



Effect of Motivating Basic Technology Teachers On Academic Performance Of Students In Junior Secondary Certificate Examination in Potiskum Local Government Area, Yobe State

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ABSTRACT

This research paper "The Effect of Motivating Basic Technology Teachers on Academic Performance of Students in Junior Secondary Certificate Examination in Potiskum Local Government Area, Yobe State". The study investigates the factors affecting the motivation of Basic Technology Teachers and their impact on students' academic performance. The research design is a descriptive survey, and the sample consists of 30 Basic Technology Teachers from 16 public UBE schools in Potiskum Local Government Area. The data collection instrument is a 20-item structured questionnaire, and the data is analyzed using descriptive statistics. The findings reveal that individual differences, job nature, and lack of implementation of the new minimum wage affect Basic Technology Teachers' motivation. Additionally, the study finds that working conditions, including provision of lunch and tea, clear job descriptions, housing, and teaching/learning resources, impact students' academic performance. The study concludes that motivation influences Basic Technology Teachers' performance, which in turn affects students' academic performance. The researcher recommends improving intrinsic motivation factors, providing opportunities for professional growth, and recognizing Basic Technology Teachers' achievements. The study's significance lies in its contribution to understanding the impact of Basic Technology Teachers' motivation on students' academic performance, providing insights for education management institutes, academicians, and policymakers.

Keywords: Academic Performance, Basic Technology, Teachers

INTRODUCTION

Basic Technology Teachers were accorded due respect among other professions during the era of quality education 1950s and late 1960s. In our contemporary Nigeria, Basic Technology Teachers' have not been given adequate prior. as stipulated in the national policy of education (Imo, 2013). Basic Technology Teachers are expected to earn be intrinsic and extrinsic reward from work. It is understandable that the success or failure of educational system depends mainly on the Basic Technology Teachers. In line with the foregoing, Imo (2013) posit that educational goals can be accomplished by giving Basic Technology Teachers the relevant motivation, necessary attention and priority they deserve while they are working towards achieving the purpose of learning.

It is a well-known fact that a well-motivated lecturer, who is provided with working incentives, good working conditions and adequate remuneration is bound to be dedicated to his/ her teaching responsibilities so as to bring about the needed learning among learners. This is buttressed by Archibong (2013) who argued that quality education does not just occur miraculously but can be achieved through continuous and improved efforts by the stakeholders in the education enterprise, especially by enhancing Basic Technology Teachers' motivation through several welfare packages. If the aforesaid welfare packages are well harnessed, Basic Technology Teachers would be motivated to prepare adequately for their lessons, go to school regularly and punctually, attend classes as scheduled, lecture the students well and carry out the necessary academic performance assessments both within and outside their respective schools. It is worthy of note that Basic Technology Teachers' effectiveness will only become meaningful if students' performances are adequate and improved upon.

According to Alarm and Farid (2011), motivation of Basic Technology Teachers is very important as it affects the students directly. This fact is supported by Marques (2010) in her conclusion that motivation, satisfaction and performance are interdependent. Dorneyi (2001) further states that lecturer efficacy affects students directly as there is strong correlation between lecturer efficacy and students' performance hence a desired outcome by the students can occur with the help of the teacher. This means that low motivation of Basic Technology Teachers affects his performance which affects the students' performance. To compound the problem, Basic Technology Teachers are also compelled to cope with Teaching-learning environment that are ill-equipped with outdated office fittings, furniture, laboratories, libraries, basic technology workshops, inadequate farmland and sporting arena. The non-functional state of the afore-painted school plant is enough to implant false perception to teacher vis-a-vis how the society values the Teaching profession. The condition of Basic Technology Teachers in the states is further highlighted as they complain of lack of motivational incentives for them. Accordingly, Usman (2015) buttressed that Basic Technology Teachers complain of lack of fringe benefits of the workers like transport, housing, and medical allowances; lack of payment of leave allowances for many years; lack of recognition, merits awards, bonus and in-service training.

