

TEACHERS' MOTIVATION AS CORRELATES OF STUDENTS' ACADEMIC ACHIEVEMENT IN PUBLIC SECONDARY SCHOOLS IN ANAMBRA STATE

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Abstract

The study investigated teachers' motivation as correlates of students' academic achievement in public secondary schools in Anambra State. Two research questions guided the study and two null hypotheses were tested at .05 level significance. The study was a correlational research design. The population of the study comprised 19,048 senior secondary school students in form 2 (SS2) in 263 public secondary schools in six Education Zones in Anambra State. The sample of 425 SS2 students was used for the study. Stratified and simple random sampling technique was used to draw the sample of the study. The instruments for data collection were researcher-structured questionnaire titled: Teachers' Motivation Questionnaire (TMQ) and Students' Academic Achievement Scores (SAAS)". The instruments were subjected to face and construct validation using three experts. The reliability of the instrument were determined using Cronbach Alpha Coefficient method and the average coefficient for PCQ is 0.81 considered reliable and suitable for the study. Pearson Product Moment Correlation was used for the study. The study revealed that teachers' fringe benefits ($r = .735$; $p = .000$) and teachers' payment of salaries ($r = .572$; $p = .000$) positively and significantly relate to students' academic achievement in public secondary schools in Anambra State to a high extent. The study concluded that teachers' motivation positively and significantly correlates to students' academic achievement in public secondary schools in Anambra State. Based on the findings, the study recommended among others that school authorities should ensure that good fringe benefits, better salary structure, teamwork and work environment are adequately provided and maintained for teachers for improved job performance and students' academic achievement in public secondary schools.

Keywords: Teachers' Motivation, Academic Achievement, Work Environment, Fringe Benefits, Public Secondary School

Introduction

The desire to achieve something of excellence is inherent in all human beings. This is an age of competition and only good achievement pay to the students. Achieving scholastic success is a recognized individual need. Achievement is the proficiency of performance in a given skill or body of knowledge. It is the outcome of general and specific learning. Adepoju and Akinwumi (2019) believed that academic achievement is not a one-dimensional phenomenon

but a multidimensional activity. It includes excellence in behaviour, confidence, communication skills, motivation, punctuality, arts and culture. Academic achievement is the outcome of education, the extent to which a student, teacher or institution has achieved in their educational goals. This is measured either by examination or continuous assessments.

Academic achievement of students is the focus of attention of parents, teachers, heads of institution and society at large (Okpala, 2021). Academic means persuasive sense of urgency to learn all those things which are related or prescribed by the school. From very first day, when a child enters the school, throughout his schooling, parents, teacher and others are concerned about their academic achievement. The basic objective of schooling is to impart knowledge of all those things to a student which are essential for his cognitive, emotional and social development. . Oparaji et al. (2021) conceived academic achievement as a performance by students in both curricular and co-curricular activities. However, teachers have a vital role to play in ensuring students' academic forwardness.

Teachers are the engine house that powers knowledge, ideas, information and skills transfer to learners. They coordinate all the factors in teaching and learning process to promote the attainment of educational objectives. Obikwelu and Nwasor (2021) stated that teachers are those that make strident efforts to improve human capital in the school. This is to say that teachers are those that help in academic, social and emotional development of students. In support of this, Oparaji et al. (2021) described a teacher as a person who teaches, usually as a job at a school or similar institution. This means that teachers are specially trained persons who work in schools to provide education for students in educational institutions. However, for continues quality educational output, school management has to ensure that the teachers who are co-labourers in the system are duly motivated.

Motivation is one of the most vital concepts in human resource management and development. It is that desire or drive that an individual has to get work done (Uyanne et al., 2020). Motivation is very important because it explains why the employees do their work. The essential stimulus of work motivation is needs. Ukpong and Okon (2021) defined motivation as the process that arouses channels, sustains and gives people behaviour, purpose and direction. Motivation in the teaching process could have several effects on teachers' performances as it could determine how well the students could perform in their academic works in the school. Toropova et al. (2021) were of the opinion that amongst other things, motivational techniques that could be employed by principals in motivating the teachers involves the use of fringe benefits, payment of salaries, conducive work environment, and teachers' professional development, involvement in decision-making and teachers' teamwork among others. Therefore, within the context of this study, the researcher focused on these aspects of teachers' motivation; fringe benefits and payment of salaries.

