

COMPARATIVE ANALYSIS OF THE INFLUENCE OF TEACHERS' MOTIVATION ON ACADEMIC PERFORMANCE OF STUDENTS IN SELECTED PRIVATE AND PUBLIC SCHOOLS IN OREDO LOCAL GOVERNMENT AREA, EDO STATE.

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ABSTRACT: *The study examined the influence of teachers' motivation on academic performance of students in selected private and public schools in Oredo local government area, of Edo state. The design of the study was the causal comparative design. The population of the study was the twenty-six (26) public secondary schools and two hundred and forty-five (245) private secondary schools in Oredo local government area. A sample of 300 teachers was selected for the research using the stratified, simple random and cluster sampling techniques. Mean and standard deviation, Pearson's Correlation as well as Fishers Z were used for data analysis. The findings of the study among other showed that the motivation of teachers in selected public and private schools in Oredo Local Government area of Edo state was very efficient, the level of academic performance of selected public and private secondary school students in Oredo local government area was moderate. And a significant relationship existed between academic performance of students and teachers' level of motivation in Oredo Local Government area of Edo state. Teachers' level of motivation accounted for about 6% of students' academic performance in selected private and public secondary school in Oredo Local Government Area of Edo State it was therefore recommended that there is the need for all stake holders in education to always motivate teachers through regular payment of salaries, regular promotion as this have a huge influence on students' academic performance and the urgent need for government to monitor effectively private sector participation education so as to impact in them proper motivation technique as against the slave labour they give to their staff.*

KEY WORDS: motivation, performance, impact

INTRODUCTION

Some people do their jobs by doing as little as possible. On their jobs they often come late and leave early. They miss deadlines. They exert minimum effort to complete a task. They usually spend their extra time in the break room and complaining about their jobs. Yet there are people who give one hundred and ten percent to any task given them. They do their work on time and are hard-working. When they are given new projects they approach it with a smile instead of a complaint. The reason behind the differences in these two types of workers is **Motivation**.

Motivation as a desire to perform an action is usually defined as having two parts, directional such as directed towards a positive stimulus or away from a negative one, as well as the activated "seeking phase" and consummator "liking phase". A motivated person works better and works harder. The motivation on the right path leads the individual to success. The term motivation is derived from the Latin word 'movere' meaning to move. Motivation is the positive change in mental and physical activities that are targeted towards achievement. Shameena (2009) asserts that motivation could be defined as the activity heavy force within persons that push them to move forward and to perform, in respect to attain their projected wants and opportunity. In simple terms, it is number of causes that ultimately pull an individual to do a specific task and induce completion of their needs and expectations on the job. Motivation is simply doing the work with efficacy in support of organization. Motivation is of particular interest to educational psychologists because of the crucial role it plays in student learning. However, the specific kind of motivation that is studied in the specialized setting of education differs qualitatively from the more general forms of motivation studied by psychologists in other fields. Motivation in education can have several effects on how students learn and how they behave towards subject matter. It can direct behavior toward particular goals, lead to increased effort and energy, increase initiation of, and persistence in, activities, enhance cognitive processing, determine what consequences are reinforcing and lead to improved performance (Cerdan, 2017)

Teachers have been shown to have an important influence on students' academic achievement and they also play a crucial role in educational attainment because the teacher is ultimately responsible for translating policy into action and principles based on practice during interaction with the students. Education is the key towards success for every country. It helps to boost the economy and beneficial for the society. According to the national policy on education (2016) Nigerian's primary schools and junior secondary schools should aim at developing the right citizenship as a basis for effective participation in contribution to the life of the society, developing in the child the ability to adopt to his changing environment, inculcating character and moral training and the development of sound mind, develop sense of respect and tolerance of the opinions of others even in disagreement, and develop willingness to accept necessary changes. Considering governments' huge investment in public education, its output in terms of quality of students has been observed to be unequal with government expenditure. Consequent upon the observed deterioration in the academic achievement, attitude and values of secondary school students in public secondary schools one wonders if the high failure rates and the poor quality of the students is not a reflection of the instructional quality in the schools. In other words the ineffectiveness of teachers in classroom interaction with the students could be responsible for the observed poor performance of students and the widely acclaimed fallen standard of education in Nigeria (Agharuwhe and Ugborugbo, 2009). According to a study at the University of Eastern Finland, a warm and positive atmosphere can help improve children's motivation to learn. An empathetic teacher does not only help protect the student's image of themselves as student, but it also helps prevent social exclusion by classmates. Teacher burnout can lead to a downfall in motivation and the students can be affected by the teacher's anxiety symptoms and job stress (Ormrod, 2014)

