**INFLUENCE OF TEACHERS’ MOTIVATION ON THE ACADEMIC PERFORMANCE OF ECONOMIC STUDENTS IN DUNUKOFIA LOCAL GOVERNMENT AREA OF ANAMBRA STATE**

***BY***

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**GODFREY OKOYE UNIVERSITY**

**THINKERS CORNER, EMENE, ENUGU**

**JULY, 2018**

**TITLE PAGE**

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**A PROJECT PRESENTED**

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**U16/EDU/ECO/035**

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**APPROVAL PAGE**

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**DEDICATION**

This work is dedicated to my parents and to the Almighty God.

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The successful completion of this work could not have been possible without the co-operation and assistance of many individuals to who I am gratefully indebted for their ideas, criticisms and other contributions at various stages of this research work.

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Finally, I owe a million thanks to God the author of wisdom and knowledge, who controls and pilots the affairs of man and as well directs the future.

**ABSTRACT**

The Topic of this research is the influence of Teachers’ Motivation on the academic performance of Economic students in Dunukofia Local Government Area of Anambra state. The general purpose of the study was to find out the influence of Teachers’ motivation on the academic performance of Economic students in Dunukofia Local Government Area. The study was a descriptive survey and the researcher employed the use of structured questionnaire in gathering data from the population of four hundred (400), drawing the sample size of one hundred and seventy (110) respondents. The data collection was analyzed using simple percentage techniques. In the course of the study, the researcher found out that teachers in Dunukofia Local Government Area did not receive regular payment of salaries and allowances and that poor salaries reduced the teachers’ performance in the class room. From the above, the findings, I recommended that regular payment of salaries and allowances should be made available to the teachers in Dunukofia Local Government Area, and that government should increase teachers’ salaries to help increase the job performance of the teachers.

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**CHAPTER ONE**

**INTRODUCTION**

**Background to the Study**

Education is largely a matter of a learning process that involves interaction between teacher and learner. When this process works well, real learning takes places. In the past, academic performance was often measure more by ear than today. In most developing countries especially Nigeria, there is a widespread desire to change the educational system to meet the new social and technological needs. In a country like Nigeria, dropout tendencies and teachers’ motivation have posed a lot of repercussions for the educational sector. Significantly, motivation is very essential to the continuing growth of educational systems around the world and they rank alongside professional knowledge and skills, center competencies, educational resources as well as strategies, in genuinely determining educational success and performance. According to Sergiovanni (2014), teachers are motivated when they are able to share a common body of knowledge. This can only happen when teachers have forums for discussions and training and development programmes.

The world “motivation” according to Longman Dictionary is derived from motive, which is an eagerness and willingness to do something without needing to be told or force to it. Similarly, the roles and contexts of educations’ motivational methods and tools cannot be underemphasized because high motivation enhances productivity which is naturally in the interests of all educational systems (Ololube 2010, 2011).

According to Paul Bennell (2012), ‘’Over one-third of all the teachers at the survey primary schools in five of the six extended case study countries indicated that teachers at their school are ‘poorly’ or ‘very poorly’ motivated. Motivation levels appear to be chronically low in Nigeria. Teachers are expected to render a very high job performance, and the Ministry of Education is always curious regarding the job performance of its teachers. Also, the Ministry of Education demands a very high measure of loyalty, patriotism, dedication, hard work and commitment from its teachers (Ubom & Joshua, 2013).

Earlier research done on the subject matter by researchers in Pakistan, Nigeria, and the whole Sub-Saharan Africa as well notable case studies carried in Ghana on Education Management Information Systems, Induction for Teacher Retention, Motivation and Incentives for teachers and Teachers Job Satisfaction and Motivation for school effectiveness have yielded results to support the idea of motivation of teachers if there is to improvements in the performance of the schools.

Therefore, the value of teachers in preparing human beings for a useful living very high and as contained in the national policy on education (2010) that teacher help to “equip“ students to live effectively in modern age of science and technology. This has made the growing complexity in terms of environmental expulsion, resource mobilization and organization of education institutional the increasing societal demand the more result, oriented schools have made the duties of the staff in the schools to be more critical in organization behaviour, there is therefore a corresponding need for more pragmatic motivational design that will enhance the job performance of teachers in the schools.

Teacher motivation in developed countries is due to the fact that teachers are provided with good quality teacher training and development hence they have opportunities to further improve their training (Evans 2014). They work in acceptable physical school contexts. These countries are such as, the United States of America (USA), the United Kingdom (UK), Canada and Australia. They remain motivated when they see their learners achieve academically as they expect incentives. A decade ago, one observer noted that performance incentives in schools were virtually untested‖ (Hanushek, 2016) Since then, a multitude of accountability programs have been implemented that mete out rewards or sanctions to schools and teachers based on some function of school test scores, especially under the guise of the U.S‘s. No Child Left Behind Act.

There is mounting concern that rigid compensation structures weaken teachers‘ incentives hence the need to exert effort and improve student performance. In the United States and elsewhere, such concerns have catalyzed the use of monetary performance incentives, often based upon the level or growth of students‘ test-score performance. Nonetheless, pay-for-performance is relatively rare and existing plans are often small-scale and short-lived. In contrast, Nigeria school teachers have been eligible for large financial awards since 1993 that are based upon student test scores, among other factors.

**Statement of the Problem**

The ineffectiveness of teachers has really been matters of general concern in our society as the school system have been adversely affected. This is chiefly attributed to lack of motivation and incentive to teachers. It therefore contributes immensely as a serious setback in the academic performance of Economics students in secondary school particularly in Dunukofia Local Government Area of Anambra state.

Teachers in Dunukofia L.G.A seem to experience irregular payment of salaries and allowances which hinder their dedication to duties. Poor salaries also affect their performance in the classroom as their promotions are not implemented which reduces their morale in teaching. The environment under which teachers teach or work is not conducive hence reducing their interest in their job as well as their output in teaching. It is this situation that has prompted the researcher to conduct a study to establish the various motivational strategies and how they influence students’ academic performance in economics in Dunukofia Government secondary schools in Anambra State.

**Purpose of the Study**

This study sets out to investigate the influence of teachers' motivation on the academic performance of Economics students in Dunukofia Local Government Area of Anambra State. In order to accomplish this purpose, the researcher sets out the following objectives.

1. To determine how irregular payment of teacher's salaries and allowances hinder their dedication to duties.

2. To find out whether non-implementation of teachers' promotions as they usually complain, affect their morale in teaching.

3. To determine how poor salaries received by teachers affect their performance in the classroom.

4. To find out whether the environment at which teachers work reduce their interest and output in teaching

**Significance of the study**

The study is of a great importance to various units in the system. The knowledge of the influence of teachers' motivation on the academic performance of Economics students in Dunukofia Local Government Area of Anambra State would be of immense value to the school management, parents, government and all those who are interested in the educational progress of Economics student in particular and other students in general in various secondary schools.