Fringe benefits include various types of non-wage compensation provided to employees in addition to their normal wages or salaries. According to Ohide and Mbogo (2018), fringe benefits are benefits that supplement an employee's normal salary. Some of the most common examples of fringe benefits are health insurance, workers' compensation, retirement plans, and

family and medical leave. Teachers' fringe benefits are additional compensation provided to teachers that is not directly related with their salary or wages for the performance of a specific service. Teachers' fringe benefits in this study are regarded as the collection of various benefits provided by the management, which are exempt from taxation as long as certain conditions are met. Thus, teachers' fringe benefits varies according to schools and can come in different forms like medical and dental insurance, use of a company car, housing allowance, educational assistance, vacation pay, sick pay, meals and employees' discounts among others (Obikwelu & Nwasor, 2021).

Salary can be described as the money that an employee receives for doing his job. Money is believed to have a great tendency of bringing out a higher performance in an employee when he is adequately paid. It is believed that man is an economic being, whose attitude to work can only be influenced by money (Akinwunmi, 2014). Adekanmbi and Ukpere (2021) stated that salary is also affected by the number of people available to perform the specific job in the employer's employment locale. Teachers' salary is a fixed amount of money agreed every year as pay for teachers, usually paid directly into his or her bank account every month. A salary is a form of payment from an employer to an employee, which might be specified in an employment contract. It is contrasted with piece wages, where each job, hour or other unit is paid separately, rather than on a periodic basis.

Teachers' motivation in schools encourages them to be better equipped for effective service delivery, high performance and productivity and achievement of educational objectives. The application of these motivation strategies will invariably improve performance, commitment, task accomplishment and productivity which will in turn influence the academic achievement of students. It is against this background that the researcher investigated teachers' motivation as correlates of students' academic achievement in public secondary schools in Anambra State.

Statement of Problem

The importance of teachers' motivation is to achieve successfully the objectives of educational programmes. Teachers are expected to render a very high teaching performance, however, it should be noted that teaching ability alone is not sufficient to achieve satisfactory outcome but motivation. In Anambra State, it seems that teachers are not well motivated towards carrying out their primary duties. Some secondary schools in Anambra State have witnessed obvious loss of teachers' commitment to their professional responsibilities evidenced by poor attitude to duty, low performance and poor students' outcome despite huge government interventions on teachers' variables. The implication is non-commitment to duty, resulting in high rate of teachers' attrition.

The researcher observed teachers' absenteeism, truancy, disloyalty, insensitive to students' discipline, non-chalant to school extra-curricular activities, voluntary turnover and in fact, overall poor service delivery during academic activities. In addition, the problems of poor use of motivational techniques by principals in schools have result to poor class attendance by teachers, in the sense that some of them look for other means of livelihood instead of relying

only on teaching. If these are not looked into, the quality of teaching and learning would continue to be affected. In view of the above problems therefore, the study investigated teachers' motivation as correlates of students' academic achievement in public secondary schools in Anambra State.

Purpose of the Study

The general purpose of the study was to investigate teachers' motivation as correlates of students' academic achievement in public secondary schools in Anambra State. Specifically, the study sought to examine the extent:

1. Teachers' fringe benefits relate to students' academic achievement in public secondary Schools in Anambra State.
2. Teachers' salaries relate to students' academic achievement in public secondary schools in Anambra State.

Research Questions

The following research questions guided the study:

1. To what extent do teachers' fringe benefits relate to students' academic achievement in public secondary schools in Anambra State?
2. To what extent do teachers' salaries relate to students' academic achievement in public secondary schools in Anambra State?

Hypotheses

The following null hypotheses were tested at .05 level of significance:

1. Teachers' fringe benefits do not significantly relate to students' academic achievement in public secondary schools in Anambra State.
2. Teachers' salaries do not significantly relate to students' academic achievement in public secondary schools in Anambra State.

Methods

The study adopted correlational research design. The study was carried out in the 263 public secondary schools in Anambra State. The population of the study comprised 19,048 senior secondary school students in form 2 (SS2) (8,505 male and 10,575 female) in 263 public secondary schools in six Education Zones in Anambra State (Planning, Research and Statistics Department, Post Primary Schools Service Commission (PPSSC), Anambra State Awka, 2022). The sample of 425 SS2 students was used for the study. Stratified and simple random sampling technique was used to draw the sample of the study.

