



The Impact of Lecturers' Motivation on Students' Academic Performance in Adamawa State College of Education Hong, Adamawa State, Nigeria

Vincent Christopher¹ Justine Mutsala Thliza² Jeukari B. Hussaini³

Department of General Studies Education, Adamawa State College of Education Hong¹ Department of Chemistry, Adamawa State College of Education Hong²
Department of Geography, Adamawa State College of Edu. Hong³

Correspondence: christopherobidah@gmail.com¹

Abstract

This study investigated the impact of Lecturers motivation in Adamawa state college of education Hong on the performance of students. The study investigated the effect of teacher motivation on students' academic performance in Adamawa state college of education Hong, the effect of teacher job satisfaction on students' academic performance in public and private schools. Three research questions were investigated and the results showed that the inadequate promotion of teachers, lack of payment on time and lack of collecting responsibilities allowance which associated with lack of motivation, this lead to poor performance of students. Three Hypotheses were tested for significance in the effect of motivation. Also, other result indicated significant deference when extent of motivation was taken as a variable of interest on academic performance of students based on the degree of their motivation. This showed lack of motivation effects the performance of students.

Key words: Motivation, Education, academic, Literacy and effect.

Introduction

Education is a fundamental human right and the key sustainable developing peace and stability within and among countries is the provision of education to the populace of such countries. The learning environment and teaching motivation upon knowledge development relatively need attention in learning. What happens in the classroom between psychological implication of teachers' concerning their motivation and the students' ability to study well has an impact on students' opportunity to learn. The activities in the classroom, the repeated action in which students and teachers engaged as they learn are important because they constitute the knowledge that is produced (Cobb, 2008). Availability of teaching/learning resources and basic things that can bring about good academic performance in the students. The educational effort that will be helpful in developing human resource needed is not given much attention. Maiciel (2003) opined that all institutions or organization are made up of human resources. He further asserts that when the right quantity and quality of human resources towards realizing institutional goals and objectives consequently, every institution should strive to attract and retain the best of human

resources. The implication of these opinions is that well trained and motivated teachers is needed if well deployed to the institutions will bring about well-rounded students who will perform academically well in all the courses. Most teachers are arm and have cleans goals to guide their students, and good motivations for the teachers and teaching/learning materials seem to be inadequate. As a result, there has been a public acuter about poor performance in institutions.

Education is a gateway through which vocational and technological skill are expressed. Nations that are recognized the vital role of science and technology advancement and are accorded the necessary priority are today raping the fruit of the foresight. The acquisition of requisite skills by citizens' increases and improves productive manpower of the country and overall growth in the nation's Gross National Product (G.N.P). Every citizen of a nation should be equipped academically to contribute effectively to its overall development. Thus, effective motivations methods should be designed to improve the performance of the students.

Many teachers have left teaching in public institutions for greener pastures in better paying private institutions as a result of lack of motivation and incentives needed. Students in must public school are disadvantaged in that the classes are overcrowded and they do not have adequate learning facilities. In some instances, they lack adequate textbooks and laboratory equipment.

Motivation had been use to encourage teachers as well as students, themselves to increase performance. Uyango (2021) made is clear that motivation affect the performance in teaching and learning process in our schools. The higher you motivated a teacher the more his/her rate of commitment to his/her duty.

Teachers have the biggest impact on the success and flows of student's academic performance because their Student perceptive is instrumental in helping them learn and one approach is likely to produce deferent results from another. Student use perception to undertake a task depends on their expected reword. Efficient teaching and moral development will take place when there is strong motivation term of wage and innovation from both employers and the students. Teachers most therefore be motivated through various way which may include the organization of seminars and workshops' upgrading test, performance appraisal, timely payment of salary and

wage, providing the required physical facilities like laboratories and verbal encouragement for students. This would go a long way in motivating the teachers which would in turn improve the students' performance. The effective implementation of national policy on education (NPE) and the attainments of desired national development require that the students not only drive adequate satisfaction from their academic achievement, but that their interest adequately and sustainably arose their interest in learning all the courses effectively because the overall students' performances in some of the courses has been poor and not encouraging for the improvement. Uyango (2021) made it clear that motivation affect the performance of teachers and students' performance in teaching and learning in our institutions either negatively or positively.

Obel (2017) wrote that "student's interest motivates learning". Students who are interested in the subject and ready to learned tend to study it hardly, frequently and more effectively at tasks in which they are genuinely interested.