However, the knowledge derived from this study would show that, if teachers are adequately motivated with good condition of service, they can improve considerably interms of their level of performance and their output might increase greatly. The implication of such improvement in performance level and increase in output is that Economics students have greater chances of achieving greater height in their academics and the best would be brought out of the students.

Furthermore, the findings of this research work, if the recommendations are strictly followed will help to change the attitudes of teachers to their work especially those of Economics and its related subjects.

Finally, this work would also reveal the areas of motivational factors that need to be improved for optimum performance of teachers.

**Scope of the Study**

The research is carried out in 10 Government Secondary Schools in Dunukofia Local Government Area of Anambra State. This research work aimed at investigating the influence of motivation to the teachers on the academic performance of Economics students in Dunukofia L.G.A of Anambra state.

**Research Questions**

1. Does irregular payment of teachers' salaries and allowances hinder their dedication to duties?
2. Does non-implementation of teachers' promotions affect their morale in teaching?
3. Does poor salary reduce the performance of teachers in the classroom?
4. Does working environment under which teachers work affect their interest in their job as well as reduce their output.

**CHAPTER TWO**

**LITERATURE REVIEW**

This chapter deals with the review of related literature. This review is presented under the underlisted below:

Conceptual Framework

Theoretical Framework

Empirical Review

Summary of Literature Review

**Conceptual Framework**

Motivation is defined as the process that initiates, guides and maintains goal-oriented behaviors. Motivation is what causes us to act, whether it is getting a glass of water to reduce thirst or reading a book to gain knowledge. There are three major components to motivation: activation, persistence and intensity. Activation involves the decision to initiate a behavior, such as enrolling in an education class. Persistence is the continued effort toward a goal even though obstacles may exist, such as taking more education courses in order to earn a degree although it requires a significant investment of time, energy and resources.

Finally, intensity can be seen in the concentration and vigor that goes into pursuing a goal. For example, one student might coast by without much effort, while another student will study regularly, participate in discussions and take advantage of research opportunities outside of class. The same can be said of teachers in day secondary schools. Different types of motivation are frequently described as being either extrinsic or intrinsic.

Extrinsic motivations are those that arise from outside of the individual and often involve rewards such as trophies, money, social recognition or praise. Intrinsic motivations are those that arise from within the individual, such as doing a complicated cross-word puzzle purely for the personal gratification of solving a problem. Implications for Management is that; if the motivation-hygiene theory holds, management not only must provide hygiene factors to avoid employee dissatisfaction, but also must provide factors intrinsic to the work itself in order for employees to be satisfied with their jobs.

Some of the things that caused low teacher motivation include; Student –related problems where, poor discipline, laziness, lack of work ethics, disrespect of teachers and school rules, late-coming, high absenteeism and absconding. Others include; Academic Instruction and curriculum, where the teachers complained that the focus is mainly academic and not holistic; maintenance of records and assessment tasks is time-consuming; deteriorating numeracy and literacy skills impedes progress; drop in pass requirements lowers standards; lack of professional development and collaboration at school level reduces teacher confidence; they needed to be consulted for input in syllabus changes. This was according to a study by Magendri Perumal (2011).

**Concept of Teacher Motivation**

Teacher motivation refers to those variables, factors that influence teachers to do things. In its more technical usage, teacher motivation is to be seen as a psychological concept. It is regarded as a process of organizing behavior in rogress and channeling behaviours into specific course. It is a process ofstimulating, channeling and sustaining behavior. According to Asemah (2012),teacher motivation is a general term applying to the entire class of drives, desires, needs, wishes and similar forces initiated for teachers, in order to induce them to act in desirable academically productive manner. Teacher motivation encompasses forces both within and external to the individual.

According to Hicks (2011) the internal teacher motivation comprises of the needs, wants and desires which exist within an individual; as such influence the teachers thought which in turn leads to a positive change behavior toward improving learning. Teacher motivation entails that the teacher is made to satisfy the life supporting elements of his physical body like food, water, shelter etc. the teacher should be able to satisfy needs like insurance, medical allowances, retirement benefits etc. the implication is that school management should be more concerned with providing  meaningful and challenging  work,  feeling or achievement, added responsibility, recognition for accomplishment, opportunities for growth and advancement as all these, among other motivators drive the teacher to be acting undesirable way.

**Concept of Academic Performance**

Academic performance also known as academic achievement/academic attainment is the outcome of [education](http://en.wikipedia.org/wiki/Education); it constitute the extent to which a student, teacher or institution has achieved their educational goals. Academic performance is commonly measured by [examinations](http://en.wikipedia.org/wiki/Test_%28assessment%29) or [continuous assessment](http://en.wikipedia.org/wiki/Continuous_assessment) but there is no general agreement on how it is best tested or which aspects are most important[procedural knowledge](http://en.wikipedia.org/wiki/Procedural_knowledge) such as[skills](http://en.wikipedia.org/wiki/Skill) or [declarative knowledge](http://en.wikipedia.org/wiki/Declarative_knowledge) such as[facts.](http://en.wikipedia.org/wiki/Fact) Academic performance can be defined as excellence in all academic disciplines, in class as well as extracurricular activities. It includes excellence in sporting,  behaviour,  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 standards set out by  local government and 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.

**Growth and Advancement of Teachers and students’ Performance**

Boredom and discontent in the workplace is a serious business performance issue. Owen S. (2014) in a major international study of organizational effectiveness involving more than 28,000 respondents, Right Management has found that two-thirds of employees globally are less than fully engaged by their work and organization. With weak engagement translating into lower retention, greater absenteeism and poorer productivity, organizations almost everywhere are simply failing to perform to their true potential.

It is clear from the many employee satisfaction surveys and exit surveys we have done that career growth and development are among the primary reasons why employees decide to stay or leave where they work. However, benchmark norms suggest that many employers are not taking sufficient action to fully develop their employees and to help them successfully build their careers, which can lead to the unnecessary turnover of valuable employees. This applies to teachers too.

Teacher professional development in China has existed since the introduction of teacher education a century ago Yang and Wu, (2011). Since the late 1970s, China has devoted itself to increasing the quantity and enhancing the quality of existing teachers. The unified nationwide professional standards designed and issued by the government in the early 1990s (Schmidt 2015) urged teachers to seek further education opportunities through in-service training. This is evidenced by the government‘s efforts in restoring and establishing advanced training institutions to undertake in-service training, especially for those who missed their education and training during the Cultural Revolution years.

In-service training of teachers can be divided into degree and non-degree education. Degree education includes not only the ‗top-up‘ education for in-service teachers without qualified certificates but also the ‗upgrading‘ education for in-service teachers with qualified certificates. The non-degree education for in-service teachers is the main part of continuing education. This has been the key to teacher training embraced by teachers to meet the ever increasing societal expectations. Schools are encouraged to establish partnerships with teacher education and in-service training institutions to create chances for teachers both in and out of schools.

The Ministry of Education sets regulations on continuing education by defining the contents, categories, organization administration, infrastructure standards, examination and verification, awards and penalties of continuing teacher education. The targets of such training are to meet primary school teachers‘ requirements of continuing education, to orient new teachers during the probation period and to enhance the basic skills of all that hold teaching posts.

