



Relationship Between Teachers' Motivation, Attitude and Students' Academic Achievement in Senior Secondary Schools in Bauchi Metropolis

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Abstract

This study investigated the influence of teachers' motivation and teachers' attitudes, on students' academic achievement in secondary schools in Bauchi metropolis in Bauchi state, Nigeria. Correlational research design was used. Teachers' Motivation Questionnaire (TMQ), and Teachers' Attitude Questionnaire (TAQ) were adapted and used for the research study. Three hypotheses were tested at 0.05 level of significance. The statistical tools used were Multiple Regression Analysis and Pearson's Product Moment correlation coefficient. The participants in this study were made up of 191 teachers and purposively selected from the population of 382 teachers of English and Civic Education across 26 senior secondary schools in Bauchi metropolis. Multiple regression analysis discovered that there is a significant positive relationship among teachers' motivation, teachers' attitudes and students' academic achievement ($f = +13061, p < 0.05$), and also shows that 12 percent of variance in student achievement is contributed by teachers' motivation and teacher attitudes scores ($R^2 = +0.122$). The results further revealed a significant relationship between the motivation of teachers and students' academic achievement ($r = +0.304, p < 0.05$), and there is significant relationship between teachers' attitudes and students' academic achievement ($r = +0.243, p < 0.05$). The study recommends among others that, teachers should be motivated by government and education stakeholders in order to improve teachers' attitudes toward teaching and students' academic achievement.

Keywords: Teachers; Motivation; Attitudes; Students, Academic. Achievement

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Introduction

In educational setting, teachers' attitude toward teaching and learning is an important factor affecting students' achievement. Attitude is a hypothetical construct that indicates an individual like and dislike towards an item. It may be positive, negative or neutral. Attitude is an approach, temperament, sensation, situation, etc. With regard to a person or thing: inclination or course, especially of the mind. Attitude is a way of looking at things (Shittu and Oanite, 2015).

Teacher motivation refers to those variables, factors such as promotion as and when due, good salary, allowances and frequent welfare that influence teachers to do things. In its definition for a more technical usage, teacher motivation is to be seen as a psychological concept which is regarded as a process of organizing behavior or in progress and channeling behaviours into

specific course. It is a process of stimulating, channelling 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



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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.

Bateman (2010) noted that teacher motivation is the force that energize, direct and sustains teacher-learner efforts; motives are desires to attain goals. Thus, the stronger these desires are present during teaching-learning encounter,

the greater will be the efforts towards achieving these goals. Therefore, teacher motivation ensures that both teachers and learners sustain their efforts in a quest to achieve expected objectives of the classroom encounter; teacher who is motivated helps relevant learners to acquire more favourable disposition towards school in general and learning in particular; teacher motivation provides the desire in students to learn. This is because learners are encouraged to learn, to express themselves through answering questions, taking parts in both individual and group assignments; in fact, get involved or committed in the learning process by acquiring ideas, skills and concepts for total development; since teacher motivation provides teachers the desired to teach his students well, this results in the students getting better grades, developing higher adjustment potentials and better self-concept etc.

An attitude may be defined as a predisposition to respond in a favourable or unfavourable manner with respect to a given attitude object (Oskamp & Schultz, 2005). Every teacher considered the development of positive attitude towards teaching subjects. According to Yara (2009), teacher attitude and his method of teaching can greatly influence the students' toward academic achievement. Teachers who are always ready and willing to assist students in learning, showed enthusiasm in the classroom, and paid close attention to student needs had a strong effect on how students felt about learning English and civic education (Alazzi & Chiodo, 2004) in Alazzi (2013).

The teachers turn to be ego-defensive in their attitude to defend their dignity. This is because they feel being looked down upon

and consequently get dissatisfied with their job. These types of teachers are likely to express negative attitude towards teaching and learning of their students (David, 2013). Students' academic achievement is an important dimension and refers to the attainment of the students in various courses of curriculum during the whole academic year. It is the amount of knowledge derived for learning in educational institutions. The main concern of all educational efforts is to see that the students achieves, the world is becoming more and more competitive, and quality of performance has become the key factor for personal growth. The desire for high level of achievement puts a lot of pressure on students, teachers and the school in general the educational system itself (Kuncel and Thomas, 2008). Academic achievement is defined or regarded within this context as participant's examination Grades at the end of particular term or programme. It could also be seen as the level of performance in a particular field of study. High score indicate better academic achievement (Egbule, 2004).

