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EFFECT OF MOTIVATIONAL FACTORS AND TEACHER COMPETENCE ON STUDENTS' ACADEMIC PERFORMANCE

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Abstract

The objective of this study was to uncover the effect of motivational factors and teacher competence on students' academic performance. The population of the study consisted of 210 teachers in the nine (9) schools in Ife Central local government area of Osun State; the sample for the study consisted 120 teachers from seven (7) schools using simple random sampling techniques. Two self-constructed instruments titled: "Motivational Factors Questionnaire" (MFQ) and Enrolment of Students'Results and Staff Strength Inventory (ESRSSI) were used to collect information on the academic performance of students in WAEC/SSCE in 2018/ 2019, 2019/ 2020, 2020/2021, 2021/2022 and 2022/ 2023 from the principals. To ensure face and content validity, the

instrument was given to experts who modified some of the ambiguous items and also gave constructive suggestions on the quality of items in the instrument. To ensure the reliability of the instrument, test-retest method was used for the first instrument. The instrument was administered to two (2) schools outside the sample area. The instrument was administered twice within an interval of two weeks and the data obtained was analysed using Pearson Product Moment Correlation. The reliability coefficient of 0.76 was obtained which was high enough to make the instrument reliable. The data collected was analysed using descriptive and inferential statistics. The findings of the study showed a positive relationship between motivational factors and teacher competence on students' academic performance. Also, training and re-training of teachers will not only enhance teacher competence but also boost their morale which invariably will engender high level of students' performance. The following recommendations were made: the government should employ more teachers in order to fill the vacuum which invariably has an adverse effect on students' performance. Moreso, school administrators should also ensure proper monitoring and thorough teacher supervision to enhance competence.

Keywords: Academic performance, teacher competence, motivation and staff development

1.0 Introduction

Government, private individuals and organizations invest in education as a means of fostering national development. Education has witnessed active participation by non-government agencies, communities and individuals as well as government intervention (Federal Republic of Nigeria, 2013).

Academic performance has been described as the scholastic standing of a student at a given moment. This scholastic standing could be explained in terms of the grades obtained in a course or group of courses (Adeyemi, 2011). Kapur (2018) commented on this scholastic standing and argued that performance is a measure of output and that the main outputs in education are expressed in terms of learning, that is, changes in knowledge, skills and

attitudes of individuals as a result of their experiences within the school's system.

Sonnentag & Frese (2002) supported this argument and reported that performance is the level of attainment of a person in an examination, that is, how an individual is able to demonstrate his or her abilities in an examination. They regarded student's performance in an examination as being dependent on his cumulative grade point average. This argument is in congruence with Wu et al.'s (2024) assertion that a student's success is generally judged by examination performance while the best criterion of performance is the sum of the student's academic performance in all the subjects taken. Researchers had deliberated much on performance as a measure of school output; Adeyemi (2011), for instance, argued that the only measure of performance of school leavers is the attainment in GCE examinations. Consequently, they measured output in terms of the number of school leavers weighted by different indices of quality or number of passes and reported that performance in GCE is one relevant criterion of educational quality and that academic index measures output in terms of GCE results. The pattern of grading students in the Senior Secondary Certificate Examinations (SSCE) in Nigeria is such that the distinction grade is represented by A1 to B3. The credit grade is represented by C4 to C6.

The ordinary pass grade is represented by D7 and E8 while the failure grade is represented by F9 (Osun State Ministry of Education, 2005; WAEC, 2006). It needs to be mentioned however, that the distinction and credit grades are the only requisite grades for admissions into Nigerian universities and candidates must have at least credits in five subjects including English Language in order to qualify for admission (JAMB, 2007).

Teacher competence is the ability of a teacher to use their knowledge, skills, and attitudes to effectively teach students. It also includes creating a classroom environment that's conducive to learning. Teacher competence can be attributed to various factors such as societal factors, institutional location,

teaching and learning policies, and motivational factors. Among these factors, motivational factors appear to be the prominent problem militating against teacher competence on students' academic performance in Osun State.

