

**TEACHERS' MOTIVATION AS DETERMINANT OF ACADEMIC PERFORMANCE OF
SECONDARY SCHOOL HISTORY STUDENTS IN ILORIN, KWARA STATE**

BY

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Abstract

This study examined the teachers' motivation as a determinant of academic performance of secondary school History students in Ilorin, Kwara State. The population of this study comprised all History teachers and students in 184 public senior secondary schools in Ilorin metropolis of Kwara State, while the target population were History teachers and SS 3 History students from the nine (9) selected senior secondary schools in Ilorin metropolis which involved of Ilorin East, Ilorin South and Ilorin West respectively. Purposive sampling technique was used to select 27 History teachers and 108 History students from the nine (9) selected senior secondary schools in Ilorin metropolis to make a total number of 135 respondents as a sample for the study. The instrument administered to collect data and information for this study are questionnaire and profoma, using inferential statistics of Pearson product moment correlation statistics at 0.05 level of significance to test all the three hypotheses generated in the study. The findings revealed that there was significant relationship between teachers' motivation, professional development, remuneration and academic performance of History students' in Ilorin metropolis, Kwara State. Based on the findings, it is recommended that government should ensure that teachers are well-paid(salaries and allowances) as and when due and organise professional development programmes so as to encourage teachers to put in their best in carrying out their duties which in-turn could improve good academic performance of History students.

Keywords: Teachers-motivation, Professional development, Remuneration, Academic performance and History students

Introduction

Education is the vehicle for development and a key to the economic development of a country as it aims to supply the economy with human capital that can convert effectively and efficiently other resources into output of great value. Therefore, the success or otherwise of the process of education depends largely on the quality and caliber of teachers who are the implementers and transmitters of desirable attitude, skills, knowledge and values in the society. This has placed teachers in a delicate and sensitive position in nation building. However, it is unfortunate that Nigerian teachers are poorly regarded and teaching is seen as an occupation which may be taken as a last resort (Saliu, 2019).

Herzberg, Mausner, and Snyderman (2010) observed that teacher motivation is very important as it affects the students directly and determines their academic performance in school. To support this assertion, Aire and Tella (2015) in their study concluded that teacher efficacy touches students directly as there is strong correlation between teachers and students' academic performance, hence, a desired outcomes of the students can occur with the help of the teacher. This implies that if teachers are not well motivated, they will not perform their duties as expected in the class and this in turn affects the students' academic performance. Motivation holds the key to the understanding of human behaviour. It explains why one individual dodges work and some works satisfactorily enough to reach the height, while others resort to illegal and unconventional method of achieving social, academic, economic and political recognition.

Moreover, motivation is a force that activates a teacher to teach. When a teacher is highly motivated it affects the students positively because the teacher will put in his best absolutely, but when he is not motivated, such teacher would develop negative attitudes towards his primary duties and at long run, there would be negative impact on students' academic performance. According to Ofojebe & Ezugoh (2010), lack of effective motivation of teachers negatively affects their job and at long run have a negative impact on the academic performance of the student. Meanwhile, History is a subject that basically concerned with the memory of human experience and fostering students' understanding of a broad range of facts that occurred in the past in order to form a well-informed identity in a dynamic and complex world. To achieve this by the students, History teachers' need motivation if any meaningful teaching and learning is to occur. This shows that motivation is the internal state or condition that activates and gives direction to our thoughts, feelings and actions.

Broussard and Garrison (2012) affirmed that motivation is the attribute that moves us to do or not to do something. It involves a constellation of beliefs, perception, value, interest and actions that are all closely related. From psychologists' point of view, human beings are intrinsically or extrinsically motivated. Intrinsic motivation is derived internally in the job itself. It is what occurs while a person is performing an activity in which he takes delight and satisfaction in doing. It is seen as internal reward, while extrinsic motivation is the incentive or reward that a person can enjoy after he finishes his work. Nevertheless, Adeyemo, Oladipupo & Omisore (2013) submitted that inadequate motivation variables such as conference, seminars, workshops, in-service training programmes, welfare packages like housing and car loans, delay in payment of salaries and other remunerations that are pertinent to improve teachers' proficiency lead to deteriorating standards of professional conduct. The repercussions including poor preparation of lesson notes, lack of student continuous assessment, general poor professional achievement and teacher absenteeism from the school. In the opinion of Arrey (2014), it is unfortunate that remunerations are not regularly paid to teachers when compared with their counterparts in other employments. This usually leads to incessant strikes in the school system in which both staff and students lost much time due to strikes for better conditions of service.

