

Teachers' Motivation as a Correlate to Secondary School Students' Achievement in English Language in Nsukka Education Zone of Enugu State, Nigeria

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Abstract

The study was on Teachers' motivation as a correlate to secondary school students' achievement in English language in Nsukka education zone Enugu State, Nigeria. The study sought to find out how teacher's motivation correlates with student's academic achievement in English Language in secondary schools in Nsukka Local Government Area of Enugu State, Nigeria. Four specific purposes were formulated to guide the study. Four research questions and four null hypotheses were formulated to guide the conduct of the study. The design of the study was correlational research design and the population of the study was one hundred and twenty-two (122) English language teachers and one hundred and twenty-four (124) SS II students in Nsukka Education Zone of Enugu State, Nigeria. The instrument used for data collection was Teachers' Motivation Rating Scale (TMRS) for English language teachers and English Language Achievement Test (ELAT) for the students. Data were analyzed using correlation coefficient and coefficient of determination (r^2) for all the research questions and t-cal and t-crit (sig t) were used to test the null hypotheses at 0.05 level of significance. The findings of the study revealed that: teachers' condition of service, provision of incentives to teachers, provision of adequate instructional materials for teaching and school leadership all had a very high relationship/correlation with students' academic achievement in English language, and there were no significant relationship between teachers' condition of service, provision of incentives for teachers, provision of adequate instructional materials for teaching and school leadership and students' academic achievement in English language. Based on these findings, the researcher made some recommendations.

Keywords: teachers' motivation, secondary school students', achievement in English language

1. Introduction

1.1 Background to the Study

Teaching as a professional career has not only grown rapidly but progressively since its inception in the fifth century B.C. when primitive education gave way to institutionalized schooling in Athens and other oriental societies (Ezeuwa, 2018). At that time, a group of professional teachers known as sophists engaged in teaching services in response to the need for education, to meet the developmental hopes and aspirations of the society. Nwuzor and Ocho (1985), states that education was so highly regarded in the oriental societies that the services of a teacher became inevitable.

Subsequently, the practice became desirable all over the world as virtually all societies and nations came to need the services of teachers to translate or promote the continuity such nation's moral, social and cultural heritage. This is as a result of the teacher being adjudged a reservoir of knowledge and skills as well as one who helps in the acquisition of or change of skills, attitude, knowledge, ideas or situations. The teacher is equally (also called

a school teacher or, in some contexts, an educator) is a person who helps others acquire knowledge, competences or values. At all times, the teacher is expected to be able to judge how much assistance a learner needs and offers it, since he/she has a good understanding of what learners need to know and has the capability of imparting such knowledge.

However, the teacher is not just anybody who can handle chalk, stand in front of the classroom and state facts for the learners to copy but a professionally trained and qualified person who imparts knowledge and formally stimulates learning whether within or outside the classroom.

A teacher as a person who has the registrable professional qualification which enables him to be appointed to teach at any recognized level of education in any nation and who is of a social mind and mentally alert (NUT, 1994). A teacher can positively impact on the society by exposing others to needed knowledge, skills and attitude, and is therefore, the one that through empowerment is equipped academically and professionally to impart knowledge; sensitive to change and capable of effecting innovative practices to reflect the needs of the society at any given time; capable of promoting the continuity of the moral, social and cultural ideas necessary for transforming the society in accordance with its developmental yearnings; able to help learners develop critical thinking by exposing them to contemporary scientific methods and enquiry that will help develop such learners' intellectual capability for survival in the present science and technology driven society, capable of through his teachings to raise individuals who will be assets and not liabilities to their societies by ensuring that the learners acquire education for self reliance and patriotism.

The teacher not only trains young individuals but also has a stake in building a sustainable society and by extension a teacher can be said to be a facilitator, a counselor, an adviser, a coordinator, an organizer, an exemplary leader, a friend of all especially the learners, a motivator, a monitor and indeed a morale booster who believes in nation building (empowering the future leaders with the desired knowledge) (Ezeuwa, 2018). In summary, the teacher should be dependable, adaptable, co-operative, considerate, and enthusiastic, firm, honest, neat, industrious, open minded, and refined in order to assist well in nation building. Nigeria teachers are not left out as they enjoy good social status, desirable economic status and friendly work environment. They are honoured, motivated and respected within and outside the school environment. Teaching profession witnessed great aura of nobility, dignity and high esteem. Apart from being well paid, salaries and allowances of teachers were regularly paid. Payment of retirement and pension benefits were never delayed. The teacher could afford basic needs of life such as good accommodation, means of mobility and elevated social status. The teacher worked under good work environment and was ready to put in the best of time and energy hence teacher motivation.