The driving force behind all human behaviour is motivation. Thus, it might be beneficial to comprehend how motivation functions as well as the variables that may affect it for a number of reasons. Motivation tends to boost one's productivity as he pursueshis objectives. It helpsoneto feel more in control of his life, support him in avoiding unhealthy or maladaptive behaviour like risk-taking and addiction, and encourage one to engage in health-oriented behaviour (Cherry, 2023). The motivation of people is complicated. This makes it nearly impossible to accurately predict what a person's future career aspirations will be, as different things appeal to different people, and different people have different types of outwardly motivated jobs—that is, jobs that are values-driven and people-oriented. (Schaller et.al. 2017). Some people, on the other hand, are driven by a desire for self-expression; they are drawn to positions that allow them to use their unique abilities or skills. People like this usually gravitate toward opportunities to express their thoughts, abilities, or creative potential.

According to Allon et al. (2001), motivation is the readiness to put up significant effort in pursuit of organizational goals, contingent upon the endeavour's capacity to meet specific personal needs. The provision of well-being to teachers, according to Jepkemoi (2014), is a source of earning and happiness that is likely to boost their competence since they are happy and driven. The right motivational techniques, such as positive working environments, safety, advancement, comfortable living arrangements, acknowledgment and sufficient facility provision, can help to develop and preserve employee commitment and dedication to their work (Bashir & Gani, 2020).

Experience has proven that the majority of secondary school teachers receive relatively low compensation since the government continues to use the

outdated GL Grade system for their teaching profession. Additionally, those who are eligible for promotion are not given it when it is due, meaning that teachers' actual work competence is probably a myth. The improvement of an individual's job satisfaction and the optimization of abilities, talents, and task accomplishment are noted to be the ultimate goals of self-development, and these goals are realizable when the working environment is calm, orderly and serene (Shammout, 2021).

Increased knowledge, skills, and the development of a positive attitude towards work, as well as increased productivity both personally and organizationally, are all attributed to teacher training and retraining. Additionally, quality services frequently boost teacher morale, foster a sense of commitment, lower absenteeism and turnover rates, and—most importantly—improve the coordination of both human and material resources in the secondary school setting (Oyitso & Olomukoro, 2015).

The competence of secondary school teachers can be maintained by making sure that their knowledge is periodically updated through training and retraining programs. Workshops and seminars should be designed to help teachers develop the skills necessary to carry out a variety of duties, responsibilities, and activities connected to their current or anticipated future job (Junejo et al. 2018).

According to Jentsch and König (2022),Staff development opportunities support educators in advancing their professional competence, broadening their knowledge, skills, and abilities, and adapting their acquired competences to novel contexts. In addition to the in-service training they receive, pre-service training also has a role in how well teachers perform. The professional development experience includes formal meetings and workshops for professionals. This, along with the chance for promotion and pay raises, can raise teachers' competence which can benefit secondary school teachers by increasing their effectiveness and improving their competence as well as helping them draw and keep top talent.

It has been noted that government, at all levels, has treated staff development chances lightly, which could have detrimental effects on teachers' competence. Based on empirical evidence, the majority of public secondary schools have not been held accountable for augmenting teachers' knowledge, abilities, or professional development, perhaps leading to a negative impact on their competence. This study investigated, through a comparative analysis,motivational factors and teachers' competence as correlates of students' academic performance in public secondary schools in Ife Central local government area of Osun State, Nigeria. The purpose of this study was to examine the relationship between motivational factors and teacher competence on students' academic performance in public secondary schools in Ife Central local government area of Osun State. Specifically, the study:

i. Assessed training and re-training of teachers' competence
ii. Determined how opportunities for staff development correlates with teachers' competence in public secondary schools in Ife Central local government area of Osun State.

1.1 Research Questions

The following research questions were raised to achieve the purpose of the study:

1. What is the status of teachers' competence in Ife central local government area of Osun state?
2. What is the level of students' academic performance in public secondary schools in Ife Central local government area of Osun State?