A look at our Educational system, there are evidence of poor performance of students from statistics of those gaining admission into higher institution as over 10 million students sought admission into higher institutions of learning in six years (2010 to 2015) but only 2,674,485 were admitted and these figures covered only students who sat for the Unified Tertiary Matriculation Examinations (UTME) every year according to data obtained from the Joint Admission and Matriculation Board (JAMB) websites and that of the National Bureau of Statistics (NBS). Infact about 74 percent failed to secure admission and they are forced to wait for another year to be joined by others that are finishing secondary schools (Abdallah, 2017) and school leavers not respect one another and constituted authority. Although, Edo state came 3rd in the 2016 and 2018 waec result (Okoyo,2017 and Ifop, 2018) and WAEC result for May/June 2017 results recorded high pass rate with 1,567,016 candidates that registered for the examination, ,559,162 sat for it and a total of 1,471,151 representing 94.36% have their results fully processed and released” however the council said 214,952 candidates results representing 13.79% are being withheld in connection with various reported cases of exam malpractice (Adedigba,2017). What could be responsible for this situation?

However, Walton, Cohen, Gregory and Geoffrey (2011) believe that humans are not motivated solely by wage incentives however there seems to be a link between poor motivation and low level of job satisfaction among teachers and their performance as the teachers are ultimately responsible for translating the national policy into action. This research therefore seek to find out the factors that demotivate teachers in public and private schools and whether there is difference in the motivation of teachers on academic performance of students in private and public schools in Edo State.

Statement of the problem

A good knowledge and application of principles of the National Policy of Education by the citizens of this country will be a great benefit to the nation as a whole. However, the few trained and qualified teachers hardly stay as classroom teachers as they find other forms of employment or are in higher institution of learning to better the poor pay. The school teachers play a vital role to manage the behavior of the students. In addition, the secondary level is an important stage of education and as such it is important to know the teachers’ attitudes towards their jobs. Teachers are important because learning programs used in schools are run by them. The quality of education depends, among other things, upon the teachers’ job satisfaction from motivation. For effective education, higher level of job commitment and job satisfaction are required. Teachers’ job satisfaction depends on many motivational factors such as work environment, pay, promotional facilities, and relationship with co-workers, management as well as their position in the society.

Teachers are responsible for translating educational policy into action and principles based on practice during interaction with their students. A visit to some schools revealed that effective teaching learning process is not going on as some students are found loitering round the school compound instead of being in class and the teachers do not even make effort to drive them into the class room. In addition, the students go to private schools to enroll for West Africa Examination Council (WAEC) instead of enrolling in the government school they have been attending and some leave private school to enroll in government schools in rural area where they can cheat claiming that the teachers do not teach in the

schools they are coming from. In addition, WAEC result for May/June 2019 revealed that 214,952 candidates results representing 13.79% are being withheld in connection with various reported cases of examination malpractice. Could these cases be attributed to the fact that teachers are not properly motivated and they now have a non-challant attitude towards their work, there inhibiting their effective job performance? Therefore, this study seeks to find out the factors that motivate teachers in public and private schools and whether their motivation of teachers is germane to academic performance of students in private and public schools in Edo State.

Purpose of the study

The purpose of this research is to assess the comparative analysis of teachers' motivation on academic performance of students in selected private and public schools in Oredo local government area, thus providing suitable suggestions that will help improve the teaching and learning process in public and private school in Oredo Local Government Area.

The specific purposes are:

- i. to assess teachers' level of motivation
- ii. to assess the level of academic performance of students
- iii. to examine the relationship between academic performance of students and teachers' level of motivation
- iv. to investigate if there is a difference in the relationship between academic performance of students and teachers' level of motivation based on school ownership
- v. to examine if there is a difference in the relationship between academic performance of students and teachers' level of motivation based on school location

Research questions

The following research questions were raised to guide the study.

1. What are the teachers' perceived factors for motivation in selected public and private schools in Oredo Local Government area of Edo state?
2. What is the level of motivation of teachers in selected public and private schools in Oredo Local Government area of Edo state?
3. What is the level of academic performance of students in selected public and private schools in Oredo Local Government area of Edo state?
4. Is there relationship between academic performance of students and teachers' level of motivation in Oredo Local Government area of Edo state?
5. Is there a difference in the relationship between academic performance of students and teachers' level of motivation in Oredo Local Government area of Edo state based on school type?
6. Is there a difference in the relationship between academic performance of students and teachers' level of motivation in Oredo Local Government area of Edo state based on location of school?

