

**IMPACT OF STAFF MOTIVATION ON ACADEMIC PERFORMANCE OF
SECONDARY SCHOOL STUDENTS IN ECONOMICS IN JOS NORTH LOCAL
GOVERNMENT AREA OF PLATEAU STATE, NIGERIA**

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ABSTRACT

This study assessed the impact of Staff Motivation on Academic Performance of Secondary School Students in Economics in Jos North Local Government Area of Plateau State. The purpose of the study was to find out the causes and effects of poor staff motivation in Teaching Economics in secondary schools in Jos North Local Government Area of Plateau State. The study raised two objectives and two research questions. A descriptive survey research design was used with a population of 52,670. The researchers used 169 and 382 teachers and students respectively for private schools in the study area. Multiple structured questionnaires with 12 items were validated by 2 experts in the fields of Economics Education and 1 expert in research measurement and evaluation. The data was analyzed using Statistical Product and Service Solutions (SPSS) version 25. Descriptive statistics of simple percentage and mean score. The result revealed the causes of Poor Staff Motivation in Schools as bad governance and

deliberate government neglect among others. The effects of Poor Staff Motivation result to teachers not teaching as expected. There exists a significant relationship between staff motivation and academic performance of secondary school students in Economics. The researchers recommended that Employers of teachers and other educational stakeholders like heads of schools, educational administrators, and the government should ensure that teachers are well motivated.

Keywords: Impact, Staff Motivation, Academic Performance, Economics, Secondary School Students.

Introduction

Motivation plays a significant role in teacher's commitment and their achievement. Motivation reflects in teachers commitment in academic tasks, the time and effort they allocate to each task, their perseverance in academic tasks. Mbope (2015) stated that motivation is a process of arousing movement in an organism towards a goal even if there had previously been little or no movement towards such goal.

Pam (2022) opined that motivation (rewarding) is a way of recognizing individuals and members of a team for their commendable performance and acknowledge their contributions to the school's mission. The school can achieve this if the reward systems are closely aligned to the school's strategies. Motivation is seen as the person's effort to accomplish his/her duties, dedicating the needed effort and continuing it. Motivation plays a significant role in individual's educational life and their achievement.

Wambasi (2015) viewed motivation as a reason that is responsible for behaviours that are characterized by willingness and desire. Victor and Babatunde(2014) observed that motivation can come from two sources, the extrinsic and intrinsic. Working for externally determined rewards is extrinsically motivated behaviour while people's desire to learn for satisfying their curiosity and feel competent is intrinsic motivation. Intrinsic motivation is often necessary for persistence of motivated behaviour. Kenrda and Gans (2017) observed that motivation can either be intrinsic motivation or extrinsic motivation. In work places as well as other setting, motivation is often classified as being naturally extrinsic or intrinsic. Musa (2023) viewed that both types of motivation have their place in the process of learning. While intrinsic motivation can lead to greater levels of self-motivation, extrinsic motivation often offers that initial boost that engages students in the activity and can help sustain motivation throughout the process of learning over time.

Akinfolarin and Ehinola (2014) observed that there are many factors that hinder teachers' motivation in the Nigerian educational system which affects effective teaching and learning Economics. Among such factors are: bad governance and nonchalant attitude towards teachers' motivation and inadequate funds. Bad governance coupled with their nonchalant attitude in the country has affected a lot of things in Nigeria especially in the area of education. The government does not pay attention to teachers' need due to misappropriation of funds, corruption, mismanagement and diversion of funds to other things neglecting education or things that are of less importance.

Ehinola, (2014) Observed that non-financial motivation assumes greater significance in the present tight economic scenario characterized by limited budgets for performance bonuses and incentives, since they meet the employees' internal needs such as recognition, self-esteem and fulfilment, thereby influencing employee motivation. These motivation if not given to the staff, it demoralises their effort in teaching in senior secondary schools in Nigeria. Teachers, who are not motivated by financial rewards, can be encouraged with non-financial rewards. Onanda (2015) asserts that motivated employees under no circumstance will churn out decreased Performance. Trust, respect and high expectation were seen by most of the employees (71%) as a form of motivation, indicating that as employees, they desire self-respect from management and colleagues and self-esteem. Promotion and growth as motivational factors enhance performance as 69% of the employees shared this opinion

Ronbak, Awu and Dachung (2018) viewed that Nigeria education system has had such an endemic, prolong and deliberate government neglect and abuse. Almost anything about educational funding that could be a problem turns out to be one in Nigeria. Problems have been reported in terms of underfunding, corruption and fraud in funds utilization, undue delay in funding, super-inflation, over-invoicing, misuse and abuse of due process in funds profiting and disbursement, and improper allocation of funds on the basis of sentiments and for political expediency. In spite of the billions of naira being allocated to education by the government, education in Nigeria seems to be inadequately financed.

