



Counselling for Teachers' Motivation on Academic Performance of Secondary School Students in Abeokuta South Local Government Area, Ogun State, Nigeria

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Abstract. This study examined the counselling for teachers' motivation on academic performance of secondary school students in Abeokuta South Local Government Area of Ogun State, Nigeria. The study adopted a descriptive survey research design; three hypotheses were postulated to guide the study. The study used samples of 15 teachers and 180 students; data collected for the study was through questionnaire tagged "Teachers Motivation and Students' Academic Performance Inventory (TMSAPI)". And was used to test the hypotheses using Pearson Correlation Coefficient and tested at 0.05 level of significance. The result of this study reveals a significant relationship between teachers' motivation and students' academic performance. Also, the result shows a significant relationship between strategies used to motivate teachers and students' academic performance. Finally, the result reveals a significant relationship between condition of service of teachers and academic performance. The result recommended that Government should ensure regular payment of teachers' salaries and prompt promotion as at when due.

Keywords: Teachers' Motivation, Academic Performance, Counselling, Condition of service

1. Introduction

Teachers are fundamentals in shaping teaching and learning environment activities; they have the singular task to motivate students to learn. Teachers are expected to differ in the way in which they motivate students to learn and their motivational strategies vary from person to person (Hornstra, Major & Peetsma, 2017). Teachers were accorded due respect among other professions during the era of quality education in 1950s and late 1960s. However,

Imo (2013) observed that in our contemporary Nigeria, teachers have not been given adequate priority in motivation as stipulated in the National Policy of Education.

Generally, motivation is of two types; extrinsic and intrinsic. Meadows-Fernandez (2018) explains extrinsic motivation as reward-driven behaviour in which rewards or other incentives such as praise, fame or money are used as motivation for specific activities. Fernandez explained further that extrinsic motivation includes all the external ways teachers are encouraged to work; this involve rewards, directives, teacher evaluations, and prompt payment of salary. Cherry (2019) defines intrinsic motivation as a behaviour that is driven by internal rewards. In other words, the motivation to engage in behaviour arises from within the individual. This type of motivation comes from within the teacher. Williamson and Blackburn (2017) stated that extrinsic rewards often yield temporary results, but to achieve a long-term impact, leaders must help teachers activate their intrinsic motivation in order to serve students effectively. This is because teachers who are intrinsically motivated appreciate teaching and make a difference in terms of student learning.

When teachers are well-motivated teacher, the management would provide them with working incentives, good working conditions and adequate remuneration. This will make them to be dedicated to their job. From the foregoing, Archibong (2013) argues that quality education does not just occur on the platter of gold but can be achieved through continuous and improved efforts by the stakeholders to motivate teachers through several welfare packages such as pay, condition of service, promotion, bonuses, and other type of reward to

encourage and enhancing teachers' performance. If the aforesaid welfare packages are well harnessed, teachers would be motivated to prepare adequately for their lessons, go to school regularly and punctually, teach the students with the right instructional materials and carry out other functions both within and outside their respective schools. Thus, students' academic performances are largely dependent on how well the teacher is motivated or how discouraging the teacher feels about his job.

Going further, teachers at all levels of education system should be adequately trained, respected, remunerated, and allowed to participate in making decisions that affect their professional lives and teaching environments. Thus, when teachers are enabled to do their jobs effectively, their students are enabled to learn effectively. Teachers' motivations occupy a unique place in the entire education system and it becomes absolutely expedient to give it prominent attention. According to Han and Yin (2016), teachers are not motivated to work as they are subjected to unfavourable working environment, bad administration, inadequate career structures, teaching repetitiveness, low extrinsic values such as low salaries and less opportunities to do research. When teachers are not well motivated, it will have negative consequences on the education standard of the society. Kihara, Kimiti and James (2018) confirmed that lack of motivation has a negative effect on the standard of education in a school. And that as students are being deprived of the knowledge needed for academic achievement, they would be less motivated. The problems associated with negative attitude towards teachers' motivation result to students' school dropout. Students that suffered from school dropout may have problems securing employment and also engage in crime and other social vices such as armed robbery, cultism, cyber-crimes, prostitution, drug addiction and many others.

There are different strategies to motivate teacher for effective performance. Ibok (2020) states that motivation strategies such as regular payment of teachers' salaries, and regular promotion ensure teaching effectiveness and also leads to improved students' academic performance. Belyh (2020) explains regular promotion as the movement of an employee from one rank to the other. And also a process through which an employee of an organisation is given a higher share of duties, a higher pay-scale or both and how regular this takes place depends on certain factors as deemed fit by the employer such as performance, length of service (seniority), merit and ability, educational/ technical qualifications and so on. Belyh concludes that regular

promotion is a positive way employers use to motivate employees. Findings from Ndijuye and Tandika (2019) revealed that the achievement of students' holistic development is the primary responsibility of teachers and this solely depend on timely promotion and other motivational factors. Udoh (2013) and Egbe (2014) also pointed that regular payment of teachers' salary is the best way of stimulating the interest of those teachers.

