

THE RELATIONSHIP BETWEEN PRIMARY SCHOOL TEACHERS EXTRINSIC MOTIVATION AND PUPILS ACADEMIC PERFORMANCE IN CROSS RIVER STATE, NIGERIA

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ABSTRACT

The study investigated the relationship between primary school teacher's extrinsic motivation and pupils' academic performance in Cross river State, Nigeria. Ex Post Facto research design was adopted for the study. The population of the study consisted of 17,221 teachers and 68,201 Primary Six Pupils in the three educational zones of the state. Proportionate Stratified random sampling procedure was used to select 100 schools that participated in the study. A simple random technique of hat and draw method was further used to select 2000 teachers and 500 pupils who formed the sample for the study. Two instruments were used for data collection. Primary School Teachers Motivation Questionnaire (PSTMQ) and objective test items in English Language, Mathematics and Primary Science to measure students' performance. These instruments were validated and split half reliability estimate was ascertained. All hypotheses were tested at .05 level of significance. The result of the study revealed a significant relationship between the variables and pupils' academic performance in English Language, Mathematics and Primary Science. It was recommended that learning facilities should be provided and regularly maintained. Teachers' salaries/fringe benefits should be paid regularly and on time by the government as this will serve as a motivating factor for greater performance.

INTRODUCTION

There has been a lot of hue and cry on the academic performance of pupils in both internal and external examinations. While both parents and the general public have laid the blame at the door steps of teachers (Ofoegbu 2001, Denga & Denga 1998) sadly, few people ever give a thought to the need for an improvement in the welfare of the teachers (especially primary school teachers). If primary school teachers are not motivated, the pupils cannot learn effectively, thus affecting their academic performance.

Cole (1997) opined that people are the greatest assets available to an enterprise and also the only assets that can work against

organizational goals. In relation to education the government should realize that teachers are the greatest agents that can create favorable background that would effectively describe teachers as those who mediate pupils learning and act as facilitators or research persons in learning situation.

According to Cole (1997), these teachers plan, organize, manage, guide and monitor learning activities to ensure that the right type of learning takes place effectively in the learners. Umoren (1999) also described a teacher as a model who stands in a special relationship of trust to the children and community and also represents certain ideas / values that children must imitate. Therefore, if these teachers are not motivated to carry out this task effectively, they

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can work against the realization of the educational objectives by the way they discharge their duties and this will be evident in low academic performance of pupils.

What then is motivation? Many scholars have defined this term in different ways, but for the purpose of this paper only a few will be examined. Ukeje, Akabogu and Ndu (1992) defined motivation as the force that energizes one to performance. Also, Oluchukwu (2000) described motivation as a management function that stimulates individuals to accomplish laid down institutional goals. This, by implication means that for a teacher to work effectively there must be a certain inducement that will serve as a driving force.

Motivation is generally classified into two headings. Extrinsic and intrinsic motivation. In this paper our main focus is on the extrinsic motivation. Extrinsic motivation includes those external rewards that energize an individual or a teacher to act or teach effectively. These may include adequate provision of facilities, regular payment of salaries and fringe benefits services and creating opportunity for teachers' professional advancement.

It is against this background that this paper seeks to investigate the relationship between extrinsic motivation of primary school teachers and pupils' academic performance in Cross river State, Nigeria.

THE PROBLEM:

In any school system, when teachers come to work, they come with a supply of energy or potentials or enthusiasm to perform. These teachers bring various motives or needs which predisposes them to release their energy or behave in particular way. But, when these teachers are threatened with pre-mature retirement, retrenchment, delay in payment of salaries and fringe benefits, or threatened with inordinate fear of job insecurity, lack of professional advancement opportunities etc, it becomes a problem. Besides, such threats kill their initiative and the drive to work, and as such inefficiency, ineffectiveness as well as poor pupils' performance results as logical consequences.