One kind of professional development model is called Action Education (Xingdong Jiaoyu in Chinese). It is a form of school-based training model which aims at updating ideas of teaching and learning, and designing new situations to improve classroom practice through exemplary lesson development. As it directly tackles issues in teaching and learning, although there are some challenges in implementing the model, it has shown the potential to enhance in-service teacher learning and professional development with comparatively low cost. It is promoted in many schools in China.

However, the increased demand for change in the nature, the purpose and the mode of delivery of professional development in teacher education (Garner, 2016) is particularly challenging due to the growing disparities in wealth within the country and the unevenness of the teaching force profile. Teachers are increasingly urged to seek professional development with insufficient support in many aspects.

Some of the ways for employers to start breaking down some of these barriers to internal career growth and advancement include; Provide self-assessment tools and career self-management training to all employees, Offer tools and training on coaching for all managers. Clearly define a variety of career paths and the related skills required and make these information readily accessible, Create meaningful alternatives to traditional career ladders Keep employees informed about your organization's strategy and direction, especially your forecasts for talent needs etc..

Assessment could be by measuring of progress and using your employee survey to assess how your teachers feel about their career possibilities, how fairly they believe promotions are made and the degree to which they believe that talent and merit decide who advances within your organization influences the improvement on performance. (Schmidt 2015)

**Incentives of Teachers and students’ Performance**

Few studies have credibly identified the causal effect of merit pay programs that reward individual teachers—or groups of teachers—for the test score performance of their students. Glewwe, Ilias, and Kremer (2003) randomly assigned 50 Kenyan primary schools to a treatment group eligible for monetary incentives (21-43% of monthly salary). ―The broad consensus among occupational psychologists in developed country contexts is that pay on its own does not increase motivation. However, pecuniary motives are likely to be dominant among teachers where pay and other material benefits are too low for individual and household survival needs to be met. Only when these basic needs have been met is it possible for higher-order needs, which are the basis of true job satisfaction, to be realized. This was according to (Bennell and Akyeampong (2012). Teacher salaries are generally low, especially in Africa. Corresponding to Maslow‟s hierarchy of needs, lack of a living wage can undermine the foundation of basic need fulfillment teachers required before they can focus on improving their work. When teachers do not have enough money to live, they often resort to secondary employment activities, which can undermine their motivation to perform in their primary job and lead to increased absenteeism these were the findings of (Methodological Guide for the Analysis of Teacher Issues 2010). One such secondary employment activity, was private tutoring, which can be especially harmful to student achievement, or at least the distribution of student achievement, when teachers cut back on teaching part of the curriculum in school in order to generate demand for their tutoring services out of school (Bennell and Akyeampong 2011).

Besides resorting to secondary employment, teachers who earn poverty wages are often unable to eat properly before coming to school (Bennell and Akyeampong 2012). This reduces their concentration and further their motivation to teach hence affecting the students‘ performance to a greater level. Furthermore, it is difficult to motivate qualified teachers to work in the neediest schools and in rural areas without sufficient material incentives. This is due to the low socio economic status that was associated with most rural dwellers in developing countries. Although the rural dwellers in developed countries also have low socioeconomic status in some cases, it cannot be compared to the ones in developing countries. Low pay also alters the profile of those who are most motivated to become teachers, as the opportunity cost of joining the poorly-paid teaching force is lowest for the unskilled, inexperienced, women, and those from rural areas (Umansky and Vegas 2010).

However, beyond a reasonable salary, there is little evidence that further pay increases motivate teachers. Michaelowa (2012) does not find a salary structure to be an obvious determinant of teacher job satisfaction. Delannoy and Sedlacek (2010) note that across-the-board salary increases in Brazil were ineffective in increasing teacher performance.

If teachers are able to support themselves and their families, how teachers are paid may be more important than how much they are paid. Teachers are more motivated when they are paid on time, when retrieving their pay is easy, and sometimes through performance bonus-pay schemes. For example, in India irregularly paid salaries are a major source of low motivation (Ramachandran and Pal 2015). In terms of bonus pay, Muralidharan and Sundararaman (2012) find that individual and group performance pay schemes significantly increased test scores in India through encouraging greater effort among teachers.

The winning schools were determined by their test-score performance relative to other treated schools, and all teachers in such schools received awards. The program produced test-score gains in treated schools, but the only lasted for the program‘s duration, and they appear to be the result of test preparation activities. Although the literature has focused on school-based incentives, most classroom settings involve one teacher, which makes it possible to reward more effective teachers.

We know of just one published paper that studied incentive programs for individual teachers. Eberts, Hollenbeck, and Stone (2012), comparing means across two schools, found that individual incentive programs for teachers were associated with a significant fall in dropout rates but were unrelated to student achievement. The only evidence of a correlation between individual incentive programs and student learning is reported in a working paper by Lavy (2013), who found that large teacher incentives in Israel were associated with increases in the tests directly rewarded by the program.

A similar program in Israel made 62 secondary schools eligible for performance awards. Of these, the top third of performers received monetary awards distributed to all teachers in a school. Lavy (2012) compares these schools‘ performance to schools that just missed participating—based upon program selection rules—and finds effects on a range of student outcome measures. More recently, Lavy (2014) analyzed a second Israeli program that awarded performance bonuses to individual teachers. The awards, up to 25% of annual wages, were allocated on the basis of the teacher‘s performance compared with their school colleagues. Schools‘ participation was determined by cutoff-based assignment that facilitated a regression-discontinuity analysis.

Ultimately, program participation appears to have increased student outcomes. The Mexican program that is subject of this paper differs in several respects. First, it has been implemented for over a decade and the majority of eligible public school teachers have participated in the program. It is the one of the few large-scale merit pay programs in any country.

Second, it provides incentives to individual teachers, rather than the group-based incentives that are the subject of much of the empirical literature. Third, its incentives are nonlinear (i.e., they are awarded if teachers‘ assessment scores fall above a cutoff). This point is more than an institutional curiosity.

**Determinants of Teacher-Learner Interactions for Better Students Academic Performance**

**The status of teachers**

Reports from teacher organisations are unanimous in stating that the status of teachers has declined, often drastically, in recent years. This decline is due both to material and non-material factors. It is clear that the vast majority of teachers believe that they do not receive the moral support and material recognition appropriate to their level of qualifications and responsibilities

**Class size:**

There is a trend in several countries to increase the number of students in each class. Class sizes have reached unacceptable levels in many developing countries. Many teacher organisations report class sizes exceeding 100 pupils. Obviously, learning suffers under such conditions. Smaller classes allow teachers to use more personalised instructional techniques and develop and apply new teaching methods. Furthermore, teachers with smaller classes report less stress and higher morale, and turnover rates among these teachers are also lower.

**Increasing workload**

There is strong empirical evidence that the work load of teaches has increased. Reports from a range of countries are striking. The number of teachers eligible for disability pensions has steadily increased. Teachers report problems with sleeping, marital problems and higher frequency of depression due to the job situation. Teachers generally are used to working hard for a good cause, but if their good will is exploited, the results can be counterproductive.

