School Students in Agbani Education Zone of Enugu State, Nigeria.**

S/ N	ITEMS	4 VGE	3 GE	2 LE	1 VLE	$\bar{X}$	SD	Decision
1	Promotion	99	10	07	05	3.67	0.76	GE
2	Low salaries	12	27	39	43	2.06	0.98	LE
3	Poor working Conditions	17	31	34	39	2.21	1.05	LE
4	Good remuneration	87	19	09	06	3.54	0.83	GE
5	Good job environment	73	31	13	04	3.23	0.85	GE
6	Furniture	77	21	10	13	3.33	1.02	GE
7	Receipt of salaries on time.	61	47	11	02	3.38	0.72	GE
8	The inability of the administration to release timely travel reimbursements and other payments.	15	31	34	41	2.16	1.03	LE
9	Teachers' salaries, arrears and pension are generally low and irregularly paid and this makes teachers to have low level of economic power.	20	31	33	37	2.28	1.07	LE
10	Teachers are not considered in incentives like annual leave, grants- in-aid, housing scheme, vehicle scheme and other allowances which other professions are benefiting	17	31	34	39	2.21	1.05	GE
<b>N = 121                      Grand Mean</b>						<b>2.81</b>	<b>0.95</b>	<b>GE</b>

Table 1 shows that of the 10 items on the extent to which teachers motivation and teachers gender influence the academic performance of secondary school students in Agbani Education Zone. The respondents agreed with 6 items 1, 4, 5, 6, 7 and 10 as they recorded mean scores of (3.67, 3.54, 3.42, 3.23 and 3.38) which are above the cut-off point of 2.50. They however disagreed with 4 of the items (2, 3, 8 and 10) with mean scores of (2.06, 2.21, 2.16, 2.28 and 2.21). The standard deviation for all the items are small signifying that there is homogeneity in

the responses of the respondents. The table also shows that the respondents' grand mean score of the extent to which teachers motivation and teachers gender influence the academic performance of secondary school students in Agbani Education Zone is 2.81. From the foregoing, the data raised indicated that teachers motivation and teacher genders influence the academic performance of secondary school students in Agbani Education Zone to a very great extent. This by implication means that promotion, good remuneration, good job



environment, good pay, receipt of salaries on time, influence the academic performance of secondary school students in Agbani Education Zone to a great extent. Based on the decision rule for the interpretation of the respondents data, the answer to research question 1 is that promotion, good remuneration, good job environment, good pay, receipt of salaries on time influence the academic

performance of secondary school students in Agbani Education Zone to a great extent.

**H01:** There is no significance difference between the mean ratings of male and female teachers motivation on the academic performance of secondary school students in Agbani Education Zone of Enugu State.

**Table 2: t-test Result of the Mean Rating of Male and Female Teachers on the Influence of Teachers Motivation on the Academic Performance of Secondary School Students in Agbani Education Zone of Enugu State.**

Gender	N	$\bar{X}$	SD	df	t-cal	t-crit	Decision
Female Teachers	73	2.81	0.95	119	0.81	$\pm 1.96$	NS Do not reject $H_{02}$
Male Teachers	48	2.79	0.81				

Significant at  $P < .05$ ,  $df = 119$ , critical t-value =  $\pm 1.96$

The t-test analysis in table 2 above indicates that the calculated t- value is 0.81 while the critical t-value is  $\pm 1.96$  at .05 level of significance. This implies that the calculated t-value is less than the critical t- value. Thus, there is no significance difference between the mean ratings of male and female teachers on the influence of teachers' motivation on the academic performance of secondary school students in Agbani Education Zone of Enugu State

#### Discussion of the Finding

The first research question sought to examine the influence of teachers motivation and teachers gender on the academic performance of secondary school students in Agbani Education Zone of Enugu State. The result in Table 1 showed that teachers motivation and teachers gender influence the academic performance of secondary school students in Agbani Education Zone of Enugu Sate to a great extent. This by implication as noted in the data means that promotion, good remuneration, good job environment, good pay, receipt of salaries on time, influence the academic performance of secondary school students in Agbani Education Zone to a great. The hypothesis tried to ascertain if

there is a significant difference in the mean ratings of male and female teachers on the influence of teacher motivation on the academic performance of secondary school students in Agbani Education Zone of Enugu State. The analysis of the t-test comparison according to Table 2 showed that the computed t (0.81) is less than the critical t-value ( $\pm 1.96$ ) at .05 level of significance. Thus, going by the decision rule, there is no significance difference between the mean ratings of male and female teachers on the influence of teachers' motivation on the academic performance of secondary school students in Agbani Education Zone of Enugu State. The findings is in line with the findings of [3] who opined that 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 influence secondary school students academic performance. On the issue of teacher motivation and teacher genders on the academic performance of secondary school students, [4], held that

female workers were less concerned with career aspects and more concern with social aspects of the job. There seems to be some inconsistencies in motivation differences of males and females as

Conclusively from the above analysis and interpretations done and the information from related literature, it implies that teachers motivation and teachers gender influence the academic performance of secondary school students in Agbani Education Zone of Enugu State to a great extent.

#### **Educational Implication of the Finding**

The study discovered that there is complete dearth of motivational factors among teachers gender in the school system. It is a known fact that the best way to help learners understand very effectively is to make their learning

#### **CONCLUSION**

Onyia reported in some studies. Women administrations in Vaughn-Wiles study ranked work itself, responsibility and peer relationships as contributing most motivation

experiences concrete by bringing them face to face with their teachers gender concretely in the environment. Sometimes, when these concrete objects are not available, the teachers (male and female) need to improvise instructional materials so as to enhance teaching and learning among secondary school students. In such a situation where these materials are not available, it becomes difficult for the students to grasp the subject matter. This leads to backwardness in intellectual development.

#### **RECOMMENDATION**

To achieve this mission the following recommendation was made based on the finding of this study.

1. The state government should device a means of providing incentives to

motivate male and female teachers in other to bring a better academic/learning outcome among secondary schools in Agbani Education zone

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