The National Policy on Education (FRN 2004) described the primary school level as the foundation upon which all other levels of education are built, if the foundation is weak or faulty due to lack of motivation of the teachers, the result would be poor performance. In Nigeria

without teachers, the primary education objectives as specified in the National Policy Education would not be realized. Indeed reformer of education may establish new primary schools, effect changes on the structure and curriculum, recommend and prescribe teaching methods and aids, but in the end, the teachers will be responsible for applying or implementing them. Despite the obvious leading role primary school teachers play in the classroom towards attaining educational objectives, their motivation has remained a very serious problem.

In Nigeria and Cross River State in particular, sometimes teachers tend to be less efficient in their jobs. This problem according to Osim (2003) is as a result of late payment of salaries and wages, cut in salaries and fringe benefits in the name of tax for urban development. Apart from this, there is also delay on promotion and non-release of promotion letters on time or delay in its implementation and non-payment of leave grants. Often, unlike their counterparts in other sectors of the economy very hard working and qualified teachers stay at one post for a very long time before being eventually promoted. This according to Akpaitam (1997) usually result in dissatisfaction among teachers which may be expressed through such behavior as absenteeism, lateness to school, non-commitment to effect teaching and low productivity.

The provision of adequate facilities also serves as a motivational force that makes a teacher effective and efficient in his work. Adeboyeje (1994), Fadipe (1998) and Nnabuo (1997) identified school buildings, furniture, library, laboratory facilities that play a vital role in improving pupils' academic performance when teachers make use of them while teaching.

Unfortunately, there has been a tremendous growth in pupils' population in schools without a corresponding growth in the number of school facilities. This according to Ogonor and Sanni (2001) has put more pressure on the existing facilities making it difficult to be maintained. The authors further added that when schools facilities are not maintained, they constitute health hazards to the users as there are cases when walls and roof have collapse killing both pupils and teachers in some parts of Nigeria.

Although the state Government has made some effort to renovate some school buildings and added more classroom blocks to the existing ones, a closer look at some of the

primary school buildings in Cross River State suggests that their aesthetic values have diminished and most school buildings are dilapidated making them less useful and uncomfortable for habitation. The existing buildings in many primary schools are inadequate to meet the increasing population of the primary school pupils. Edem (1987) added that when facilities are few, children scramble for them with the result that they destroy rather than use the available ones.

In some primary schools in the central and northern part of the state, it is not uncommon to find teachers and pupils under tree shades and in uncompleted or open roof buildings during lessons. This situation may lead to teachers' poor output as well as poor academic performance of pupils.

PURPOSE OF THE STUDY:

The main purpose of this study is to investigate primary school teachers' extrinsic motivation and pupils' academic performance in Cross River State, Nigeria. Specifically, the study aims at finding out if:

1. A relationship exist between motivation in terms of availability of learning facilities/materials and pupils academic performance in English Language, Mathematics and Primary Science.
2. There is a relationship between motivation in terms of teachers' salaries/fringe benefits and pupils' academic performance in English Language, Mathematics and Primary Science.
3. Motivation in terms of teachers' professional advancement opportunities relates to pupils academic performance in English Language, Mathematics and Primary Science.

RESEARCH QUESTIONS:

The purpose of the study stated earlier gives rise to a number of questions. The following research questions are therefore posed to guide the study:

1. How does teachers' motivation in terms of availability of learning facilities/materials relate to pupils' academic performance in English Language, Mathematics and Primary Science?
2. How does motivation in terms of teachers salaries/fringe benefits relate to pupils'

academic performance in English Language, Mathematics and Primary Science?

3. To what extent does motivation in terms of teachers' professional advancement in English Language, Mathematics and Primary Science?

HYPOTHESES:

In attempting to answer the above researcher questions, the following hypotheses were formulated to guide the study:

1. There is no significant relationship between motivation in terms of availability of learning facilities/materials and pupils' academic performance in English Language, Mathematics and Primary Science.
2. There is no significant relationship between motivation in terms of teachers' salaries/fringe benefits and pupils' academic performance in English Language, Mathematics and Primary Science.
3. Motivation in terms of teachers' professional advancement opportunities does not significantly relate to pupils academic performance in English Language, Mathematics and Primary Science.

