

# The Impact of Teachers' Motivation on the Academic Performance of Secondary School Students in Nigeria

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**Abstract:** This study investigated the impact of teachers' motivation on the academic performance of secondary school students in Nigeria. It explored the problems surrounding teachers' motivation in Nigeria. Specifically, it examined poor teachers' motivation, lack of staff development activities in schools, lack of fringe benefits for teachers, poor staff salary structure and absence of teachers' terminal welfare package. The research was built on the theory of Hierarchy of Need by Maslow as well as theory of need concept as proposed by Khan. 250 respondents cross sectionally drawn from the population under study were selected as sample subjects. To these were distributed in a face to face interaction by the researcher, structured questionnaires designed to elicit their views on the problem under study. The data from the returned questionnaires were statistically analyzed for the five hypotheses designed to focus on the problem under study. It was discovered that there was no significant impact of teachers' motivation on the academic performance of secondary schools students in Nigeria. This finding implies that while there is an impact of teachers' motivation on the academic performance of students, the impact is not significant. Among other things, it was recommended that since the observed students' academic performance was not the outcome of prevailing teachers' motivation, the present teachers' motivation should be sustained because it does not negatively affect the academic performance of secondary school students. It was also recommended that teachers' motivation be improved to increase their commitment and avoid a relapse into what would make it a factor responsible for poor academic performance of secondary school students.

**Keywords:** Motivation, Academic Performance, Staff Development, fringe benefits, staff salary

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## I. Introduction

Poor students' academic performance is common in secondary schools Nigeria. This increase in poor students' academic performance has become an issue in most of the secondary schools. Increase in poor academic performance annually is recurrent. These increases in poor academic performance annually give parents and teachers a lot of concern. It has become an annual event among students. Poor performance in take home assignment is prevalent among the students. Students' spoken English is also very poor. This can be noticed by anyone that comes in during and after school hours and hears them communicating.

It has also been observed that there have been mass failures in examinations. These mass failures in examinations have been increasing annually. Majority of the students perform poorly even in their external examinations. The occurrence of students failing external examinations leaves nothing to be desired on the output of classroom teaching and learning interaction. Students regularly fail the core subjects in their examinations. The continual incidence of poor performance in core subjects could make it difficult for students to understand all other subjects that are related to it. Students perform poorly in practical examinations. This performance is disturbing the management. It is noticed that students usually are unable to attempt all examination questions. This inability to attempt all approved numbers of examination questions is a recurring negative phenomenon annually.

Students continually give wrong verbal answers to teacher's questions during teaching and learning process. The teacher is unable to elicit correct answers after each instruction stage from the students. The majority of the students state categorically that they have no answer to the teacher's question. It is worth noting in that it is actually the majority of students who continually do not have answers to the teacher's questions. It is also observed that when verbal questions are asked by the teachers, students stand up gazing at the ceiling unable to answer the questions. When students stand gazing at the ceiling, it indicates that learning has not taken place. Some of the students answer teacher's question wrongly. A good number of students do not raise their

hands to answer questions asked by the teacher. Not being able to answer questions asked is embarrassing to the teacher.

The researchers have also gathered that students regularly perform poorly in core subjects. It is noticed that majority of the students performed poorly on an annual basis in core subjects. These core subjects are predominantly failed by a higher percentage of the students. The researchers also noticed that there is poor performance in cumulative grade points results in core subjects. The incidence of the occurrence of poor performance in cumulative grade points scores in core subjects is prevalent at all levels of the secondary schools. It is noticed that some students were unable to attempt some questions in core subjects. When questions asked in core subjects are put to students, they generally answer wrongly.

It is observed that students fail in class tests. Failure in class tests shows that learning has not taken place. Majority of the students fail class tests annually. The occurrence of failure in class tests is nothing to be desired in teaching and learning interaction. It is noticed that students do not attempt some questions in class tests. The students failing to attempt question in class tests implies that the students are not doing well in their personal studies. Failure of tests in core subjects indicates that students are unable to assimilate the lessons taught. It is observed that majority of the students submit blank answer sheets at the end of the tests. The inability of the students to submit any answer at the end of the tests shows that they are not well grounded in the lessons taught. It therefore means that students are to repeat the test. The problem of repeating the test lies in delaying the duration of classes and completing syllabus contents.

