



Influence Of Lecturers' Motivation On Students' Academic Performance In Colleges Of Education

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ABSTRACT

The study investigated influence of lecturers' motivation on students' academic performance of colleges of education. Four objectives of the study, four research questions and four null hypotheses were formulated to guide the study. Descriptive survey research design was adopted, the population of the study consisted 37 lecturers in all the departments of economics in Gombe State Colleges of Education. The whole population was used as sample size for the study. The researcher met the respondents and requested them to respond to the research instrument. The instruments for data collection in this study were; questionnaire and students' score sheet for Economics, the questionnaire is tagged "Lecturers Motivation and Job Performance (TMJP)". The data collected were analyzed using Special Package for Social Sciences (SPSS). Independent sample t-test was used in the test of hypotheses. It was found that, Prompt payment of lecturers' salaries and allowances do not significantly influence students' academic performance in economics in colleges of education in Gombe State. Thus, recommended that, the colleges should review policies related to lecturers' compensation, promotions, and working conditions to ensure they align with their general needs.

Keywords: lecturers' motivation, working conditions, academic performance, students

INTRODUCTION

Education remains the cardinal point of any meaningful development in the society that cut across all communities on the face of the earth. It is an essential tool for human development, societal values; socio-economic, cultural and political setting from one generation to another. In Nigeria education is categorised into three levels: (Basic, Post-Basic, and Tertiary education), tertiary education otherwise known as higher education is charged with the art of providing vocational, technical and instructional skills needed for human capital development. College of Education is one of the higher education in Nigeria that offer various vocational programmes of studies which aims at equipping students with relevant skills, knowledge, competence and value needed for a teaching career (Njoku & Modebelu, 2019). Education is primarily a learning process involving interaction between lecturer and learner.

Academic performance used to be measured more by ear than practice. Most developing countries, particularly Nigeria, have a strong desire to change their educational systems to meet new social and technological needs. Dropout rates and lecturer motivation in a country like Nigeria have had a significant impact on the educational sector. Significantly, motivation is critical to the ongoing development of educational systems all over the world, and it ranks alongside professional knowledge and skills, core competencies, educational resources, and strategies in determining educational success and performance. Lecturers are motivated, according to Okolocha, (2020), when they can share a common body of knowledge.

Motivation is directly related to job satisfaction because it is likely to increase lecturers' productivity. It also improves work efficiency and contributes to students' performance. The importance of motivation cannot be overstated in any organization, anywhere in the world. Lecturers become more efficient in their jobs and are more likely to produce better results when they invest in motivation. Motivating employees are thereby increasing overall job satisfaction as much as they can. Sobaih and Hasanein (2020) posited that motivated lecturers exhibit increased productivity and more pride in their work. The benefits of having a motivated workforce can be measured in increased employee commitment, improved job satisfaction, and more efficiency in the workplace.

Statement of the Problem

Lecturer ineffectiveness has been a source of concern because it hurts the education system, this is primarily due to lack of lecturer motivation and incentive. Lecturers see their job as a stepping stone to a better one, which has a significant impact on students' academic performance. Lecturers in colleges of education, particularly Gombe state college of education, Nafada sometimes face salary and allowance payment delays couple with other trivial issues, as well as a stalled promotion, which interferes with their dedication to their duties. Salary structures also have an impact on their classroom performance because promotions are neither given nor implemented. Many forces appear to make the environment in which lecturers work horrible; overcrowding, dilapidation, non-conducive atmosphere reduces their interest in their job as well as their output. This situation prompted the researcher to conduct a study in Gombe state college of education, Nafadato identify various motivational strategies and how they influence students' academic performance.

Purpose of the Study

The main purpose of this study was to determine the influence of lecturers' motivation on students' academic performance of colleges of education. The following specific purposes guided the conduct of the study;

1. To determine the influence of prompt payment of lecturers' salaries and allowances on students' academic performance in economics in colleges of education in Gombe State.
2. To determine the influence of lecturers' promotions on students' academic performance in economics in colleges of education in Gombe State.
3. To determine the influence of lecturers salary structure on students' academic performance in economics in colleges of education in Gombe State.
4. To determine the influence of college environment on students' academic performance in economics in colleges of education in Gombe State.

