



---

## TEACHER MOTIVATION ON STUDENT ACADEMIC PERFORMANCE

MRS NA'OMI D. SHEHU

*Department of General Studies, Abubakar Tatari Ali Polytechnic (ATAP),  
Bauchi, Bauchi State.*

---

### Abstract

*The study advocate the influence of Teacher Motivation on student academic performance “. The study was a descriptive survey which employed the use of secondary data. In the course of the study, it was found out that teachers do not receive regular payment of salaries and allowances and that poor salaries reduced the teachers’ performance in the class room. From the above findings, it is concluded that with adequate motivational elements such as regular and prompt payment of salaries and allowances, upward review of salaries, implementation of pro motions would help to improve the job performance of teachers and the standard of education. It is recommended that regular payment of salaries and allowances should be made available to the teachers and that government should increase teachers ‘salaries to help increase the job performance of the teachers.*

**Keywords:** *Teacher Motivation, Student Academic Performance, Salaries and Allowance*

---

### INTRODUCTION

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. It is noted that motivation is seen as the person's effort to accomplish his/her duties, dedicating the needed effort and continuing it (Ayeni, 2011). This observation is also supported by George (2013), who argued that motivation plays a significant role in individual's educational life and their performance.

Burns(2011)alluded that all educators need to be concerned about the impact of motivation on academic performance. In a school system, various groups or individuals generate and use motivation differently. Students need motivation to learn, parents need it to track the educational progress of their sons and daughters, teachers need it to become better teachers and school administrators need it to ensure that every facet of the schools they manage continues to improve.

**According to Chiku,**

(2009) the absence or motivation has a negative influence on the standard of education in a school as students are being deprived of the need of knowledge because they are less Motivated. The problems associated with negative attitude towards motivation result to secondary schools students drop out, increase low enrollment rates of students. Gitonga, (2012)indicates that one of the issues affecting academic performance includes lack of Motivation for teachers and so far, this has not been dealt within totality. Therefore, the resultant effect of this problem affects the society at large, since the educational sector cannot produce the desired results as designed in the national policy of education.

**STATEMENT OF PROBLEM**

One of the important factors in realizing educational aim and objectives is the role of the teachers" motivation within the educational set up. The negative performance of student towards an educational aims and objectives could be associated to the low motivation of teachers in Nigeria.

Teachers 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. It is against this background that the researcher undertook this study.

### **OBJECTIVE OF THE STUDY**

The objective of this research is the influence of teachers' motivation on student performance. The study specifically tends to:

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 irregular training can improve teacher knowledge and its impact on students.

### **METHODOLOGY**

This study adopts a literature-based analysis to conduct a systematic review of related literatures. The study employed the use of secondary data (journals, magazines, manuals, books from school library etc.). An extensive review of literature was performed in order to understand what are the impact of motivating teachers and its effect on student academic performance.

### **LITERATURE REVIEW**

#### **Conceptual Definitions**

##### **Motivation**

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. Motivation plays a significant role in individual's educational

life and their achievement. Motivation reflects in learners' choices of academic tasks, the time and effort they allocate to each task, their perseverance in academic tasks. Motivation also enables them correctly handle obstacles they come across in the learning process. Wiegfield and Eccles (2011) believed that motivation is a multidimensional construct. To them, researchers in the field of motivation in learning agree that a learner engaging in any learning condition has to answer three central questions: "Can I do this activity"? "Do I want to do this activity and why?" And What do I need to do to succeed?

Motivation is a complex phenomenon, which is influenced by individual, cultural, ethnic and historical factors. Motivation can be defined as "a series of energizing forces that originate both within and beyond an individual's self. These forces determine the person's behavior and therefore, influence his/her productivity (Jackson, 2009). Two types of motivation are: Intrinsic and Extrinsic. Intrinsic motivation refers to motivation that is driven by an interest or enjoyment in the task itself, and exists "within the individual rather than relying on any external pressure. Extrinsic motivation comes from outside of the individual. Common extrinsic motivations are rewards like money and grades, coercion and threat of punishment.

### **Teacher**

A teacher is one who builds up, instructs, trains and guides students for healthy growth and stable adult life. Teacher is also someone who instructs others or provides activities, materials and guidance that facilitate learning in either formal or informal situations. His job goes beyond teaching into molding young lives, guiding youths, motivating students and general character - training (Ofojebe and Ezugoh, 2010).