### *1.2 Statement of the problem*

Motivation of teachers is largely poor in Secondary Schools in Nigeria. Perhaps the forms for motivation are not adequate in terms of salary, allowances and benefits. It could be that non-staff development is ineffective. This implies that there may not be regular training, workshops for teachers. It is probable that the problem of teachers' poor grasp of knowledge affects the rate of learning in classroom activities. Perhaps lack of fringe benefits has made teachers to abandon their role in schools. It is also likely that a poor salary condition hinders the teachers from performing their duties as expected. Teachers' lack of terminal welfare packages could be a factor killing teachers' morale. Therefore the study investigates the impact of teachers' motivation on the academic performance of secondary school students in Nigeria.

### *1.3 Aim and Objectives*

The aim of the study is to examine the impact of teachers' motivation on the academic performance of secondary school students in Nigeria.

The following are the specific objectives of the study:

1. To investigate the impact of staff development on students' performance in external examination.
2. To ascertain the impact of lack of fringe benefits on students' response to verbal questions.
3. To identify the impact of staff salary on students' performance in core subjects.
4. To establish the impact of teachers terminal welfare package on students' performance in class tests.

### *1.4 Research Questions*

The following questions had be drawn to give direction to the problem under study:

1. Is there any impact of teachers' motivation on the academic performance of secondary school students in Nigeria?
2. Is there any impact of staff development on students' performance in external examination?
3. Is there any impact of teachers' fringe benefits on students' response to verbal questions?
4. Is there any impact of staff salary on students' performance in core subjects?
5. Is there any impact of teachers' terminal welfare package on students' performance in class tests?

### *1.5 Hypothesis*

The following hypotheses were tested in the study:

- HO<sub>1</sub> There is no significant impact of teachers' motivation on the academic performance of secondary school students in Nigeria.
- HO<sub>2</sub> There is no significant impact of staff development on students' performance in external examinations.
- HO<sub>3</sub> There is no significant impact of teachers' fringe benefits on students' response to verbal questions.
- HO<sub>4</sub> There is no significant impact of staff salary on students' performance in core subjects.
- HO<sub>5</sub> There is no significant impact of teachers' terminal welfare package on students' performance in class tests.

### 1.6 *Justification of the study*

The findings of this study hopefully will be of benefit to and will encourage teachers, administrators and all policy makers in the educational sector to be able to improve school facilities alongside regular maintenance. Moreover, it is anticipated that the result from this study would serve as reference points to educational administrators, educational planners, policy makers, policy users, and all the stakeholders of educational enterprise. It is hoped that this study will bring about better relationship between teachers and students, and result in a brilliant academic performance.

## II. Literature Review

### 2.1 *Theoretical Framework: Maslow's Hierarchy of Needs Theory*

Maslow's hierarchy of needs can be used to induce higher performance in teachers. To achieve educational goals, or gain higher productivity, there is need to understand that staff are very complex and that they differ according to their personal need which according to Abraham Maslow may be: Physiological, safety, belongingness, esteem and self-actualization, these needs when induced, the staff are motivated for higher productivity. These needs are hierarchical.

**Physiological Needs:** These can also be called biological needs; it has been pointed out that, in life, the administrators and the subordinates' need, foods, sleep, good health, exercise and other necessities. For the educational administrator to take care of these needs, he should pay staff salaries and allowances regularly and promptly, provide good accommodations, health services and recreation for the workers. It is when these needs have been met, that performance can be encouraged. The drive for other needs comes when the above mentioned needs are taken care of.

**Safety Needs:** Human beings need security, protection safety, comfort peace and long term sustenance of their economic well-being. Educational administrators should design a good working atmosphere that is accident free to enable workers put in their best. Insurance policy covering certain accidents or work should be affected in respect of the workers. Dialogue should be used as last resort. School administrators should continue to reassure the workers at all times and trying as much as possible to avoid dismissal from work.