Questions 1- 3 were answered while 4 -6 were turned into hypotheses

Hypotheses

1. There is no significant relationship between academic performance of students and teachers' level of motivation in Oredo Local Government area of Edo state.
2. There is no significant difference in the relationship between academic performance of students and teachers' level of motivation in Oredo Local Government area of Edo state based on school ownership
3. There is no significant difference in the relationship between academic performance of students and teachers' level of motivation in Oredo Local Government area of Edo state based on location of school

Significance of the study

Poor academic performance is a serious educational challenge that calls for national and international bodies' response. Academic administrators try to understand the logic behind continual poor performance of students despite several efforts to improve the educational sector.

This study will be of immense benefit to government (Ministry of Education) and proprietors who are employers of the teachers as achieving quality education is the fourth Sustainable Development Goal which forms the core of this study and assessment of respondents' perceived factors responsible for motivation in selected public school and private schools, relationship between motivation and academic performance of students will enhance understanding of how to militate against poor academic performance of students in public and private schools. Thus, this study hopefully will be useful to proprietors, government administrators in Edo State in general and Oredo Local Government Area in particular. The result of this finding will guide the concerned personnel to know the factors that will make teachers to be motivated to put in their best for the success of their students.

The study will be beneficial to the school authority that are in charge of providing enabling environment for teaching and learning process as they will be acquainted with factors that motivate teachers to put in their best in the performance of their job.

Theoretical framework

The theoretical frame for this study is the Abraham Maslow's motivational theory of hierarchy of needs. According to Pardee (1990), Maslow believed that man is inherently good and argued that individuals possess a constantly growing inner drive that has great potential. The needs hierarchy system, devised by Maslow (1943), is a commonly used scheme for classifying human motives. The American motivation psychologist Abraham H. Maslow developed the hierarchy of needs consisting of five hierarchic classes and that people are motivated by unsatisfied needs. The needs, listed from basic (lowest-earliest) to most complex (highest-latest) are as follows:

- Physiology (hunger, thirst, sleep, etc.)
- Safety/Security/Shelter/Health

- Social/Love/Friendship,
- Self esteem/Recognition/Achievement,
- Self actualization/achievement of full potential.