### **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 progress and channeling behaviours into specific course. It is a

process of stimulating, 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**

According to Gallagher, (2013) academic performance also known as academic achievement/academic attainment is the outcome of education; it constitutes the extent to which a student, teacher or institution has achieved their educational goals. Academic performance is commonly measured by examinations or continuous assessment but there is no general agreement on how it is best tested or which aspects are most important procedural knowledge such as skills or declarative knowledge such as facts . Academic performance can be defined as 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**

According to Gallagher, (2013) academic performance also known as academic achievement/academic attainment is the outcome of education; it constitutes the extent to which a student, teacher or institution has achieved their educational goals. Academic performance is commonly measured by examinations or continuous assessment but there is no general agreement on how it is best tested or which aspects are most important procedural knowledge such as skills or declarative knowledge such as facts . 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 fiercer in the working world, the importance of students doing well in school has caught the attention parents legislators and government education departments alike.

### **Negative Effect of Motivated Staff**

Unmotivated employee is a threat to the organization. When an employee fails to achieve a goal or perceives that he cannot achieve a goal, he feels frustrated and could develop other peculiarities, characteristics of the position in which he finds himself. (Henry, Knight & Thornberry, 2012).

## Frustration

When an employee is confronted with a problem in a work situation, his usual reaction would be to adopt a problem solving behaviour which may take the form of variability in thought or action. If the variability in action and thought does not appear to be the solution of the problem, the employees can abandon the problem and settle for less. A student who is poor in short-hand for example may, as a result, abandon the idea of doing science at college and settle for arts. (Miheo, 2012)

A problem situation can produce frustration. Frustration comes in, in a problem situation when a substitute is not available and there is no way of escape. The individual is blocked from his goal. After several attempts, tension may be built up inside him.

Generally, pressure, failure and inability to escape from a problem situation give rise to frustration, (Verma, 2016). A frustrated employee is very emotional and unreasonable, and the major systems of frustration are:

1. Aggression
2. Regression
3. Fixation
4. Withdrawal
  - i. **Aggression:** Reaction by physically or verbally attacking others. It is a hostile act associated with emotional anger. It could be an attack on substitute objects (scape goal). Individuals are blamed for the employee's own failure.
  - ii. **Regression:** A breakdown of constructive behaviour to childish acts. In the work environment the individual plays like children, throw things, and engages in childish pranks. Other characteristics of regressive behaviour are: following the leader, lack of responsibility, unreasoned fear, gaining up childishly, childish crying (of women), and pouting (of man).
  - iii. **Fixation:** A compulsion to continue an unproductive activity. The employee keeps washing his tools, frequent the toilet or ties and untie his shoes.

- iv. **Withdrawal Attempt** to avoid the barrier physically or psychologically.
- **Dedication to Duty:** In education, teachers should be motivated in order to boost their productivity, effectiveness, efficiency and dedication in performing their task, which will enhance quality assurance, quality education and quality instructional delivery in the educational system. (Premalakshimi, 2012)
  - **Teacher morale:** Implementation of promotion, regular payment of salaries, allowances, workshop extensive supervision to the teachers increase their morale in carrying out their duty. (Gallagher, 2013)
  - **Promotion:** Denying teachers of their promotions and appropriate authority, responsibility for their day-to-day functions. (Miheho, 2012).
  - **Students' Performance:** Students learn best when their teachers are motivated and incentives for learning are aligned. These motives may include the intention to learn so that they can complete an activity, the basic need for new experiences, a need to perfect particular skills, to trounce a particular challenge, to be competent, a need to be successful, and also a need to interact with peers. Being able to satisfy these needs is rewarding and sustains learning more constructively than grades do. Motivation levels are extremely impacted by our environment. (Mitchell et al., 2003).
  - **Poor Salaries and Allowance:** Another factor affecting teacher motivation and commitment to teaching is the financial remuneration. Real salary rates in low-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. Provision of tangible salary should be made to put to end the complaint of teacher about poor salaries. (Miheso, 2012).

- **How Teachers' Motivation Influences Student's Academic Performance** Motivation of teachers and students in the teaching and learning process can direct behavior towards particular goals, leads to increase effort and energy, enhances cognitive processing, increases imitation of and persistence in activities, determines what consequences are reinforcing and it can also lead to improved performance. Gallagher, (2013) is of the view that motivated teachers always look for better ways to do their teaching job and, as a result, they are more productive. Therefore, it means that motivated teachers are determined to give their best to achieve the maximum output (qualitative education).