There is a continuous quest to improve the conditions of service in the teaching profession which has over the decades are not reflecting the present socio-economic reality. Teachers' condition of service are over the years obsessed with heavy work overload, poor pay and low perception of teachers by the society, low vocational and occupational status, poor working and living conditions all affect teachers' job performance. Although, Williamson and Blackburn, (2017) opines that what makes a job satisfying or dissatisfying does not depend only on the nature of the job. It depends also on workers' motivation, which of course is the reason for the employee's engagement on the job. However, Adamu, Bello, and Badamasi (2019) found a significant relationship between conditions of service and teachers' job performance.

2. Statement of the problem

Teachers are important instrument in education. Teaching makes learning take place and the teacher determines the quality of learning/instructions that will be given to learners. This is the more reason why they should be motivated properly for effectiveness and efficiency in the educational and school system. They can either positively or negatively influence the teaching and learning outcomes because they determine the quality of instructional delivery. However, in Nigeria, the status of teachers remains very low compare with other public servants. Teachers who are the trainer of the future leaders are uncared for and denied basic needs of life. With all these nasty experiences, it will become difficult for teachers to remain committed to their official assignments in the various schools and without efficient and effective teachers in the education industry, qualitative learning outcomes cannot be achieved. And this is affecting academic performance of students not only in internal examinations but also in national and international examinations such as NECO and WAEC. Since teachers' motivation strategies determine students' academic performance hence this study examined counselling for teachers' motivation on academic performance of secondary

school students in Abeokuta South Local Government Area, Ogun State, Nigeria

3. Hypotheses

Three hypotheses were postulated to guide the study:

H₀₁: There is no significant relationship between teachers’ motivation and academic Performance.

H₀₂: There is no significant relationship between strategies used to motivate teachers and academic performance.

H₀₃: There is no significant relationship between condition of service of teachers and academic performance.

4. Methodology

The study made use of descriptive survey research design. This research design is appropriate for this study because it is the most suitable tool to use when the research is aimed at identifying characteristics, frequencies, trends and categories. McCombes (2019) confirms this where he states that descriptive research aims to accurately and systematically describe a population, situation or phenomenon.

The population of the study comprised all public Senior Secondary Schools (SSS) 3 students and teachers in Abeokuta South Local Government Area of Ogun State, Nigeria. The samples for this study comprised 15 economic teachers and 180 students from selected public SSS 3 students in Abeokuta South Local Government Area of Ogun State, Nigeria. The study used multi-stage sampling method to select samples for the study. Firstly, simple random sampling technique was used to select public senior secondary schools used for this study. Out of

5. Results

H₀₁: There is no significant relationship between teachers’ motivation and academic performance in secondary schools in Abeokuta Local Government Area in Ogun State.

Table 1 showing descriptive statistics and correlation matrix of adequate motivation and academic performance

Variable	N	Mean	Std. Deviation	r – value	Significant Value
Adequate Motivation	15	10.87	3.543		
Academic Performance	148	4.72	1.982	.184	.001

The table 1 above shows an r – value (.184) which is positive and low value. It follows then that there exist a low positive relationship between the two variables. The level of significant (.001) which is less than .05, indicate that the relationship is significant.

each selected schools, simple random sampling technique was also used to select eighteen (18) students and 2 economics teachers each making the total samples to 180 students and 20 teachers.

The instrument used for the study was self-designed questionnaire titled “Teachers Motivation and Students’ Academic Performance Inventory” (TMSAPI) which has three (3) sections. Section 'A' comprised personal data of the respondents (teachers); section 'B' comprised five items each from the variables of the hypotheses. The response patterns was structured in a-4 Likert format of Strongly Agree (SA), Agreed (A), Disagreed (D), and Strongly Disagreed (SD) while the scoring patterns were Strongly Agreed (SA) = 4 points, Agree (A)=3 points, Disagree (D)=2 points and Strongly Disagree (SD)=1point. Section 'C' comprised of the students’ personal data followed by twenty multiple choice questions which were selected from the syllabus of SSS3 Economics textbooks. Economics is a general subject for senior secondary school students. For section ‘C’, the responses were labelled A-D with each correct answer amounting to 1 point, making total score 20marks per respondent.

The face and content validity was ascertained while test retest method was to check the reliability of the instrument and the result was 0.87.

To administer the questionnaire, the researcher and two research assistants engaged in this

The data collected through the questionnaire was analysed using Pearson Moment Correlation Coefficient to test the hypotheses and tested at 0.05 level of significance. The computation was done using Statistical Package for the Social Sciences (SPSS) 26.0 statistical package.