Motivation is the act of getting people to do things more efficiently or quickly with a sense of responsibility (Analoui, 2009). Motivation guides people's action and behavior toward achievement of some goals (Analoui, 2000) and it can be intrinsic or extrinsic (Sansone & Harackiewicz, 2000). Intrinsic motivation is derived from within the person or from the activity itself, positively affecting behavior, performance and well-being (Ryan & Deci, 2000) while extrinsic motivation results from the attainment of externally administered rewards, including pay, material possessions, prestige and positive evaluation among others.

Teacher motivation, therefore, is crucial to a successful classroom. It is viewed as a variable which has a strong impact on learners' motivation (Gardner, 2005). They (teachers) would look at teaching through different lens, and, in doing so, motivate their students in learning too. Motivation helps to energize, direct and sustain positive behavior over a long period of time. Hence the extent to which teachers are able to motivate their students depends on how motivated they are (Bernaus, Wilson & Gardner, 2009). It involves working towards goals and tailoring activities in achieving this purpose. Orphlins (2002) is of the view that motivated teachers always look for better ways to do their teaching job, they are more quality oriented and are more productive. To Kusereka (2003), high motivation enhances school teachers' efficiency and effectiveness leading to improved teacher and student performance. On the contrary, teachers' low motivation may lead to apathy, reduced performance, request for transfer to other schools, increased value on material rewards, hostility to school officials and working for promotion to other positions with better prospects (Frederick, 2001). Mohanty (2000) indicated that poor pay, low status and morale are the key causes of poor performance and corrupt behavior in the public sector. Teachers by and large whine about the lack of diversity and task delineation in their profession. Therefore, teachers must be motivated through various ways which may include the organization of seminars and workshops, upgrading test, performance appraisal, timely payment of salary and wage, providing the required physical facilities like laboratories and verbal encouragement from student (Matoke, Okibo & Nyamongo, 2015).

Dinham and Scott (2000), enumerates factors that affect teachers' motivation to include pay, interpersonal relations, authoritarian administration, teaching load, class size, supervision, promotion, students' interest and behavior, administrative efficiency, school facilities, community support and nature of the job. Teachers equally

need self-actualization which as opined by Zembylas and Papanastasiou (2003), tends to make them aim for higher performance and achievement to fulfill their sense of accomplishment. This is because absence of it, may lead to teacher burn out and teachers, therefore, expect to be provided with opportunities to achieve self-actualization. In the words of Nieto (2003), self-actualization is the need for achieving full potential, personal and professional success and reaching the peak of satisfaction. The greatest enjoyment in teaching comes from seeing students who achieve success academically, and in seeing that students develop their personal characters and identities. Excellent teachers are motivated to continue teaching because they are able to fulfill their personal accomplishment (intrinsic motivation) by seeing students' successes. It, therefore, means that motivated teachers are determined to give their best, to achieve the maximum output (qualitative education).

Motivation can be in the form of regular payment of salary, fringe benefits such as allowances, bonus on the job training, promotion of the teachers, provision of good working environment, maintaining high degree of relationship and improving the teachers' general well-being. It can equally be in the form of condition of service, provision of incentives, provision of adequate instructional materials for teaching, and good school leadership. Hence any teacher that enjoys the above listed benefits is bound to give all his best in discharging his duty because of the satisfaction so far derived.

In educational sector, teacher motivation is a catalyst to good performance and high productivity to sustain national growth and development likewise the welfare of its citizens at large. To Alu, Eya, Odo, Ede and Ugwu (2001), education is an ancient enterprise designed to be the vehicle of social change and over all development of self, culture and society. In view of the above, the National Policy on Education (1981) section one paragraph two states that the Nigerian philosophy of education is based on the integration of the individual into a sound and effective citizen and equal educational opportunities for all citizens of the nation at the primary, secondary and tertiary levels, within and outside the formal school system. Continuing, the Nigeria policy on education section nine paragraph 57 reiterate that teachers' education will continue to be given a major emphasis in all our educational planning because, no educational system can rise above the quality of its teachers.

Secondary education on the other hand is an important level of education in Nigeria. It is a form of education which children receive after primary education before the tertiary stage (Federal Republic of Nigeria (FRN), 2013). In Nigeria, secondary education lasts for six years; this is divided into 3 years of upper basic education and 3 years of senior secondary or post basic education (FRN, 2013). At secondary school, many subjects are offered and English Language is one of the core subjects and it is taught at the basic level and senior secondary level.

English language therefore is an important and core secondary school subject which prepares the students for life career after school. English language is a West Germanic language that was first spoken in Anglo-Saxon England in the early middle ages. It is spoken in many countries around the world. Anglophone countries including the United Kingdom, the United State, Canada, Australia, Ireland, New Zealand and a number of Caribbean nations. There are about 375 million native speakers which is the largest after Mandarin and Spanish. Also about 220 million more people use it as their second language. It is often used in work, and travel, and there are at least a billion people who are learning it. This makes English the second most spoken language, and the most international language in the world.

