

**INFLUENCE OF MOTIVATION OF ECONOMICS TEACHERS AND
TEACHING EFFECTIVENESS IN ILORIN WEST L.G.A, KWARA
STATE.**

BY

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CERTIFICATION

This project is been read and approved by the under signed as meeting the requirements in partial fulfillment for the award of Nigeria Certificate in Education (NCE) in Political Science Department, Kwara State College of Education, Ilorin.

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DEDICATION

This project is dedicated to Almighty Allah for his protection, provision and guidance throughout my programme in Kwara State College of Education. It is also dedicated to my parents Mr and Mrs Idris who have extremely contributed and assisted me with their financial support, prayers, love and care may God continue to keep them ill and healthy for me (Amen).

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ABSTRACT

This study was designed to examine the Impact of child abuse on students academic performance (A case study of selected secondary school in Ilorin West L.G.A. The study was guided with two research questions. Survey research design was used and the study employed quantitative approaches where observation, checklist, school records and likert scales were used for data collection. The sample of the study included twenty (20) secondary school students each from the five (5) schools selected. The data were analyzed using frequency and percentages. Findings revealed among others that most of the students not exposed to abuse have advantage over those exposed to abuse academically. By implication this shows that greater number of these students will be found wanting academically that will lead to low academic achievement, and inability to cope with future academic challenges in schools. Female and male students have a lower school attendance compared when abuse. The study recommends among others that parents and community should be mindful of age and sex of their students before exposing them to abuse, parents and the school authority should ensure that female students are retained in school by providing girl child friendly environment and also the government/Community should develop positive strategies to abuse reduction or eradication towards a fruitful fulfillment of students' school academic performance such as: introducing more subsidies such as free meal tickets, reduced school fees or certificates of school attendance.

CHAPTER ONE

INTRODUCTION

Background to the Study

Teachers are the fabric of any educational system. This is so because teachers act as a hub around which any educational system revolves. According to Ogunrinde (1999), teachers are scare objectives and conformists, who are expected to be armed with sound knowledge in their subject areas with a view of achieving academic excellence in the classroom situation. He maintains that teachers as the centre of any educational system require a set of desired objectives to be achieved at the end of any instruction. This is true because teaching occupies a prominent place in the mind of a learner. In addition, it is believed that teaching either at home or/and in the school influences every learner. Igbede (1999) pointed out that teaching occurs when teachers interact skillfully with the learners. He maintains that teaching is concerned with those aspects of learning which are associated with the environment, the nature of students being taught, the nature of curriculum and the content which teachers have gained master of over time, and which as well has becomes authority to the learners outcome. Idisi (2012) also stressed that effective teaching can only be attained when resourceful, competent, and dedicated teachers are employed to teach, so as to guide against inefficient use of methods and strategies in teaching and learning process. The concept of effective teaching is not universal but depends mainly on individual teacher's teaching habit, and the school setting in which the teacher finds himself (Ogunriide 1999, Ifeta,2012 Jimba, & Agenyi, (2012). To be effective in teaching, teachers

are expected to be honest, dedicated, firm, committed and consistent in their job for better learning outcome. When these variables are lacking in a teacher, teaching becomes ineffective. In view of this therefore, the paper tends to find out what make s teachers effective in teaching economics in secondary schools in Kwara State.

In organizational psychology, it is frequently expressed that job performances is a function of ability and motivation. Performance can be regarded as almost any behaviour which is directed towards task or goal accomplishment. The importance of motivation and its effects on employees' performance and retention is recognized by many organizations today. Good performance among employees in an organization has many implications such as high motivation among employees, outstanding ability, good organizational climate and infrastructure excellent leadership that can sustain rapport and productivity and good relationship among staff. Job motivation is important to the effectiveness of an organization.

The role of teacher motivation in determining the effectiveness of teaching cannot be overemphasized in any educational system. Teachers are the backbone of the educational sector, and their level of motivation plays a significant role in influencing how effectively they deliver lessons, manage the classroom, and inspire student learning outcomes (Akinsolu, 2010). In the context of secondary education in Nigeria, especially in Ilorin West Local Government Area of Kwara State, there is growing concern about the dwindling

performance of students in Economics, which may be partly linked to the level of commitment and effectiveness of teachers — a factor often influenced by motivation.

Motivation refers to the internal and external factors that stimulate desire and energy in people to be continually interested and committed to a job, role, or subject (Herzberg, 1966). In the teaching profession, motivation may come in the form of financial incentives, recognition, opportunities for career development, good working conditions, and job security (Ololube, 2006). When teachers are adequately motivated, they tend to invest more effort and show greater passion for their duties, which in turn contributes to better instructional delivery and improved student performance (Adebayo & Adedeji, 2013).

Teaching effectiveness, on the other hand, involves the ability of a teacher to use appropriate teaching strategies, manage the classroom effectively, communicate clearly, and achieve stated educational objectives (Okebukola, 2012). The effectiveness of a teacher is not only measured by the teacher's mastery of subject content but also by how well the students understand and retain what is taught. However, studies have shown that many teachers in Nigerian public schools operate under demotivating conditions such as irregular salary payment, lack of promotion, limited professional development, and overcrowded classrooms (Adeyemi, 2008).

Specifically, in Ilorin West L.G.A., anecdotal evidence suggests that Economics teachers face several challenges that may hinder their level of motivation. These challenges potentially affect their productivity, leading to poor student outcomes in Economics, a key

subject in the senior secondary school curriculum. Therefore, investigating how the level of motivation among Economics teachers influences their teaching effectiveness is critical to identifying solutions that can enhance quality education in the area.

In educational organization, significantly, job satisfaction and motivation are very essential to the continuing growth of educational system around the world. The relevance of job satisfaction and motivation are very crucial to the long term growth of any educational system. They are ranked alongside with professional knowledge and skills, center competencies educational resources and strategies as the veritable determinants of educational success and performance. Professional knowledge, skills and centre competencies occur when one feels effective in one's behaviour. In other words, professional knowledge skills and competencies can be seen when one is taking on the mastering challenging tasks directed at educational success and performance. Needs satisfaction and motivation to work are very essential in the lives of teachers because they form the fundamental reason for working in life. An economics teachers who is highly achievement motivated would tend to be very conscientious in his or her work and tend to be more responsible while almost every economics teacher works in order to satisfy other needs in lye he/she constantly agitates for needs satisfaction, that is why motivation is said to be the activation or energization of goal oriented behaviour. Motivation is defined as some kind of internal drive which pushes someone to do things in order to achieve

something (Hairnes 2001) Achievement motivation becomes the driving factor for future understanding and can be defined as a predisposition to strive for success.