Statement of the Problem

In Nigeria, the status of Basic Technology Teachers remains in jeopardy. Usman (2015) lamented that there exists alarming maltreatment of Basic Technology Teachers in Nigeria to the extent that many Basic Technology Teachers feel ashamed to proclaim the Teaching profession. He further reported that Basic Technology Teachers are paid meager salaries/wages with almost absence or insignificant welfare packages. Based on the foregoing, Basic Technology Teachers are now termed 'natural economists' because their hands are forced to resort to simple living as they could hardly afford luxury. Most Basic Technology Teachers live in poorly built houses surrounded with little or no ventilation, unclean water, no electricity, poor road network and mockery by workers from other highly remunerable occupations. Basic Technology Teachers' salaries, pension, allowances and gratuity are mostly delayed, owed and or ceased. Omeoga (2013) further lamented that NUT, Yobe Branch went on indefinite strike as a way of agitating for the payment of enhanced Basic Technology Teachers' Salary Structure, the inclusion of secondary school Basic Technology Teachers in minimum wage and the payment of arrears of leave allowances.

The negative performance of student towards an educational aims and objectives could be associated to the low motivation of Basic Technology Teachers most especially in the area of Basic Technology. It is generally believed that children from high and middle socio-economic status parent are better exposed to a learning environment at home because of provision and availability for extra learning facilities and attended a private school while students from a very low socio-economic status family will attend a public school and may not have any opportunity to expose to a better learning environment where Basic Technology Teachers are highly motivated. Basic Technology Teachers have the biggest impact on the success and flaws of students' academic performance because their Teaching motivations are instrumental in helping them learn and one approach is likely to produce different results from another. Basic Technology Teachers' motivation to undertake a task depends on their expected reward. Efficient

Teaching and moral will take place when there is strong motivation in terms of wages and innovation from both employers, also the students` performance in Basic Technology sometimes may serve as a motivation for the Basic Technology Teachers in other to perform efficient in the subject. This motivation may be aroused by either extrinsic or intrinsic stimuli both of which are important in directing and regulating the learner`s behavior towards attainment of the desired goals. With all these nasty experiences, it will become difficult for Basic Technology Teachers to remain committed to their official assignments in the various schools.

Purpose of the Study

The main purpose of the study is to determine the effect of motivating Basic Technologies Basic Technology Teachers on academic performance of students in Junior Secondary Certificate Examination in Potiskum Local Government Area, Yobe State. While the specific objectives are to:-

- i. Identify the factors affecting the motivation of Basic Technology Teachers in Potiskum Local Government Area, Yobe State.
- ii. examine the effect of working conditions of the Basic Technology Teachers on students` academic performance in Potiskum Local Government Area, Yobe State

Research Questions

- i. What are the factors affecting the motivation of Basic Technology Teachers in Potiskum Local Government Area, Yobe State?
- ii. What are the effects of working conditions of the Basic Technology Teachers on students` academic performance in Potiskum Local Government Area, Yobe State?

Hypothesis

The following hypothesis were formulated and tested on 0.05 level of significance

H₀₁ There is no difference between the performance of students taught by the motivated Technology Teachers and that of students taught by non-motivative Technology Teachers

H₀₂ There is no difference between the Examination of students taught by the motivated Technology Teachers and that of students taught by non-motivative Technology Teachers

Significance of the Study

The findings of the study are significant in the following ways:

The Education Management Institute will benefit from the study in getting to know what to include in its post Basic Technology Teachers training needs. The findings may be used by academicians and other researchers for further research on how to improve lecturer` motivation.

The Ministry of Education will use the findings to improve various Basic Technology Teachers` motivational strategies. The findings of the study will be useful to serving head Basic Technology Teachers and BOG in identifying factors that motivate Basic Technology Teachers and hence make adjustments where necessary.

This study will help both government and private school board to understand the influence of Basic Technology Teachers` motivation on student academic performance especially in Basic Technology. It would also enable Basic Technology Teachers to structure students` education to make them more effective in helping to improving the efficiency of their academic performance. It would be a source of information on how Basic Technology Teachers can engage in productive means to ensure the meaningful performance.

This study would also serve as a tool to clarify issues as to whether Basic Technology Teachers` motivation have any influence on student performance and to make recommendations on how school systems can ameliorate the situation.

METHODOLOGY

Research Design

According to Ngechu (2001), a research design is a plan showing how problems under investigation are solved. The study adopted descriptive survey design. The design is chosen because through it, the researcher will be able to collect and analyze data as it existed in the field without manipulating any

variables. The researcher will be able to collect data in order to answer questions concerning the current status of the subjects of the study and assess attitudes and opinion about events, individuals or procedures (Gay, 2014).