Statement of the problem

The condition of Teaching in Nigeria as a profession has been accorded with little motivational remunerations like salary, allowances and many teachers were not readily disposed to be associated with the profession and this have caused loss of interest, poor attitude toward teaching and drift into more respectable profession in the society. It has been observed by Kihara (2018) that, one of the greatest causative factors to the falling standard of education and teaching loss of status and social recognition is lack of teachers' motivation, which is a social dilemma, attached to the profession as a result of inadequate incentives and poor motivational strategies. Teachers stay in remote areas and in classes without basic amenities. A large number of our teachers are frustrated and disinterested in the profession due largely to poor remuneration and the entire welfare of the teachers, such as inadequate educational facilities, lack or little opportunity for professional development. It was also observed that, teachers who are not motivated pay little attention or effort to their primary assignment (teaching) which in turn affect their Attitudes and student



Bada, S. O., Ibrahim, M. I., Aliyu, A. U. & Sani, A. achievement. However, a problem concurrently predominant in schools is that of teachers having a poor attitude which makes the teaching learning process uncertainly done. As related to the doctrine of this research work, it has been reported that students' academic achievement in civic education has been lowered by the teacher's poor attitude to the teaching of the subject matter (Cheung, 2009). Therefore, to eradicate this endangering problem, it is necessary to investigate teacher's motivation and attitude towards the teaching of English and Civic education in senior secondary schools and its effect on student's achievement.

Objectives of the Study

1. To find out the relationship among teachers' motivation, teachers Attitude and students' academic achievement in senior secondary schools in Bauchi Metropolis.
2. To find out the relationship between teachers' motivation and academic achievement of secondary school students in Bauchi Metropolis.
3. To find out the relationship teachers' attitude and academic achievement of secondary school students in Bauchi Metropolis.

Research hypotheses

The following hypotheses were tested at 0.05 level of significance in the study.

- H₀₁: There is no significant relationship among teachers' motivation, teachers' attitude and students' academic achievement in senior secondary schools in Bauchi Metropolis.
- H₀₂: There is no significant relationship between the teachers' motivation and the student academic achievement in Bauchi Metropolis.
- H₀₃: There is no significant relationship between the teachers' attitude and student academic achievement in Bauchi Metropolis.

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Methodology

The type of design used for this study is correlational survey research design. The population of this study comprises three hundred and eighty-two (382) English and civic education teachers across twenty-six (26) public Senior Secondary Schools in Bauchi Metropolis. Purposive sampling technique was used to select one hundred and ninety-one (191) teachers of English and civic education, and one hundred and ninety-one (191) students to participate in this study. Data collected in the study were analysed using inferential statistics of multiple regression and Pearson Product Moment Correlation Coefficient (PPMCC) to determine the relationship between the variables using SPSS version 20.0. Teachers' Motivation Questionnaire (TMQ), and Teachers' Attitude Questionnaire (TAQ) were adapted from Obunadike (2013), and Cheung (2009) and used for data collection in the study. A four-point Likert rating type consisting of Strongly Agreed (SA)=4, Agreed (A)=3, Disagreed (D)=2 and Strongly Disagreed (SD)=1 for positive items and the scoring was reversed for negative items. The reliability coefficient of the TAQ was 0.78 and that of the TMQ was 0.84. Face and contents validity of the instruments were ascertained by expert in test and measurement and educational psychology. Multiple regression and Pearson moment product correlation coefficient (PPMC) was used in testing the formulated hypotheses at 0.05 level of significance. All the questionnaires were distributed in good and conducive atmosphere. All the questionnaires were retrieved from the respondents immediately after completion, and the academic achievement of the students was collected from examination officers of the sample schools (previous term examinations for 2019/2020 academic session) and finally analysed using SPSS version 20.0.

Results

Table 2: Model summary of Regression Analysis on interactive Relationship among teachers' motivation, teachers' Attitudes and students' academic performance

Model	N	Mean	SD	R	R ²	Adjust. R ²	S.E.
Teacher's Motivation	191	33.5445	5.63045				
Teacher's Attitudes	191	33.2827	4.46786	.349	.122	.203	533286
Academic achievement	191	33.0524	5.66126				



Table 2 indicates that the independents variables (teachers' motivation and teachers' Attitudes) contributed $R^2 = 0.122$ (12%) of

the variance to the academic achievement of secondary school students in Bauchi Metropolis.