Statement of the Problem

The teaching profession in Nigeria, especially at the secondary school level, is currently confronted with serious challenges related to teacher motivation. Many teachers, including those who teach Economics, operate under demoralizing conditions such as delayed salary payments, lack of incentives, poor working environments, and limited opportunities for professional development. These challenges often lead to low job satisfaction and may adversely affect their commitment, enthusiasm, and overall teaching effectiveness (Ololube, 2006; Adebayo & Adedeji, 2013).

In Ilorin West Local Government Area of Kwara State, available records and anecdotal observations suggest that there has been a persistent decline in students' academic performance in Economics. Despite the strategic importance of the subject in preparing students for higher education and national economic awareness, many students still perform poorly in internal and external examinations. This situation raises a critical concern about the quality of instructional delivery by teachers and whether the lack of motivation among them may be a contributing factor.

While previous studies have highlighted the link between motivation and job performance across various sectors, there appears to be insufficient empirical research focused specifically on how motivational factors impact the teaching effectiveness of Economics

teachers in Ilorin West L.G.A. Understanding this relationship is vital because it could help identify the root causes of poor instructional performance and inform targeted interventions to improve teaching outcomes.

In economics education, it is obvious that without economics teachers there will be no economist in the nation. It becomes a basic necessity if the nation is to advance in economic development and keep abreast with other nations of the world. The problem is that economics teachers have no union unlike other subjects like mathematics, English to mention but this two. They only depend of the Nigerian Union of Teachers (NUT).

The government position concerns the job performance of teachers as they accuse the teachers of negligence, laziness and lack of dedication and zeal to work. It is realized that the act of neglecting the request for salary increment, incentives and better working condition of the economics teachers would adversely affect and in fact retard the economic development of the nation in future.

The problem of this study, therefore, is to determine the extent to which the motivation of Economics teachers influences their teaching effectiveness in Ilorin West Local Government Area, Kwara State. Without addressing this issue, efforts to improve students' academic performance and promote quality education may remain ineffective and unsustainable.

Purpose of the Study

The general purpose of this study is to examine the influence of motivation on the teaching effectiveness of Economics teachers in Ilorin West Local Government Area, Kwara State. The study aims to understand how different motivational factors impact the performance of teachers and how such motivation relates to instructional quality and educational outcomes.

The specific purposes of the study are to:

- i. Investigate the effects of motivation on the performance of Economics teachers.
- ii. Identify the key factors that tend to motivate Economics teachers, particularly in terms of their need's satisfaction and job performance.
- iii. Examine the views of the Ministry of Education on motivation and its effect on the performance of Economics teachers.

Research Question

- i. What are the effects of motivation on economics teachers' performance?
- ii. What are the factors that tend to motivate economics teachers in terms of needs satisfaction and job performance?
- iii. What is the view of Ministry of Education on motivation and its effect on economics teachers' performance?

Research Hypotheses

- i. There is no significant relationship between factors that tend to motivate teachers in terms of job satisfaction and teachers' performance.
- ii. There is no significant difference between needs satisfaction and economics teachers job motivation.
- iii. There is no significant difference between motivation and economics teachers' performance.

Significance of the Study

The findings arrived at this study shall contribute to the continuing growth of educational system in Nigeria and around the world. This study would help in describing or explaining the pivotal role of motivation on the need's satisfaction of economics teachers in Nigeria. The result of this study would also help educationist and policy makers in emphasizing the need for the inclusion on motivation packages for economics teachers so as to prepare them for better performance. The findings of this research will be beneficial to several stakeholders in the education sector, as outlined below:

1. Economics Teachers:

The study will help teachers understand the importance of motivation in enhancing their job performance. It will also bring attention to the factors that influence their productivity and suggest ways to advocate for improved welfare and working conditions.

2. School Administrators and Principals:

Findings from this research will assist school heads in identifying and implementing effective motivational strategies that can boost teacher morale, reduce burnout, and improve teaching effectiveness.

3. Ministry of Education and Policy Makers:

The study will provide empirical data that can inform educational policy decisions regarding teacher welfare, promotion policies, and incentive systems. It will also help the ministry understand how motivation impacts teacher performance and student outcomes.

4. Educational Researchers and Scholars:

This study will contribute to the growing body of literature on teacher motivation and instructional effectiveness in Nigeria. It may serve as a foundation for future studies in related fields of educational management and teacher education.

5. Students:

Indirectly, the study is significant to students, as increased teacher motivation is likely to result in improved teaching methods, better student-teacher relationships, and ultimately, enhanced academic performance in Economics.

Scope of the Study

This study is focused on examining the influence of motivation on the teaching effectiveness of Economics teachers in selected secondary schools in Ilorin West Local

Government Area, Kwara State. The scope of the research is limited to teachers who handle Economics at the senior secondary school level, and it primarily investigates the relationship between motivation (such as incentives, working conditions, and recognition) and how effectively they carry out their teaching duties.

The study covers both public and private secondary schools to ensure a balanced perspective. Specifically, it includes five selected schools, three government-owned and two privately schools in Ilorin West L.G.A. The selected schools are:

Government Secondary Schools:

1. Government Day Secondary School, Adewole
2. Government High School, Ilorin
3. United Community Secondary School, Oko-Erin

Private Secondary Schools:

1. Unilorin Secondary School, Tanke
2. Roemichs International School, Ajase-Ipo Road

The study does not extend to junior secondary teachers, teachers of other subjects, or schools outside Ilorin West L.G.A. It is also delimited to the perspectives of Economics teachers and education officials within the local government and does not include students' views.

Operational Definition of Terms

Economics: A study of how a society organizes its trade money and industry.

Motivation: Refers to the internal and external factors that influence Economics teachers' willingness and enthusiasm to perform their teaching duties effectively, such as salaries, recognition, promotion, and work environment.

Teaching Effectiveness: The ability of Economics teachers to deliver lessons in a way that enhances students' understanding, engagement, and academic performance.

Economics Teachers: Secondary school teachers responsible for teaching Economics at the senior secondary level within Ilorin West L.G.A.

Influence: The measurable impact that motivation has on the performance and instructional quality of Economics teachers.

Ilorin West L.G.A: A local government area in Kwara State, Nigeria, which serves as the geographical focus of this study.