Conceptual Framework

Uyango (2021) defined motivation as that inner force that initiate person's behavior or acting such a force could be wishes, desire and expectation. Nwacku (2018) also defined motivation as an internal psychological process whose presence or absence is inferred from observed performance. He stated categorically that a motivated individual could perform better than the one that lacks motivation. It says motivated behavior has two basic characteristics;

- i. It is goal directed – it seeks to achieve an objective
- ii. It result's from a felt need – an urge directed towards a need.

According to Lovell (2000), motivation is the drive energy or degree of activity and individual displays. This pre-supposes motivation is intrinsic and is usually manifested by an individual.

In Hull's view motivation may be regarded as the tendency of an organization to reduce or return to its state of body equilibrium (homeostatic). That is process by which an organism, strives to maintain so optimal level of internal biological functioning by comprising for deviations from its usual balanced internal state. Hesitated categorically that motivation answers why human being does certain things. It is a psychologically or internal process initiated by some need or drive

which leads activity which satisfies that need. Hull went further in classifying motivation into two categories;

Intrinsic or internal motivation and external motivation, can have feeling of satisfaction with what he is doing and is strongly encourage. Slicking to it for personal satisfaction and self – fulfillment rather than for the sensible reward that will bring to him.

Extrinsic motivation is seen in the child that studies hard because of reward of attaining, esteemed vocation or career later in life. Extrinsic motivation or incentive pulls the individual to do something for a tangible reward.

Usman (2003) also viewed motivation as a process that eliciting the behavior of both teachers and students in teaching objective. It is a skill in aligning teacher's arid students' interest so that behavior results in achievement of organizational objectives. He went further to say that for job satisfaction and effective job performance to boost and improve science education which includes, the payment of science allowances to science teachers the establishment of special intensified training of science teachers' provision of good learning environment and science equipment to schools.

Teacher's Motivation

In the last two decades of education reform, teachers have been viewed as the center for both the problems of education and the solution.

A supportive work environment that promoted teachers job effectiveness, job satisfaction and retention were important problems arose between teachers and parent especially with how the principal handled discipline problems with student and this issue had an adverse effect on the entire school community. Having sense of responsibility and helped teachers feel satisfied with their job.

Work context factor; are those that need baseline needs. They include condition and availability of teaching materials, the quality of the principal's supervision and basic psychological needs such as money, status and security. Work context factor and extrinsic to the work itself, they

included opportunities for professional development, recognition, challenging responsibility, achievement, empowerment and authority.

Generally, teachers are more likely to value intrinsic reward such as self-learning situation, self – motivation without rewards will not succeeds. Teachers must find satisfaction in learning base on the understanding that the goals are useful to them. Internal motivation is longer lasting and self-directing them in external motivation which must be repeatedly reinforced by praise or concrete rewards because some individuals have little capacity for internal motivation and must be guided and reinforced contently.

The attitudes you convey about learning and achievement will be important factors in whether you staff or students developed positive attitude about it. How curious and erithused you are will rub-off and students. Your extolment about a state objective will be contagious and convey to you staff taught for achievement of student, participants fully so that they will emulate. In motivation a teacher’s selection and delegation of authority and responsibility that will stimulate the interest and curiosity of students for his attention.

Direct in movement of all stall in the decision-making processes while as a school head remains to guide direct and co-ordinate the functions and makes the overall final decision based on the suggestion and recommendations of his teachers. This allows the teachers participation in administration and makes them motivated toward achievement of educational goals as a school head, in realizing the stated objectives which the students want to achieve. Set some goals and offers opportunity to experience success.

The Need for Motivation

The alarming rate of poor performance of students in ADSCOEH and the related tertiary Education nationwide has become far below average due to some factors that affect teaching and learning process, one of these factors is teachers’ motivation.

Sule (2001) submitted that among the factors responsible for the deteriorating achievement of both teachers and students in ADSCOEH are traceable to the poor motivation of both teachers and students. Lie Stated categorically that some teachers do not put in their best because of

condition is a psychological or internal process initiated by some need or drive which leads, our motives determine the goals we seek. Teachers and students who do not put in their best, is associate with the problem of satisfaction of individuals towards work roles that they are currently occupying and that a person could be said to be satisfied. Supported the idea above by saying that for the effective teaching and learning process teachers, needs have to be satisfied in areas of appointed to post of responsibilities, educational advancement and provision of instructional materials. All these are motivator for the better commitment.

Findings some research conducted by Castle (2018), pays more attention to a task and tends to learn over engagement until a task he accomplished. The stress that individual does the require activities with enthusiasm and concentration and commitment and also persistent until he achieve a desire goal.