**Professional freedom**

There has to be a general trust in the competence and creativity of the teacher. How teaching is done in the classroom should never be prescribed by persons outside the classroom reality. This does not mean that education authorities should not encourage new teaching methods through in-service training, professional development and other means. It is important and necessary to propose different approaches and good models for teaching, but teaching methods should not be dictated to teachers.

**The work environment**

The working conditions of teachers are closely related to learning conditions for the students. A school environment that allows teachers to do a good job will automatically improve the learning conditions of the students. There is an obvious and close relation between the infrastructure of the school system and the quality of education. In many countries investment in school equipment has been neglected during recent decades. It is essential to provide at least the basic teaching equipment and materials in each school. Studies have reported a consistent relationship  between  pupil  performance  and the  availability  of  books.  An important investment to improve educational quality is to ensure that all students have at least one textbook. Research has pointed to the importance of teacher motivation for effective learning. The obvious relation between motivation and good working conditions is thus a strong argument for improving the status and working conditions of teachers. Another factor affecting motivation is the ability to influence one's working conditions.

**Teacher education and professional development**

All too often, teachers begin their duties without proper or sufficient pedagogical and psychological training. Some studies of factors affecting the academic performance of school children conclude that the influence of classroom variables, like the education of the teacher, is of greater importance in developing countries than in other countries. This is a powerful argument in favour of improving teacher education especially in developing countries. Teaching is a life-long process of learning. Continuous professional development through in-service training to up-date the teacher's knowledge and teaching methods is of crucial importance in providing quality education. In-service training is most effective when based on pre-service education that has laid a good foundation. Still today, in many parts of the world, persons with in sufficient training are engaged as teachers. So long as the hiring of untrained teachers is used as a temporary and transitional solution, it can be tolerated.

**Teachers' salaries**

Another factor affecting teacher motivation and commitment to teaching is the financial remuneration. Real salary rates inlow-income countries have deteriorated in recent years. In many countries salaries are not paid regularly, with delays often of several months.

Consequently, many teachers are forced to look for other jobs in addition to teaching and some are driven to leave teaching altogether. According to reports from some African countries, it has become almost impossible to convince good students to choose a teaching career, as the prospects of job security and adequate income are too uncertain.

**Negotiations and consultations**

Government decisions regarding education are more likely to succeed when planned and implemented with the full  participation  of teachers  and their  organisations, since the teachers are directly concerned and have far-reaching knowledge and experience of classroom realities. No education reform can be fully effective without the agreement and active partnership of the personnel who will ultimately be responsible for implementation. Education workers' organizations contribute to the policy-making process by representing their members' views. Negotiation and consultation with these organizations should be encouraged at all levels. Sufficient time, transparent procedures and effective communication with all interested parties are key factors in ensuring that consultations and negotiations achieve their objectives.

**Impact of Teacher Motivation on the Academic Performance of Students**

As teacher motivation is very central in energizing the teacher to teach and to seek to impart knowledge effectively, below are ways that teacher motivation influence students’ academic achievement: a teacher who is motivated will put more efforts to in the classroom to pass adequate knowledge to his students in order to affect the behavior of the learner in the most desirable and positive manner; teacher motivation is so crucial to the academic performance of students because it explains why teachers behave the way they do at in their various schools. Thus, if a teacher shows the hunger to teacher well, then students will invariably demonstrate the zeal to learn. In line with this, Bateman (2010) noted that teacher motivation is the force that energize, direct and sustains teacher-learner efforts; motives are desires to attain goals. Thus, the stronger these desires are present during teaching-learning  encounter;  the  greater will be the efforts towards achieving these goals. Therefore, teacher motivation ensures that both teachers and learners sustain their efforts in a quest to achieve expected objectives of the classroom encounter; teacher who is motivated helps relevant learners to acquire more favourable disposition towards school in general and learning in particular; teacher motivation provides the desire in students to learn. This is because learners are encouraged to learn, to express themselves through answering questions, taking parts in both individual and group assignments; infact get involved or committed in the learning process by acquiring ideas, skills and concepts for total development; since teacher motivation provides teachers the desired to teach his students well, this results in the students getting better grades, developing higher adjustment potentials and better self-concept etc.

**Importance of Motivation**

The term motivation is derived from a Latin word “movers”, which means to move into action. This means that motivation is simply the cause and why of human behavior. To further-stress on the meaning of motivation, Monday Holmes and Flippo (2012), sees motivation as a process of stimulating an individual to take decision and action in order to achieve a specific desired goal. Morgan, King and Robinson (2014) defined motivation as a state, which individual or animal gingers or derives behavior towards some specific goals. Furthermore, Herberg (2011) was not far from the perception of motivation from the above view as he defined motivation as the psychological process that arouse, direct and maintain behavior towards a goal.

Hence, going by the definitions of motivation as x-rayed above, one can simple conclude that efficiency, good performance and high productivity is a direct function of adequate motivation on the part of workers in an organization. And when workers were properly motivated, leading to efficiency, good performance and high productivity, the implication of this is sudden and sustained rise in national growth and development and invariably the general improvement in the welfare of the citizens.

However, in the field of education, the role of motivation cannot be over emphasized. That is to say that motivation plays a very significant role in attaining the overall educational aims and objectives through teaching and learning process. To further buttress this argument, Ormond (2013) sees motivation as a direct behavior towards attaining a particular goal. Steers and Porter (2010) viewed motivation as concerned with how human beings are energized, sustained, directed, stopped and the type of subjective reaction presents in the individual whole as all these processes are taking place. As if these were not enough, Ugwu (2014) still on motivation implies that behavior has an origin, which terminates when the goal of an individual is achieved. Ekong (2010) emphatically stated that to achieve effective performance in the teaching learning process, the teacher must be motivated. Reasons is because motivated teachers are seen to be working tirelessly in the schools. They prepare their lesson notes at and when due, teaches students, gives assignments, conduct tests, exams and marks, records them appropriate. Herzberg (2015) stated that if teachers are properly motivated, this can change an otherwise mediocre group into a highly productive team. Equally, motivation brings about the use of good teaching methods in the classroom.

**Theoretical Studies**

**Theories of Motivation of Learning Outcome**

There is a general agreement among psychologists that with a few exceptions, which will be noted, all behaviours are motivated, people have reasons for doing the things they do and that behavior is oriented towards meeting certain goals and objectives. That is why Freud (2013) and other psychologists like Taylor (2010) generally agreed that man is motivated by the desire to satisfy a number of needs. Some of which he is not consciously aware of differences of opinions exist as to the nature and relative importance of these needs. This is true because there is no doubt that teachers whose financial needs are not satisfied will be psychologically and socially demoralized in his working attitude and this is of immense effect to the performance of such teachers. But when teachers’ salaries and allowances are paid at the when due, this will reduce the number of teachers truancy which is rampant in the teaching and learning system of secondary schools. Many teachers come into the school only to put his or her name in the attendance register and moves out in pursuit of other business or jobs which will earn him/her a large amount of money to make both ends meet since the salary is small. This attitude makes the students to go home after a whole day with nothing done or either one or two subjects for a day. This lowers the morale of students towards learning. Hence, below comes Maslow’s theory of motivation.