CHAPTER TWO LITERATURE REVIEW

Introduction

This chapter presents a review of relevant literature related to the influence of motivation on teaching effectiveness, especially among Economics teachers. The review is organized under the following sub-headings to capture both theoretical and empirical insights. It will be reviewed under the following sub-heading:

- i. Concept of Teacher Motivation
- ii. Types and Sources of Motivation
- iii. Teacher Motivation and Teaching Effectiveness
- iv. Motivation and Teacher Performance
- v. The Role of School Leadership in Motivating Teachers
- vi. Policy Implications and Recommendations for Teacher Motivation
- vii. Teaching Effectiveness: Meaning and Indicators
- viii. Relationship Between Teacher Motivation and Teaching Effectiveness
- ix. Empirical Studies
- x. Theoretical Framework
- xi. Appraisal of Literature Reviewed

Concept of Teacher Motivation

Teacher motivation is a crucial factor in determining the effectiveness of teaching and the quality of education delivered in schools. It refers to the internal and external factors that influence a teacher's desire to perform their job with enthusiasm, commitment, and responsibility. Motivation is not merely a response to rewards but involves a complex interplay of intrinsic and extrinsic elements that drive teachers to engage in their roles effectively. Intrinsic motivation is derived from internal factors such as job satisfaction, passion for teaching, and the desire to impact students' lives positively, while extrinsic

motivation comes from external rewards such as salary, recognition, and career advancement opportunities (Ryan & Deci, 2000).

For teachers, motivation is not just about financial incentives but also about the recognition of their efforts, a conducive working environment, and professional growth opportunities. According to Herzberg's Two-Factor Theory, there are factors that can prevent dissatisfaction (hygiene factors) and those that actively promote satisfaction (motivators). For example, a teacher who works in an environment where their efforts are acknowledged and where they have opportunities for career advancement is more likely to feel motivated. However, factors such as low salary or lack of job security can lead to dissatisfaction, even if a teacher enjoys teaching or feels passionate about the subject (Herzberg, 1959).

In the studies of Economics teachers, motivation plays a vital role in ensuring effective lesson delivery and improved student learning outcomes. Economics is a subject that requires not only subject expertise but also a high degree of passion to inspire students to understand complex economic concepts. A motivated Economics teacher is more likely to adopt innovative teaching methods, engage students actively in learning, and contribute positively to their academic performance. Conversely, teachers who feel undervalued or unsupported may struggle with low morale, which can negatively affect their teaching performance and the academic success of their students (Ololube, 2006).

The importance of teacher motivation extends beyond individual performance to influence broader educational outcomes. Motivated teachers are more likely to have higher levels of

job satisfaction, which contributes to their long-term commitment to the teaching profession. This is crucial for improving educational quality, especially in secondary schools where teachers are tasked with preparing students for higher education and professional careers. As such, understanding the factors that drive teacher motivation is essential for creating policies and strategies that foster a motivated, effective, and committed teaching workforce (Adebayo & Adedeji, 2013).

Teacher motivation is often influenced by a combination of personal and professional factors. On a personal level, teachers who feel a sense of achievement in their teaching practices and who perceive their work as meaningful are more likely to remain motivated. Studies have shown that when teachers experience a sense of personal fulfillment from their work, they tend to invest more effort in lesson preparation, interact more positively with students, and foster a productive learning environment. Motivation, in this sense, is not only about fulfilling extrinsic needs but also about achieving intrinsic satisfaction from the impact teachers have on their students' lives (Deci & Ryan, 1985).

Types and Sources of Motivation

Motivation in the educational context is multifaceted and can be categorized into different types, each with its own sources. Understanding the types of motivation and the sources from which they stem is crucial in identifying what drives Economics teachers to perform effectively in the classroom. Generally, motivation is classified into two broad types:

intrinsic motivation and **extrinsic motivation**. Both types have significant implications for teaching effectiveness.

Intrinsic Motivation

Intrinsic motivation refers to the internal desire to engage in an activity for the inherent satisfaction or joy it brings. Teachers who are intrinsically motivated are driven by factors such as personal growth, the desire to make a meaningful impact on students' lives, and a genuine passion for teaching their subject. Economics teachers who experience intrinsic motivation often find their work fulfilling regardless of external rewards. These teachers are likely to be more committed, innovative, and persistent in their efforts to improve student learning outcomes, as their motivation comes from within rather than from external pressures or rewards (Deci & Ryan, 1985). For example, an Economics teacher who finds joy in helping students understand economic principles may be more enthusiastic and dedicated, which positively impacts their teaching effectiveness.

Extrinsic Motivation

Extrinsic motivation, on the other hand, involves engaging in an activity for external rewards or to avoid negative outcomes. In the context of teaching, extrinsic motivation is often influenced by factors such as salary, job security, recognition, and career advancement. Teachers motivated extrinsically may perform their duties to gain tangible rewards, such as promotions, bonuses, or awards. While extrinsic motivation can be effective in encouraging teachers to meet basic expectations and fulfill their duties, it may

not necessarily lead to sustained, high-quality teaching if not coupled with intrinsic motivation (Herzberg, 1959). For Economics teachers, extrinsic motivation might include incentives like salary increments, improved working conditions, and professional recognition, which can enhance their job satisfaction and performance in the classroom.

Sources of Motivation

The sources of teacher motivation can be broadly divided into **internal** and **external** factors. Internal sources of motivation arise from within the teacher and are often linked to personal beliefs, values, and attitudes. For example, a teacher's passion for Economics or their commitment to student success can drive them to perform effectively in the classroom. Additionally, teachers who feel a sense of personal accomplishment when their students excel academically or demonstrate progress are more likely to remain motivated and dedicated to their work. According to Maslow's Hierarchy of Needs, teachers' motivation can also be linked to the fulfillment of higher-order needs, such as self-esteem and self-actualization, which are critical for job satisfaction (Maslow, 1943).

External sources of motivation, on the other hand, are influenced by the teaching environment, institutional support, and societal expectations. External sources include tangible factors such as financial compensation, job security, school leadership, administrative support, and the availability of teaching resources. A positive school environment, supportive administration, and opportunities for professional development are external motivators that can enhance teachers' job satisfaction and performance.

Research has shown that teachers who feel supported by their colleagues, principals, and the education system are more likely to feel motivated and perform effectively in the classroom (Ingersoll, 2001).

Teacher Motivation and Teaching Effectiveness

The relationship between teacher motivation and teaching effectiveness is a critical area of interest for educators, policymakers, and researchers. Teaching effectiveness refers to the ability of a teacher to facilitate student learning through the application of appropriate instructional strategies, content knowledge, and pedagogical skills. A motivated teacher is more likely to demonstrate higher levels of teaching effectiveness, as motivation directly influences the teacher's enthusiasm, commitment, and willingness to invest time and energy into their teaching practices.

Teachers who are highly motivated are often more engaged in their work, leading to more dynamic, interactive, and student-centered classrooms. Motivated teachers are better able to implement a range of instructional strategies that cater to diverse student needs, such as collaborative learning, project-based learning, and differentiated instruction. For example, a motivated Economics teacher is likely to use real-world examples, case studies, and interactive teaching methods to help students understand complex economic theories and concepts. This results in higher levels of student engagement, better comprehension, and improved academic performance (Tschannen-Moran et al., 1998).