Research Hypotheses

The main purpose of this study is to determine the influence of lecturers' motivation on students' academic performance of colleges of education. The following specific purposes were coined to guide the conduct of the study;

5. Prompt payment of lecturers' salaries and allowances do not significantly influence students' academic performance in economics in colleges of education in Gombe State.
6. Lecturers' promotions do not significantly influence students' academic performance in economics in colleges of education in Gombe State.
7. Lecturers salary structure do not significantly influence students' academic performance in economics in colleges of education in Gombe State.
8. Working environment do not significantly influence students' academic performance in economics in colleges of education in Gombe State.

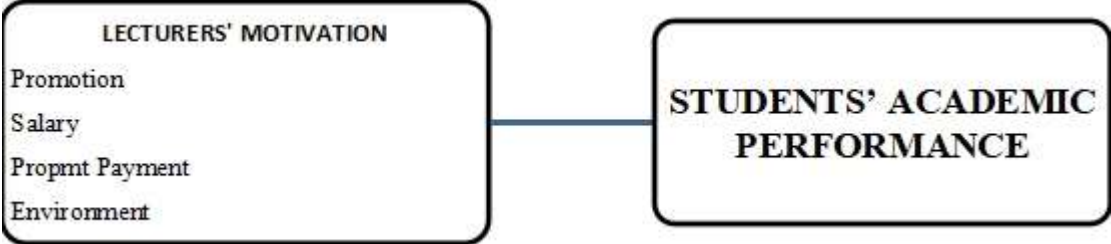
Theoretical Framework

The theoretical framework of this study is based on Abraham Maslow's hierarchy of needs. Maslow proposed that motivation is the result of a person's attempt at fulfilling five basic needs: physiological, safety, social, esteem and self-actualization. According to Maslow, these needs can create internal pressures that can influence a person's behaviour.



This applies to the study because lecturers in Nigeria, particularly Gombe State College of Education, Nafada battle with basic needs. The take-home pay of most lecturers in the colleges do not satisfy their physiological needs (food), most battle with safety needs (shelter) as a result of insurgency in the area. Lecturers in this terrain need to be provided with supplements to cushion the effects of their basic needs to give the best of their input in the discharge of their job.

Conceptual Framework of the study



Much has been said about motivation and job performance. Many findings have explained why one variable has a positive or negative effect on others. The researcher looked into the following literature: lecturer remuneration, lecturer promotion, lecturer involvement in decision making, lecturer on-the-job training, and work performance. Lecturers' motivation is related to work performance, among other things. Some studies conducted in developing countries also revealed that lecturers were not adequately compensated or consistently promoted. Some principals choose to ignore their lecturers when making decisions. Some studies attempted to shed light on the consequences of not motivating lecturers.

RESEARCH METHODOLOGY

This study adapted a descriptive survey research design. According to Pandey and Pandey (2021) descriptive survey research is an approach of Descriptive Research that blends quantitative and qualitative data to provide you with relevant and accurate information. Descriptive Survey Design engages the people who are at the centre of the research objective. The design is suitable for this study because it involves lecturers' opinions and students' academic performance. The population of the study comprises 37 lecturers in the departments of economics in College of Education Billiri and College of education and Legal studies Nafada. There was no sampling in this study due to the manageable size of the population, the entire population will be used.

The instruments for data collection in this study are; questionnaire and students' score sheet for Economics, the questionnaire is tagged "Lecturers Motivation and Job Performance (TMJP)" it will

source data on lecturers' motivation and job performance, and students' score sheet will provide data on students' performance. The questionnaire is a four Likert type scale with four rating scales; Very High Extent (VHE), High Extent (VE), Low Extent (LE) and Very Low Extent (VLE) in four clusters according to the purpose of the study.