Table 3: Multiple Regression Analysis on the Relationship among teachers' motivation, teachers' Attitudes and students' academic performance

Model	Sum of Squares	df	Mean Squares	F- Value	P - Value	Decision
Regression	742.8792	189	371.439	13.061	.000	Significant
Residual	5346.598115		28.439			
Total	6089.476117					

Analysis in table 3 indicated that, the calculated f- value was 13.061 with p-value of 0.000 at 0.05 level of significance. Since the f- ratio value of 13.061 is greater than the calculated p-value of 0.000 at 0.05 level of significance and 189 degrees of freedom. Hence, null hypothesis is rejected. This implies that there is a significant relationship

among teachers' motivation, teachers' Attitudes and students' academic achievement in Bauchi Metropolis.

H₀₂: There is no significant relationship between teachers' motivation and Academic performance.

Table 4: Correlation Analysis between teachers' motivation and Academic performance.

Variable	N	Mean	SD	r-value	p-value	Decision
Teachers' motivation	191	33.5445	5.63045	.304	.000	significant
Academic achievement	191	33.0524	5.66126			

The result in table 4 indicated that the r-value computed is .304 and the p-value of .000 is observed (P. value < .05). This implies rejection of null hypothesis, meaning there is significant relationship between teachers' motivation and Academic Achievement. Consequently, null hypothesis that states that there is no significant relationship between teachers' motivation and Academic

achievement is rejected, meaning that there is strong relationship between the two variables (teachers' motivation and Academic performance) in Bauchi Metropolis, Bauchi state.

H₀₃: There is no significant relationship between teachers' Attitudes and students' academic achievement

Table 5: Correlation Analysis between teachers' Attitudes and students' academic achievement

Variable	N	Mean	SD	r-value	p-value	Decision
Teachers' Attitudes	191	33.2827	4.46786	.243	.000	Significant
Academic achievement	191	33.0524	5.66126			

Table 5, the result has indicated that the r-value was .243 and the p-value of .000 was observed (P. value < .05) this implies rejection of null hypothesis, meaning there is significant relationship between teachers' attitudes and students' academic performance. Consequently, null hypothesis that states there is no significant relationship between teachers' attitudes and students'

academic achievement is rejected, meaning there is significant relationship between teachers' attitudes and students' academic achievement in Bauchi Metropolis.

Findings

1. There is a significant relationship among teachers' motivation, teachers' attitudes and students' achievement in Bauchi



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2. There is significant relationship between teachers' motivation and students' academic achievement in Bauchi Metropolis.
3. There is significant relationship between teachers' attitudes and students' academic achievement in Bauchi Metropolis.

Discussion of the findings

The finding in hypothesis one revealed significant relationship among teachers' motivation, teachers' attitudes and students' academic achievement in Bauchi Metropolis, this finding agrees with the finding of Ekperi, Ude and Wike (2019), whose studies established a combine influence among teachers' motivation, teachers' attitudes and students' academic achievement. This finding also agrees with the view of (Walton, 1998) in David, (2013). when he said that people require certain pay levels to meet their needs and that slow income progression and ineffective incentives quickly demotivate and show negative attitude toward teaching.

The finding in hypothesis two indicated significant relationship between teachers' motivation and students' academic achievement in Bauchi Metropolis, this finding agrees with the finding of Kihara (2018) when studying on the influence of teachers' motivation on Students' Performance in Public Secondary Schools in both internal and external examinations. These findings contradicted those of Adhiambo (2016) study, which established that teacher's motivation such as; promotions as a form of appreciation had no significant levels of positive influence on students' academic achievement.

The finding in hypothesis three indicated positive relationship between teachers' attitudes and Students' achievement. That is, increase in attitudes of teachers toward teaching leads to increase in the Students' academic achievement the attitudes of teachers towards teaching and Students' academic Performance. This finding agrees with the finding of Kurgat and Gordon (2014) in their study found that attitudes of teachers towards teaching and Students' academic achievement are significantly correlated. This finding is also in line with the finding of Ekperi, Ude and Wike (2019). whose studies established a positive and significant relationship between the teacher's attitudes and students' academic achievement.

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However, the finding seems to differ with the conclusion made by Hooley and Jones (2006) in their studies that poor performance of students could be attributed to other factors other than teacher's attitudes.

Conclusion

Based on the findings of this study it was concluded that all the independent variables (teachers' motivation and teachers' attitudes) correlated and regressed with and contribute to the level of secondary school students' academic achievement in Bauchi Metropolis.

Recommendations

The following recommendations were made:

1. Teachers should be motivated by government and education stakeholders in order to improve their attitudes toward teaching and students' academic achievement.
2. Teachers should be motivated such as promotion as and when due, good salary, allowances and frequent welfare in order to improve their performance in teaching.
3. There should be effective monitoring of teachers by inspectors and principals for proper guidance and adjustment of their attitudes towards teaching.

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