METHOD AND DESIGN

The study adopted the Ex Post Facto research design. Using available statistics from the Cross River State Universal Basic Education Board (SUBEB) Calabar as at 2005/2006 academic sessions, the population of the study consisted of 17,221 teachers and 68,201 Primary Six Pupils in the three educational zones of the state. Proportionate Stratified random sampling procedure was used to select 100 schools out of the 994 primary schools that participated in the study. A breakdown of the proportion showed that 30 schools formed the sample for Calabar education zone, 40 schools for Ikom zone and 30 schools for Ogoja zone. A simple random technique of hat and draw method was further used to select 2000 teachers and 500 pupils who participated in the study. Two instruments were used for data collection. Primary School Teachers Motivation Questionnaire (PSTMQ) and objective test items in English Language, Mathematics and Primary Science to measure

students' performance. These instruments were validated and split half reliability was ascertained with coefficient which ranged from 0.72 to 0.92 for the PSTMQ. While the reliability for the performance test in the three subjects was 0.89 for English Language, 0.79 for Mathematics and 0.77 for Primary Science. These figures were considered appropriate for the study.

RESULTS AND DISCUSSION

HYPOTHESIS ONE: The first null hypothesis stated that there is no significant relationship between motivations in terms of availability of learning facilities/materials and pupils academic performance in English Language, Mathematics and Primary Science. To test this hypothesis, Pearson Product Moment Correlation Analysis was used. The result is presented in Table 1.

Table 1: Pearson product correlation analysis of the relationship between motivation in terms of availability of learning facility/material and pupils' academic performance in English Language, Mathematics and Primary Science.

Variables	\bar{X}	SD	r
Motivation in terms of Availability of learning Facilities/materials (X)	13.87	2.57	
Performance in English Language (Y1)	62.32	8.84	.32*
Mathematics(Y2)	42.28	7.29	.21*
Primary Science(Y3)	49.94	7.82	.14*

*Significant at .05; Critical r= 0.09

The result of the analysis showed a significant relationship between motivation in terms of availability of learning facility/materials and pupils' performance in English Language ($r=.32$; $p>0.5$), Mathematics ($r=.21$; $p>0.5$), and Primary Science ($r=.14$; $p>0.5$). These values were found to be higher than the critical r-value of 0.09 at a 0.05 level of significance with a degree of freedom of 498. The null hypothesis is therefore rejected and the alternate hypothesis retained.

This means that the higher the availability of learning facilities/materials, the higher the performance of pupils in English

Language, Mathematics and Primary Science. On the other hand, the lower the level of availability of facilities/materials, the lower the performance of pupils in English Language, Mathematics and Primary Science.

HYPOTHESIS TWO: This second null hypothesis stated that there is no significant relationship between motivation in terms of teachers' salaries/fringe benefits and pupils' academic performance in English Language, Mathematics and Primary Science. To test this hypothesis, Pearson product moment correlation analysis was used. The result is represented in table 2.

Table 2: Pearson product moment correlation analysis of the relationship between motivation in terms of salaries/ fringe benefits and pupils' academic performance in English Language, Mathematics and Primary Science.

Variables	\bar{X}	SD	r
Motivation in terms of Salaries/ fringe benefits(X)	13.60	3.05	
Performance in English Language (Y1)	62.32	8.84	.34*
Mathematics(Y2)	42.28	7.29	.26*
Primary Science(Y3)	49.94	7.82	.31*

*Significant at .05; Critical r= 0.09

The result showed a significant relationship between motivation in terms of salaries/ fringe benefits and pupils' academic performance in English Language ($r=34$; $p>.05$), Mathematics ($r=26$; $p>.05$) and Primary Science ($r=31$; $p>.05$). These values are higher than the critical r-value of 0.09 at a level of significance of 0.05 with a degree of freedom of 498. The result implies that there is a significant positive relationship between motivation in terms of salaries/ fringe benefit and pupils' academic performance in English Language, Mathematics and Primary Science. The null hypothesis was therefore rejected and the alternate hypothesis upheld. The implication of this is that the higher the salary/ fringe benefits

teachers receive, the higher the performance of pupils' tends to be, but the lower the salary/fringe benefits received by teachers, the lower the pupils' academic performance in English Language, Mathematics and Primary Science.