Reiterating, the British study opines that the English language is now the language of science and aviation, computer, diplomacy, and tourism with English language being the official language of 53 countries. There are a lot of people to meet and speak to. With the English language being the language of the internet, many websites are written in English –thus giving one an edge to understand them and take part in forums and discussions. Most importantly, English is based on a simple alphabet and it is fairly quick and easy to learn compared to other language.

Secondary school students on the other hand are usually in their formative period of learning and English language is learnt as a second language in the country so, their cognitive, affective and psycho-motive domain requires proper handling. They need to be exposed to a variety of English language learning pedagogies which only a motivated English language teacher can offer. They need to be well tutored and equipped with the knowledge and skills to pilot the affairs of this country. Since English language is the official language of the country and has consequently found its way in the areas of science and technology, medicine, mass communication, commerce, education, politics, government, arts etc. (Okwo, Mba & Anozie, 2012) and thus occupies the centre of the school curricula forming the fulcrum of both external communication and interpersonal relationship, the need for teachers' motivation should be handled with every seriousness. Therefore, when teacher motivation is given a face lift, it will greatly lead to good performance and high productivity amongst secondary school students in English language.

1.2 Statement of the Problem

Contemporarily, teachers in Nigeria do not give their best due to a lot of hitches. Nigeria teachers of the 50s and 60s enjoyed good social status, desirable economic status and friendly work environment, but sadly as from 1970 when government spending on education began to wane, the problem of ineffective delivery of education to Nigeria began to escalate due to neglect of teachers. Education that was accorded priority in the 1955 to 1962 plan period, went down to 3rd place in 1962 to 70; 5th position in 1975 to 1980 to 1992 rolling plan indicate that the non-payment of salaries, poor conditions of service, poor work environment, over populated class size and poor teacher training are all linked to poor educational financing. Contemporary teachers are no longer cared for. Their salaries are no longer paid as at when due, work under very poor environment/conditions, are not given incentives etc.

The resultant effect of the above is the total absence of teacher motivation in the job. The absence of teacher motivation has negative effect on students' academic achievement in English language in the country as the students are deprived of the sought after knowledge about the nitty-gritty of the language since they study it as L2/ESL/EFL. It is therefore pertinent to ask if there exist a relationship between teacher motivation and students' academic achievement in English language. It is against this backdrop that the study seeks to establish the relationship between teacher motivation and secondary school students' achievement in English language in Nsukka Education Zone of Enugu State.

1.3 Purpose of the Study

The main purpose of this study is to identify how teachers' motivation is a correlate of secondary school students' achievement in English Language in Nsukka Education Zone of Enugu State. Specifically, the study seeks to:

- i. Determine if teachers' condition of service correlate with students' academic achievement in English Language.
- ii. Ascertain if the provision of incentives to teachers correlate with students' academic achievement in English language.
- iii. Determine if the provision of adequate instructional materials for teaching correlate with students' academic achievement in English language.
- iv. Determine how school leadership correlate with students' academic achievement in English language.

1.4 Significance of the Study

The findings from the study would be beneficial to English language teachers, students, government, researchers, and the society. English language teachers would understand clearly that there is an inextricable link between teacher motivation and positive students' academic achievement as motivated teachers are productive teachers impacting positively on the students. The result of the findings would enable them to discharge their primary assignment towards achieving the overall educational objectives for national development.

Further, the students would benefit from the result of the study because the teachers being fully energized and having job satisfaction will tutor the students so well making them master of the nitty gritty of the language (achieving mutual intelligibility with the native speakers). This would enable the students to develop their potentials and maximize the opportunity, having an edge to understand the language and take part in forums and discussion.

In addition, government would benefit from the study by utilizing the best approach to negotiations and consultation when taking decisions regarding education and teachers. This is because their decisions are more likely to succeed when planned and implemented with the full participation of teachers and their organizations, since the teachers are directly concerned and have far-reaching knowledge and experience of classroom realities.

Researchers would also benefit from the finding by utilizing the result and recommendations for further research studies. The society would benefit in general because the product of the school is going to the wider society. The findings of the study would enable the society to understand that motivated teachers work assiduously towards national growth and development likewise the welfare of its citizens at large since he/she gives out his/her best in discharging his/her duty.

1.5 Scope of the Study

The study was delimited to state owned secondary schools in Nsukka Education Zone of Enugu State because by implication they operate under the same conditions. This study was also delimited to the areas of condition of service, provision of incentives, provision of adequate instructional materials for teaching and school leadership qualities in teachers' classroom performance and how it affects student's achievement in English Language.

1.6 Research Questions

Four (4) research questions were posed to guide the researcher in conducting this study. They are:

- 1) To what extent does teachers' good condition of service correlate with students' academic achievement in English language.
- 2) To what extent does the provision of incentives for teachers correlate with students' academic achievement in English language.
- 3) To what extent does the provision of adequate instructional materials for teaching correlate with students' academic achievement in English language.
- 4) To what extent does school leadership correlate with students' academic achievement in English language.