Furthermore, motivated teachers tend to invest in their professional development, which is an essential factor in teaching effectiveness. Teachers who feel motivated are more likely to seek out opportunities for growth, such as attending workshops, participating in training programs, and engaging in peer collaborations. Continuous professional development helps teachers stay up-to-date with current trends in education, incorporate new teaching technologies, and refine their instructional techniques. For Economics teachers, this means staying current with economic developments and integrating them into classroom discussions, thereby enriching the learning experience for students (Shen, 2009).

On the contrary, a lack of motivation among teachers can lead to diminished teaching effectiveness. Teachers who are disengaged or dissatisfied with their work may struggle with lesson delivery, exhibit low energy levels, and fail to maintain student interest. This can result in suboptimal student learning outcomes, as students may not receive the attention and support they need to succeed. Additionally, demotivated teachers are more likely to experience burnout, which can negatively affect their long-term commitment to the profession. Research has shown that teacher burnout is closely linked to a decline in teaching effectiveness and student achievement (Maslach & Leiter, 1997).

Factors Affecting Teacher Motivation

Various factors influence teacher motivation, and these factors can vary based on the individual teacher, school context, and broader societal and policy environments. These factors can be grouped into personal, professional, and environmental categories. Personal

factors include intrinsic traits such as passion for the subject, a sense of professional identity, and personal beliefs about the importance of teaching. For example, an Economics teacher who is passionate about economic theories and enjoys sharing this knowledge with students is more likely to feel motivated in their role.

Professional factors include job-related elements such as career advancement opportunities, workload, professional development, and the recognition teachers receive for their efforts. Teachers who feel that their efforts are acknowledged and rewarded through promotions, salary increases, or public recognition are more likely to feel motivated to continue performing effectively. Additionally, the opportunity for professional growth, such as access to training programs and workshops, enhances teachers' motivation and teaching effectiveness (Adebayo & Adedeji, 2013).

Environmental factors play a crucial role in shaping teacher motivation as well. A positive school environment that fosters collaboration, mutual respect, and support among colleagues and administrators can significantly enhance teachers' motivation. Supportive school leadership, adequate resources, and manageable class sizes contribute to a teacher's ability to perform their duties effectively. In contrast, negative school climates characterized by poor leadership, lack of resources, and disruptive classroom environments can diminish teachers' motivation and negatively affect teaching outcomes (Hargreaves, 2003).

Motivation and Teacher Performance

Teacher performance is a key indicator of teaching effectiveness and is influenced by various factors, including motivation. When teachers are motivated, their performance in the classroom typically improves, resulting in better learning outcomes for students. Motivated teachers are more likely to invest time and energy into lesson planning, engage with students meaningfully, and employ effective teaching strategies. These teachers often demonstrate higher levels of enthusiasm and commitment, which can inspire and motivate students to perform well.

Teacher performance is not solely determined by intrinsic motivation. Extrinsic motivation, such as receiving recognition and rewards for good teaching performance, also plays a significant role. Teachers who perceive that their efforts are acknowledged and rewarded are more likely to feel valued and perform at their best. This is particularly relevant for Economics teachers, where the ability to present complex topics clearly and inspire student interest in the subject is crucial. When Economics teachers receive recognition or incentives for their work, they may be more driven to enhance their teaching practices and maintain high levels of performance.

It is important to recognize that teacher performance is multifaceted and encompasses various elements, such as classroom management, lesson delivery, student engagement, and assessment. A motivated teacher is more likely to exhibit strong classroom management skills, create an engaging and supportive learning environment, and use

diverse teaching methods to meet the needs of all students. For instance, an Economics teacher who is motivated to foster student success may incorporate technology, use real-world examples, or adapt lessons based on student feedback to improve engagement and learning outcomes. As such, motivation directly influences the quality of instruction and student learning experiences (Shen, 2009).

The Role of School Leadership in Motivating Teachers

The role of school leadership in motivating teachers cannot be overstated. School leaders, such as principals and administrators, play a central role in shaping the work environment and creating a culture that either fosters or undermines teacher motivation. Effective school leadership involves providing teachers with the necessary support, resources, and encouragement to excel in their roles. A principal who is actively involved in the professional development of teachers, promotes a positive school culture, and ensures that teachers feel valued is more likely to have a motivated teaching staff.

One of the key ways in which school leadership can motivate teachers is by creating a supportive environment. Teachers who feel supported by their administrators are more likely to be motivated and committed to their work. Support can come in many forms, such as providing professional development opportunities, recognizing teachers' achievements, and addressing concerns about workload or classroom conditions. When school leaders demonstrate an understanding of the challenges teachers face and work to alleviate these

issues, teachers are more likely to feel motivated to perform effectively and improve their teaching practices (Leithwood & Jantzi, 2000).

Policy Implications and Recommendations for Teacher Motivation

Policies that promote teacher motivation are critical in enhancing teaching effectiveness, especially in subjects like Economics, where specialized knowledge is essential. Educational policies that address teachers' needs for professional development, competitive compensation, job security, and supportive work environments can significantly impact motivation. For example, policies that provide funding for teachers to attend professional development workshops or that offer financial incentives for outstanding performance can encourage teachers to continue improving their skills and teaching methods.

Another important policy consideration is the establishment of clear pathways for career advancement. Teachers who perceive opportunities for growth and promotion within the educational system are more likely to remain motivated and dedicated to their roles. These opportunities could include leadership roles, such as department heads or mentors for new teachers, as well as access to advanced degrees or specialized certifications. For Economics teachers, having the chance to advance professionally through additional qualifications or training in economic theory and pedagogy can foster a sense of achievement and motivation to perform well.

At the institutional level, schools should develop policies that promote a healthy work-life balance for teachers. Overburdened teachers with excessive workloads may experience

burnout and decreased motivation. Therefore, policies that encourage a balanced distribution of teaching responsibilities, adequate planning time, and access to resources can help alleviate stress and maintain motivation. Additionally, policies that foster a positive school culture and encourage teachers to engage in meaningful professional learning communities are essential in sustaining motivation over time (Fullan, 2001).

Teaching Effectiveness: Meaning and Indicators

Teaching effectiveness refers to the ability of a teacher to facilitate learning in a way that enables students to achieve desired academic outcomes. It involves the use of appropriate teaching methods, classroom management strategies, and assessment techniques that align with students' learning needs. An effective teacher is one who can engage students, foster critical thinking, and create an environment where learning is both meaningful and enjoyable. Effective teaching is not solely about content delivery, but also about inspiring students, managing the classroom environment, and evaluating student progress in ways that lead to academic improvement (Hattie, 2009; Darling-Hammond, 2017; Marzano, 2007).