1.2 Research Hypotheses

The following hypotheses were formulated for this study:

1. There is no significant relationship between motivational factors and teachers' competence among public secondary school teachers in Ife central local government area of Osun state. `
2. There is no significant relationship between training and re-training of teachers and teachers' competence in public secondary schools in Ife Central local government area of Osun State.

2.0 Methodology

The study employed a descriptive design of the survey type. The population for the study consisted 210 teachers in the nine (9) schools in Ife Central local government area of Osun State, the sample for the study consisted 120 teachers from seven (7) schools using simple random sampling techniques. Two self-constructed instruments titled: "Motivational Factors Questionnaire' (MFQ) and Enrolment of Students'Results and Staff Strength Inventory (ESRSSI) was used to collect information on the academic performance of students in WAEC/SSCE in 2018/2019, 2019/2020, 2020/2021, 2021/2022 and 2022/2023 from principals. To ensure face and content validity, the first instrument was given to experts who thoroughly modified some of the ambiguous items and also gave constructive suggestions on the quality of items in the instrument. Necessary modifications were made before the instrument was administered. To ensure the reliability of the instrument, test-retest method was used. The instrument was administered to two (2) schools outside the sample area. The instrument was administered twice within an interval of two weeks and the data obtained was analysed using Pearson Product Moment Correlation. The reliability coefficient of 0.76 was obtained which was high enough to make the instrument reliable. The data collected was analysed using descriptive and inferential statistics. All of the hypotheses were tested at 0.05 level of significance.

3.0 Research Questions

1. What is the status of teachers' competence in Ife central local government area of Osun state?

Level of teachers' competence	Frequency	Percentage
Low	16	13.3%
Moderate	64	53.3%
High	40	33.3%
Total	120	100%

Table 1:
The result revealed that 16 representing 13.3% of the total sample reported low status of teachers' competence, while 64 representing 53.3% shows moderate status of teachers' competence and 40 representing 33.3% shows a high status of teachers' competence. Therefore, the level of teachers' competence was moderate.

2. What is the level of students' academic performance in public secondary schools in Ife Central local government area of Osun State?

In answering the question, students' results in WAEC/SSCE in 2018/2019, 2019/2020. 2020/2021, 2021/2022 and 2022/2023 were obtained using "Enrolment of Students Results and Staff Strength Inventory (ESRSSI). The resultsare presented in Table 2 below.

YEARS	**Number Registered**	**5 Credits and above**		**4 Credits**		**Less than 4 Credits**	
		N	%	N	%	N	%
2018/2019	950	215	22.6	400	42.1	335	35.3
2019/2020	1021	285	27.9	615	60.2	121	11.9
2020/2021	870	127	14.6	458	52.6	285	32.8
2021/2022	1518	525	34.5	418	27.5	575	38.0
2022/2023	1603	443	27.7	870	54.2	290	18.1
TOTAL	5,962	1595	**26.7**	2,761	**46.3**	1606	**27.0**

Table 2 Presents the level of students' academic performance in public secondary schools in Ife Central local government area of Osun State. The results show that in the 2019 examinations, 22.6% of the students who registered for senior school examination had 5 credits, 42.1% had 4 credits while 35.3% had less than 4 credits. Similarly, 27.9% of the students who registered in 2020 had 5 credits 60.2% and 11.9% had 4 credits and less than 4 credits respectively. In 2021, 14.6% of the total registration had 5 credits, while 52.6% and 32.8% had 4 credits and less than 4 credits pass respectively. In 2022, 34.5% had 5 credits, while 27.5% and 38.0% had 4 credits and less than 4 credits respectively. On a final note, in 2023, 27.7%had 5 credits while 54.2% and 18.1% had 4 credits and less than 4 credits respectively. In all, only 26.7% of the students who enrolled for Senior Secondary School Certificate Examination had 5 credits, 46.3% obtained 4 credits while 27.0 had less than 4 credits. Therefore, the level of students' academic performance in public secondary schools in Ife Central local government area of Osun State was low.