1.7 Hypotheses

The following null hypothesis [at 0.05 level of significance] guided the study.

- 1) There is no significant relationship between the mean rating scores of English language teachers' condition of service and academic achievement of students in English language.
- 2) There is no significant relationship between the mean rating scores of English Language teachers on the provision of incentives to teachers and students' academic achievement in English language.
- 3) There is no significant relationship between the mean ratings scores of English Language teachers on the provision of adequate instructional materials and students' academic achievement in English language.
- 4) There is no significant relationship between English Language teachers on how school leadership correlate with students' academic achievement in English Language.

2. Method

2.1 Participants

The target population for this study comprised all the one hundred and twenty two [122] English Language teachers in the sixty one (61) state owned secondary schools spread across the zone. They are those who are professionally trained to teach English language. They are here in the study referred to as English Language teachers. Also data collected revealed that there are 4789 SS II students in the education zone. (Post Primary School Management Board, PPSMB Enugu 2019). The sample size for the study is one hundred twenty two (122) English language teachers in the education zone. Two English language teachers will be selected randomly from each of the sixty one (61) schools in the zone.

The sample size for the students was 122 students which is 48.89% of the population. The 48.89% of the population was gotten using the stratified sampling technique and later the random sampling technique was used to get 122 students across the schools in the three local government areas of Nsukka education zone.

2.2 Instrument

Teachers' Motivation Rating Scale (TMRS) and English Language Achievement Test (ELAT) were instruments for data collection for teachers and students respectively. The instrument was made up of part "A" and "B". Part "A" was on the personal data of the respondents. Part "B" was a 4 point scale and has 4 clusters. The clusters were made up of 25 items. Cluster "A" covered the extent to which teachers' condition of service correlate with students' academic achievement in English Language, Cluster "B" covered the extent to which the provision of incentives for teachers correlate with students' academic achievement in English Language, Cluster "C" bothered on the extent to which the provision of adequate instructional materials for teaching correlate with students' academic achievement in English Language and lastly cluster "D" covered the extent to which school leadership correlate with students' academic achievement in English Language. Each question item was assigned a four (4) points scale of Very High Extent (VHE), High Extent (HE), Low Extent (LE) and Very Low Extent (VLE) with corresponding values 4, 3, 2, and 1 respectively. On the other hand, English Language Achievement Test (ELAT) with 25 items objective questions which centred on English language curriculum was equally developed. The objective questions has four options lettered A – D. The 25 items of the questionnaire gave a reliability coefficient of 0.93 which show a very high internal consistency.

2.3 Procedure

The researcher administered the instrument with the help of three trained research assistants who were domicile in the area of the study. They were trained on the distribution and collection of the questionnaire and to guide the respondents in answering the questionnaire items. Each research assistant covered his/her own Local Government Area, a brief letter of introduction explaining the purpose of the study was attached to each copy of the instrument. The respondents who could not complete their questionnaire on that day were reached through phone call after one week for collection.

2.4 Design and Statistics

This is a survey study and Pearson Product Moment Correlation statistics were employed for data analysis.

3. Results

Research Question 1: To what extent does teachers' condition of service correlate with students' academic achievement in English Language?

Table 1. Correlation coefficients of teachers' condition of service and students' academic achievement in English language

Variables	Achievement	Condition of service
Achievement	1.000	.8897
	(122)	(122)
	P = .	P = .000
Condition of service	.8897	1.0000
	(122)	(122)
	P = .000	P = .

From the result in Table 1, the correlation coefficient of teachers' condition of service and students' academic achievement is 0.89. This is in the region of 0.80 – 1.00 according to Nwana (2008). This shows a very high relationship between teachers' condition of service and students' academic achievement in English language. But the coefficient of determination (r^2) is 0.79 which is equivalent to 79% representing students' explanation on the relationship.

Research Question 2: To what extent does the provision of incentives for teachers correlate with students' academic achievement in English Language?

Table 2. Correlation coefficient of the provision of incentives to teachers and students' academic achievement in English Language

Variables	Achievement	Incentives
Achievement	1.000	.6466
	(122)	(122)
	P = .	P = .000
Incentives	.6466	1.0000
	(122)	(122)
	P = .000	P = .

From the result in Table 2, the correlation coefficient of the provision of incentives to teachers and students' academic achievement is 0.65. This is in the region of 0.60 – 0.80 according to Nwana (2008). This showed a high relationship between the provision of incentives to teachers and students' academic achievement in English Language. However, the coefficient of determination (r^2) is 0.42 which is equivalent to 42% representing students' explanation on the relationship.

Research Question 3: To what extent does the provision of adequate instructional materials for teaching correlate with students' academic achievement in English Language?