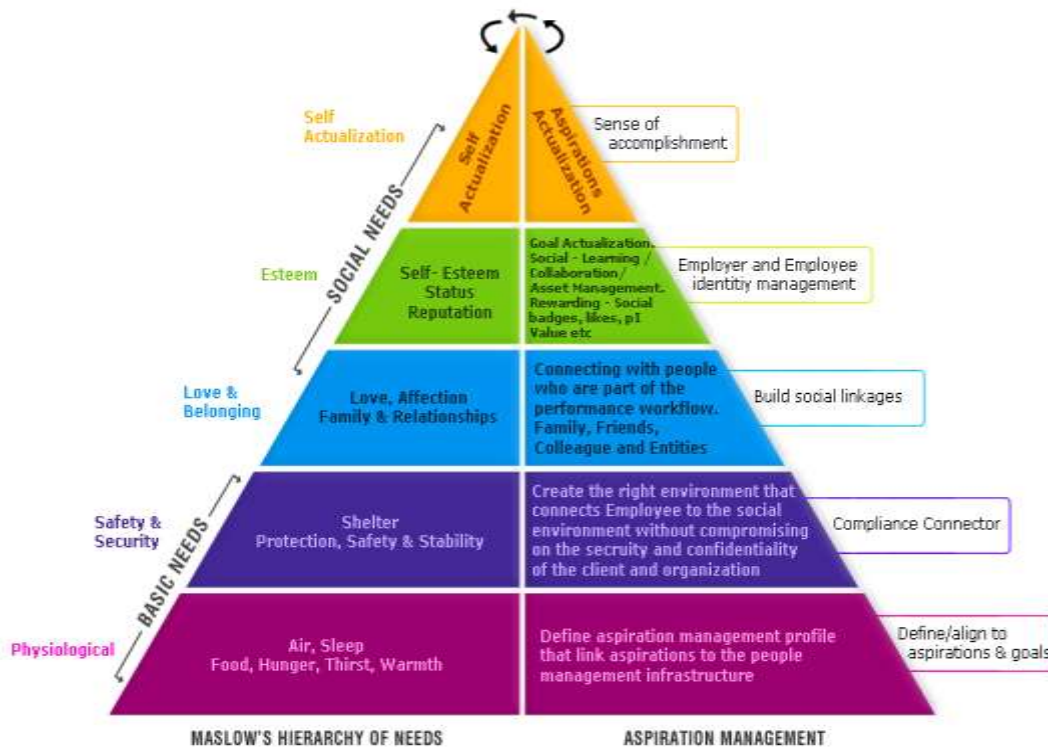


Figure 2: A model of hierarchy of need

The basic requirements build upon the first step in the pyramid: physiology. If there are deficits on this level, all behavior will be oriented to satisfy this deficit. Essentially, if you have not slept or eaten adequately, you would not be interested in your self-esteem desires. Subsequently, we have the second level, which awakens a need for security. After securing those two levels, the motives shift to the social sphere, the third level. Psychological requirements comprise the fourth level, while the top of the hierarchy consists of self-realization and self-actualization.

Maslow's hierarchy of needs theory can be summarized as follows:

- Human beings have wants and desires which influence their behavior. Only unsatisfied needs influence behavior, satisfied needs do not.
- Needs are arranged in order of importance to human life, from the basic to the complex.
- The person advances to the next level of needs only after the lower level need is at least minimally satisfied.

The teachers have all these needs and when these needs are fulfilled he will be motivated automatically. According to Maslow (1970), the motivational strength of an unfulfilled higher-level need depends on the fulfillment of a lower-level need. Motivated employees always look for better ways to do a job, more quality oriented and more productive. This has several effects on how students learn and how they behave towards subject matter as it can have direct behavior toward particular goals, lead to increased effort and energy, increase initiation of, and persistence in, activities, enhance cognitive processing, determine what consequences are reinforcing and finally lead to improved performance.

Process theories of motivation

These theories are Goal-setting theory, Expectancy theory and Equity theory. Goal setting theory focuses on how individuals go about setting goals and responding to them and the overall impact of this process on motivation. It is based on the premise that performance is the result of a person's intentions to perform (Locke and Luthan, 1976). People will do what they are trying to do and setting goals to improve their performance. Better results are achieved by setting difficult goals and participation in setting goals does not necessarily improve performance. While Vroom's expectancy theory of 1964 cited in Cole (2002) is based on the concept that the level of performance is a multiplicative function of ability and motivation. To get performance, both factors must be present, and if one is absent, there will be no performance. It is based on the premise that performance is determined by interactive effects of motivational levels, ability, traits and pride perceptions. However, Adam's Equity theory of 1963 cited in Cole (2002) proposes that individuals are motivated when they perceive that they are treated equitably in comparison to others within the organization (Cole (2002)). This theory matches the notion that, "a fair day's work for a fair day's pay". It focuses on perceptions of inequality in the output ratio whose effect may be similar to the hygiene factors of Herzberg. Equity and fairness in the workplace has been found to be a major factor-determining employee's motivation and job satisfaction. If they believe they are not being treated fairly, they will be dissatisfied. This will have a negative effect on their job performance and they will strive to restore equity. This is evident with numerous teachers' strikes. Teachers felt that they were not treated equitably as compared with others with the same qualifications in other sectors. The Nigeria Union of Teachers (NUT) has been pushing harmonization of teachers' salary to be in line with other employees in other sectors who to them get a higher pay than the teachers. Adam's Equity Theory calls for a fair balance to be struck between employee's inputs for example hard work, skill levels, tolerance, enthusiasm and employee's outputs for example salary, benefits and intangibles such as recognition. According to this theory, a fair balance serves to ensure a strong and productive relationship with the employees, with the overall result being satisfied motivated employees. The theory is built on the belief that employees become de-motivated, both in relation to their job and their employer, if they feel as though their inputs are greater than outputs.

Gitonga (2012) on Remuneration and motivation of teachers carried out a study to identify the factors influencing the motivation of teachers in public secondary schools in Imenti South district, Kenya with a sample size of 100 respondents. The researcher stated that for most people, it is undeniable that monetary compensation is a major rationale for working, no matter what other

motivations or passions co-exist for the job and that in a study conducted by Marnane and Olson in 1990 as cited in Gitonga (2012) using data from Michigan and North Carolina, findings demonstrated that teacher salary is an important determinant of the length of time that teachers stay in teaching. The results indicate that teachers who are paid more stay longer in teaching and teachers with higher opportunity costs, as measured by test scores or degree subject, stay in teaching less than other teachers. Gitonga's findings revealed that conducive working conditions was provided by the Schools and as expected teachers were motivated to perform better hence good students' performance in the examinations. Findings also revealed that there was a strong relationship between professional development and performance of students in secondary school. The study also concluded that there was a strong relationship between remuneration related factors and school performance in secondary school.