The TMJP was subjected to both content and face validity to three experts from; Faculty of Education of the The researcher will engage assistant(s), who will help the researchers cover the study area easily. The researcher coordinated the conduct of the data collection, the instruments were retrieved from the respondents based on the deadline agreed upon by the respondents. Independent sample t-test was used in the test of hypotheses. If the t –value is greater than the p-value H_0 shall be rejected, else accepted.

RESULTS AND DISCUSSION

Null Hypothesis One

Prompt payment of lecturers' salaries and allowances do not significantly influence students' academic performance in economics in colleges of education in Gombe state.

Table 1: Influence of Prompt payment of lecturers' salaries and allowances on academic performance in economics in colleges of education in Gombe state, Nigeria.

Group	Alpha	Df	t	p	Decision
Lecturers' Motivation	0.05	37	0.82	1.69	Accepted
Students' Performance in Economics					

Table 1 presented the results of an independent sample conducted to compare the Mean Responses of lecturers on the influence of Prompt payment of lecturers' salaries and allowances on students' academic performance in economics in colleges of education in Gombe state. The results show that t(0.82) is less than p(1.69) at a 0.05 level of significance, hence the H_0 is accepted. This means that Prompt payment of lecturers' salaries and allowances do not significantly influence students' academic performance in economics in colleges of education in Gombe state.

Null Hypothesis Two

Teachers' promotions do not significantly influence students' academic performance in economics in colleges of education in Gombe state.

Table 2: Influence of lecturers' promotion on students' academic performance in economics in Colleges of Education in Gombe state, Nigeria.

Group	Alpha	Df	t	p	Decision
Lecturers' Motivation	0.05	174	0.28	1.69	Accepted
Students' Performance in Economics					

Table 2 presented the results of an independent sample conducted to compare the Mean Responses of lecturers on the influence of lecturers' promotion on students' academic performance in economics in colleges of education in Gombe state. The results show that t (0.28) is less than p(1.69) at a 0.05 level of significance, hence the H_0 is accepted. This means that lecturers' promotion do not significantly influence students' academic performance in economics in colleges of education in Gombe state.

Null Hypothesis Three

Lecturers' salary structure does not significantly influence teachers' job performance towards students' academic performance.

Table 3: Influence of lecturers salary structure on students' academic performance in economics in colleges of education in Gombe state, Nigeria.

Group	Alpha	df	t	t	Decision
Lecturers' Motivation	0.05	174	-0.02	1.69	Accepted
Students' Performance in Economics					

Table 3 presented the results of an independent sample conducted to compare the Mean Responses of lecturers on the influence of lecturers' salary structure on students' academic performance in economics in colleges of education in Gombe state. The results show that t (-0.02) is less than p(1.69) at a 0.05 level of

significance, hence the H_0 is accepted. This means that lecturers' salary structure do not significantly influence students' academic performance in economics in colleges of education in Gombe state.

Null Hypothesis Four

Working environments do not significantly influence teachers' job performance towards students' academic performance.

Table 8: Influence of working environment on students' academic performance in economics in colleges of education in Gombe state, Nigeria.

Group	Alpha	df	t	t	Decision
Lecturers' Motivation	0.05	174	0.02	1.69	Accepted
Students' Performance in Economics					

Table 4 presented the results of an independent sample conducted to compare the Mean Responses of lecturers on the influence of lecturers' working environment on students' academic performance in economics in colleges of education in Gombe state. The results show that t (0.02) is less than p (1.69) at a 0.05 level of significance, hence the H_0 is accepted. This means that lecturers' working environment do not significantly influence students' academic performance in economics in colleges of education in Gombe state.

Findings of the Study

The following are the major findings of the study:

1. Prompt payment of lecturers' salaries and allowances do not significantly influence students' academic performance in economics in colleges of education in Gombe State.
2. Lecturers' promotions do not significantly influence students' academic performance in economics in colleges of education in Gombe State.
3. Lecturers salary structure do not significantly influence students' academic performance in economics in colleges of education in Gombe State.
4. Working environment do not significantly influence students' academic performance in economics in colleges of education in Gombe State.