STATEMENT OF THE PROBLEM

The ultimate goal of teaching is to help learners develop desirable behaviours. Motivation is one of the instruments that will enable the teacher accomplish the goal. It also enables teachers to achieve the aims and objectives of their lessons, make teaching interesting, enable students participate in the lesson and teachers will deliver their lessons within the shortest possible time.

The researcher has observed with dismay that the impact of staff motivation on academic Performance of Secondary School Students in Economics in the study area is not encouraging. Motivation of staff has been neglected by the government which may have led to low standard of education in the country. Inadequate of good facilities that promote teaching and learning are also in short fall which may tend to influence students' academic achievement in school.

Teachers seem to experience irregular payment of salaries and allowance which may affects their performance in the classroom and when their promotions are not implemented, it may reduce their moral in teaching. The environment under which economic teachers teach or work is not conducive enough hence, may reduce their interest in their job as well as their output in teaching.

The influence of motivation on secondary school teachers has been an issue of concern to all stakeholders in education. This is evident in the rate of mass failure of students in both internal and external examinations and frequent strikes in the educational system, as revealed by research studies. It is this situation that prompted the researcher to conduct a study to establish the various motivational strategies and measure their effect on academic performance of teachers and students of Economics in secondary schools.

The ineffectiveness of teachers has really been a matter of general concern in our society as the school system has been adversely affected. This may be attributed to lack of adequate motivation and other incentives to teachers.

The Executive Summary and the data released by National Bureau of Statistics 2019 to 2021 on WAEC performance in economics indicate a decline in both the number of students and their performance in the examination. It is on this problematic situation that the researcher determines to assess the impact of staff motivation on academic performance of secondary school students in Economics in Jos North Local Government Area of Plateau State.

PURPOSE OF THE STUDY

The aim of this study is to assess the impact of Staff Motivation on Academic Performance of Secondary School Students in Economics in Jos North Local Government Area of Plateau State. The specific objectives of the study were:

1. To determine the causes of poor staff motivation in Teaching Economics in secondary schools in Jos North Local Government Area of Plateau State.
2. To ascertain the effects of poor staff motivation in Teaching Economics in secondary schools in Jos North Local Government Area of Plateau State.

RESEARCH QUESTIONS

The following research questions were answered:

1. What are the causes of poor staff motivation in secondary schools in Jos North Local Government Area of Plateau State?
2. What are the effects of poor staff motivation in secondary schools in Jos North Local Government Area of Plateau State?

RESEARCH METHODOLOGY

The research design adopted was a descriptive survey research design. Descriptive survey design involves a systematic and comprehensive collection of information about opinions, feelings and beliefs through administering questionnaire to get a general picture of the research problem (Nannim, Yushua and Gital, 2018). The population for this study comprises of all Economic teachers and students in private secondary schools in Jos North Local Government Area of Plateau State. The total number of private senior secondary schools in Jos North Local Government Area of Plateau State is 229 and the total number of Economics teachers is 298. The total number of students offering Economics is 52,670 (Educational Resource Centre, Jos, 2023). Thus, the target population of 52,670 respondents was considered out of which the study sample was drawn. The researcher used 169 and 382 teachers and students respectively for private schools in Jos north local government area of Plateau state. Simple random sampling technique was used to arrive at the 10 sampled schools out of 229 private owned secondary schools in Jos North local government area of Plateau state

The instrument for data collection used was multiple structured questionnaires titled "Staff Motivation on Academic Performance of Students in Economics (SMAPSE)" for teachers and students of Economics. (URSRQST)" for teaching staff and students in the Economics department. The questionnaire has 12 item instruments. Two experts from Economics Education unit of the Department of Social Science Education, and one expert from Test, Measurement and Evaluation, University of Jos were given the items to subject the research

instrument to rigorous scrutiny. The experts was granted the permission to delete irrelevant items, modify any item they deemed fit and even add relevant items they so wish to add. Descriptive statistics of simple percentage, mean score, and standard deviation were used to answer the research questions and simple regression analyses through SPSS version 25.