A study carried out by Alam and Farid (2011) on "Factors Affecting Teachers Motivation" at secondary school level in Rawalpindi city, a random sample of 10 schools was taken for the purpose of research and 80 teachers were selected for the study. Findings revealed that teachers were not satisfied with socio-economic status, choice of profession, students' behavior and examination stress. It also revealed that personal and social status, classroom environment, socio-economic status, students' behavior, examination stress, rewards and incentives and self-confidence of the teacher affected teachers' motivation.

A study conducted by Ahmed (2014) to ascertain the level of job satisfaction of public and private secondary school teachers in which participants were drawn from the secondary school teachers of Netrakona District in Bangladesh. Among them, 69 were from public and 57 were from private schools. A three stage sampling technique was followed. Findings revealed that the job satisfaction of public school teachers was significantly higher than that of private school teachers, but there was no significant difference in total job satisfaction of teachers by their gender. However a study of Private and Public Schools in (Punjab) Pakistan using a sample of 150 public and private school teachers, Hassan (2013) revealed that Salary is not given to teachers according to their qualification and the workload they have to bear in schools and that they seldom enjoy the benefits and monetary packages. In addition findings revealed that enough resources are not provided to them to work properly and that there are a lot of students in the class rooms due to which teachers are unable to handle the class and to produce quality work. The teachers were not treated well due to personal biasness and attitude of management and development programs are not satisfactory.

In the study carried out on the performance of students in economics to compare the academic performance of students in the private and public secondary schools in the subject of economics in Lagos State, Gbadegesin, Kemi and Adu (2017) Sampled of 120 students and 60 teachers, findings revealed that the school location, socio-economic status of teachers and the availability of instructional materials have an impact on the students' performance in private secondary schools in Lagos State. It was concluded that the students in private schools did better than their counterparts in public schools academically. However, in study by Agharuwhe and Ugborugbo (2009) to determine the influence of teachers' classroom effectiveness on students' academic performance in public secondary schools in Delta State, Nigeria, involving 979 teachers, made up

of 450 males and 519 females, drawn from 72 out of the total of 361 public secondary schools in the State using a stratified random sampling technique as well as academic performance records of 50 students per teacher, which is 48,950 students' scores were also used, results showed that effective teachers produced better performing students. However, the observed differences in students' performance were statistically not significant. This was attributed to the influence of student and school environment related factors which were not included in the study. The study concluded that teachers' effect is not the only determinant on students' academic achievement.

In a study on the influence of teachers in decision making by Omobude and Igbudu (2012), the research adopted the ex-post-facto design which relied on a systematic enquiry on existing data from the Ministry of Education. A total of 400 teachers were utilized as the sample for the study, out of which 181 were from public secondary schools while 219 were from the private secondary schools. Findings revealed that teachers in private secondary schools participated more in decision making than teachers in public secondary schools. In public secondary schools, the Ministry of Education influence most of the decisions, this is not the case with private schools where the decision body is part of the school i.e. the proprietor, principal and teaching staff. The study also revealed that participation in decision making can influence performance as teachers who participate in decision making tend to perform better, and that the relationship between participation and performance varies on the bases of sex, experience and qualification as long as they are allowed equal participatory opportunities in decision making. Seçil , Seyed, Alfiya, Alexandr , Rashad, Boiarchuk, and Andrey (2018) study investigated the impacts of teacher efficacy and motivation on students' academic achievement in science education in secondary and high schools located in Iran and Russia using motivation for academic performance scale ($\alpha = 0.89$) and teacher self-efficacy scale ($\alpha = 0.91$) as measuring instruments and achievement test in science education. In the survey, 440 secondary school and 350 high school students drawn from 15 schools in two countries of Iran and Russia. 790 students participated in the study. This sample of students was randomly drawn from selected schools. Their age ranged from 12-20 years with a mean of 15.5 years and standard deviation (SD) of 3.6. The study included male (64.8%; SD=10.93) and female students (35.2%; SD=12.88). Besides, a total of 350 teachers educating in science classes participated made up of male (56%) and female (44%) teachers. The mean age of the teachers was 35.93 (SD= 5.65) and their average years of experience was 12.16. Findings reported significant impact of teacher self-efficacy and motivation on academic achievement in science education. The result also showed that gender difference was not significant but nationality difference was significant in terms of students' academic achievement in science education.