HYPOTHESIS THREE: The third null hypothesis stated that motivation in terms of teachers' professional advancement opportunities does not significantly relate to pupils' academic performance in English Language, Mathematics and Primary Science. In order to test this hypothesis, Pearson Product Moment Correlation Analysis Technique was used. The result of the analysis is presented in Table 3.

TABLE 3: Pearson Product Moment Correlation Analysis of the relationship between motivation in terms of teachers' professional advancement and pupils' academic performance in English Language, Mathematics and Primary Science.

Variables	\bar{X}	SD	r
Motivation in terms of teachers' professional advancement opportunities (X)	16.79	2.56	
Performance in English Language (Y1)	62.32	8.84	.20*
Mathematics(Y2)	42.28	7.29	.17*
Primary Science(Y3)	49.94	7.82	.36*

*Significant at .05; Critical r= 0.09

The result obtained showed a significant positive relationship between teachers' professional advancement opportunities and pupils' academic performance in English Language ($r=20$; $p>.05$), Mathematics ($r=17$; $p>.05$) and Primary Science ($r=36$; $p>.05$). These values were also found to be higher than the critical r -value of 0.09 with a degree of freedom of 498 at a 0.05 level of significance. This result is significant, meaning that professional advancement opportunities for teachers significantly relate to pupils' academic performance in English Language, Mathematics and Primary Science. The alternate hypothesis was retained and the null hypothesis was rejected.

DISCUSSION OF FINDINGS

The finding of the first null hypothesis revealed that motivation in terms of availability of learning facilities/ materials has a significant relationship with pupils' academic performance in English Language ($r=32$, $p>0.5$), Mathematics ($r=21$, $p>0.5$) and Primary Science ($r=14$, $p>0.5$). This means that the higher the availability of learning facilities/ materials provided schools, the better the academic performance of pupils. The finding of this study agrees with that of Lamaster (1997) who carried out a study pertaining to school facilities and students' achievement. The researcher made a synthesis between facilities and students' achievement and at the end reported that good facilities foster higher students' achievement.

The finding is supportive of a similar study by Maxwell (1999) who found a correlation between newer and adequate facilities and students' performance level, and a significant relationship between upgraded facilities and higher Mathematics scores. This means that children learn best when they can actively explore an environment which is rich in educational facilities/ materials.

In the same vein, the finding of this study lend credence to Adesina (1990) who affirmed that the quality of education which children receive significantly bears direct relevance to the availability or lack of physical facilities and the overall atmosphere in which learning takes place. Furthermore, the finding of this study is in line with the findings of Lewis (2000), who identified the independent effect of school quality in a study of test scores from hundred and thirty nine (139) students in Milulauke, Scottdale. From the study, the researcher found out that good

facilities had a major impact on the learning and performance of pupils.

The implication of this finding is that the higher the availability of learning facilities/ materials, the higher the performance of pupils in English Language, Mathematics and Primary Science. In the same vein, the lower the level of availability of facilities/ materials, the lower the academic performance of pupils in English Language, Mathematics and Primary Science.

This finding is on the other hand contrary to the finding of Eka (1996), who studied the various components of schools plant facilities as they affect academic performance of students. The researcher examined the link between adequacy and utilization of such facilities, sports, arts, agricultural science, mathematics as well as introducing technological facilities. The researcher concluded that irrespective of the adequacy of the facilities, students' performance does not only depend on the provision of such adequate facilities in schools. Since the school existed for the child, facilities/ materials should be abundantly supplied as well as planned to suit the physical, social and psychological needs of the learners. Mere equipping or provision of available facilities in a school may not make any difference in the academic performance of the pupils if they do not serve the purpose for which they were procured. Inferred from this finding therefore, good facilities must be put to good use for them to have good impact on pupils' learning.