Table 3. Correlation coefficient of the provision of adequate instructional materials for teaching and students' academic achievement in English Language

Variables	Achievement	Instructional materials
Achievement	1.0000	.7977
	(122)	(122)
	P = .	P = .000
Instructional materials	.7977	1.0000

(122)	(122)
P = .000	P = .

Table 3 revealed that the correlation coefficient of the provision of adequate instructional materials for teaching and students' academic achievement is 0.80. This is in the region of 0.80 – 1.00 according to Nwana (2008). This shows a very high relationship between the provision of adequate instructional materials for teaching and students' academic achievement in English Language. However, the coefficient of determination (r^2) is 0.64 which is equivalent to 64% representing students' explanation on the relationship.

Research Question 4: To what extent does school leadership correlate with students' academic achievement in English Language?

Table 4. Correlation coefficient of school leadership and students' academic achievement in English Language

Variables	Achievement	School Leadership
Achievement	1.0000 (122) P = .	.7960 (122) P = .000
School Leadership	.7960 (122) P = .000	1.0000 (122) P = .

From the result in table 4, the correlation coefficient of school leadership and students' academic achievement is 0.80. This is in the region of 0.80 – 1.00 according to Nwana (2008). This shows a very high relationship between school leadership and students' academic achievement in English Language. But the coefficient of determination (r^2) is 0.64 which is equivalent to 64% representing students' explanation on the relationship.

3.1 Hypotheses

Hypothesis 1 (H_{01}): There is no significant relationship between teachers' condition of service and students' academic achievement in English Language.

Table 5. Significant of relationship between teachers' condition of service and students' academic achievement in English language (df=120)

Variable	Computed r.	r-Square	Adjusted r-Square	Standard error	Beta	t-cal	Sig. t
Good condition of service	0.8896	0.7915	0.7879	5.318	0.8896	21.34	0.0000
Constant						0.61	0.951

From the table, r represents the coefficient of correlation which establishes only relationships between the two variables. The coefficient of determination (r^2) is 0.7915 which is 79.15%. This figure explains students' opinion on how teachers' condition of service determines students' academic achievement in English language. The test of significance of hypothesis in Table 5 shows that the t-cal value is 21.34 while the significant of t is 0.000. From the two values, the null hypothesis (H_{01}) which states that there is no significant relationship between teachers' condition of service and students' academic achievement in English Language is rejected.

Therefore, H_{01} is rejected meaning that there is a significant relationship.

Hypothesis 2 (H_{02}): There is no significant relationship between the provision of incentives for teachers and students' academic achievement in English Language.

Table 6. Significant relationship between the provision of incentives to teachers and students' academic achievement in English language (df=120)

Variable	Computed r	r-Squared	Adjusted r-Square	Standard error	Beta	t-cal	Sig. t
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Incentives	0.6466	0.4180	0.4132	8.8858	0.6466	9.28	0.0000
Constant						3.420	0.0009

From the table, r represents the coefficient of correlation which establishes only relationship between the two variables. The coefficient of determination (r^2) for computed r value is 0.4180 which is 41.80%. This figure explains students' opinion on how the provision of incentives to teachers determines students' academic achievement in English language. The test of hypothesis in Table 6 shows that the t -cal value is 9.28 while the significance of " t " is 0.000. From the two values, the null hypothesis (H_{02}) which states that there is no significant relationship between the provision of incentives to teachers and students' academic achievement in English Language is rejected.

Therefore, H_{02} is rejected, meaning that there is a significant relationship i.e., the relationship between the provision of incentives to teachers and students' academic achievement in English language is significant.

Hypothesis 3 (H_{03}): There is no significant relationship between the provision of adequate instructional materials for teaching and students' academic achievement in English language.

Table 7. Significant relationship between the provision of adequate instructional materials for teaching and students' academic achievement in English Language.

Variable	Computed r.	r-Squared	Adjusted r-Square	Standard error	Beta	t-cal	Sig. t
Instructional Materials	0.7977	0.6364	0.6333	7.0240	0.7977	14.49	0.0000
Constant						1.602	0.1118

In Table 7, r represents the coefficient correlation which establishes only relationship between the two variables. The coefficient of determination (r^2) for computed r value is 0.6364 which is 63.64%. This figure explains students' opinion on how the provision of adequate instructional materials for teaching determines students' academic achievement in English language. The test of hypothesis in table 7 shows that the t -cal value is 14.49 while the significance of t is 0.000. From the two values, the null hypothesis (H_{03}) which states that there is no significant relationship between the provision of adequate instructional materials for teaching and students' academic achievement in English language is rejected. Therefore, H_{03} is rejected meaning that there is a significant relationship.

Hypothesis 4 (H_{04}): There is no significant relationship between school leadership and students' academic achievement in English language.