Area of the Study

The area of the study is UBE Secondary school in Potiskum Local Government area in Yobe State. Potiskum Local Government is located 11.0825 E and longitude 11.7072 N border with Nangere, Fika and Fune Local Government respectively.

Population

The population of the study comprises the entire Basic Technology Teachers in Potiskum Local Government Area, Potiskum Local Government Area, Yobe State.

The Public Schools under Universal Basic Education Board in Potiskum Local Government served as the population of this study.

S/N	School Name	Number of Teachers
1.	G G D J S S KWATA	5
2.	G D J S S KARA	6
3.	G D J S S ARI KIME	6
4.	G D J S S MAMUDO	4
5.	G D J S S GARBAWA	1
6.	G D J S S DAMBOA	6
7.	G D J S S CHADI	4
8.	G D J S S JUMA'A	3
9.	G D J S S BADEJO	5
10.	G D J S S YERIMARAM	4
11.	G D J S S BULA	2
12.	G D J S S LAMBA MAI ADIKO	2
13.	G D J S S DORAWA	5
14.	G D J S S DANCHUWA	2
15.	G D J S S MAJE	4
16.	G D J S S DAKASKU	2
	Total	61

Sample Size and Sampling Technique

A sample is a small population of the target population selected systematically from the study (Wiersma, 2014).

Gay (1980) cited in (Jen, 2010) reported that if the population is large, the percentage of population to sample should be a minimum of 50%. For these reasons, the researcher will use 50% out of the entire population.

With regard to the large number of population, the researcher would look in to one school public UBEs in Potiskum Local Government Area. Therefore, the researcher may end of with sixteen schools respectively.

Therefore, sample size is 30 Basic Technology Teachers from Schools identified.

Instrument for Data Collection

The instrument used for this study will be (20) items structured questionnaire. Since the researcher instrument used will be the questionnaire, it will be designed using the five likert scale. Which are;

Strongly Agreed =5 (SA),

Agreed=4 (A),

Undecided =3 (U),

Disagreed =2 (D) and

Strongly Disagreed =1 (SD).

Any point below 3.00 will be regarded as disagreed; any point from 3.00 and above is regarded as agreed.

Validity of the Instrument

The instrument for data collection will be validated by three experts from School of Technical Education, Federal College of Education (Technical) Potiskum. The validators assess the instruments to ensure relevance, appropriateness and clarity.

Method of Data Collection

The data for the study will be collected through the help of the two Research Assistants in administering and collecting the questionnaire from the respondents. After distribution of the questionnaire, respondents were given three days to fill out the questionnaire. This time frame will be given in order to give enough to the respondents to reflect on items on the questionnaire to facilitate valid responses.

Method of Data Analysis

The data collected will be analyzed using descriptive statistics such as mean and standard deviation will be used to research question. The formula for mean and standard deviation is given as:

$$\text{Mean } (\bar{X}) = \frac{\sum fx}{\sum f}$$

Standard Deviation (SD) = (σ)

$$S. d = \sqrt{\frac{\sum(x-\bar{x})^2}{fx}}$$

Where:

- \sum = Sum
- x = Individual score
- \bar{x} = Mean score
- n = Number of respondents

Decision rule

In taken decision for “r”, the following rules shall be observed;

The cutoff points are:

3.00 Above = agree

Less than 3.00 = disagree

RESULTS

Research Question 1: What factors affecting the motivation of Basic Technology Teachers in Potiskum L G A?

Table 1:

S/N	Items/statement	SA	A	D	SD	X	Remark
	Individual differences/attitude/belief acted motivation Basic Technology Teachers positively in Potiskum.	13	8	2	7	2.9	Agreed
	Natures of job of Basic Technology Teachers in Potiskum are not conducive.	14	10	2	4	3.1	Agreed
	The guidelines of working condition in Potiskum are not encouraging.	4	6	12	8	2.2	Dis agreed
	Lack of implementation of full new minimum wage affects the moral of Basic Technology Teachers to work effectively in Potiskum.	12	11	4	3	3.1	Agreed
	The present salary scales of Basic Technology Teachers in Potiskum need to be review to motivate them works better.	147	11	3	2	3.2	Agreed

Field Survey, 2022.