H₀₂: There is no significant relationship between strategies used to motivate teachers and academic performance in secondary schools in Abeokuta Local Government Area in Ogun State.

Table showing Descriptive Statistics and Correlation matrix of Strategies used to motivate teachers and Academic Performance

Variable	N	Mean	Std. Deviation	r - value	Significant Value
Strategies used to motivate teachers	15	15.33	3.244		
Academic Performance	148	4.72	1.982	.312	.002

The table 2 above shows an r – value (.312) which is positive and low value. It follows then that there exist a low positive relationship between the two variables. The level of significant (.002) which is less than .05, indicate that the relationship is significant.

H₀₃: There is no significant relationship between condition of service of teachers and academic performance in secondary schools in Abeokuta Local Government Area in Ogun State.

Table 3 showing Descriptive Statistics and Correlation matrix of condition of service of teachers and Academic Performance

Variable	N	Mean	Std. Deviation	r – value	Significant Value
Condition of service of teachers	15	15.80	3.005		
Academic Performance	148	4.72	1.982	.543	.000

The table 3 above shows an r – value (.543) which is positive and moderate value. It follows then that there exist a moderate positive relationship between the two variables. The level of significant (.000) which is less than .05, indicate that the relationship is significant.

6. Discussion of findings

The result rejected the hypothesis one; we therefore, uphold the alternate hypothesis which states that there is significant relationship between teachers’ adequate motivation and academic performance. This result corroborates the earlier finding of Akande (2014) whose finding showed significant relationships between prompt payment of salary, promotion, fringe benefits, staff development and staff job performance. Also, the result agrees with Ombuya (2015); Laurent (2016); and Oba-Adenuga (2018) who found that motivation was crucial in enhancing teachers’ commitment to job performance. However, the result disagrees with the findings of Laurent (2016) who found that the performance of teachers was high despite their low payment. Also, this finding negates the results of Matoke, Okibo and Nyamongo (2015) who revealed that teachers’ motivation were as a result of the developmental factors and recommended that school managers to sponsor teachers to workshops and seminars in order to motivate them.

The result also rejected the hypothesis two and therefore upholds the alternate hypothesis which

states that there is significant relationship between strategies used to motivate teachers and academic performance in secondary schools in Abeokuta Local Government Area in Ogun State. The result agrees with the finding of Uyanne, Badmus and Abdulraasq (2020) whose findings revealed that teachers’ effectiveness was due to the strategies used by their employers to motivate them. Also, the result corroborates the finding of Nwosu (2016); Asif, Fakrah, Tahir and Shabbir (2016) and Arnold (2018). They found that work situational factors significantly affect teacher motivation in public secondary schools. Nwosu (2016) indicated further that reward system, professional training and development, work situational factors accounted significantly in the motivation of teachers in public secondary schools. In addition, the result also supports the finding of Ekpenyong (2016) who reveals a significant influence of regular payment of salaries on teachers’ job performance. Also, Ndijuye and Tandika (2019) findings agree that the art of involving teachers in decision making, showing appreciation from employer, and good working conditions are potent strategies to motivate teachers in carrying out effective work performance which impact high students’ academic performance.

The result equally rejected the hypothesis three and therefore upholds the alternate hypothesis which states that there is significant relationship between condition of service of teachers and academic performance. The result agrees with the finding of

Owoeye and Yara (2011) and Gbadegesin, Kemi and Adu (2017) who found that teachers' conditions of service significantly affect their work performance.

7. Conclusion

Teachers' task of shaping children minds is a big responsibility and inspiring their students to work harder and to actualize personal and societal aspirations cannot be underestimated. For teachers to achieve these, they work to curb bullying, aggression, or fighting behaviours among their students. They deal with issues in students' home life, puberty or personal growth, abuse, and neglect. They are also concern with grades, studies, and coursework. Therefore, adequate motivation of teachers should be the main priority of the government and all stakeholders in education. Since the result of this study affirms the significant relationship of teachers' motivation on students' academic performance, it can be concluded that the method and strategies to motivate teachers for high performance should be prudently selected and administer equitably and timely. Also, the condition of service of teachers should be reviewed justly, timely and administer judiciously.

8. Recommendations

Based on the results of this study, the following recommendations were made:

- Government should ensure regular payment of teachers' salaries and prompt promotion as at when due as this will ensure teachers' teaching effectiveness for improve students' academic performance.
- Government should ensure that teachers' condition of service is review and improved to accommodate teachers' welfare such as leave bonus, health insurance, staff accommodation, housing, furniture and vehicle loans. These should cut across among the teachers as this would increase their morale to teach.
- Government should ensure that the policies put in place to train teachers are implemented to the letter.

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