Maslow (2013) came up with the theory of hierarchy of needs. This is based on clinical supervision and logic. In this theory of motivation, he stresses that individuals are motivated to satisfy several different kinds of needs, which are more proponent than others. Maslow’s theory states that if a number of features of a person’s needs are unsatisfied at any given time, satisfaction of the most proponent ones will be more pressing than that of other.

**Empirical Studies**

Brown (2009) conducted a research on teachers' motivation and productivity and its influence on academic performance of students (economics students inclusive) in secondary schools with particular reference to Akuku Toru Local Government Area of River State. He used interview and questionnaires to extract relevant information on the study. Findings from the research showed that motivation does necessarily affect the academic performance of students, meaning that teachers should be sufficiently motivated. This is necessary because when teachers are adequately motivated, they will be satisfied with their job and also provide their best efforts to the students.

However, in the school, he recommended the following for teachers' productivity and efficiency.

1. Regular payment of salaries and allowances to the teachers.

2. Provision of tangible salary to put to end the complaint of teacher about poor salaries.

3. Implementation of promotion to the Teachers in other to increase there Morale in carrying out there duty.

4. Environment where Teachers teach should be conducive for learning etc. in order to broaden the knowledge of the teachers.

However, Ude, Nwokoro, Uba and Onuigbo (2010) carried out a research which was aimed at investigating the perception of teachers on job satisfaction in relation to wages, academic qualification, sex and experience. It was observed that apart from the above factors, there are also factors that enhance job satisfaction; such are interest, fringe benefits, status and prestige of the profession, opportunity for advancement, working environment and general condition of service.

The research questions were formulated and questionnaires distributed to those affected in order to gather relevant or meaningful data. Two hundred teachers were randomly selected from twenty secondary schools in Alike Toru local Government Area of Rivers State.

The datum were presented in percentages and analyzed in tables. The findings indicated that.

1. Wages were to a large extent responsible for teachers' level of jobs satisfaction.
2. The sex of the teacher did not influence his or her level of job satisfaction. Consequently, Uzoma (2014) in his research aimed at finding out what motivational factors influence secondary school teachers into greater institutional goals.

In study carried out in Rivers State specifically Alike Toru Local Government Area; the result of the research indicated that salary and fringe benefits accruable to teachers are not the only motivating factors that spur them into effectiveness. Also inclusive are the degree of integration and acceptance into the school system by the principal, students and the large society.

In conclusion, the above previous study on motivation in schools shows that motivation and incentive have a great impact on the academic performance of students especially economics students in secondary school. It is therefore pertinent to always motivate the secondary school teachers as it will encourage them to deliver during classroom instructions.

A teacher who is not paid his/her salary and other allowances (say motivation) will not be happy with his job as well as while delivering his/her instructions in the classroom. He presents the instructions in a haphazard manner and by implication the negative effect will be on the academic performance of the students. Every partner in the system should also exhibit good attitudes because the negative attitudes of other staff equally affect the effectiveness of teachers.

**Summary of Literature Review**

This part covered with the influence of teachers' motivation on the academic performance of Economics students. Teacher motivation comprises of the needs, wants and desires which exist within an individual; as such influence the teachers thought which in turn leads to a positive change behavior toward improving learning, Hicks (2011). Teacher motivation entails that the teacher is made to satisfy the life supporting elements of his physical body like food, water, shelter etc. the teacher should be able to satisfy needs like insurance, medical allowances, retirement benefits etc.

Theories based on the clinical supervision and logic were reviewed. In this theory of motivation, he stresses that individuals are motivated to satisfy several different kinds of needs, which are more proponent than others. Maslow’s theory states that if a number of features of a person’s needs are unsatisfied at any given time, satisfaction of the most proponent ones will be more pressing than that of other. Empirical study were also reviewed, in conclusion, the above previous study on motivation in schools shows that motivation and incentive have a great impact on the academic performance of students especially economics students in secondary school. A teacher who is not paid his/her salary and other allowances (say motivation) will not be happy with his job as well as while delivering his/her instructions in the classroom.

**CHAPTER THREE**

**RESEARCH METHODOLOGY**

This chapter deals with research method used by the researcher. It deals with the design of the study, the population of the study, sample and sampling procedure, instrument of data collection, validation of instruments, reliability of instrument, administration of questionnaire, method of data analysis and limitation of the study.

**Research Design**

In this study, a descriptive survey design was used. The research design discussed the motivational strategies and how they affect teachers’ performance in Dunukofia Government Secondary Schools. A survey study is a type of study in which group of people, objects, events, items etc. are investigated upon by collecting and analyzing data from only a few of them considered to be representative of the entire group.

Questionnaires were the research instrument used to gather data required for analysis. The results helped the researcher to describe the state of affairs as they are, based on the teacher‘s motivation and students’ academic performance of Economic Students. The results were analyzed using statistical methods and the findings reported in a research report.

**Area of the Study**

The research is carried out in Dunukofia Local Government Area of Anambra State in ten (10) Government Secondary Schools. Dunukofia is a [Local Government Area](https://en.wikipedia.org/wiki/Local_Government_Areas_of_Nigeria) in [Anambra State](https://en.wikipedia.org/wiki/Anambra_State), south-central [Nigeria](https://en.wikipedia.org/wiki/Nigeria). Towns that make up the local government are Ukpo, the headquarters; [Ifitedunu](https://en.wikipedia.org/w/index.php?title=Ifitedunu&action=edit&redlink=1),   [Umunnachi](https://en.wikipedia.org/wiki/Umunnachi), [Umudioka](https://en.wikipedia.org/wiki/Umudioka), [Ukwulu](https://en.wikipedia.org/wiki/Ukwulu) and [Nawgu](https://en.wikipedia.org/w/index.php?title=Nawgu&action=edit&redlink=1). It shares boundaries with [Awka North](https://en.wikipedia.org/wiki/Awka_North), [Idemili North](https://en.wikipedia.org/wiki/Idemili_North), [Njikoka](https://en.wikipedia.org/wiki/Njikoka) and [Oyi](https://en.wikipedia.org/wiki/Oyi) Local Governments. Dunukofia is among the most accessible local governments in Anambra State, with federal and state roads crossing it at different points.  Population density in Dunukofia LGA is among the highest in all of Nigeria.

**Population of the study**

In this study the target population is 20 principals and 380 teachers in the government secondary schools in Dunukofia LGA of Anambra State. The population was representative because the whole population was made up of both male and female teachers and principals. The target population was also accessible, as schools were in session when the study was carried out. Dunukofia also has a good road network that enabled the researcher to reach the respondents in their schools by road without much difficulty.