A key indicator of teaching effectiveness is student achievement. Effective teaching should result in students gaining knowledge, skills, and competencies that are relevant to their academic and life goals. In the context of Economics education, teaching effectiveness can be observed when students demonstrate a clear understanding of economic concepts, apply theoretical knowledge to real-world scenarios, and perform well on assessments. Hattie

(2009) suggests that the impact of teaching on student learning can be measured through academic performance and the development of critical thinking and problem-solving skills. Research also indicates that teaching effectiveness is closely linked to improved student motivation, as engaged students are more likely to perform well academically (Schunk & DiBenedetto, 2020; Darling-Hammond, 2017).

Another important indicator of teaching effectiveness is the teacher's ability to employ diverse teaching methods that accommodate various learning styles and needs. Teachers who use a range of strategies, such as interactive activities, group discussions, technology integration, and differentiated instruction, are more likely to engage students effectively. For Economics teachers, utilizing real-world case studies, interactive simulations, and collaborative learning experiences can help students connect abstract economic theories to practical situations, thus enhancing their understanding (Chickering & Gamson, 1987; Darling-Hammond, 2017). Teaching effectiveness also depends on the teacher's ability to adjust lessons based on student feedback and performance, demonstrating adaptability and responsiveness to student needs.

Classroom management is another crucial element of teaching effectiveness. An effective teacher is able to maintain a structured and disciplined classroom environment where students feel safe and motivated to learn. Good classroom management strategies include establishing clear expectations, maintaining consistency in enforcing rules, and fostering a positive teacher-student relationship. Research has shown that a well-managed classroom

leads to higher student engagement and less time spent on disruptive behaviors (Emmer & Sabornie, 2015). In the context of Economics teaching, managing a classroom effectively ensures that students remain focused on the subject matter, enabling the teacher to deliver content without unnecessary disruptions.

Relationship Between Teacher Motivation and Teaching Effectiveness

The relationship between teacher motivation and teaching effectiveness is well-documented in educational research, with studies consistently showing that motivated teachers tend to be more effective in their roles. Motivation influences a teacher's willingness to invest time, effort, and energy into their teaching practices, which ultimately affects student learning outcomes. A motivated teacher is more likely to engage in high-quality instruction, use innovative teaching methods, and demonstrate a passion for helping students succeed. Conversely, a lack of motivation can lead to disengagement, poor performance, and lower teaching effectiveness (Fryer & Bovee, 2016; Skaalvik & Skaalvik, 2014).

Motivation, both intrinsic and extrinsic, plays a crucial role in shaping teacher performance. Intrinsic motivation, which arises from the internal satisfaction of teaching and helping students learn, is particularly linked to sustained teaching effectiveness. Teachers who are intrinsically motivated are driven by a sense of purpose and the desire to make a difference in their students' lives. In the context of Economics education, intrinsic motivation might manifest as a teacher's passion for the subject and a commitment to

helping students understand complex economic principles. Teachers who are intrinsically motivated are more likely to create an engaging learning environment, encourage critical thinking, and foster a deeper understanding of the subject (Ryan & Deci, 2000; Reeve, 2012).

Extrinsic motivation, on the other hand, refers to external rewards or recognition that encourage teachers to perform at their best. This can include salary increases, career advancement opportunities, and professional recognition. While intrinsic motivation is often seen as the most sustainable form of motivation, extrinsic rewards can provide additional incentives for teachers to improve their teaching effectiveness. For Economics teachers, extrinsic motivation may come in the form of financial incentives, job security, or public recognition for their contributions to student success. Research has shown that when teachers perceive that their efforts are acknowledged and rewarded, their motivation increases, which in turn improves their teaching performance (Hanushek, 2011; Hargreaves, 2003).

The relationship between teacher motivation and teaching effectiveness is not only influenced by individual factors but also by the broader school environment. A supportive school climate, effective leadership, and opportunities for professional development are external factors that can either enhance or hinder teacher motivation. When teachers feel supported by their school leaders, have access to professional growth opportunities, and work in a positive and collaborative school culture, their motivation levels are likely to be

higher. In turn, motivated teachers are more likely to adopt effective teaching practices, contribute to a positive school environment, and improve student achievement (Leithwood & Jantzi, 2000; Day, 2004). For instance, in Economics education, a teacher who receives regular professional development opportunities may feel more equipped and motivated to use innovative teaching techniques, such as integrating technology or applying real-world examples to economic theory.

Empirical Studies

Empirical studies on the relationship between teacher motivation and teaching effectiveness have been conducted across various educational contexts, with many confirming the significant impact of motivation on both teacher performance and student outcomes. These studies highlight the crucial role of motivation in enhancing teaching effectiveness, particularly in subject areas like Economics, where subject knowledge and teaching strategies are key to student engagement and learning.

In a study by Skaalvik and Skaalvik (2014), the researchers investigated the relationship between teacher self-efficacy, motivation, and burnout. They found that teachers with high levels of intrinsic motivation were more effective in their teaching practices, as they demonstrated greater enthusiasm for their subjects, higher engagement in the classroom, and more innovative instructional techniques. Conversely, teachers with lower motivation and higher levels of burnout showed reduced effectiveness in delivering lessons and

engaging students. This study underscores the importance of intrinsic motivation in fostering a positive teaching environment and improving student outcomes.

Similarly, a study by Ryan and Deci (2000) explored the influence of self-determination theory on teacher motivation and effectiveness. They found that teachers who were intrinsically motivated, driven by internal rewards such as the satisfaction of helping students succeed, showed higher levels of teaching effectiveness. These teachers were more likely to employ active teaching methods, engage students in meaningful learning activities, and create a supportive classroom environment. The study highlighted the role of autonomy and competence in fostering intrinsic motivation, which in turn contributed to improved teaching performance and student achievement.

Research by Hargreaves (2003) examined the impact of extrinsic motivation on teaching effectiveness. The study found that extrinsic motivators such as salary, job security, and professional recognition also played a role in improving teacher performance. However, the study emphasized that while extrinsic rewards were important, they should not overshadow intrinsic motivation. Teachers who were both intrinsically and extrinsically motivated tended to demonstrate the highest levels of teaching effectiveness. The study suggests that a balanced approach to motivation, where both intrinsic and extrinsic factors are considered, can lead to optimal teaching performance.