**Belongingness Needs:** This is the feeling of acceptance by the administrator and colleagues in a work place. Feeling of belongingness is to be loved by all, or given the opportunity to serve the organization is highly appreciated by people. In the educational system, administrators desiring to fulfil belongingness needs should involve the workers in decision-making process in the school. Committee system, effective communication network and delegation of duties are the various ways of fulfilling belongingness needs by school administrators.

**The Esteem Needs:** The esteem needs are characterized by recognition, prestige, confidence and leadership potentials found in individuals. These are generally found in human beings in varying degrees. Educational administrators should by standard encourage their staff. Administrators in educational system should encourage the development of esteem by giving workers the opportunity to go on further studies, conferences, seminars and workshops to update and increase their technical knowledge.

**Self-actualization Needs:** Self-actualization needs are associated with self-fulfilment or self-actualization of potentials to challenge situation, intellectual curiosity and ambition for power and authority. The theory's assumption believes that, one need emerge when the first one has been satisfied. Human beings differ in many ways, and to be able to deal effectively with varying problems and differences in human character, educational administrator must study and recognize human differences among his workers. They should also fulfil the self-actualization needs by promoting deserving workers as well as giving them leadership committees and responsibilities [1][2][3].

In conclusion, Maslow's hierarchy of needs theory; if properly applied will yield greater productivity, hence staff will be motivated to work carefully towards achieving educational goals. An educational administrator who intends to employ Maslow's theory should have in-depth knowledge of the theory and its application in the system of education.

### 2.2 *Conceptual Review*

Teacher motivation refers to those variables 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 behaviour in progress and channelling behaviours into specific course. It is a process of stimulating, channelling and sustaining behaviour. According to [4], 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 [5] the internal teacher motivation comprises the needs, wants and desires which exist within an individual and as such influence the teachers thought which in turn leads to a positive change behaviour toward improving learning.

According to [6], motivation is a set of forces that cause people to behave in certain ways. It is a set of force that changes behaviour and determine it form; direction and intensity. Motivation is that energizing force that induces or compels and maintains behaviour.

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 of achievement, added responsibility, recognition for accomplishment, opportunities for growth and advancement as all these, among other motivators, drive the teacher to be acting in desirable ways.

In our opinion, motivation is the process of influencing or stimulating a person to take action that will accomplish desired goals. However, teachers' motivation is a way of empowering teachers in the occupation and it involves the perceptions, variables, methods, strategies and activities used by the management for the purpose of providing a climate that is conducive to the satisfaction of the various needs of the employees, so that they may become satisfied, dedicated and effective in performing their tasks. 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.

According to [7], academic performance is frequently defined in terms of examination performance. Academic achievement refers to what skills the student has learned as is usually measured through assessments like standardized tests, performance assessments and portfolio assessments. [8] explained that the assessments provide information on the students' academic performance across time. Academic performance which is measured by the examination results is one of the major goals of the school. [9] argued that schools are established with the aim of imparting knowledge and skills to those who go through them and behind all this is the idea of enhancing good academic performance.

Academic performance also known as academic achievement/academic attainment and it 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.

In our opinion, academic performance can be measured by the results 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 of parents, legislators and government education departments alike. Academic performance means how well one does in school. Poor grades are considered bad academic performance.

### 2.3 *Empirical Review*

The hypotheses which states that there exists a relationship between promotion and teacher's job performance, salaries and teachers' job performances as well as conditions of service and teachers job performance in Kogi States secondary schools were accepted. This shows that prompt promotion and lucrative salaries given to teachers' coupled with ability by management to satisfy its teachers' performance and it seems to be general assumptions that employees who are happy with their job should also be more productive at work, [10]. This in my view is relevant to the research because he is of the view that motivated teachers always look for better ways to do their teaching job. They are more quality oriented and are more productive. Therefore, it means that motivated teachers are determined to give their best to achieve the maximum output (qualitative education).