**Table 3.1: Population**

|  |  |
| --- | --- |
| **Respondents** | **Target population** |
| Principal | 20 |
| Teachers | 380 |
| **Total** | **400** |

**Sample and Sampling Technique.**

In this research, the sample comprises eleven (11) teachers each and one (1) principal each from ten (10) selected out of twenty secondary schools in Dunukofia Local Government Area; thus making it a total of one hundred and twenty (120) teachers on the whole, out of about 400 teachers. This represents 30% of the total number of teachers in the area.

However, simple random sampling was used as the sampling technique. This is because each member or element of the population has equal and independent chance of being selected to form the sample group. In drawing the sample the names of the schools were written in pieces of paper and folded into balls and were thereafter, put in a container and mixed thoroughly. The schools were picked from the container, put back into it and mixed up again. The process was repeated until the required number of schools were selected.

**Instrument for Data Collection**

Information on motivation/incentives for influence of teachers on the academic performance of economics students were collected using questionnaire and interview.

The questionnaire was used for the purpose of data collection as the data to be collected was quantitative and this was the most preferred instrument. A questionnaire is a document that consists of a number of questions that is written or typed in a definite order or a form or set of forms. This instrument was preferred because it up holds confidentiality, save and on time, lack interviewer bias and enables collection of data from a large sample and from various regions of the study. The instrument was divided into two parts. The first part A gave the respondents demographic data while the second Part B had closed-ended questions to enable the respondents to express themselves in their own words.

**Reliability of the Instrument**

Reliability of the instrument refers to a measure of how consistent the results from a test are. The instrument used was trial-tested in one of the sampled schools with twenty (20) teachers and their responses collected. The following were ensured during this process. All the initial conditions were kept constant and the same test was administered to the same subjects. The respondents were then given three weeks before the same test was administered again to the same respondents. Correlation was done on the scores from both testing periods to determine the coefficient of reliability. This was done on all the sub groups of the population and it was ensured that the results were consistent hence reliability of the instrument.

**Validation of Instrument**

In this research, the questionnaire was designed and given to three (3) experts in the field of Economics education for validation.

Validity is the extent to which differences found with a measuring instrument reflect true differences among those being tested. Kothari (2009). The researcher ensured that the questions in the questionnaire are framed in such a way that they bring out the answers to the research 37 questions. Criterion-related validity relates to the ability to predict some outcome or estimate the existence of some current condition. The researcher will made a pre-visit to the study area in order to familiarize oneself with the location. On the other hand Construct validity is the degree to which scores on a test can be accounted for by the explanatory constructs of a sound theory.

**Method of Data Collection**

The instrument was personally administered to the respondents and collection of responses was made. When shortfalls existed, interviews were used especially on the principals to collect or obtain relevant information.

However, 110 out of 120 questionnaires were administered and returned, while the remaining 10 were not returned. This is because those who went with them promising to fill and bring them back failed to return them. This represents 91.7% of the total number of questionnaires administered.

**Method of Data Analysis**

In analyzing the data collected, the researcher adopted the use of simple percentage. Also, their frequency tables representing the information based on each research question. The percentages are multiplying the maximum score obtained by one hundred (100) over (1) thus:

Simple percentage = yes/No response X 100

Total no of response 1

**CHAPTER FOUR**

**DATA PRESENTATION AND ANALYSIS**

In this chapter, data collected from the distributed questionnaire was presented and analyzed adequately using frequency distribution table (approximately numbered for references) and percentages for comparison of the data and easy interpretation of findings.

Table 4.1 below shows the distribution and return of questionnaire from each of the selected or sampled schools.

**Table 4.1: The distribution and return of questionnaire**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **S/N** | **School** | **No of Questionnaire Distributed** | **%** | **Returned** | **%** |
| 1. | Secondary commercial school | 12 | 10 | 12 | 10 |
| 2. | Girls secondary school | 12 | 10 | 10 | 8.3 |
| 3. | High school | 12 | 10 | 12 | 10 |
| 4. | Secondary school | 12 | 10 | 8 | 6.7 |
| 5. | Valley view secondary school | 12 | 10 | 12 | 10 |
| 6. | Secondary school | 12 | 10 | 12 | 10 |
| 7. | Comprehensive secondary School | 12 | 10 | 10 | 8.3 |
| 8. | Technical school | 12 | 10 | 12 | 10 |
| 9. | Precious Academy secondary school | 12 | 10 | 11 | 9.2 |
| 10. | Government college | 12 | 10 | 11 | 9.2 |
|  | **Total** | **120** | **100** | **110** | **91.7** |

Table 4.1 shows that out of 120 questionnaires that were distributed, 110 were returned.

**Table 4.2 distribution of respondents by educational qualification and sex.**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **S/N** | **Qualification of respondents** | **Male no** | **Male%** | **Female%** | **Female %** | **Total no** | **%** |
| 1. | N.C.E | 6 | 5.5 | 9 | 8.2 | 15 | 13.7 |
| 2. | B.ED | 29 | 264 | 37 | 33.6 | 66 | 60 |
| 3. | M.ED | 14 | 12.7 | 15 | 13.6 | 29 | 26.3 |
|  | **TOTAL** | **49** | **44.6** | **61** | **55.4** | **110** | **100** |

Table 4.2 shows that 15 representing 13.7 percent (%) respondents are N.C.E holders, 66 (66%) respondents are B.ED holders while 29 (26.3%) respondents are M.ED holders.

**Table 4.3 Shows the respondents' view about irregular payment of salaries and allowances of teachers as a hindrance to teacher's dedication to duty.**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **S/N** | **Question items** | **Yes** | **%** | **No** | **%** | **No** | **%** |
| 1 | Do teachers receive salaries irregularly? | 61 | 5545 | 49 | 44.55 | 110 | 100 |
| 2 | Do teachers receive salaries at month end | 49 | 44.55 | 61 | 55.45 | 110 | 100 |
| 3 | When teachers are paid, do they go to school? | 110 | 100 | \_\_ | \_\_ | 110 | 100 |
| 4 | Do teachers receive allowances? | 110 | 100 | \_\_ | \_\_ | 110 | 100 |
| 5 | Do the allowances come often? | 48 | 43.64 | 62 | 56.36 | 110 | 100 |
| 6 | Does the result above discourage teachers' dedication to duty? | 64 | 58.18 | 46 | 41.83 | 110 | 100 |

Table 4.3 shows that 61 (55.45%) respondents agreed that teachers do not receive their salaries regularly as against 49 (44.55%) respondents who agreed. However, 110 (100%) respondent all agreed that teachers receive allowance.

Also 48(43.64%) respondent agreed that the allowances come often as against 62(56.36%) respondents who disagreed. Furthermore, 64 (58.18%) respondents agreed that situation of salaries and allowances discourage teachers' dedication to duty. Finally 110 (100%) respondents agreed that teachers go to school when they receive their salaries.