The study by Ogboro- and Nwadiani(2017) to determine the level of utilization of graduate teachers in Edo State public senior secondary schools and to identify the level of deployment of graduate teachers in the different teaching subjects in Edo State public senior secondary schools. A sample size of 396 graduates was studied by them. Their findings indicated that: There is low deployment and uneven distribution of graduate teachers to public schools in Edo State as well as poor utilization of these teachers. The study concluded that job performance would be very low. A research on analysis of principals' motivational practices for teachers' effectiveness in public and private secondary schools in Ebonyi state using a study population of 355 principals

comprising of 221 from public schools and 126 from private schools, Okorie and Usulor (2016) revealed that principals' effective communication pattern, motivates teachers for effectiveness in public and private secondary schools, and that the extent principals ensuring staff meeting motivate teachers for effectiveness in public and private secondary schools. The study however found that differences existed in the extent the principals ensure teachers' welfare services in public and private secondary schools. The result further revealed that there is no significant different on the extent principals' communication pattern motivate teachers for effectiveness in public and private secondary schools in Ebonyi State. It also showed that there is no significant difference in the extent principals ensure regular meeting with teachers to motivate teachers for effectiveness in public and private secondary schools.

In another study conducted by Ukpong and Uchendu (2012) to investigated the influence of motivational strategies on teachers' teaching performance in public secondary schools in Uyo , Akwa Ibom State using a sample of three hundred and sixty (360) teachers which were randomly selected from the population of all the secondary school teachers in the 18 public schools in the Area, the test yielded significant influence of motivational strategies on teachers' work performance. However in a study by Adeola (2010) on Motivation as a Tool for productivity in Edo State Civil Service, using both primary and secondary data, findings revealed that job satisfaction level of staffs of Edo State civil Service is affected or determined by a number of factors which include wages and salary, pension and gratuity, promotion work environment and the work condition. The study also revealed that the Edo State Civil Service motivational strategies like prompt payment of salary and granting of housing and car loans are poorly implemented. In addition, the study revealed that increase in remuneration among others like reward for loyalty, availability of opportunity and provision of working tools are motivational mechanisms adopted by the Edo State Civil Service towards increase in employees' productivity. The study also revealed that the civil service in Edo State enjoys some motivational incentives from the State Government, although the motivational incentives are rarely implemented in the State Civil Service.

METHODOLOGY

The study is a survey with correlational design. The population of the study is three thousand (3000) teachers. There are twenty-six (26) public secondary schools and two hundred and forty-five (245) private secondary schools in Oredo local government area (Ministry of Education, 2018) with a total of two thousand two hundred and thirty -five (2235) teachers in public secondary schools. While the private schools have seven hundred and sixty- five (765) teachers. A sample of three hundred (300) teachers representing 10% of the teachers in both public and private schools in Oredo local government area was used for the study. The multistage sampling technique was adopted for the study. A Structured Questionnaire titled "" was used to elicit information from the teachers. It consists of three sections. Section A was to elicit information for demographic variables of location of school and ownership of school. Section B consist of 12 items on perceived factors of motivation which the respondents were to respond accordingly using a 4 point Likert scale of strongly agreed, agreed, disagreed and strongly disagreed. Section C also consist of 12

items on level of motivation which the respondents were to respond accordingly using a modified 4-point Likert scale of very highly efficient, highly efficient, lowly efficient and very lowly efficient. A checklist was also designed by the researcher to obtain student academic performance in English and mathematics. The instrument was validated by three experts in the field for content, and face validity. The Cronbach Alpha reliability statistics was used. It gave an acceptable reliability index of $\alpha = 0.913$. The data collected were analyzed using descriptive statistics of mean and standard deviation, Pearson's Product Moment Correlation Coefficient as well as the Fisher Z. Research questions 1-3 were answered using mean ratings and standard deviation. A mean rating benchmark of 2.50 which was the arithmetic mean of the various weight assigned to the 4-point Likert scale was used as acceptance. The hypotheses were tested using the Pearson's Product Moment Correlation Coefficient r while the Fishers Z was used to determine if a difference existed in the relationship. All the hypotheses were tested at 5% level of significance.

RESULTS

Research question 1

What are the teachers' perceived factors for motivation in selected public and private schools in Oredo Local Government area of Edo state?