Table 8. Significant relationship between school leadership and students' academic achievement in English Language

Variable	Computed r.	r-Squared	Adjusted r-Square	Standard error	Beta	t-cal	Sig. t
School Leadership	0.7960	0.6336	0.6305	7.0505	0.7960	14.40	0.0000
Constant						2.678	0.0084

From the table, r represents the coefficient of correlation which establishes only relationships between the two variables. The coefficient of determination (r^2) for computed r value is 0.6336 which is 63.36%. This figure explains students' opinion on how school leadership determines students' academic achievement in English language. The test of hypothesis in Table 8 shows that the t -cal value is 14.40 while the significance of " t " is 0.0000. From the two values, the null hypothesis (H_{04}) which states that there is no significant relationship between school leadership and students' academic achievement in English Language is rejected. Therefore, H_{04} is rejected meaning that there is a significant relationship.

3.2 Summary of Findings

The major findings from the result of data analyzed were summarized as follows:

- 1) The determiners/variables of teachers' good condition of service are really imperative for teachers to perform, optimally in the classroom in the teaching of English Language in Nsukka Educational Zone of Enugu

State, Nigeria. The identified elements/ conditions include presence of reliable pension and gratuity scheme, provision of decent accommodation, provision of transport allowances, hazard allowances, healthcare facilities/allowances/insurance coverage, provision of comfortable and conducive work environment (i.e., comfortable seats, chairs, tables etc.). Others are the presence of well calculated work hours per day and presence of job security.

- 2) The provision of incentives for teachers enhances their work output in the teaching of English language in secondary schools in Nsukka Education Zone of Enugu State Nigeria. The incentives listed include professional growth, social prestige and recognition, regular promotion of teachers from lower grade level to the higher level, regular increment of salaries, provision of in service training for teachers. Others include, the provision of opportunities for conferences, seminar, workshop and symposium attendance and granting of short term loans, car loans, housing loans, salary advance and salary bonus.
- 3) The provision as well as the adequacy of the listed instructional materials for teaching enhances teachers' work output in the teaching of English language in secondary schools in Nsukka Education Zone in Enugu state, Nigeria. The instructional materials are tape recorders, video strips, cassettes, television, computer systems/ICT facilities and power point projectors.
- 4) School leadership also helps in maximizing teacher's work output in the teaching of English language in secondary schools in Nsukka Education zone in Enugu State of Nigeria. There were opinionated to be high by the respondents. School leadership provides educational excellence, development of a physiological and psychological processes leading to students' achievements {optimizing students' learning} and the provision of transformational and collaborative school environment.
- 5) There is no significant relationship between teachers' condition of service and students' achievement in English language in Nsukka Education Zone of Enugu State of Nigeria.
- 6) There is no significant relationship between the provision of incentives for teachers and the students' achievement in English language in Nsukka Education Zone of Enugu State of Nigeria.
- 7) There is no significant relationship between the provision of adequate instructional materials for teaching and students' academic achievement in English language in Nsukka Education zone of Enugu State of Nigeria.
- 8) There is no significant relationship between school leadership and students and students' academic achievement in English language in Nsukka Education Zone of Enugu State of Nigeria.

4. Discussion

4.1 Findings on Teachers' Condition of Service as It Correlate to Students' Achievement in English Language

Condition of service or terms of service denotes that part of employment that both the employee and employer agree to at the beginning of a workers' employment. Eight (8) items 1 – 8 in appendix I were used to assess teachers' good condition of service. When this was correlated with students' academic achievement in English language, it gave a correlation coefficient (r) of 0.79 which shows a high relationship.

The foremost pointer is that the teacher is central to the attainment of education goals as their activities in the classroom translates educational policies, practices and programmes into action. It equally supports the findings of Onwuka (1985), who asserts that the teacher is the active agent whose contribution is crucial for effective learning. The study equally substantiates the findings of Olaitan (2001), who noted that the teacher will be ready to work where there is reliable pension and gratuity scheme. The findings also support the work of Ezeocha (1990), who observes that every worker would like to put in his/her best when the basic amenities of life are provided for him/her. The finding of this study also supports the findings of Ugwu (2000), who noted that a teacher who is confronted with hazards in his/her work place may always be discouraged, and such a teacher may not put in his best at work, but when there is provision of hazard allowances, such teacher will be motivated to put in his best not minding the hazards in the work.

The null hypothesis tested on teachers' condition of service and students' academic achievement in English language showed that there was not significant relationship between teachers' condition of service and students' academic achievement in English language. The result showed that the t -cal value was 21.34 while the significance of t is 0.000. The basis of interpretation is reject H_0 if t -call is greater than t -cri.

Therefore t -cal 21.34 is greater than t -cri (sig t) 0.000. Therefore, the null hypothesis H_0 , was rejected meaning that there is a significant relationship. This indicated that teachers' condition of service is a sine qua non to students' academic achievement in English language.