**Table 4.4 views of respondents on how poor salaries reduce teachers' performance in the classroom.**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **S/N** | **Question items** | **Yes** | **%** | **No** | **%** | **No** | **%** |
| 7 | Do teachers have an existing salary structure? | 110 | 100 | - | - | 110 | 100 |
| 8. | Is the salary structure encouraging? | 45 | 40.91 | 65 | 59.09 | 110 | 100 |
| 9 | Does it affect teachers' performance in the classroom? | 63 | 57.27 | 47 | 42.73 | 110 | 100 |

Table 4.4 shows that 110 (100%) respondents agreed that teachers have an existing salary structure. On whether the salary was encouraging, 45 (40.91%) respondents agreed where as 65 (59.09%) respondents disagreed and claimed that the salary structure was poor. Also 63 representing 57.27% respondents agreed that the poor salary structure affects their performance adversely in the classroom while 47 (42.73%) respondents disagreed.

**Table 4.5 respondents view on how non- implementation of promotion could affect teachers' moral.**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **S/N** | **Question items** | **Yes** | **%** | **No** | **%** | **No** | **%** |
| 10 | Do teachers receive promotion as at when due? | 50 | 45.45 | 60 | 54.55 | 110 | 100 |
| 11 | Is the promotion based on merit | 50 | 45.45 | 60 | 54.55 | 110 | 100 |
| 12. | Is the promotion not based on merit | 60 | 54.55 | 50 | 45.45 | 110 | 100 |
| 13. | Does the result above affect teachers' moral in teaching? | 60 | 54.55 | 50 | 45.45 | 110 | 100 |

Table 4.5 shows that 60 representing 54.55% respondent disagreed that teachers do not receive their promotions as at when due, while 50 representing 45.45 respondents agree that teachers' promotion is done based on merit against 60 (54.55%) respondents who agreed that teachers' promotion is not done based on merit. On whether the situation discourage or affect teachers' moral in teaching, 60(54.55%) respondents agreed while 50(45.45%) respondents disagreed.

**Table 4.6 below shows respondents' views on how working environment effects teachers' interest in their job as well as output in teaching an learning.**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **S/N** | **Question items** | **Yes** | **%** | **No** | **%** | **No** | **%** |
| 14. | Do teachers get discouraged about the nature of classroom in | 63 | 57.27 | 47 | 42.73 | 110 | 100 |
|  | their schools? |  |  |  |  |  |  |
| 15 | Does the nature of laboratory facilities existing in the school enhance the work of the teacher? | 37 | 33.64 | 73 | 66.36 | 110 | 100 |
| 16 | Does the nature of the existing library in the school affect teachers' interest as well as output in teaching? | 64 | 58.18 | 46 | 41.82 | 110 | 100 |

Table 4.6 shows that 63 (57.27%) respondents agreed that teachers get discouraged about the nature of classroom under which they teach in their schools while 47 (42.73%) respondents disagreed. 73 (66.36%) respondents disagreed that the nature of laboratory facilities does not enhance teachers' work while 37 (33.64%) respondents agreed otherwise.

Also, 64(58.18%) respondents agreed that the nature of existing libraries in the schools affects teachers' interest as well as their output in teaching and learning as against 46 (41.82%) that disagreed.

**Table 4.7:** Respondents share their views on the absence of educative programmes such as seminars, workshops etc and their effects on the professional competence and improvement of the teachers.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **S/n** | **Question items** | **Yes** | **%** | **No** | **%** | **No** | **%** |
| 17 | Is the knowledge of instructional materials helpful to teachers? | 110 | 100 | - | - | 110 | 100 |
| 18 | Are teachers satisfied with the level of available instructional materials in the school? | 48 | 43.64 | 62 | 56.36 | 110 | 100 |
| 19 | Does the result above discourage teachers' work output as well as the understanding of the students? | 61 | 55.45 | 49 | 44.55 | 110 | 100 |

Table 4.7 shows that 110 (100%) respondents agreed that the knowledge of instructional materials are helpful to teachers in teaching. 48 (43.64%) respondents agreed that they were satisfied with the level of available instructional materials in the schools, against 62(56.36%) respondents who disagreed. Also 61 (55.45%) respondents agreed that the limited instructional materials in the schools discourage teachers' work as well as understanding of students (economics students) inclusive while 49 (44.55%) respondents disagreed.

**Table 4.8:** Respondents share their views on the absence of educative programmes such as seminars, workshops etc and their effects on the professional competence and improvement of the teachers.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **S/n** | **Question items** | **Yes** | **%** | **No** | **%** | **No** | **%** |
| 20 | Does the knowledge acquired from educative programmes such as seminar etc motivate teachers? | 110 | 100 | - | - | 110 | 100 |
| 21. | Are the teachers satisfied with the organization of such programmes? | 25 | 22.73 | 85 | 77.27 | 110 | 100 |
| 22. | Does the result above reduce teachers' knowledge in teaching. | 170 | 61.64 | 40 | 63.36 | 110 | 100 |

Table 4.8 shows that 110(100%) respondents agree that the knowledge obtained from educative programmes encourage teachers. 25(22.73%) respondents agreed that teachers are satisfied with the organization of such programmes in their schools, while 85 (77.27%) respondents disagreed. Also 70(63.64%) respondents agreed that the level of organization of such programmes reduce teachers' knowledge in teaching against 40(36.36%) respondents who disagreed.

**CHAPTER FIVE**

**DISCUSSION, CONCLUSIONS, IMPLICATIONS OF THE STUDY, AND RECOMMENDATION**

In this chapter, the result of the data analyzed in chapter four are interpreted and discussed. Also, the educational implications of the findings, recommendations, suggestions for further study, summary and conclusion were made.

**Discussion of Findings**

Research Question 1

Does irregular payment of salaries and allowances hinder teachers' dedication to duty?

The result of the research as shown in table 4.3 indicates that teachers in Dunukofia Local government area do not received regular payment of salaries and allowances. 61 representing 55.45% respondents agreed that teachers are not regularly paid and also 62 representing 56.36% respondents agreed that allowances do not come often.

From the above, it can be concluded that irregular payment of salaries and allowances hinder teachers' dedication to duty. This view is upheld by Eliogu and Harries (1997) saying that lack of motivation of teachers has contributed to teachers' poor performance which, as well affects students' (economics students inclusive) performance adversely. To them, a teacher performs better when motivated than when not promoted.

Research Question 2

Do poor salaries reduce teachers' performance in the classroom? As shown in table 4.4, the result indicates that teachers in Dunukofia Local Government Area receive poor salaries as 65 representing 59.09% respondents agreed to that. It was also observed that the situation affects the performance of teachers in the classroom.

From the result above, poor salaries reduce the teachers' performance in the classroom. Following the result, Equity theory of motivation suggests that an individual's motivation, performance and job satisfaction depends on the individual's comparism of his or her contribution and rewards with those of others in similar situation. However, since teachers in Dunukofiafia Local Government Area receive poor salaries which when compared with others in similar situation is nothing to write home about, their performances are affected adversely.

Research Question 3

Does non-implementation of teachers' promotion reduce the morals of teachers?