The finding of the second hypothesis revealed that motivation in terms of teachers' salaries/ fringe benefits significantly relates to pupils' academic performance in English Language ($r=34$, $p> 0.5$), Mathematics ($r=26$, $p>0.5$) and Primary Science ($r= 31$, $P>0.5$). This means that there will be increased productivity and sound academic outcome of pupils, if teachers' salaries/ fringe benefits are paid. This finding agrees with the view of Dintelman (2002) who maintained that the most basic needs of teachers are met through salaries/ fringe benefits, which in turn evoke high performance both on the part of teachers and pupils.

Also, the finding of this study supports an earlier research finding by Arubayi (1985) who found out that higher pay enhances higher performance of teachers which is evident in the academic performance of pupils. The researcher concluded that teachers whose salaries are grossly inadequate cannot meet their basic needs.

Recognizing the importance of money to a teacher, Ogunsanya (1997), stressed that money has a direct and dramatic influence on performance. Similarly, Reicheld (1978) maintained that if teachers' salaries/ fringe benefits are paid regularly and on time, the teachers with the best skills will like to remain in their profession as teachers, and as such, the problem of high attrition will be reduced and academic performance of pupils increased.

On the contrary, Turner (2001), found out in a study on factors which motivates a teacher, and opined that salaries/ fringe benefits may not be what the teachers need most. According to the report, teachers want to work in schools, where parents get involved, well-behaved pupils, small classes and supportive administration. Drucker (1995) also argued in favor of this view when he stated that money cannot buy responsibility. In other words, creativity and effectiveness may not be money dependent as such.

The result obtained from testing the third hypothesis indicated that there is a significant relationship between motivation in terms of teachers' professional advancement opportunities and pupils' academic performance in English Language ($r=20$, $p>0.5$), Mathematics ($r=17$, $p>0.5$) and Primary Science ($r=36$, $p>0.5$).

In line with this finding, Ojedele (2000) maintained that professional advancement courses for teachers enable them to acquire the necessary skills to do what they have not been able to do before on the job. More so, Edem (1987) and Obi (2000) added that professional advancement programmes for teachers improve them both academically and professionally. Apart from helping them to update their knowledge, it serves as a motivating factor for teachers' efficiency. Again, Cooper and Payne (1980) found out that professional advancement is one of the bases for motivating teachers to higher productivity, and concluded that teachers should be made to learn while doing the job.

In the same vein, Mkpa (1991) found out that once a teacher had been effectively trained, he can continue to function in the business of knowledge transfer. The researcher concluded that teachers should be exposed to professional advancement programmes where they will further gain new methods of imparting knowledge to pupils so as to enhance their performance. The present finding is in contrast with the finding of Essien (2004), who found out that in-service training, seminars and workshop for teachers

showed no significant influence on academic performance of students. Also in disagreement with the present finding, Esu (1988), found a significant influence of classroom management technique between in-service attendant and non-attendants.

Although some contrary research findings have been reported, the general findings/ agreement among researchers is that professional advancement opportunities through in-service training, seminars and workshops are all significantly related to improve teachers' instructional techniques and the overall academic performance of pupils.

CONCLUSION / RECOMMENDATION

From the findings of the study, it was concluded that pupil's academic performance in English Language, Mathematics or Primary Science is related to motivation in terms of availability of learning facilities/materials, teacher's salaries/fringe benefits, and teachers' professional advancement opportunities. Therefore, funding for the procurement of more learning facilities/materials by government should be made. These facilities should also be properly maintained. Also, Teachers salaries/fringe benefits should be paid regularly and on time by the government as this will serve as a motivating factor for greater performance. In addition, teachers should be given the opportunity to advance their professional skills. This would help to increase their competence.

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