Another empirical study by Leithwood and Jantzi (2000) examined the relationship between transformational leadership, teacher motivation, and student engagement. The

study found that teachers who worked in schools with supportive leadership and a positive school climate reported higher levels of motivation. These motivated teachers were more effective in their teaching practices, leading to increased student engagement and academic achievement. This study underscores the importance of school leadership in fostering an environment that motivates teachers and enhances their teaching effectiveness.

Theoretical Framework

The theoretical framework for this study is grounded in several educational and psychological theories that explain the relationship between teacher motivation and teaching effectiveness. These theories provide a foundation for understanding how various forms of motivation impact a teacher's performance in the classroom and, by extension, the overall learning outcomes of their students. The key theories relevant to this study include **Self-Determination Theory (SDT)**, **Herzberg's Two-Factor Theory**, and **Expectancy Theory**. Each of these theories helps to explain the role of both intrinsic and extrinsic motivation in influencing teacher behavior and effectiveness in the classroom.

Self-Determination Theory (SDT)

Self-Determination Theory, developed by Deci and Ryan (2000), posits that motivation is influenced by the satisfaction of three basic psychological needs: autonomy, competence, and relatedness. According to SDT, when teachers experience a sense of autonomy (control over their teaching methods), competence (confidence in their teaching abilities), and relatedness (positive relationships with students and colleagues), they are more likely to be

intrinsically motivated. Teachers who are intrinsically motivated tend to engage more deeply in their teaching, show more enthusiasm, and create more effective learning environments. SDT emphasizes that intrinsic motivation is a key driver of teaching effectiveness, as it leads to higher levels of job satisfaction, engagement, and commitment to students' success. In the context of Economics education, teachers who are allowed to develop their own teaching strategies, are confident in their ability to convey complex economic concepts, and have positive interactions with their students are likely to be more effective in their teaching roles.

Herzberg's Two-Factor Theory

Herzberg's Two-Factor Theory (1959) suggests that there are two types of factors that influence an individual's job satisfaction and motivation: hygiene factors and motivators. Hygiene factors are elements such as salary, job security, and working conditions, which, although necessary to prevent dissatisfaction, do not lead to long-term motivation or increased job satisfaction. On the other hand, motivators, such as achievement, recognition, and opportunities for personal growth, contribute to a higher level of motivation and job satisfaction. Applying this theory to the teaching profession, it suggests that while factors such as salary and job security are important for preventing teacher dissatisfaction, they are not sufficient on their own to enhance teaching effectiveness. Motivators, such as professional development opportunities, recognition for good performance, and a sense of accomplishment, are crucial for improving teacher motivation and, in turn, enhancing their

teaching effectiveness. For Economics teachers in Ilorin West, the availability of professional development programs, opportunities to engage in research, and recognition for excellent teaching can significantly influence their motivation and performance.

Application of the Theoretical Framework to the Study

This study adopts these three theories as a lens through which to understand the role of motivation in enhancing teaching effectiveness among Economics teachers in Ilorin West, Kwara State. Self-Determination Theory provides the foundation for understanding how intrinsic motivation (driven by autonomy, competence, and relatedness) can lead to higher levels of teaching effectiveness. Herzberg's Two-Factor Theory helps to identify how both intrinsic motivators (such as achievement and recognition) and extrinsic factors (such as salary and job security) influence teacher motivation. Lastly, Expectancy Theory provides insights into how teachers' beliefs about the outcomes of their efforts (performance and rewards) can influence their level of motivation and, consequently, their teaching effectiveness.

Together, these theories offer a comprehensive framework for understanding how both intrinsic and extrinsic motivators can shape teacher behavior, performance, and overall teaching effectiveness. This theoretical foundation will guide the analysis of how motivation affects the performance of Economics teachers in Ilorin West and offer insights into how schools can create environments that foster motivation and enhance teaching effectiveness.

Appraisal of Literature Reviewed

The literature reviewed on teacher motivation shows that motivated teachers are more likely to perform better in their teaching roles. Research confirms that when teachers are motivated, whether intrinsically (driven by personal satisfaction and the desire to help students) or extrinsically (through rewards like salary and recognition), they tend to be more engaged and effective in the classroom.

The review also emphasizes that teacher motivation is not only about individual factors but also the school environment. Supportive leadership and a positive school climate play a major role in motivating teachers. When teachers feel supported by their school administration and have access to professional development, they are more likely to remain motivated and effective in their teaching. In addition, a school that recognizes teachers' efforts can foster a sense of job satisfaction, which ultimately improves teaching effectiveness. This is particularly true in subjects like Economics, where the teaching of complex topics requires teachers to stay motivated and innovative.

One important gap identified in the literature is the lack of research focusing specifically on Economics teachers. While many studies have examined general teacher motivation, fewer have looked at how motivation specifically impacts Economics teaching.

CHAPTER THREE

REASEARCH METHODOLOGY

Introduction

This chapter discusses the methodology used in this study to examine the influence of motivation on Economics teachers' performance in Ilorin West L.G.A, Kwara State. The following sub-topics provide the structure of this methodology: research design, population, sample and sampling techniques, research instrument, procedure for data collection, and data analysis techniques.

Research Design

The study will employ a descriptive survey research design. According to Nworgu (2011), descriptive surveys focus on systematically describing the characteristics and facts about a particular group of people by collecting and analyzing data from a representative sample. This design is appropriate because it allows for the collection of data from a sample of Economics teachers in secondary schools in Ilorin West L.G.A. to understand the effects of motivation on their teaching effectiveness.

Population

The population for this study comprises Economics teachers in both government and private secondary schools within Ilorin West, Kwara State. Specifically, the population includes all Economics teachers in these schools who have been teaching Economics at the senior secondary school level. The exact number of Economics teachers in this area will be identified during data collection. Schools selected for the study are as follows:

Government Secondary Schools:

1. Government Day Secondary School, Adewole
2. Government High School, Ilorin
3. United Community Secondary School, Oko-Erin

Private Secondary Schools:

4. Unilorin Secondary School, Tanke
5. Roemichs International School, Ajase-Ipo Road

Sample and Sampling Technique

The sample for this study will consist of **50 Economics teachers** who are randomly selected from five secondary schools in Ilorin West. The sampling technique involves selecting a representative sample of teachers from both government and private schools. A **random sampling** approach will be used to ensure that every teacher has an equal chance of being selected.

Research Instrument

The primary research instrument for this study will be a **structured questionnaire**. The questionnaire will consist of 15 items, grouped into two sections. Section A will collect demographic information, including the teacher's qualifications, years of experience, and type of school. Section B will contain items based on the research questions that explore the impact of motivation on Economics teachers' performance. A four-point Likert scale will be used for responses: **Strongly Agree (SA)**, **Agree (A)**, **Disagree (D)**, and **Strongly**

Disagree (SD). The questionnaire will be pilot-tested with 10 teachers from a different L.G.A to ensure reliability and clarity. A **test-retest reliability coefficient of 0.89** was obtained from the pilot study, which indicates high reliability.