The result of the research as shown in table 4.5 indicates that teachers in Dunukofia local government Area do not receive or are not promoted as at when due. This was confirmed by 60 representing 54.55% respondents who agreed. However, it can be seen that non implementation of teachers' promotions reduce the moral of teachers. In view of this, promotion which is one of the incentives that encourage growth on the job, when it is lacking, teachers' morale on the job get reduced or affected.

Research Question 4

Does the working environment under which teachers teach affect their interest in the job as well as their output in teaching and learning?

The result of the research as shown in table 4.6 indicates that teachers' interest in the job and their output in teaching and learning are affected due to unconducive working environment. In a school where nature of the classroom, laboratory facilities and library are all in discouraging state, the interest of teachers as well as the output would be hampered in the course of discharging their duties. To this end, 63 representing 57.27%, 64 representing 58.18% and 73 representing 66.36% respondents attested.

Bernes (2014) upheld the findings of the study by asserting that the motivational elements are incentives granted to an individual to enhance his or her performance.

These rewards and incentives contribute to strategy for effective implementation of descried goals and shaping of individual's or group's behaviour. When teachers are motivated their performances would be directed towards achieving educational goals.

**Conclusion**

In conclusion, this study has shown that with adequate motivational elements such as regular and prompt payment of salaries and allowances, upward review of salaries, implementation of promotions, provision of conducive working environments, availability of teaching aids/instructional materials etc. would help to improve the job performance of teachers and the standard of education.

**Educational Implication of the Study**

When teachers are not adequately motivated, they will not be satisfied with their jobs. This would no doubt make them not to be committed as expected of them. Owing to this and many more, low productivity will set in and the adverse effect will be on the students who would irrefutably perform below academic standard in Dunukofia Local Government Area of Anambra state and Nigeria at large.

However, these findings provides possible clue to why the various arms of education have failed to yield fruitful and expected maximum outcomes. Most implementers of educational programmes do not received adequate motivation hence, loss of interest and poor performance sets in.

**Recommendations**

Based on the findings of this study, the following recommendations were made.

1. Regular and prompt payment of salaries and allowances should be made available to teachers in Dunukofia Local government area, in order to enhance their dedication to duties.
2. Government of Dunukofia local government council and Anambra state government should look into the allocation or monthly salaries and allowances of teacher with a view to reviewing and increasing it, since the economic situation in the country is not static and favourable. This will help to increase the job performance of the teachers.
3. Promotion exercise should always be conducted annually and as at when due and subsequently implemented without delay so as to reflect on their salaries.
4. The working environment under which teachers perform their duties should be made conducive enough to boost there interest in the teaching and learning process.
5. Adequate teaching aids and materials should be made available for effective teaching and learning.

**Limitation of the Study**

Each research work is subject to one form of limitation or the other and this research is not an exception. However, the research was aimed at sampling the entire secondary schools in the area of the study, but owing to the distance at which each school was from another and considering the transportation cost, only ten (10) schools were sampled. Consequently, respondents were found to be reluctant in supplying the needed information as they often entertain fear of indictment even with the use of the questionnaire method insisting that the name of the school could indict them. Nevertheless, efforts were made to ensure the objectivity of the study.

**Suggestions for Further Studies.**

1. Since the study was limited to Dunukofia Local government area, the same research could be conducted in other local government areas to compare the finding

2. Similarly, one can investigate the matter of job satisfaction among male and female teachers to find out if gender has anything to do with job satisfaction among teachers.

4. Research work could be carried on how labour (union leaders) can influence the government to effect implementation of policies that has to do with welfare of teachers at various levels.

5. A study or an investigation into the influence on the productivity of teachers in order to find out whether the qualification of teachers have any influence or impact on their productivity level.

**Summary of the Study**

This study focused on the influence of teachers' motivation on the academic performance of Economics student in Dunukofia local government area of Anambra state. In order to achieve the purpose of the study, ten (10) schools where selected out of twenty (20) secondary schools in the local government area. Questionnaire were designed distributed administered, collected, analyzed and findings or results interpreted.

In the light of the results, the educational implications of the study where pointed out based on the findings. Furthermore, some recommendations were also made and if adequately followed and implemented, would go a long way in ensuring greater job performance of teachers both in Dunukofia local government area and other local government areas in Nigeria.

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**Appendix A**

Department of Arts And Social Sciences,

Faculty Of Education,

Godfrey Okoye University. Thinkers Corner,

Enugu.

January 20, 2018

Dear respondents,

**QUESTIONNAIRE FOR RESPONDENTS**

I am a final year student of the above named institution. I am carrying out a research on the influence of teachers' motivation on the academic performance of Economics student in Dunukofia Local Government Area of Anambra State.

In view of the above therefore, I implore you to respond to the questions below to enable me carry out the research.

The information you shall supply will be used for research purposes only.

Thanks for your anticipated co-operation.

Yours faithfully

**Nwoye Joseph .C.**

Researcher

**Appendix B**

Please tick ( ) against the chosen answer.

Your sex : male ( ) female ( )

Your qualification N.C.E ( ) B.ED ( ) M.ED ( )

|  |  |  |  |
| --- | --- | --- | --- |
| **S/N** | **Items** | **Yes** | **No** |
| 1. | Do teachers receive their salaries at month ends? |  |  |
| 2. | Do teacher receive their salaries after a week or two weeks of the month ends? |  |  |
| 3. | Do teachers go to school when they receive their salaries? |  |  |
| 4. | Do teachers receive allowances? |  |  |
| 5. | Do teachers allowances come often? |  |  |
| 6. | Does the result above discourage teachers' dedication to duty? |  |  |
| 7. | Do teachers have an existing salary structure. |  |  |
| 8. | Is the salary structure encouraging? |  |  |
| 9. | Does it affect teachers' performance in the classroom? |  |  |
| 10. | Do teachers receive promotions as at when due? |  |  |
| 11. | Is the promotion done on merit? |  |  |
| 12. | Is the promotion not done on merit? |  |  |
| 13. | Does the result above discourage teachers' moral to teaching? |  |  |
| 14. | Do teachers become discouraged about the nature of classrooms in their schools? |  |  |
| 15. | Does the nature of laboratory facilities existing in the schools enhance the work of the teachers? |  |  |
| 16. | Does the nature of library existing in the schools affect teachers' interest as well as output in teaching and learning? |  |  |
| 17. | Is the knowledge of instructional materials helpful to teachers? |  |  |
| 18. | Are teachers satisfied with the level of available instructional materials existing in their schools? |  |  |
| 19. | Does the result above discourage teachers work as well as the understanding of learners? |  |  |
| 20. | Does the knowledge of educative programmes serve as a motivation on teachers? |  |  |
| 21. | Are teachers satisfied with the organization of the programmes? |  |  |
| 22. | Does the result above reduce teachers' knowledge in teaching and learning? |  |  |
| 23. | Does regular payment of teachers' salaries and allowances enhance their dedication to duty? |  |  |
| 24. | Does fat salaries increase teachers productivity level? |  |  |
| 25. | Does implementation of promotions boost teachers' moral? |  |  |
| 26. | Does conducive working environment boost teachers' interest in their job as well as their output in teaching and learning? |  |  |