4.2 Findings on the Provision of Incentives for Teachers as It Correlate to Students' Academic Achievement in English Language

Incentive simply put is something capable of arousing feelings or incites to action. Incentive incites or has a

tendency of inciting or determining action. Six (6) items 9-14 in appendix 1 were used to assess the provision of incentives to teachers. When this was correlated with students' academic achievement in English language it gave a correlation coefficient (r) of 0.65 which shows a high relationship. This study agrees with Collin (1994) findings that training helps the trainee to improve his abilities and competencies which will enable him to perform better in his chosen profession. It also supports the findings of Kazmi, Dervez and Mumtaz (2011), that in-service training enables the teachers to be more systematic and logical in their teaching styles. The findings of the study also supports the findings of Akuma and Okorie (2007), that training of teachers prepare them for the improvement of the educational quality, pedagogical techniques and school management. They reiterated that in-service training empower the employee to be more productive, effective and reliable. But where low productivity, excessive absenteeism, excessive complaints, low quality output, high incidence of accidents and subordination are prevalent, training and retraining programmes should be involved to boost morals, increase production, increase employee turnover rate and ensure better coordination for the progress and advancement of school organization.

The null hypothesis tested on the provision of incentive to teachers and students' academic achievement in English language showed that there was no significant relationship between the provision of incentives to teachers and students' academic achievement in English language.

The result showed that the t -cal value 9.28 was greater than the t -cri value 0.000 (sig t). Therefore the null hypothesis H_{02} was rejected meaning that there is a significant relationship. This signifies that the provision of incentives to teachers is a boost to students' academic achievement in English language.

4.3 Findings on the Provision of Adequate Instructional Materials for Teaching as It Correlate to Students' Academic Achievement in English Language

Instructional materials are all forms of information carriers that can be used to record, store, preserve transmit or retrieve information for the purpose of teaching and learning. They are materials used by the teachers to present, illustrate and elucidate teaching points. Six (6) items 15-20 in appendix 1 were used to access the provision of adequate instructional materials for teaching. When this was correlated with students' achievement in English language, it gave a correlation coefficient (r) of 0.80 which shows a high relationship. This study agrees with Ibe-Basey (2008), findings that instructional materials clarify events or situation during teaching, thus agreeing that the provision of adequate instructional materials for teaching make teaching and learning less cumbersome, less stressful thus helping to realize the educational objectives. This finding also supports the findings of Leo, Eze and Agada (2016), that the use of instructional materials is inevitable if effective teaching and learning must be achieved. The findings of the study supports the findings of Onuekwusi (2005), who noted that instructional materials needed for enhancing students' learning should include tape recorder, life objects, projector, diagrams and pictures and improvisations. The findings also supports the work of Obaji (2001), who noted that instructional materials simplify the teachers' job in the classroom thus making students to acquire the knowledge presented to them easily.

The null hypothesis tested on the provision of adequate instructional materials for teaching and students' academic achievement in English language showed that there was no significant relationship between the provision of adequate instructional materials for teaching and students' academic achievement in English language.

The result showed that the t -cal value 14.49 was greater than the t -cri 0.000. Therefore, the null hypothesis H_{03} was rejected meaning that there is a significant relationship. This denotes that the provision of adequate instructional materials for teaching enhances students' academic achievement in English language.

4.4 Findings on School Leadership as It Correlate to Students' Academic Achievement in English Language

School leadership otherwise called management is a process and function where the central idea of management is to make every action or decision achieve carefully chosen goals. Items 21'-25, in appendix 1 were used to assess school leadership. When this was correlated with students' academic achievement in English language, it gave a correlation coefficient (r) of 0.80, which shows a high relationship. This study agrees with the Rambowel and David (2013), who asserts that much depends on school leadership so much that theorists believe that an understanding of the patterns of governance for school is an understanding of that which will be the outcome of the academic investments in that school. The findings also supports the findings of Makanjoula and Eleso (2000), that negative leadership approaches often relate to teachers' poor commitment to duties and students' unproductive study habit.

The null hypothesis tested on school leadership and the students' academic achievement in English language showed that there was no significant relationship between school leadership and students' academic achievement. The result showed that the t -cal value 14.40 was greater that the t -cri (sig t) 0.000. Therefore, the null hypothesis H_{04} was rejected meaning that there is a significant relationship. This denotes that school leadership enhances

students' academic achievement in English language.

4.5 Summary of the Study

The study was on Teachers' Motivation as a correlate to secondary school students' achievement in English Language in Nsukka Education Zone of Enugu State, Nigeria. Motivation of teachers enhances students' academic achievement in English language as the students' are pedagogically tutored with the sought offer knowledge about the nitty-gritty of the language. The study explicitly stated that there exists a relationship between teacher motivation and students' academic achievement in English Language. The main purpose of the study was to identify how teachers' motivation is a correlate to secondary school students' achievement in English language in Nsukka Educational zone of Enugu state, Nigeria. Four research questions guided the study in-line with the four specific purposes, while four hypotheses were formulated and tested at 0.05 level of significance. Literature was reviewed based on the research questions that guided the study. Some theories were reviewed on which the study was based on and related empirical works were reviewed and related to the study.