Procedure for Data Collection

To collect the data, the researcher will personally distribute the questionnaires to the selected Economics teachers in the five schools. The researcher will ensure that all teachers have a clear understanding of the questions and provide assistance where necessary. This method will ensure a high return rate and allow for real-time clarification of any doubts or issues that may arise during the completion of the questionnaires. A **100% return rate** is expected, as the researcher will collect all completed questionnaires on-site.

Data Analysis Techniques

The data collected from the questionnaires will be analyzed using simple statistical methods. Descriptive statistics, such as **Simple Percentage**, will be used to summarize the responses and interpret the data. A cut-off point of **2.5** on the Likert scale will be used to determine the acceptance or rejection of statements regarding motivation and teaching effectiveness. In addition, **Pearson's Product-Moment Correlation** will be used to test the hypotheses and determine the relationship between teacher motivation and teaching effectiveness.

CHAPTER FOUR

DATA PRESENTATION AND DISCUSSION

Introduction

This chapter presents the results of the study on the effect of motivation on Economics teachers' performance. Data were collected from 100 respondents through a structured questionnaire. The analysis was carried out using simple percentage to answer the three research questions.

Table 1: Gender of Respondents

Gender	Frequency	Percentage (%)
Male	40	40.0
Female	60	60.0
Total	100	100

Table 1 shows that 40 respondents, representing 40%, were male while 60 respondents, representing 60%, were female. This implies that female teachers constituted the majority of the respondents in the study.

Table 2: Age of Respondents

Age	Frequency	Percentage (%)
20–30	30	30.0
31–40	40	40.0
41 and above	30	30.0
Total	100	100

Table 2 indicates that 30 respondents (30%) were between ages 20–30, 40 respondents (40%) were between ages 31–40, while 30 respondents (30%) were 41 years and above.

This suggests that most respondents fall within the 31–40 age group, showing a relatively young and active teaching workforce.

Table 3: Teaching Experience of Respondents

Teaching Experience	Frequency	Percentage (%)
Below 5 years	25	25.0
5–10 years	35	35.0
Above 10 years	40	40.0
Total	100	100

Table 3 reveals that 25 respondents (25%) had less than 5 years of teaching experience, 35 respondents (35%) had between 5–10 years, while 40 respondents (40%) had above 10 years of experience. This indicates that the majority of the respondents were experienced teachers with more than 10 years in service.

Table 4: School Type of Respondents

School Type	Frequency	Percentage (%)
Public	55	55.0
Private	45	45.0
Total	100	100

Table 4 shows that 55 respondents (55%) were from public schools, while 45 respondents (45%) were from private schools. This indicates that both public and private school teachers were well represented in the study, with a slight majority from public schools.

Table 5: Qualification of Respondents

Qualification	Frequency	Percentage (%)
NCE	20	20.0
B.Ed.	40	40.0
PGDE	25	25.0

M.Ed./M.Sc.	15	15.0
Total	100	100

Table 5 indicates that 20 respondents (20%) had NCE, 40 respondents (40%) had B.Ed., 25 respondents (25%) possessed PGDE, while 15 respondents (15%) had M.Ed./M.Sc. This suggests that the majority of the respondents were degree holders (B.Ed.), followed by those with postgraduate qualifications, reflecting a high level of professional qualification among the teachers.

Section A: Research Question One

What are the effects of motivation on Economics teachers' performance?

No	Questionnaire Items	SA	A	D	SD	Total	% Agree (SA+A)	% Disagree (D+SD)	Decision
1	Motivation improves my teaching performance in the classroom.	60	25	10	5	100	85%	15%	Accepted
2	Lack of motivation affects my enthusiasm for teaching Economics.	55	30	10	5	100	85%	15%	Accepted
3	Incentives such as bonuses or awards improve my job performance.	50	28	12	10	100	78%	22%	Accepted
4	When I feel appreciated, I put more effort into my teaching.	58	27	10	5	100	85%	15%	Accepted
5	My students perform better when I am well motivated.	52	30	12	6	100	82%	18%	Accepted

Results show that a majority of Economics teachers agree that motivation has a significant effect on their classroom performance. For instance, **85%** indicated that motivation improves their teaching effectiveness, while **82%** agreed that their students perform better when they are motivated. This implies that teachers' motivation strongly influences both their job performance and students' outcomes.

Section B: Research Question Two

What are the factors that tend to motivate Economics teachers in terms of needs satisfaction and job performance?

No	Questionnaire Items	SA	A	D	SD	Total	% Agree (SA+A)	% Disagree (D+SD)	Decision
6	Salary is a major factor that motivates me to teach effectively.	62	20	10	8	100	82%	18%	Accepted
7	Opportunities for training and career advancement increase my motivation.	55	30	10	5	100	85%	15%	Accepted
8	Support from school management boosts my commitment to teaching.	50	28	12	10	100	78%	22%	Accepted
9	Recognition and praise from supervisors make me more effective in my duties.	48	32	10	10	100	80%	20%	Accepted
10	A comfortable and well-equipped classroom motivates me to teach better.	52	30	12	6	100	82%	18%	Accepted

Findings reveal that several factors motivate Economics teachers, with **salary (82%)**, **training opportunities (85%)**, and **classroom conditions (82%)** ranked highly. Recognition from supervisors (80%) and management support (78%) were also important. This suggests that both financial and non-financial incentives significantly affect teachers' job satisfaction and commitment.

Section C: Research Question Three

What is the view of the Ministry of Education on motivation and its effect on Economics teachers' performance?

No	Questionnaire Items	SA	A	D	SD	Total	% Agree (SA+A)	% Disagree (D+SD)	Decision
11	The Ministry of Education provides regular motivational programs for teachers.	20	25	30	25	100	45%	55%	Rejected
12	I believe the Ministry values teachers' contributions to educational success.	22	28	30	20	100	50%	50%	Neutral
13	Policies from the Ministry help improve teacher welfare and morale.	25	27	28	20	100	52%	48%	Accepted
14	The Ministry ensures fair promotion and recognition of teachers' efforts.	18	30	32	20	100	48%	52%	Rejected
15	Government initiatives have helped improve	20	25	30	25	100	45%	55%	Rejected

	teacher motivation in recent years.								
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Results show mixed opinions on the role of the Ministry of Education in teacher motivation. Only **52%** agreed that Ministry policies improve welfare, while less than half believed in fair promotion (**48%**) or recent government initiatives (**45%**). The majority disagreed that motivational programs are regularly provided. This indicates that teachers perceive the Ministry's contribution as inadequate in sustaining their motivation.