Table 1: Mean ratings of the Teachers' Perceived Factors of Motivation in Selected Public and Private Schools in Oredo Local Government Area of Edo State

S/N	Perceived factors that motivate	Mean	Standard deviation	Remarks
1	Regular promotion	3.74	0.47	Agree
2	Adequate annual salary that commensurate with work load	3.65	0.56	Agree
3	Regular payment of monthly salary and allowances	3.74	0.52	Agree
4	Better terms and conditions of service	3.52	0.65	Agree
5	Opportunities and incentives for further studies	3.52	0.62	Agree
6	Opportunities and incentives for seminars and workshops	3.38	0.74	Agree
7	Housing allowances/ better housing	3.42	0.73	Agree
8	Accessible workplace	3.44	0.76	Agree
9	Attractive workplace/conducive working environment	3.66	0.59	Agree
10	Adequate infrastructural facilities and teaching/learning resources	3.58	0.62	Agree
11	Societal recognition	3.41	0.76	Agree
12	Teacher retention	3.36	0.75	Agree

The result in Table 1 showed the mean ratings of the teachers' perceived factors for motivation in selected public and private schools in Oredo Local Government area of Edo state ranging from 3.36 to 3.74. The teachers agreed that regular promotion (3.74), adequate annual salary that commensurate with work load (3.65), regular payment of monthly salary and allowances (3.74),

better terms and conditions of service (3.52), opportunities and incentives for further studies (3.52), opportunities and incentives for seminars and workshops (3.38), housing allowances/ better housing (3.42), accessible workplace (3.44), attractive workplace/conducive working environment (3.66), adequate infrastructural facilities and teaching/learning resources (3.58), societal recognition (3.41) and retention of teachers (3.36) were the factors of motivation.

Research question 2

What is the level of motivation of teachers in selected public and private schools in Oredo Local Government area of Edo state?

Table 2: Mean Ratings of the Level of Motivation of Teachers in Selected Public and Private Schools in Oredo Local Government Area of Edo State.

S/N	Schools	Mean motivational level	Standard deviation	Remarks
1	Edokpolor Grammar School	2.94	0.07	High
2	Emotan College	3.09	0.14	High
3	Garrick Memorial Group of Schools	3.24	0.18	High
4	Henson Demonstration	3.49	0.02	High
5	Idia College	3.21	0.20	High
6	Asoro Grammar School	3.08	0.08	High
7	Pioneer Group of Schools	3.39	0.13	High
8	Word of Faith Group of Schools	3.13	0.21	High
Cluster		3.20	0.07	

The result in Table 2 showed the mean ratings of the level of motivation in selected public and private schools in Oredo Local Government area of Edo state ranging from 2.94 to 3.49. It further showed that any item whose mean rating is equal to or above the mean rating bench mark of 2.50 was considered as acceptance. The table revealed that teachers in Edokpolor Grammar School, Emotan College, Garrick Memorial Group of Schools, Henson Demonstration, Idia College, Asoro Grammar School, Pioneer Group of Schools and Word of Faith Group of Schools were highly motivated. The cluster mean of 3.20 and standard deviation of 0.07 implies that the level of motivation of teachers in selected public and private schools in Oredo Local Government area of Edo state was high.

Research question 3

What is the level of academic performance of students in selected public and private schools in Oredo Local Government area of Edo state?

Table 3: The Level of Academic Performance of Students in Selected Public and Private Schools in Oredo Local Government Area of Edo State

Subjects	Very low	Low	Moderate	High	Total
Mathematics	37(12.3%)	77(25.7%)	142(47.3%)	44(14.7%)	300
English language	31 (10.3%)	71(23.7%)	157(52.3%)	41(13.7%)	300

Table 3 showed that, 12.3%, 25.7%, 47.3% and 14.7% of the secondary school students had very low, low, moderate and high academic performance in Mathematics. This implies that that the academic performance of the student in Mathematics is moderate. In the same vein, 10.3%, 23.7%, 52.3%, and 13.7% of the secondary school students had very low, low, moderate and high academic performance in English language. This implies that that the academic performance of the student in English language is moderate. Therefore, the academic performance of selected public and private secondary school students in Oredo local government area is moderate.

Hypotheses 1

There is no significant relationship between academic performance of students and teachers' level of motivation in Oredo Local Government area of Edo state.

Table 4: Pearson Correlation of the Relationship Between Academic Performance of Students and Teachers' Level of Motivation in Oredo Local Government Area of Edo State

Variable	N	Pearson r	p-value	Remarks
Teachers level of motivation	300	-0.240*	0.004	Significant
Student's academic performance				

* Correlation is significant at the 0.05 level (2-tailed).

The result in Table 4 showed a Pearson r value of -0.240 and a p value of 0.000. Testing at alpha level of 0.05 the p value is less than the alpha level. Therefore, the null hypothesis which states that "there is no significant relationship between academic performance of students and teachers' level of motivation in Oredo Local Government area of Edo state" is rejected. Consequently, there is a significant relationship between academic performance of students and teachers' level of motivation in Oredo Local Government area of Edo state. Teachers level of motivation accounted for about 6% of students' academic performance in selected private and public secondary school in Oredo Local Government Area of Edo State.