[11] reported that from thousands of employees in a cross section of jobs – blue collar and white collar, prove that although job satisfaction and job performance do correlate, one does not cause the other. Even researchers according to him get confused of how the two things connect. To him, conditions of services and performance are related because each is the result of employee personality. By personality, [12] pointed to such characteristics as self-esteem, emotional stability extroversion and conscientiousness. This in my view is relevant to the research because motivation can be in the form of regular payment of salary, fringe benefits, such as allowance, bonus on the job training, promotion of the teachers, provision of good working environment, maintaining high degree of relationship and improving the teachers' general wellbeing. Hence, any teacher that enjoys the above named items is bound to give all his best in discharging of his duty because he would derive some satisfaction of being a teacher.

[13] view that when teachers are not well remunerated, wages and salaries are not paid as when due, they become less committed to duties and show apathy and lack of interest in their job. People enter into work with the personal objective of making gains but when years roll and nothing tangible is forthcoming, they may begin to show signs of disappointments and lack of job satisfaction. This in my view is relevant to the research because in the education sector, motivation plays a great role. When teachers are motivated, this will lead to good performance and high productivity, the sustenance of the national growth and development and also, the welfare of the citizens at large.

### III. Methodology

#### 3.1 Research Design

The study adopted the survey research design. This is because the view of respondents will be correlated and subjected to statistics in order for decisions to be taken on each hypothesis.

#### 3.2 Population and Sample

The population of this study consists of the management, academic staff and students of all secondary schools (day and boarding) in Nigeria under the Directorate of Baptist Mission Schools of the Nigerian Baptist Convention with 15 principals and 798 staff members and over 4000 students. The sampling technique adopted for this study is the stratified random sampling method. The stratification is under principals, vice principals, heads of department, year tutors, counsellors and teachers. 300 respondents were cross-sectionally drawn to make up the sample subjects as shown in Table 1:

**Table 1: Sampling Frame**

S/N	School Names	Principal	Vice Principal	Head of Dept.	Year Tutor	Counsellors	Teachers	Total
1	Baptist Academy, Obanikoro, Lagos State	1	2	3	4	1	9	20
2	Baptist Girls' Academy, Obanikoro, Lagos State	1	2	3	4	1	9	20
3	Reagan Memorial Girls' Secondary School, Yaba, Lagos State	1	2	3	4	1	9	20
4	Baptist Boys' High School, Abeokuta, Ogun State	1	2	3	4	1	9	20
5	Baptist Girls' College, Abeokuta, Ogun State	1	2	3	4	1	9	20
6	Olivet Baptist Academy, Oyo, Oyo State	1	2	3	4	1	9	20
7	Baptist High School, Benin, Edo State	1	2	3	4	1	9	20
8	Baptist High School, Jos, Plateau State	1	2	3	4	1	9	20
9	Baptist High School, Makurdi, Benue State	1	2	3	4	1	9	20
10	Baptist High School, Masaka, Nasarawa State	1	2	3	4	1	9	20
11	Baptist High School, Port Harcourt, Rivers State	1	2	3	4	1	9	20
12	Baptist High School, Orerokpe, Delta State	1	2	3	4	1	9	20
13	Baptist Girls' High School, Agbor, Delta State	1	2	3	4	1	9	20
14	Baptist Model Secondary School, Obinze, Imo State	1	2	3	4	1	9	20
15	Baptist Model High School, Jos, Plateau State	1	2	3	4	1	9	20
	Total	15	30	45	60	15	135	300

#### 3.3 Research Instrument

A structured questionnaire was designed as instrument for data collection from respondents. The questionnaire was divided into two sections namely, Section A and Section B. Section A presents the demographic data of respondents while section B indicates the indices of each hypothesis. A four point Likert scale was used in weighing data from respondents as follows: Strongly Agree 4, Agree 3, Disagree 2, Strongly Disagree 1. Split-Half reliability test method was used to ascertain the reliability of the instrument at 0.73. . Hence, there is a positive correlation which shows that the instrument is reliable. The instrument was administered on the respondents in their various schools with the help of google form. Copies of the instrument were filled and returned online correctly.