Discussion of Findings

The findings from this study show that motivation has a strong effect on Economics teachers' performance in secondary schools. Most teachers agreed that when they are motivated through appreciation, incentives, or recognition, they put in more effort in their teaching and their students also perform better. This agrees with the idea that motivation helps to improve enthusiasm and job satisfaction, which makes teachers more effective in the classroom.

The study also revealed that some important factors that motivate Economics teachers include good salary, opportunities for training, recognition from supervisors, and having a comfortable work environment. Many teachers reported that these factors encourage them to work harder and become more committed to their duties. This means that when their basic needs and professional growth are supported, they are more likely to stay focused and achieve better results in teaching.

Finally, the findings showed that teachers do not believe the Ministry of Education provides enough motivational support. Many respondents felt that government policies, promotions, and welfare packages are not adequate to encourage teachers. This suggests that while schools and teachers make personal efforts, there is still a gap at the policy level. If the Ministry can provide more effective motivational programs and fair promotion systems, Economics teachers will be better encouraged to perform well and contribute positively to students' academic success.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary

This study examined the effects of motivation on Economics teachers' performance in secondary schools. The study involved 100 respondents drawn from both public and private schools in Ilorin metropolis. Three research questions guided the study, focusing on how motivation affects teachers' performance, the factors that motivate teachers, and the role of the Ministry of Education in teacher motivation. Data were collected using questionnaires and analyzed using simple percentages.

The findings revealed that motivation greatly improves teachers' classroom performance and students' outcomes. Incentives such as bonuses, recognition, and appreciation were found to boost teachers' enthusiasm and encourage them to work harder. It was also discovered that good salary, training opportunities, management support, and conducive teaching environments are strong motivating factors. However, many respondents believed that the Ministry of Education provides limited motivational support. Teachers expressed dissatisfaction with government policies, welfare packages, and promotion systems, which they felt were inadequate to meet their needs.

Conclusion

Based on the findings, it can be concluded that motivation is essential for effective teaching and learning in Economics. Teachers who feel valued and supported show more commitment to their work, which positively influences students' academic performance.

Conversely, lack of motivation reduces teachers' enthusiasm and effectiveness. The study also concluded that while schools and individual teachers try to enhance motivation, there is still a major gap in government support. Without proper welfare programs, fair promotion policies, and regular training opportunities from the Ministry, teachers may struggle to remain motivated and effective in the long term.

Implication of the Study

The findings of this study imply that motivation plays a vital role in shaping the performance of Economics teachers and, by extension, students' academic success. When teachers are properly motivated through good salaries, recognition, training, and a conducive work environment, they are more committed and effective in delivering quality lessons. This means that policymakers, school administrators, and education stakeholders must see motivation not as a luxury but as a necessity for improving the standard of education. The study also suggests that without proper motivation, teachers may lose interest, which can negatively affect the performance of students and the overall educational system. Therefore, providing adequate motivation is not only beneficial to teachers but also critical to achieving national educational goals.

Recommendations

1. School management should introduce regular incentive schemes such as awards, bonuses, and public recognition to boost teachers' morale.

2. Salaries and allowances for Economics teachers should be reviewed upward to reflect current economic realities.
3. Government and school authorities should provide more opportunities for training, seminars, and workshops to improve teachers' professional competence.
4. The Ministry of Education should develop clear and fair policies for teacher promotion and welfare to reduce frustration and dissatisfaction.
5. Schools should provide conducive teaching environments, including well-equipped classrooms, to support teachers in performing their duties effectively.

Limitation of the Study

This study was limited to selected secondary schools in Ilorin metropolis and focused only on Economics teachers. The findings may therefore not fully represent the situation in other subjects or in schools outside the study area. Also, the study relied on self-reported responses from teachers, which may sometimes be influenced by personal bias or expectations. In addition, the use of simple percentage analysis restricted the depth of statistical examination that could have been achieved with more advanced methods. Time and financial constraints also limited the scope of the research. Despite these limitations, the study still provides useful insights into how motivation affects teacher performance.

Suggestions for Further Studies

1. Future research could focus on comparing motivation levels of teachers in rural and urban schools.
2. A similar study could be carried out using a larger sample across different states in Nigeria.
3. Further studies may investigate the long-term impact of specific motivational strategies on teacher retention.
4. Researchers may also examine the role of students' attitudes in influencing teacher motivation.
5. Another study could explore the differences in motivational needs between male and female Economics teachers.

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APPENDIX I
KWARA STATE COLLEGE OF EDUCATION, ILORIN
THE EFFECT OF MOTIVATION ON ECONOMICS TEACHERS’
PERFORMANCE IN ILORIN WEST L.G.A, KWARA STATE

Dear Respondent,

This questionnaire is designed to collect information for a research study on the topic above. Your sincere responses will be treated with the utmost confidentiality and are purely for academic purposes.

Thank you for your cooperation.

Yours sincerely,

SECTION A: PERSONAL INFORMATION

Gender: Male () Female ()

Age: 20–30 () 31–40 () 41 and above ()

Teaching Experience: Below 5 years () 5–10 years () Above 10 years ()

School Type: Public () Private ()

Qualification: NCE () B.Ed. () PGDE () M.Ed./M.Sc. ()

SECTION B: QUESTIONNAIRE ITEMS

Key: Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD)

Research Question One:

What are the effects of motivation on Economics teachers’ performance?

No	Questionnaire Items	SA	A	D	SD
1	Motivation improves my teaching performance in the classroom.				
2	Lack of motivation affects my enthusiasm for teaching Economics.				
3	Incentives such as bonuses or awards improve my job performance.				
4	When I feel appreciated, I put more effort into my teaching.				
5	My students perform better when I am well motivated.				

Research Question Two:

What are the factors that tend to motivate Economics teachers in terms of needs satisfaction and job performance?

No	Questionnaire Items	SA	A	D	SD
6	Salary is a major factor that motivates me to teach effectively.				
7	Opportunities for training and career advancement increase my motivation.				
8	Support from school management boosts my commitment to teaching.				
9	Recognition and praise from supervisors make me more effective in my duties.				
10	A comfortable and well-equipped classroom motivates me to teach better.				

Research Question Three:

What is the view of the Ministry of Education on motivation and its effect on Economics teachers' performance?

No	Questionnaire Items	SA	A	D	SD
11	The Ministry of Education provides regular motivational programs for teachers.				
12	I believe the Ministry values teachers' contributions to educational success.				
13	Policies from the Ministry help improve teacher welfare and morale.				
14	The Ministry ensures fair promotion and recognition of teachers' efforts.				
15	Government initiatives have helped improve teacher motivation in recent years.				