## **FINDINGS**

It is apparent that appreciating teachers motivates them to work harder and commit more quality time in teaching, influencing students' performance in their national examinations. (Miheso, 2012) The findings indicate that:

Teachers are not dedicated to their job because of irregular salary and allowances payment. The increase in absenteeism of teacher morale is caused by the absent of teacher's motivation. Teachers are not regularly promoted, also lead to poor delivery of the teacher to the student. Student performed less in their education due to in effective dedication of teachers to their duty. Poor salaries given to teacher weaken their effort in impacting the good knowledge to the student.

## **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, availability of

teaching aids/instructional materials etc. would help to improve the job performance of teachers and the standard of education.

## 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 to enhance their dedication to duties.
2. Government should look into the allocation of 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.
5. Adequate teaching aids and materials should be made available for effective teaching and learning.

## REFERENCE

- Asemah,LU.(2012).TheInfluenceofMotivationofTeachers'andtheirIncentivesinAkwalbom State, Nigeria.//<sup>m2fl/ztwo/</sup> *Journal of Modern Management Sciences,2(2)*\$7-93.
- Ayeni, J. (2011). Teachers" Professional Development and Quality Assurance in Nigeria Secondary Schools, *World Journal of Education*, Vol. 1, No. 2, October 2011. <http://dx.doi.org/10.5430/wje.v1n2pl43>
- Burns,M.(2011).TeacherCollaborationGivesSchoolBetterResults,Pac//?c  
*Standard. Accessed* </rom:https://psmag.com/education/teacher-collaboration-gives-schools-better-results-34270
- Chiku,R.A.(2009)schooladministration;challengesandopportunityforleadership; Lo wa; William C. BrownO .publishers.
- Gallagher, E. (2013). The Effects of Teacher-Student Relationships: Social and Academic Outcomes of Low- Income Middle and High School Students.
- Gallagher, E. (2013). The Effects of Teacher-Student Relationships: Social and Academic Outcomes of Low- Income Middle and High School Students.

- Gitonga, D. (2012). Influence of teachers' motivation on students' performance in Kenya Certificate of Secondary Education in public secondary schools in Mombasa District Kenya, University of Nairobi
- Henry, K. L., Knight, K. E. and Thornberry, T. P. (2012). School Disengagement as a Predictor of Dropout, Delinquency, and Problem Substance Use during Adolescence and Early Adulthood. *Journal of Youth and Adolescence*, 41(2), 156-166. <https://doi.org/10.1007/s11257-012-9148-1>
- Hicks, S. (2011) Motivation and Work Motivation: Concepts, Theories & Researches. *International Journal of Research in IT & Management* 2(8), pp. 4-6.
- Jackson, J. H. (2009). *Human Resource Management*. Mason, OH, USA: South-Western Cengage Learning.
- Miheso, K. M. (2012). Factors affecting mathematics performance among secondary school students in Nairobi province. PhD Thesis Kenyatta University. <http://ir-libn.ku.ac.ke/handle/123456789/2485>
- Miheso, K. M. (2012). Factors affecting mathematics performance among secondary school students in Nairobi province. PhD Thesis Kenyatta University, <http://ir-libraryku.ac.ke/etdhandle/23456789/2485>
- Ofojebe, W. N. and Ezugoh, T. C., 2010. Teachers' Motivation and Influence on Quality Assurance in the Nigerian Educational System. *Research Review, International Multi-Disciplinary Journal*, 4(2), pp. 23-45.
- Ololube, E. (2011) Teachers' motivation toward effective job performances in Nwanima, O. C. and Mkpa, M. A. (eds) *Reading discipline and motivation*, Owerri, Barloz publisher Ltd.
- Perumal, L. N. (2011) *Motivation, teaching and teacher effectiveness*, Port Harcourt; Summer Education publishers.
- Premalakashimi, K. (2012). Study habits and Academic achievement of higher secondary students. *An International Peer Reviewed Scholarly Research Journal for interdisciplinary Studies*. 1(III). 551-565.
- Wigfield, A., Eccles, J. S. Development of achievement motivation. San Diego: Academic Press 2001. Available on: <http://www.amazon.com/Development-Achievement-Motivation-Educational-Psychology/dp/0127500537>

Verma, A. (2016). A Study of academic achievement among high school students in relation to their study habits. *International Journal of Research in Humanities, Arts and Eiterature*, 4 (3), 75-88.