The study adopted the correlation research design. The area of study was Nsukka Education Zone of Enugu State of Nigeria. The population of the study was comprised of 112 English Language teachers and 4789 SS II students from Nsukka Education Zone. The population of the teachers was manageable so there was no sampling. The students' population was large and therefore was subjected to stratified and random sampling technique to get 2.55 percent of the population i.e., 122 students (Nwana, 2008)

The instrument that was used for data collection was structured question developed by the researcher termed Teacher's Motivation Rating Scale (TMRS) for the teachers while English Language Achievement Test (ELAT) was for the students. The instrument (questionnaire) used to collect data for teachers consisted of two parts, part A, was information on personal data of the respondents while part B was made up of 4 clusters, clusters A-D which contained a total of 25 items based on the four research questions that guided the study. The questionnaire for students tested them based on English language syllabus for their class (SS II).

The instrument was validated by experts and their comments were used to modify the final one used for the study. The reliability of the instrument was determined by using Cronbach Alpha Approach of determining internal consistency for the instrument meant for teachers while the reliability of the instrument meant for students was determined by using the Kuder-Richardson-20 formula (K-20). The teachers' instrument result yielded reliability coefficient of 0.86, 0.76, 0.66, and 0.78. However, the grand coefficient was 0.93 indicating that the instrument was reliable. The students' achievement test instrument gave a reliability coefficient of 0.93 which also proved that the instrument was suitable for the study. Correlation coefficient and coefficient of determination (r^2) was used to answer the four research questions while t-cal and t-crit (sig t) was used to test the four null hypotheses at 0.05 level of significance. The result of the analysis revealed that teachers' good condition of service, provision of incentives for teachers, provision of adequate instructional materials for teaching and school leadership correlate with students' academic achievement in English language in Nsukka Education Zone of Enugu State, Nigeria.

There was no significant relationship between teachers' good condition of service, provision of incentives to teachers, provision of adequate instructional materials for teaching and school leadership and students' academic achievement in English language in Nsukka Education zone at Enugu State, Nigeria.

It was recommended among other things that teachers should be offered a good working condition on employment, provided with incentives (feasible), provided with adequate instructional materials for teaching and good, transformational, collaborative school environment cum school leadership. This undoubtedly will enhance the translation of educational policies practice and programmes into action which invariably leads to students' academic successes.

4.6 Conclusion

The research was aimed at identifying how teachers' motivation correlates with students' academic achievement in English language in Nsukka Education Zone at Enugu State, Nigeria. Information has been gathered on the relationship between good teachers' working condition, provision of incentives to teachers, provision of adequate instructional materials for teaching and school leadership and students' academic achievement in English language.

The identified variables no doubt spurs teachers, i.e., stimulates a desired behavior which is instilling in the students' the sought after knowledge about the nitty-gritty of English language. The study equally made it clear that there is a significant relationship between teachers' motivation and students' academic achievement in English language.

4.7 Recommendations

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

- 1) The government should work out a good working condition of service for teachers on employment. The government should also utilize the best approach for negotiation and consultations when taking decisions regarding education and teachers' welfare.
- 2) The government of Enugu State through the ministry of education should provide adequate instructional materials for teaching so that the teaching learning process could be made easy.
- 3) The school leadership should adopt a transformational and collaborative school environment so that all the inputs yield maximally i.e., seeing to the fruition of all the school investment of which the teacher is among.
- 4) Teachers should be provided with the needed in-service training to enable them update their knowledge and skill in teaching.

4.8 Educational Implications of the Study

The findings of this study have some implications for English language teachers, policy makers/government school administrators and future researchers. From the result of the study, it is explicitly clear that the motivation of teachers is paramount in the cause of translating educational policies, practices and programmes into concrete action. The finding would spur the teachers to greater work output in the teaching learning process to enhance students' achievement.

The finding of the study would enable the school administrators and government to identify and utilize the best approach on negotiations and consultations when taking decision regarding education and teachers.

Equally, future researchers would make use of the result from the study for further research studies. This would help to provide the required literature.

4.9 Limitations of the Study

The researcher observed the following limitations in the course of the study:

- 1) The geographical location and topography of some of the schools used for the study was one of the major limitations.
- 2) Some of the respondents were hesitate in accepting to fill the questions stating that they are displeased with their job due to lack of motivation from the employer (government)
- 3) Some students have phobia for English language and this affected their ability in benefiting from classroom instructional activities.

4.10 Suggestions for Further Studies

The following suggestions were made for future research studies.

- 1) The study could be carried out in other education zones or states of Nigeria.
- 2) Competency improvement needs of English language teachers for enhancing students' academic achievement could be explored.
- 3) Research could be carried on relative effects of poor school administration on students' academic achievement in English language.

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