The instruments for data collection were researcher-structured questionnaire titled: "Teachers' Motivation Questionnaire (TMQ) and Students' Academic Achievement Scores (SAAS)". The first instrument has two sections 'A-B.' Section A was for respondents' demographic variables, while the Section B has two Clusters 'A-B.' Cluster 'A' elicits information on principals' communication competency with 10-item statements; Cluster 'B' elicits information on principals' conflict management competency with 10-item statements. The instrument was structured on a four-point rating scale of Very High Extent (VHE), High Extent (HE), Low Extent (LE) and Very Low Extent (VLE). The instruments were subjected

to face and construct validation using three experts, two in Educational Psychology and one in Measurement and Evaluation, all in the Department of Educational Foundations, Faculty of Education, Chukwuemeka Odumegwu Ojukwu University, Igbariam Campus. The reliability was determined by administering copies of the questionnaire to 20 students randomly selected from public secondary schools in Enugu State. The data collected from the trial testing were subjected to internal consistency reliability using Cronbach Alpha. The responses were analyzed, while the reliability coefficients values of 0.82 for fringe benefits and 0.81 for payment of salaries. Pearson Product Moment Correlation was used to answer research questions and hypotheses at .05 level of significance.

Results

Research Question 1: To what extent do fringe benefits relate to students' academic achievement in public secondary schools in Anambra State?

Table 1: Summary of Pearson Product Moment Correlation on the Relationship Between Fringe Benefits and Students' Academic Achievement in Public Secondary Schools in Anambra State

		Fringe Benefits	Academic Achievement
Fringe Benefits	Pearson Correlation (r)	1	.735**
	Sig. (2-tailed)		.000
	N	418	418
Academic Achievement	Pearson Correlation (r)	.735**	1
	Sig. (2-tailed)	.000	
	N	418	418

**Significant at $p < 0.05$; $r^2 = 0.651482$; % = 65.1

The summary result of Pearson Product-Moment Correlation Coefficient in Table 1 showed the relationship between fringe benefits and students' academic achievement in public secondary schools in Anambra State, Nigeria with: $r = .735$, $r^2 = 0.651482$, percentage (%) = 65.1 and $N = 418$. This revealed a positive correlation coefficient value of 0.735 which indicated that there is a high positive relationship between fringe benefits and students' academic achievement in public secondary schools in Anambra State, Nigeria. The r^2 of 0.651482 indicated that the explanatory power of the variable which implies that 65% of the variations in fringe benefits were accounted for by the variations in students' academic achievement in public secondary schools in Anambra State.

Research Question 2: To what extent do payment of salaries relate to students' academic achievement in public secondary schools in Anambra State?

Table 2: Summary of Pearson Product Moment Correlation on the Relationship Between Payment of Salaries and Students’ Academic Achievement in Public Secondary Schools in Anambra State

		Payment of Salaries	Academic Achievement
Payment of Salaries	Pearson Correlation (r)	1	.572**
	Sig. (2-tailed)		.000
	N	418	418
Academic Achievement	Pearson Correlation (r)	.572**	1
	Sig. (2-tailed)	.000	
	N	418	418

**Significant at $p < 0.05$; $r^2 = 0.497065$; % = 49.7

The summary result of Pearson Product-Moment Correlation Coefficient in Table 2 showed the relationship between payment of salaries and students’ academic achievement in public secondary schools in Anambra State, Nigeria with: $r = .572$, $r^2 = 0.497065$, percentage (%) = 49.7 and $N = 418$. This revealed a positive correlation coefficient value of 0.572 which indicated that there is a positive relationship existing between payment of salaries and students’ academic achievement in public secondary schools in Anambra State, Nigeria. Thus, the study showed that there is a moderate positive relationship between payment of salaries and students’ academic achievement in public secondary schools in Anambra State.

The r^2 of 0.497065 indicated that the explanatory power of the variable which implies that 50% of the variations in payment of salaries were accounted for by the variations in students’ academic achievement in public secondary schools in Anambra State.

Hypothesis

H₀₁: Fringe benefits do not significantly relate to students’ academic achievement in public secondary schools in Anambra State.

Table 3: Summary of Pearson Product Moment Correlation on the Test of Significant Fringe Benefits and Students’ Academic Achievement in Public Secondary Schools in Anambra State

		Fringe Benefits	Academic Achievement
Fringe Benefits	Pearson Correlation (r)	1	.735**
	Sig. (2-tailed)		.000
	N	418	418
	Pearson Correlation (r)	.735**	1

Academic Achievement	Sig. (2-tailed)	.000	
	N	418	418

****Significant at $p < 0.05$; $r^2 = 0.651482$; % = 65.1**

The summary result of Pearson Product-Moment Correlation Coefficient in Table 3 showed that significant relationship between fringe benefits and students’ academic achievement in public secondary schools in Anambra State with p-value = .000. Since p-value (.000) is less than .05, the study rejected the null hypothesis that fringe benefits do not significantly relate to students’ academic achievement in public secondary schools in Anambra State and accepted the alternative hypothesis that fringe benefits significantly relate to students’ academic achievement in public secondary schools in Anambra State.