Hypothesis 2

There is no significant difference relationship between academic performance of students and teachers' level of motivation in Oredo Local Government area of Edo state based on school location

Table 5: Fisher's Z of the Difference Relationship Between Rural and Urban Secondary School Teachers' Level of Motivation and Student Academic Performance

Variables	N	Pearson r	P value	Z _r	Z	Z critical values	Remarks
Urban	141	-0.050	0.601	0.0500	1.72	±1.96	Not significant
Rural	59	-0.077	0.697	0.0772			

$\alpha = 0.05$

The result in Table 5 showed a Z value of 1.72 and a table value of ±1.96 two tailed. Since the Z calculated value is less than the Z critical value, the null hypothesis is retained. This implies that

level of teacher motivation in secondary school affects student academic performance of rural and urban school in about the same way.

Hypothesis 3

There is no significant difference in the relationship between academic performance of students and teachers' level of motivation in Oredo Local Government area of Edo state based on ownership of school?

Table 6: Fisher's Z of the Difference in Relationship Between Private and Public Secondary School Teachers' Level of Motivation and Student Academic Performance

Variables	N	Pearson r	P value	Z _r	Z	Z critical values	Remarks
Private	77	0.750	0.000	0.937	1.86	±1.96	Not significant
Public	223	0.830	0.000	1.188			

$\alpha = 0.05$

The result in table 13 showed a Z value of 1.86 and a table value of ± 1.96 two tailed. Since the Z calculated value is lesser than the Z critical value, the null hypothesis is retained. This implies that level of teacher motivation in secondary school affects student academic performance of private and public school in about the same way.

FINDINGS

The study showed that teachers' perceived factors for motivation in selected public and private schools in Oredo Local Government area of Edo state are; regular promotion, adequate annual salary that is commensurate with work load, regular payment of monthly salary and allowances, better terms and conditions of service, opportunities and incentives for further studies, opportunities and incentives for seminars and workshops, housing allowances/ better housing, accessible workplace, attractive workplace/conducive working environment, adequate infrastructural facilities and teaching/learning resources, societal recognition and teacher retention. This is in conformity with studies of Hassan (2013), Javaid (2009), Adeola (2010), Alam and Farid (2011), Ahmed (2014) and Gitonga (2012).

The study also revealed that the level of motivation of teachers in selected public and private schools in Oredo Local Government area of Edo state was very efficient. This agree with studies carried out by Agharuwhe and. Ugborugbo (2009) and Gbadegesin, Kemi and Adu (2017).

The study shows that the level of academic performance of selected public and private secondary school students in Oredo local government area was moderate. This is in agreement with Seçil , Seyed, Alfiya, Alexandr , Rashad, Boiarchuk, and Andrey (2018), Okorie and Usulor (2016) and Ukpong and Uchendu (2012).

The study revealed that a significant relationship existed between academic performance of students and teachers' level of motivation in Oredo Local Government area of Edo state. And that

teachers' level of motivation accounted for about 6% of students' academic performance in selected private and public secondary school in Oredo Local Government Area of Edo State. This is in conformity with Agharuwhe and. Ugborugbo (2009).

The study showed that no significant difference existed between academic performance of students and teachers' level of motivation in Oredo Local Government area of Edo state based on location of school. And that the level of teacher motivation in secondary school influence student academic performance of rural and urban schools in about the same way. Also, no significant difference existed between academic performance of students and teachers' level of motivation in Oredo Local Government area of Edo state based on type of school. And that the level of teacher motivation in secondary school influence student academic performance of private and public schools in about the same way.

CONCLUSION

Based on the findings, it was concluded that adequate and proper motivation of secondary school teachers will lead to a significant increase in the academic achievement of students as most teachers from the sample schools showed that if they were properly motivated, they will increase their productivity which will affect the students' academic performance positively. More so, level of academic performance of the students was attributable to a to the motivation the teachers get from stake holders in education.

Recommendations

Efficient motivation of teachers has enormous influence on the academic performance of secondary school students. For this reason, the following recommendations were made from the findings of the study:

- There is the need for all stake holders in education to always motivate teachers through regular payment of salaries, regular promotion as this have a huge influence on students' academic performance.
- Government should provide adequate and proper teacher development so as this will influence teacher productivity.
- There is the urgent need for government to monitor effectively private sector participation in education so as to impact in them proper motivation technique as against the slave labour they give to their staff.

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