According to P.O. Adeerno (2020). Observe that it is easier for the teacher to teach the child who is curious to learn, ready to explore, will to take initiative, discover process cognitive and self-enhancing urge to succeed as well as mastery and competence.

Relevance of Teachers Motivation

Barry Ikwong (2003) defined performance as the process of observing and recoding specifies activities. He emphasized that servable activities of children provide due to cognitive, affective and psychomotor changes. Also, Dengu (2003) viewed performance as the change in behavior which is as a result of experience and practices such makes and individual face later situation differently. By implication performance involves relative and permanent change in behavior as a result of subjecting both the learner and the teacher to stimulating factor does not only make the learner and teacher anxiety free by ply significant role in ensuring them development of the three domains as postulated by bloom (cognitive, affective and psychomotor).

Effect of Teacher Motivation on Students Performance.

Motivation has been use to encourage teachers as well as students themselves to increase their academic performance. Although research on motivation has been examined teachers' motivation and its impact on students' performance, the purpose of this study was effect on

students' performance in ADSCOEH Job satisfaction influence on teachers' motivation and accountability also influence teachers' motivation. Stephanie (2001) reported that teacher motivation affect students' performance and they believe it play a role in other performance.

Findings provide district and community stake lodgers with and understanding of the perception of ADSCOEH on teacher's motivation. Researcher findings suggested that some teachers were dissatisfied that student's performances were liked to salaries increase the implication include improving teacher motivation which may leads to improved student academic performance.

Findings

According to the analysis most of the lecturers do not enjoy responsibilities allowances and the laboratories are not fully equipped it discourages the learning of sciences. Lack of motivation of the lecturers affects students' performance. Base on the finding it is contrary to the believed people have that most of the teachers do not enjoy doing their work which have implication on the performance of student in Sciences. This result agrees with Butler (2007) who reported that due to relative permanent change in human behavior towards and achievement of educational goals in teaching and learning process. Also the result revealed that there is a significant difference between the performances of students taught by less motivated Science teachers and those taught by highly motivated teacher. This implies that those highly motivated mathematics teachers put their best in teaching while those that are less motivated do not put in their best due to lack of motivation.

Discussion

The objective of this study was to find out whether there is an effect of teachers' motivation on students' performance in ADSCOEH. This result agrees with Uyanga (2021) it is inner force that initiates people's behavior or action toward achieving a goal. Base on the finding it is contrary to the believed people have that most of the teachers do not enjoy doing their work which have implication on the performance of student in ADSCOEH. This implies that there are others factors that are responsible to the poor performance of students in ADSCOEH. The study revealed that most of teachers do not enjoy responsibilities allowances in ADSCOEH, the percentage of those teachers who agree they collect responsibilities allowance is less than those

teachers that disagree. This result agrees with Butler (2007) who reported that due to relative permanent change in human behavior towards and achievement of educational goals in teaching, learning process teacher's responsibilities allowance.

Base on the finding most of teachers do not collect any responsibilities allowance which have effect on the performance of the student. On the question do teacher enjoy teaching in private schools than in public school? This study revealed that most of the teachers prefer to teach in Federal institutions. The result revealed that there is a significant difference between the performances of students taught by less motivated teachers. This implies that those highly motivated teachers put their best in teaching subject while those that are less motivated do not put in their best due to lack of motivation. The result agrees with Bature (2003) which revealed that a motivated individual pays more attention to a task and tends to leave over engagement until a task is accomplished.

Conclusion

Based on the findings, the researcher drawn the following conclusion; some factors such as lack of Student perceptive, inadequate promotion of teachers, the laboratory are not fully equipped, lack of pay attention on time and lack of collecting responsibilities allowances which associate with lack of motivation to student, this lead to poor performance of students. This study is depicted that the above problems has adversely contributed to inability to perform in their area of duties which lead in poor performance of students in learning. The government and school administrator should also have a good insight and bearing in mind the various ways of motivating teachers in the areas of salaries, fringes benefits, prestige and status, education advancement and yearly promotion. Government can as well ensure promotion of teachers, provision of salary on time and allowed teachers for advancement in education (in-service). Final, the result of the research should not be considered as the finally conclusion, hence further related research will elucidate.

Recommendation

Base on the finding of the research the following recommendations are made, they include;

1. Student perceptive were said to be absent in ADSCOEH sampled for the research. Therefore, motivation should be provided to teachers especially Sciences teachers to maximize their potential.
2. Government should build more Laboratories.
3. Government should also pay salaries and allowance on time to teacher

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