H₀₂: Payment of salaries do not significantly relate to students’ academic achievement in public secondary schools in Anambra State.

Table 4: Summary of Pearson Product Moment Correlation on the Test of Significant Payment of Salaries and Students’ Academic Achievement in Public Secondary Schools in Anambra State

		Payment of Salaries	Academic Achievement
Payment of Salaries	Pearson Correlation (r)	1	.572
	Sig. (2-tailed)		.000
Academic Achievement	N	418	418
	Pearson Correlation (r)	.572**	1
	Sig. (2-tailed)	.000	
	N	418	418

****Significant at $p < 0.05$; $r^2 = 0.497065$; % = 49.7**

The summary result of Pearson Product-Moment Correlation Coefficient in Table 4 showed the significant relationship between payment of salaries and students’ academic achievement in public secondary schools in Anambra State with p-value = .000. Since p-value (.000) is less than .05, the study rejected the null hypothesis that payment of salaries do not significantly relate to students’ academic achievement in public secondary schools in Anambra State and accepted the alternative hypothesis that payment of salaries significantly relates to students’ academic achievement in public secondary schools in Anambra State.

Discussion of Findings

Findings on the extent fringe benefits relate to academic achievement of students in public secondary schools in Anambra State revealed that fringe benefits positively and significantly

relate to academic achievement of students in public secondary schools in Anambra State to a high extent. This is as a result of the fact that provision of free transportation to teachers increase teachers' job performance in classroom; payment of hospital bills increases teachers' job performance in classroom; provision of scholarship to teachers' children increases teachers' job performance in classroom; provision of loan to teachers increases teachers' job performance in classroom; provision of wardrobe allowance increases teachers' job performance in classroom and availability of free accommodations for teachers improve their job performance in classroom. The findings are in line with the findings of Ibojo and Asabi (2017) and Ohide and Mbogo (2018) who observed that fringe benefits have a positive and significant relationship with teachers' job satisfaction. The similarity of the findings is as a result of using similar fringe benefits such school payment of hospital bills, provision of loan to teachers, availability of free accommodations and provision of free transportation among others which motivate teachers to put in their best in classroom teaching for students' improvement. Toropova et al. (2021) findings indicated that a unit change in fringe benefits causes a proportional unit change in teachers' job satisfaction and as teachers are satisfied, they bring in their best practice towards impacting on their students.

Findings on the extent payment of salaries relate to academic achievement of students in public secondary schools in Anambra State revealed that payment of salaries positively and significantly relate to academic achievement of students in public secondary schools in Anambra State to a high extent. The result of the findings raised from the fact that payment of salaries give teachers the zeal to teach students; save teachers the embarrassment of being a debtor thereby motivate them to work; boost the morale of teachers toward their work; lead to positive teaching and learning outcomes and enable teachers to settle their outstanding debts in order to focus on their duties. The finding of the study is in consonance with Adekanmi and Ukpere (2021) who disclosed that payment of salaries and teachers' job satisfaction has a positive and significant relationship. This is to say that prompt and regular payment of salaries leads to higher job satisfaction of teachers in schools (Ofojebe & Nnnebedum, 2016). The studies along the present study advocated that payment of salaries do not only contribute to teachers' effectiveness but also to their job satisfaction.

Conclusion

Teachers' motivation has shown to be important for the process of students 'well development' in ensuring quality teaching and learning especially for students in public secondary schools. Based on the findings, the study concluded that teachers' motivation positively and significantly correlates to students' academic achievement in public secondary schools in Anambra State.

Recommendations

The following recommendations are made based on the findings of the study:

1. Government, private individuals and other stakeholders in education should provide more funds to secondary schools through allocations and donations in order to help schools meet their needs in the provision of good teachers' motivation for schools in relation to improving students' academic achievement in public secondary schools in Anambra State.

2. School authorities should ensure that good fringe benefits, salary structure, teamwork and work environment are adequately provided and maintained for teachers for improved job performance and students' academic achievement in public secondary schools.

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