### IV. Results

The technique used for data analysis was t-test statistics in finding the impact of teachers' motivation on the academic performance of secondary school students in Nigeria

#### Hypothesis I

*There is no significant impact of teachers' motivation on students' academic performance.*

To test this hypothesis, t-test was used to determine if there is no significant impact of teachers' motivation on students' academic performance. The analysis of data is as reflected in the table below:

**Table 2: t-test mean response on teachers' motivation and students' academic performance**

Variable	N	Mean	Standard Deviation	t-calculated	t critical	Df	Remark
Teachers' Motivation	68	12.70	1.896	-0.284	1.96	249	NS
Students' Academic Performance	182	12.78	1.689				

NS – Not Significant

Table 2 presents the t-test comparison of the impact of teachers' motivation on students' academic performance. The t-test comparison showed that the difference in teachers' motivation and students' academic performance is not statistically significant, since T-calculated < T tabulated. We therefore accept the null hypothesis. Therefore, there is no significant impact of teachers' motivation on students' academic performance. The mean scores however showed a higher mean for students' academic performance. It therefore follows that the mean score of the students' academic performance (mean = 12.78, standard deviation = 1.689) is higher than that of the teachers' motivation (mean = 12.70, standard deviation = 1.896). The difference is however not statistically significant. The difference observed might have therefore be as a result of sampling error.

### Hypothesis II

*There is no significant impact of staff development on students' performance in external examinations.*

To test this hypothesis, t-test was used to determine if there is no significant impact of staff development on students' performance in external examinations. The analysis of data is as reflected in the table below:

**Table 3: t-test mean response on staff development and students' performance in external examinations.**

Variable	N	Mean	Standard Deviation	t-calculated	t critical	Df	Remark
Staff Development	98	13.00	2.171	0.301	1.96	249	NS
Students' performance in external examinations	152	12.87	2.784				

NS – Not Significant

Table 3 presents the t-test comparison of the impact of staff development on students' performance in external examinations. The t-test comparison showed that the difference in staff development and students' performance in external examinations is not statistically significant, since T calculated < T tabulated. We therefore accept the null hypothesis. Therefore, there is no significant impact of staff development on students' performance in external examinations. The mean scores however showed a higher mean for staff development. It therefore follows that the mean score of staff development (mean = 13.00, standard deviation = 2.171) is higher than that students' performance in external examinations (mean = 12.87, standard deviation = 2.784). The difference is however not statistically significant. The difference observed might have therefore be as a result of sampling error.

### Hypothesis III

*There is no significant impact of fringe benefits on students' response to verbal questions.*

To test this hypothesis, t-test was used to determine if there is no significant impact of fringe benefits on students' response to verbal questions. The analysis of data is as reflected in the table below:

**Table 4: t-test mean response on fringe benefits and students' response to verbal questions**

Variable	N	Mean	Standard Deviation	t-calculated	t critical	Df	Remark
Fringe Benefits	68	11.67	2.281	-0.730	1.96	249	NS
Students' response to verbal questions	182	11.95	2.291				

NS – Not Significant

Table 4 presents the t-test comparison of the impact of fringe benefits on students' response to verbal questions. The t-test comparison showed that the difference in fringe benefits and students' response to verbal questions is not statistically significant, since T-calculated < T tabulated. We therefore accept the null hypothesis. Therefore, there is no significant impact of fringe benefits on students' response to verbal questions. The mean scores however showed a higher mean for students' response to verbal questions. It therefore follows that the mean score of students' response to verbal questions (mean = 11.95, standard

deviation = 2.291) is higher than that of fringe benefits (mean = 11.67, standard deviation = 2.281). The difference is however not statistically significant. The difference observed might have therefore be as a result of sampling error.