RESULTS

This study answers the following research questions and tested the following hypotheses:

Results from Students' Questionnaires

Research Question One

What are the causes of poor staff motivation in secondary schools in Jos North Local Government Area of Plateau State?

Table 1: Summary of Results of Student's Responses on the causes of poor staff motivation in secondary schools in Jos North Local Government Area of Plateau State

S/N	Items	SA	A	D	SD	UD	Mean	Std	Decision
▪	Bad governance	217	152	0	0	13	4.56	0.50	Agreed
▪	The budgetary allocation to secondary education is inadequate	193	164	0	0	25	4.54	0.51	Agreed
▪	Endemic, prolong and deliberate government neglect and abuse	153	203	0	0	26	4.51	0.51	Agreed
▪	Fraud, Corruption, Embezzlement and Misappropriation of educational fund by government officials has affected the financial capacity of the educational sector	178	178	0	0	26	4.42	0.49	Agreed
▪	Poor teachers' remuneration coupled with delay and irregularities in payment of salaries	216	153	0	13	0	4.44	0.50	Agreed
▪	Frequent changes in government contribute to poor staff motivation in education	178	178	165	39	0	4.61	0.49	Agreed
Aggregate mean							4.51	0.50	Agreed

Criterion Mean 2.50

The results in Table 1 showed mean scores and standard deviation of items constructed to answer research question 1. From the results presented, it is observed that the mean ratings of the responses of the respondents were 4.56, 4.54, 4.51, 4.42, 4.44 and 4.61 respectively with the corresponding standard deviation of 0.50, 0.51, 0.51, 0.49, 0.50 and 0.49. Items 1, 2, 3, 4, 5, and 6 mean ratings were above the criterion mean of 2.50.

Results from Teachers' Questionnaires

Research Question One

Table 2: Summary of Results of Student's Responses on the causes of poor staff motivation in secondary schools in Jos North Local Government Area of Plateau State

S/N	Items	SA	A	D	SD	UD	Mean	Std	Decision
1.	Bad governance	114	55	0	0	0	4.65	0.48	Agreed
2.	The budgetary allocation to secondary education is inadequate	70	95	0	0	4	4.65	0.48	Agreed
3.	Endemic, prolong and deliberate government neglect and abuse	90	60	0	0	19	4.59	0.49	Agreed
4.	Fraud, Corruption, Embezzlement and Misappropriation of educational fund by government officials has affected the financial capacity of the educational sector	118	56	0	0	0	4.40	0.49	Agreed
5.	Poor teachers' remuneration coupled with delay and irregularities in payment of salaries	113	56	0	0	0	4.97	0.17	Agreed
6.	Frequent changes in government contribute to poor staff motivation in education	57	100	0	0	12	4.61	0.49	Agreed
Aggregate mean							4.69	0.41	Agreed

Criterion Mean 2.50

The results in Table 2 showed mean scores and standard deviation of items constructed to answer research question 1. From the results presented, it is observed that the mean ratings of the responses of the respondents were 4.65, 4.65, 4.59, 4.40, 4.97 and 4.88 respectively with the corresponding standard deviation of 0.48, 0.48, 0.49, 0.17 and 0.32. Items 1, 2, 3, 4, 5, and 6 mean ratings were above the criterion mean of 2.50.

Results from Students' Questionnaires

Research Question Three

What are the effects of poor staff motivation in secondary schools in Jos North Local Government Area of Plateau State?

Table 3 Summary of Results of Student's Responses on the effects of poor staff motivation in secondary schools in Jos North Local Government Area of Plateau State

S/N	Items	SA	A	D	SD	UD	Mean	Std	Decision
7.	The result for poor staff motivation is counterproductive to the educational system	241	115	0	0	26	4.43	0.51	Agreed
8.	Teachers leave the classroom, while others become de-motivated by poor motivation	189	193	0	0	0	4.45	0.52	Agreed
9.	It does not build a sense of confidence on the teacher in order to improve the teaching of students	177	205	0	0	0	4.52	0.53	Agreed
10.	Teachers perform their duties with complain	242	114	0	0	26	4.54	0.50	Agreed

11. Teachers don't take time to listen to the students to ensure they attend to their academic needs effectively	192	164	26	0	0	4.50	0.50	Agreed
12. Teachers report on duty late and leave very early	256	101	12	0	13	4.42	0.51	Agreed
Aggregate mean						4.48	0.51	Agreed

Criterion Mean 2.50

The results in Table 3 showed mean scores and standard deviation of items constructed to answer research question 2. From the results presented, it is observed that the mean ratings of the responses of the respondents were 4.43, 4.45, 4.52, 4.54, 4.50 and 4.42 respectively with the corresponding standard deviation of 0.51, 0.52, 0.53, 0.50, 0.50 and 0.51. All mean ratings were above the criterion mean of 2.50.