Testing of Research Hypotheses

Hypothesis 1: There is no significant relationship between motivational factors and teachers' competence among secondary school teachers in Ife central local government area of Osun state. In order to test the hypothesis scores on motivational factors and teachers' competence in public secondary schools in Ife Central local government area of Osun State, Pearson Product Moment Correlation at 0.05 level of significance was used. The resultsare presented in table 3.

Table 3: Motivational Factors and Teachers' Competence

Variable	N	Mean	SD	r	p-value
Motivational Factors	120	17.77	1.82		
Teachers' Competence	120	52.04	7.44	0.752 4*	.000

* P < 0.05

Table 3 showsthat there was a significant positive relationship between motivational factors and teachers' competence in public secondary schools in Ife Central local government area of Osun State/ (r = 0.374; p>0.05) at 75%. The positive relationship implies that motivational factors would improve and enhance teachers' competence which will invariably aid effective and efficient service delivery. Therefore, the null hypothesis was rejected.

Hypothesis 2: There is no significant relationship between training and re-training and teachers' competence. In order to test the hypothesis, scores on training and re-training and teachers' competence in public secondary schools in Ife Central local government area of Osun State, Pearson Product Moment Correlation at 0.05 level of significance was used. The resultsare presented in table 4.

Table 4: Training and Re-training and Teachers' Competence

Variable	N	Mean	SD	r	p-value
Training and re-training	120	15. 31	1.71		
Teachers' Competence	120	52.04	7.44	0.6420*	.000

* P < 0.05

Table 4 showsthat there was a significant positive relationship between training, re-training and teachers' competence in public secondary schools in Ife Central local government area of Osun State/ (r = 0.6420; p>0.05) at 64%. The positive relationship implies that training and re-training of teachers will not only enhance teachers' competence but also boost their morale which will invariably engender high level of performance. Therefore, the null hypothesis was rejected.

4.0 Discussion

The study showed that the status of teachers' competence in public secondary schools in Ife Central local government area of Osun State was moderate. The findings, also revealed that the level of students' academic performance in public secondary schools in Ife Central local government area was low. The results also, revealed that motivational factors and teacher's competence had a significant relationship; the positive relationship implies that motivational factors would improve and enhance teachers' competence which will invariably aid effective and efficient service delivery. This is in line with Jepkemoi (2014), who argued that motivation is a source of earning and happiness that is likely to boost their competence since they are happy and driven. The right motivational techniques, such as positive working environments, safety, advancement, comfortable living arrangements, acknowledgment and sufficient facility provision, can help to develop and preserve employee commitment and dedication to their work (Bashir and Gani, 2020).

Also, on training and re-training of teachers, the results showed that there was a significant positive relationship between training, re-training and teachers' competence in public secondary schools in Ife Central local government area of Osun State. The positive relationship implies that training and re-training of teachers will not only enhance teachers' competence but also boost their morale which will invariably engender high level of performance. This corroborates Shammount (2021), who argued that the improvement of an individual's job satisfaction and the optimization of abilities, talents, and task accomplishments are noted to be the ultimate goals of self-development, and these goals are realizable when the working environment is calm, orderly and serene (Shammout, 2021).

Increased knowledge, skills, and the development of a positive attitude towards work, as well as increased productivity both personally and organizationally, are all attributed to teacher training and retraining. Additionally, quality services frequently boost teacher morale, foster a sense of commitment, lower

absenteeism and turnover rates, and—most importantly—improve the coordination of both human and material resources in the secondary school setting (Oyitso, and Olomukoro 2015).

5.0 Recommendations

Based on the findings of the study, the following recommendations were made:

1. Government should employ more teachers in order to fill the vacuum which had an invariableadverse effect on students' academic performance
2. School administrators should also ensure proper monitoring and thorough teachers' supervision.
3. Government should ensure that teachers' remuneration and other fringe benefits are paid as at when due.

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