**Hypothesis IV**

*There is no significant impact of staff salary on students' performance in core subjects.*

To test this hypothesis, t-test was used to determine if there is no significant impact of staff salary on students' performance in core subjects. The analysis of data is as reflected in the table below:

**Table 5: t-test mean response on staff salary and students' performance in core subjects**

Variable	N	Mean	Standard Deviation	t calculated	t critical	Df	Remark
Staff Salary	58	10.48	2.433	-2.044	1.96	249	NS
Students' performance in core subjects	192	11.15	2.408				

NS – Not Significant

Table 5 presents the t-test comparison of the impact of staff salary on students' performance in core subjects. The t-test comparison showed that the difference in staff salary and students' performance in core subjects is not statistically significant, since T calculated < T tabulated. We therefore accept the null hypothesis. Therefore, there is no significant impact of staff salary on students' performance in core subjects. The mean scores however showed a higher mean for students' performance in core subjects. It therefore follows that the mean score of students' performance in core subjects (mean = 11.15, standard deviation = 2.408) is higher than that of staff salary (mean = 10.48, standard deviation = 2.433). The difference is however not statistically significant. The difference observed might have therefore be as a result of sampling error.

**Hypothesis V**

*There is no significant impact of teachers' terminal welfare package on students' performance in class tests.*

To test this hypothesis, t-test was used to determine if there is no significant impact of teachers' terminal welfare package on students' performance in class tests. The analysis of data is as reflected in the table below:

**Table 6: t-test mean response on teachers' terminal welfare package on students' performance in class tests**

Variable	N	Mean	Standard Deviation	t calculated	t critical	Df	Remark
Teachers' terminal welfare package	78	10.32	2.907	-0.878	1.96	249	NS
Students' performance in class tests	172	10.64	2.602				

NS – Not Significant

Table 6 presents the t-test comparison of the impact of teachers' terminal welfare package on students' performance in class tests. The t-test comparison showed that the difference in teachers' terminal welfare package and students' performance in class tests is not statistically significant, since T calculated < T tabulated. We therefore accept the null hypothesis. Therefore, there is no significant impact of teachers' terminal welfare package on students' performance in class tests. The mean scores however showed a higher mean for students' performance in class tests. It therefore follows that the mean score of students' performance in class tests (mean = 10.64, standard deviation = 2.603) is higher than that of teachers' terminal welfare package (mean = 10.32, standard deviation = 2.907). The difference is however not statistically significant. The difference observed might have therefore be as a result of sampling error.

**V. Discussion of Findings**

In discussing the findings, references are made to other researchers. It was found that there was no significant impact of teachers' motivation on students' academic performance. This implies that there was an impact of teachers' motivation on students' academic performance but the impact is not significant. This means that students' poor academic performance is not the product of teachers' motivation in Nigeria. There must be other factors responsible for the observed poor students' academic performance. This finding supports earlier studies by [14], in a study of the relationship between teachers' effectiveness and students' academic performance in public secondary schools in Delta State, Nigeria, using correlation, simple regression, t-test, and single factor analysis of variance found that effective teachers produced better performing students. However,

the observed differences in students' performance were statistically not significant. [15] in a study on teachers perception of teaching as correlate of students' academic performance in Oyo State, Nigeria, found that, the relationship between teachers' perception and students' academic performance is positive and significant and that qualification has no significant effect on students' performance.

It was found that there was no significant impact of staff development on students' performance in external examinations. This implies that there was impact of staff development on students' performance in external examinations but the impact was not significant. The meaning of this is that students' performance in external examinations in Nigeria is not caused by staff development. This also means that the development of teachers on their subject matter could actually be in order since it is not responsible for students' performance in external examinations. This could be due to what [16] points out that the simple most important determinant of what students learn is what teachers know. Also, [17] assert that unless teachers are effective in getting students ready to learn, their technical teaching skills acquired in development activities are likely to be wasted.

It was discovered that there was no significant impact of fringe benefits on students' response to verbal questions. This implies that there was impact of fringe benefits on students' response to verbal questions but the impact is not significance. This means that students' response to verbal questions is not the outcome of fringe benefits. The reason for this must lie in factors not verified by this study.