DISCUSSION OF FINDINGS

The finding that prompt payment of lecturers' salaries and allowances does not significantly influence students' academic performance in economics suggests that while timely payment is essential for lecturers' well-being and motivation, it may not directly impact students' learning outcomes in this particular subject. This agrees with Rasheed et al., (2016) that teachers' salaries does not significantly affects students' performances. It reveals that academic performance is likely influenced by various other factors such as teaching quality, curriculum design, and student engagement.

The finding that lecturers' promotions do not significantly influence students' academic performance in economics indicates that the rank or status of lecturers within the institution does not necessarily correlate with improvements in student outcomes. This agrees with Mruma (2013) that teachers' promotions and placements does not improve students' performance. This pointed that lecturers' career advancement may be more related to other institutional or individual factors and may not have a direct bearing on students' understanding of economics.

The finding that the salary structure of lecturers does not significantly influence students' academic performance in economics implies that variations in lecturers' salaries within the existing structure do not appear to be a primary factor affecting students' performance in this subject. This tallies with Kwapong, et al., (2015) and Eberle (2011) that teachers salary scale does not influence students' performance, while fair compensation is crucial for attracting and retaining talented lecturers, it may not directly translate into better student achievement in economics.

The finding that the working environment, including factors such as facilities and resources, does not significantly influence students' academic performance in economics suggests that despite the importance of a conducive learning environment, other factors may have a more substantial impact on students' performance in this subject. This agrees with Njoku and Modebelu (2019) and Okolocha (2020). This

underscores that the quality of teaching, the curriculum, and students' personal effort likely play a more significant role in academic performance.

These findings emphasize the complexity of factors influencing academic performance in economics. While the factors examined in the study did not show a significant influence individually, it's important to remember that student success is typically the result of a combination of factors, including the quality of teaching, the curriculum, student motivation, and external support systems.

It's also worth noting that these findings may not be universally applicable to all educational contexts, as the influence of factors can vary from one institution to another. Therefore, further research and contextual analysis may be necessary to gain a comprehensive understanding of the dynamics affecting students' academic performance in economics in colleges of education in Gombe State.

CONCLUSION

Based on the findings of the study, it was concluded that: despite the importance of timely payments to lecturers, it may not directly impact students' performance in this particular subject; the rank or status of lecturers within the institution does not necessarily correlate with improvements in student outcomes in this subject; variations in lecturers' salaries within the existing structure do not appear to be a primary factor affecting students' performance in economics; despite the importance of a conducive learning environment, other factors may have a more substantial impact on students' performance in this subject.

The findings collectively revealed that factors related to the payment of salaries and allowances, lecturers' promotions, salary structure, and working environment do not appear to be the primary determinants of students' academic performance in economics in colleges of education in Gombe State. It is important to note that academic performance can be influenced by a multitude of factors, and these findings should be considered in the broader context of educational practices and policies. Further research may be needed to explore additional factors that may have a more significant impact on students' performance in economics and to understand the nuances of this relationship.

RECOMMENDATIONS

The following recommendations were made based on the findings of the study;

1. The colleges should invest in academic support services such as tutoring, study groups, and academic counseling to help students excel in economics. Enthusiasm that students have access to resources and support beyond the influence of lecturer-related factors. government should review lecturers' salary structure to enable them put more effort towards students' academic performance
2. The colleges should develop programs that focus on improving lecturers' teaching effectiveness and their ability to facilitate student learning. Thus, encourage lecturers to stay updated with the latest teaching techniques and technologies.
3. The colleges should establish feedback mechanisms that allow lecturers to provide input on their working experiences. Thus, use the feedback to make continuous improvements on the lecturers' motivation.
4. The colleges should review policies related to lecturers' compensation, promotions, and working conditions to ensure they align with their general needs.

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