Results from Teachers' Questionnaires

Research Question Two

What are the effects of poor staff motivation in secondary schools in Jos North Local Government Area of Plateau State?

Table 4: Summary of Results of Student's Responses on the effects of poor staff motivation in secondary schools in Jos North Local Government Area of Plateau State

S/N	Items	SA	A	D	SD	UD	Mean	Std	Decision
7.	The result for poor staff motivation is counterproductive to the educational system	50	103	0	0	0	4.63	0.48	Agreed
8.	Teachers leave the classroom, while others become de-motivated by poor motivation	58	111	0	0	0	4.76	0.43	Agreed
9.	It does not build a sense of confidence on the teacher in order to improve the teaching of students	113	56	0	0	0	4.67	0.47	Agreed
10.	Teachers perform their duties with complain	91	75	0	0	3	4.67	0.47	Agreed
11.	Teachers don't take time to listen to the students to ensure they attend to their academic needs effectively	121	48	0	0	0	4.57	0.50	Agreed
12.	Teachers report on duty late and leave very early	50	119	0	0	0	4.66	0.47	Agreed
	Aggregate mean						4.66	0.47	Agreed

Criterion Mean 2.50

The results in Table 4 showed mean scores and standard deviation of items constructed to answer research question 3. From the results presented, it is observed that the mean ratings of the responses of the respondents were 4.63, 4.76, 4.67, 4.67, 4.57 and 4.66 respectively with the corresponding standard deviation of 0.48, 0.43, 0.47, 0.47, 0.50 and 0.47 respectively. All mean ratings were above the criterion mean of 2.50.

DISCUSSION

The findings from research question one identified the causes of Poor Staff Motivation in Schools as bad governance, budgetary allocation to secondary education is inadequate, endemic, prolong and deliberate government neglect and abuse; fraud, Corruption, Embezzlement and Misappropriation of educational fund by government officials has affected the financial capacity of the educational sector ; poor teachers' remuneration coupled with delay and irregularities in payment of salaries and frequent changes in government contribute to poor staff motivation in education. The finding is in line with that of Akinfolarin and Ehinola (2014) that bad governance, nonchalant attitude towards teachers' motivation and inadequate funds contributed to poor staff motivation. Ronbak, Awu and Dachung (2018) also pointed out that political Instability, Fraud, Corruption, Embezzlement and Misappropriation of educational fund by government officials has affected the financial capacity of the educational sector, inflationary rate among others contributed to poor staff motivation.

The result from research question two revealed that the effects of Poor Staff Motivation in Schools were poor staff motivation is counterproductive to the educational system because teachers leave the classroom, while others become de-motivated by poor motivation; it does not build a sense of confidence on the teacher in order to improve the teaching of students; teachers perform their duties with complaint; teachers don't take time to listen to the students to ensure they attend to their academic needs effectively and teachers report on duty late and leave very early. The findings is in line with that of Buberwa (2015) that teachers used to work hard for a good cause, but if their good is exploited, the result can be counterproductive to the educational system

CONCLUSION

In conclusion, the study and the analysis of data had shown that the impact of Staff Motivation on Academic Performance of Secondary School Students in Economics in Jos North Local Government Area of Plateau State is counterproductive to the educational system because teachers leave the classroom, while others become de-motivated by poor motivation; it does not build a sense of confidence on the teacher in order to improve the teaching of students; teachers perform their duties with complaint; teachers don't take time to listen to the students to ensure they attend to their academic needs effectively among others.

RECOMMENDATIONS

Based on the findings, discussion and conclusion, the following recommendations were made:

1. Employers of teachers and other educational stakeholders like heads of schools, educational administrators, and the government should ensure that teachers are well motivated.
2. The government should bring out policies that will improve teachers' packages from recruitment to retirement stage.
3. The stakeholders in education and government to always organize workshops, seminars and refresher courses on financial and non-financial means of motivation.
4. Teachers should contribute their part in the education system by being dedicated to duty.

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