However, Aire and Tella (2015) averred that teachers' attendance and exposure to seminars, workshops, in-service training programmes to a large extent determine the students' academic performance because the knowledge gained from the development programmes help to equip teachers with better ways of teaching in the classroom. Similarly, Ololube, (2009) noted that there is need for the government to properly remunerate teachers and give them opportunities to attend workshops, in-service training programmes as these are among the factors that make them work effectively in school. Although, it is believed that the reward for teachers is in heaven, there is no doubt that if there is no adequate motivation for the teachers in terms of incentives and innovation, it may drastically reduce their morale which may in turn have a negative impact on students' academic performance, especially in History subject. The result of meager salaries and other remunerations paid to teachers make some of them in secondary schools engaged in other part-time jobs or private business in order to meet their ends. Imagine, a secondary school teacher also working as a tax-driver during or after the school hours, while a female teacher who is supposed to be in school travel to Benin Republic, Togo or Dubai to buy second-hand wears to sell. How would such teachers concentrate on the school activities? This significantly reduces teachers' commitment to the teaching profession especially in History subject which demands full attention.

In his view, Alderman (2009) revealed that inadequate teachers motivation affect the dedication to their primary duties and as well affect students' academic performance. Poor performance of students' in History subject may also be as a result of teachers' not being dedicated to their duties. Herzberg et al (2010) stressed that if teachers are properly motivated with motivation variables such as professional development, remuneration, workshops among others can change an otherwise mediocre group into a highly productive team that can sustain national growth and development as well as the welfare of its citizens at large. Furthermore, this could equally bring about good teaching method because a motivated teacher presents his/her topic in a variety ways by bringing in

novelty in his teaching, making use of teaching aids and various illustrations by using concrete objects which makes the lesson more effective, realistic and interesting to the students' in the classroom (Ololube, 2013). However, the present situation of teachers as regards their motivation calls for concern because promotions are not forthcoming as at when due, salaries and allowances are not timely paid as well as there is poor provision of fringe benefits. Thus, this study examines the teachers' motivation as determinant of academic performance of secondary school History students in Ilorin, Kwara State.

Purpose of the Study

The main purpose of this study is to:

1. examine relationship between teachers' motivation and academic performance of History students in senior secondary schools;
2. investigate the relationship between teachers' professional development and academic performance of History students in senior secondary schools; and
3. identify the relationship between teachers' remuneration and academic performance of History students in senior secondary schools.

Research Hypotheses

- Ho₁:** There is no significant relationship between teachers' motivation and academic performance of History students in senior secondary schools in Ilorin, Kwara State.
- Ho₂:** There is no significant relationship between teachers' professional development and academic performance of History students in senior secondary schools in Ilorin, Kwara State.
- Ho₃:** There is no significant relationship between teachers' remuneration and academic performance of History students in senior secondary schools in Ilorin, Kwara State.

Methodology

The study adopted a descriptive design type. The population of this study consisted all History teachers and students in one hundred and eighty-four (184) public senior secondary schools in Ilorin metropolis of Kwara State, while the target population were History teachers and SS 3 History students from the nine (9) selected senior secondary schools in Ilorin metropolis which comprised of Ilorin East, Ilorin South and Ilorin West respectively. Purposive sampling technique was used to select three (3) History teachers from each of the nine (9) selected senior secondary schools to make a total number of twenty-seven (27) History teachers and twelve (12) History students were purposively selected from each of the selected senior secondary schools which equaled to one hundred and eight (108) History students as sample. The total number of sample for this study was one hundred and thirty-five (135). The sample size was considered because some secondary schools did not offer History as a subject in Ilorin metropolis, Kwara State. A questionnaire titled: "Teachers Motivation, Professional Development, Remuneration and Academic Performance of Student" (TMPDRAPS) and a proforma tagged "Students' Academic Performance" (SAP) were used for data collection.

The questionnaire contained 20 items which was divided into three sections (A, B and C). Section A, B and C contained items that were used to determine the relationship between teachers' motivation, professional development, teachers' remuneration and academic performance of students. The section A, B and C were rated on a modified Likert mode scale of Strongly Agree (SA), Agree (A), Strongly Disagree (SD) and Disagree (D) with weighted value of 4 to 1 in terms of scoring. To ascertain the validity of the instrument, face and content validity was established by three experts from the fields of History Education and Test and Measurement, Faculty of Education, University of Ilorin. Thereafter, the reliability of the instrument was obtained through test re-test method with a reliability coefficient value of 0.61. Also, a proforma was used to collect final year student results in National Examinations Council (NECO) in History from 2016 to 2019. Research hypotheses were tested using inferential statistics of Pearson product-moment correlation statistics at 0.05 level of significance.

Results

Hypotheses Testing

There were three Research hypotheses formulated to guide the study. Pearson product-moment correlation statistics was used to test all the hypotheses at 0.05 level of significance.

Ho₁: There is no significant relationship between teachers’ motivation and academic performance of History students in senior secondary schools in Ilorin, Kwara State.

Table 1: Teachers’ Motivation and Academic Performance of History Students’

Variable	N	\bar{X}	SD	Df	Cal r-value	P-value	Decision
Teachers’ Motivation	135	1.56	.49				
				133	.675	.000	Ho ₁ Rejected
Academic Performance of History Students	135	7.23	2.49				

***Significant $p < .05$**

Table 1 shows the calculated r-value of .675 while p-value (0.000) is lesser than the significance level (0.05) for 133 degrees of freedom. Therefore, the hypothesis which states that, there is no significant relationship between teachers’ motivation and academic performance of History students in senior secondary schools in Ilorin, Kwara State is rejected. The finding reveals that there was a significant relationship between teachers’ motivation and academic performance of History students in senior secondary schools in Ilorin, Kwara State.