Research Question 2: What are the effects of working conditions of the Basic Technology Teachers on student's academic performance in Potiskum L G A?

Table 2:

S/N	Items/statements	SA	A	D	SD	X	Remark
	The school provides lunch and tea to Basic Technology Teachers in Potiskum.	1	2	15	12	1.7	Dis agreed
	Employer gives out clear job description to the Basic Technology Teachers in Potiskum.	4	6	12	8	2.2	Dis agreed
	The school provides houses to all Basic Technology Teachers in Potiskum.	2	8	9	11	2.0	Dis agreed
	The school provides Teaching/learning resources for effective Teaching and Learning in Potiskum.	2	4	13	11	1.9	Dis agreed
	The academic performance of students in Potiskum improves positively because of their basic Technology Teachers working conditions.	7	4	12	7	2.4	Disagreed

Field Survey, 2022.

DISCUSSION

From the table 1, the respondents agreed with the statement which said individual's differences/attitudes/belief affect the motivation of Basic Technology with 13 strongly Agreed, Agreed 8, strongly Agreed 2 respectively.

The respondents reacted with 14 strongly agreed, 10 Agreed and strongly Disagreed 4 and 2 respondents Disagreed with the statement Nature of job of Basic Technology Teachers in Potiskum not conducive.

The respondents also Disagreed with the statement which stated that the guideline of working condition in Potiskum are not encouraged they reacted with 12 Disagreed, 8 strongly Disagreed, 6 Agreed and 4 strongly Agreed respectively.

On the statement lack of implementation of full new minimum wage affects the moral of Basic Technology Teachers the respond clearly indicated with 12 strongly Agreed followed by 11 with Agreed, 4 Disagreed and 3 strongly Disagreed respectively.

Finally on the issue of present salary scale of Basic Technology Teachers, the respondents reacted with 14 strongly Agreed, 11 Agreed 3 Disagreed and 2 strongly Disagreed.

The table 2 clearly express the reactions of the respondents with 15 Disagreed, 12 strongly Disagreed followed by 2 with Agreed and 1 Strongly Disagreed on a statement school provides lunch and tea to Basic Technology Teachers in the targeted study area.

Secondly the respondents Disagreed with the statement employer gives out clearly job 12 Disagreed, 8 strongly Disagreed followed by 6 Disagreed and 4.

On the statement the school provides houses to all Basic Technology Teachers. The respondents reacted 11 strongly Disagreed, 9 Disagreed and 8 Agreed followed by 2 strongly Agreed with the said statement. The respondents reacted that 11 strongly Disagreed 13 Disagreed and 4 respondents Agreed and 2 strongly Agreed respectively with the statement Teaching and learning materials are sufficient for Teaching Basic Technology in study Area.

Finally the statement which said the Academic performance of students improves as a result of good learning condition in Potiskum the responses indicated that, they Disagreed with the said statement with 12 Disagreed, 7 strongly Disagreed followed by 7 strongly Agreed and 4 Agreed respectively.

CONCLUSION

Based on the findings it will be concluded that working conditions provided conducive learning atmosphere which Basic Technology Teachers to perform better hence good students' performance in the examinations. The study also concluded that motivation influences Basic Technology Teachers'

performance which in turn affects students' academic performance in senior secondary schools in Potiskum. This implied that the more Basic Technology Teachers are advanced in age the poorer the school performance. The study also concluded that influenced performance revealed a strong relationship between working condition and school performance in secondary school. The study further concluded that there will be a strong relationship between professional development and senior secondary school students' performance in secondary school. It will be also concluded that had a strong relationship between remuneration related factors and school performance in secondary school. In other words, school performance in secondary schools may be explained by the prevailing remuneration factors.

RECOMMENDATIONS

Following the findings and conclusions of this study the researcher made the following recommendations:

- i. Schools administrators should improve the intrinsic motivation factor of Basic Technology Teachers, by recognizing the Basic Technology Teachers for their achievement by writing commendation and recommendation letter to them, as inclusion in decision making that affect them.
- ii. Basic Technology Teachers who are closer to the students than other stakeholders should be provided with opportunities for professional growth. This may be done by sponsoring regularly the Basic Technology Teachers to attend workshop, seminars and granting them to study with pay if they wish to go for further studies. This is also by giving the Basic Technology Teachers more responsibilities by allowing them to handle different classes and assigning them other duties

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