This goes in line with the study by [18], organisations' provide rewards to members in the form of wages and salaries, promotions, long service awards and certificates, end of the year bonus and other fringe benefits. These rewards are to motivate behaviour that will contribute to the achievement of the goals of organizations. According to equity theory, the adequacy of such rewards will to a large extent depend on the value the employees place on the inputs they bring to the job in the form of education, experience, training, time, effort etc, with the outcomes (rewards) such as pay, promotions, praises and recognitions they receive as a result of performing the job [19].

It was also discovered that there was no significant impact of staff salary on students' performance in core subjects. This implies that there was impact of staff salary on students' performance in core subjects but the impact is not significant. This means that the observed students' poor performance in core subjects is not because of the absence or otherwise presence of staff salary in Nigeria. [20] observed that in Nigeria, job satisfaction induce greater commitment to teaching. He added that lack of job satisfaction as a result of poor salary package and other conditions of service after employees' commitment to work and contributions to the effectiveness of organization is reduced. Despite the evidence that higher salaries have a positive impact on student achievement, some researchers contend that increasing teachers' salaries may not be worth the investment. For example, there is some evidence that the impact of salary changes is nominally compared to the impact of non-pecuniary factors, for example, teacher working conditions [21].

It was found that there was no significant impact of teachers' terminal welfare package on students' performance in class tests. This implies that teachers' terminal welfare package has impact on students' performance in class tests but the impact is not significant. This means that the observed students' poor performance in class tests during teaching learning interaction is not the outcome of lack of teachers' terminal welfare package.

According to [22], it has been confirmed that teaching in Nigeria today is not confronted with the problem of non-availability of staff welfare package, but that of mutability. [23] supports the same view when he comments that organizations provide welfare facilities to their employees to keep their motivation levels high. When teachers are motivated and satisfied their performance increases to improve their productivity.

## **VI. Conclusion and Recommendations**

This study focused on the problems of poor teachers' motivation which include lack of staff development activities in school, lack of fringe benefits for teachers, poor salary structure and lack of teachers' terminal welfare package. This was suggested to be responsible for poor students' academic performance which constitutes mass failure in external examinations, poor students' response to verbal questions, students' poor performance in core subjects and students' failure in class tests. It was found that there was no significant impact between teachers' motivation and students' academic performance of secondary school students in Nigeria. Since the findings indicate that poor teachers' motivation is not responsible for poor students' academic performance it becomes important that the teachers' motivation should be sustained the way it is. However, it is hereby suggested also that the teachers' motivation should be improved to further ensure that students' academic performance is not negatively affected. This could be achieved by further improving on every aspect of the teachers' motivation as it now exists through regular staff development activities, availability of fringe benefits, a better structured staff salary and availability of terminal welfare package.

From the findings of this study, it is necessary to sustain the teachers' motivation and its components as well as improve them in order not to further enhance existing poor students' academic performance as follows:



- The present teachers' motivation should be sustained because it does not negatively affect students' academic performance. It is also recommended that the teachers' motivation should be improved as this continues to enhance positively teacher commitment because the condition of work is further enhanced to be more attractive. This can be done by government increase in annual education budget. The extra fund would be used to make the various aspects of the motivation better for teachers to fulfil their job descriptions.
- The present level of staff development activities in school should be maintained by the school management. It should also be increased and diversified to enable teachers to be updated in their knowledge and roles as well as equipped with new skills in handling the various increasing innovations in education and therefore meet international standards in the performance of their job descriptions.
- The present fringe benefits should be kept going. The government and other employers of labour should give attention to the motivational incentives of the workers. The employers of labour should note that the fringe benefits are very crucial incentives which poke the workers to work hard. Hence, a reduction or non-payment of the incentives can cause a serious damage to the organization and low level of job performance.
- Structured salary must have been successful this time because perhaps staff salaries have been structured on their academic certificate levels of entry. This should be sustained. The government and other employee of labour should ensure that the employees are well paid and on time for the employees to satisfy their basic and pressing needs in life; and work hard to ensure high job performance
- The present terminal welfare package should be sustained. The staff should put in their best in schools to ensure high job performance and the government should reciprocate such habits in terms of rapid promotion, special recognition, merit awards and other motivational incentives.

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