Ho₂: There is no significant relationship between teachers' professional development and academic performance of History students in senior secondary schools in Ilorin, Kwara State

Table 2: Teachers’ Professional Development and Academic Performance of History Students’

Variable	N	\bar{X}	SD	Df	Cal r-value	P-value	Decision
Teachers’ Professional Development	135	1.66	.47				
				133	.598	.001	Ho ₂ Rejected
Academic Performance of History Students	135	7.23	2.49				

***Significant $p < .05$**

Table 2 shows the calculated r-value of .598 while p-value (0.001) is lesser than the significance level (0.05) for 133 degrees of freedom. Therefore, the hypothesis which states that, there is no significant relationship between teachers’ professional development and academic performance of History students in senior secondary schools in Ilorin, Kwara State is rejected. The finding indicates that there was a significant relationship between teachers’ professional development and academic performance of History students in senior secondary schools in Ilorin, Kwara State.

Ho₃: There is no significant relationship between teachers' remuneration and academic performance of History students in senior secondary schools in Ilorin, Kwara State.

Table 3: Teachers' Remuneration and Academic Performance of History Students'

Variable	N	\bar{X}	SD	df	Cal r-value	P-value	Decision
Teachers' Remuneration	135	1.73	.44	133	.593	.000	Ho ₃ Rejected
Academic Performance of History Students	135	7.23	2.49				

***Significant p<.05**

Table 3 shows the calculated r-value of .593 while p-value (0.000) is lesser than the significance level (0.05) for 133 degrees of freedom. Therefore, the hypothesis which states that there is no significant relationship between teachers' remuneration and academic performance of History students in senior secondary schools in Ilorin, Kwara State is rejected. The finding reveals that there was a significant relationship between teachers' remuneration and academic performance of History students in senior secondary schools in Ilorin, Kwara State.

Discussion of the Findings

The findings revealed that there was a significant relationship between teachers' motivation and academic performance of History students in senior secondary schools in Ilorin, Kwara State. This is because motivation encourages History teachers' to perform better in cultivating the appropriate knowledge to the students and as a result, it improves students' academic performance in History subject. Therefore, teachers' motivation is one of the major factors that determines students' academic performance in History. This finding is in line with Ofeojebe and Ezugoh (2010) which stated that lack of effective motivation of teachers negatively affect their job satisfaction, and at long run have a negative impact on the academic performance of the student.

The outcome of the result from research hypothesis two showed that there was a significant relationship between teachers' professional development and academic performance of History students in senior secondary schools in Ilorin, Kwara State. The exposure of History teachers' to the professional development such as in-service training programmes, workshops, update on changes in instructional strategies and seminars would enable History teachers' to acquire more relevant knowledge, skills and attitudes that are useful to teach students effectively in the class and will help the students do better in their academic performance. This submission is in consonance with the findings of Aire and Tella (2015) which asserted that teachers' attendance and exposure to seminars, workshops and other professional programmes to a large extent, determine and influence the academic performance of students. The knowledge gained from the development programmes help to equip teachers with better ways of teaching. Therefore, it should be noted that to improve students' academic performance in History, teachers need to expose to different trainings per time.

The findings from the research hypothesis three indicated that there was a significant relationship between teachers' remuneration and academic performance of History students in senior secondary schools in Ilorin, Kwara State. This shows that remuneration is an important factor that affecting the performance of teachers in school and in most of the organisations. The poor performance of schools has been documented to be the outcome of poor remuneration of teachers. This is in line with the assertion of Ololube, (2013) who noted that there is a need to properly remunerate teachers as this is one of the factors that make them work effectively.

Conclusion

Based on the findings of this study, it can be concluded that there is a significant relationship between teachers' motivation, professional development, teachers' remuneration and academic performance of History students' in Ilorin metropolis, Kwara State. This is because teachers whose financial needs are not satisfied will be psychologically demoralised in his/ her working attitude and this will in turn affect the performance of such teacher in the class. But when teachers' salaries are paid regularly and other incentives that are pertinent to improve teachers' proficiency, it boosts the teachers' morale and motivates them to deliver effectively in the classroom. Similarly, it reduces truancy among the History teachers, simply because punctuality is very important in teaching profession especially in secondary schools.

Recommendations

Based on the findings, the following recommendations are made:

1. Government should provide good motivational factors for the teachers. Such factors include prompt payment of salaries and allowances, workshops, seminars, in-service training programmes, welfare packages like housing, car loan and other incentives that could improve teachers' proficiency.
2. Professional development programmes should be organised for the teachers. This can be in form of the training and retraining, seminars, workshops, conferences, update on changes in instructional strategies, adequate supervision, professional upgrading among others.
3. Government should also ensure that teachers are well-paid and salaries and allowances are adequately and timely paid to encourage them to put in their best in carrying out their duties so as to improve the academic performance of History students.

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