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Motivational Factors and Achievement of Classroom Teaching Effectiveness in Nigerian Public Secondary Schools

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Motivational Factors and Achievement of Classroom Teaching Effectiveness in Nigerian Public Secondary Schools

Abstract

This paper examined the effect of teachers' motivational factors on the achievement of classroom teaching effectiveness in public secondary schools in Nigeria. A survey research design was used for the study. The respondents were 200 qualified teachers, both males and females randomly selected from 10 public secondary schools in Agege Local Government area of Lagos Nigeria. The research instrument for the study was the questionnaire titled Teachers' Motivation Questionnaire (TMQ). The data collected were analyzed using percentage and Pearson Product Moment Correlation Coefficient (r-test) at 0.05 level of significance. The findings showed that if teachers are adequately motivated, they would discharge their duties in the classroom efficiently and effectively. Based on the findings, it was recommended that to ensure classroom teaching effectiveness, a teacher needs not only adjustment and regular payment of salaries and allowances, but the right technology and facilities for efficiency and effective classroom management. Government, parents, and the society were also asked to assist by providing motivational incentives such as housing, car loans, and subsidized health care services as well as organizing skill-development seminars and workshops for teachers. Teaching personnel should be led and not bossed to be effective and efficient.

Keywords: Motivational factors, achievement, classroom, teaching effectiveness

العوامل التحفيزية والإنجاز وفعالية التدريس الصفي في المدارس الثانوية الحكومية في نيجيريا

مستخلص البحث

هدفت هذه الدراسة إلى التعرف إلى تأثير العوامل التحفيزية للمعلمين على تحقيق فعالية التدريس في الفصول الدراسية في المدارس الثانوية العامة في نيجيريا. وتم استخدام تصميم بحث مسحي للدراسة. تألفت عينة الدراسة من 200 معلماً مؤهلاً من كلا الجنسين، تم اختيارهم عشوائياً من 10 مدارس ثانوية عامة في منطقة أجيبي بالحكومة المحلية في لاجوس نيجيريا. وتكونت أداة البحث من استبانة تحفيز المعلمين Teachers' Motivation Questionnaire (TMQ). تم تحليل البيانات التي تم جمعها باستخدام النسبة المئوية ومعامل ارتباط بيرسون عند دلالة إحصائية 0.05. أظهرت النتائج أنه إذا كان المعلمون لديهم الحافز الكافي، فإنهم سيؤدون واجباتهم في الفصل بكفاءة وفعالية. وبناءً على هذه النتائج، تمت التوصية بأنه لضمان فعالية التدريس في الفصل الدراسي، لا يحتاج المعلم فقط إلى توفيق الأوضاع ودفع الرواتب والبدلات بانتظام، بل يحتاج أيضاً إلى التكنولوجيا والموارد المناسبة لتحقيق الكفاءة والإدارة الفعالة للفصل الدراسي. كما أن على الحكومة وأولياء الأمور والمجتمع المساعدة من خلال توفير حوافز تحفيزية مثل الإسكان، وقروض السيارات، وخدمات الرعاية الصحية المدعومة بالإضافة إلى تنظيم ندوات وورش عمل لتنمية المهارات للمعلمين. وينبغي قيادة أعضاء هيئة التدريس وليس توجيههم ليكونوا فعالين.

الكلمات المفتاحية: العوامل التحفيزية، الإنجاز، البيئة الصفية، فعالية التدريس.

Introduction

Motivation is not completely a new term, what is interesting about it is that it is commonly assumed to be a good thing that goes on influencing individual's behaviors and performance at work. Motivation is conceptualized as an innate desire that drives individuals to participate in an activity because of the satisfaction derived from it (Theobald, 2006). Another view of motivation suggests that it is goal-directed learning, which stimulates and guides individuals towards a particular direction (Alexenoamen, 2009). As students are motivated to learn, they are more likely to achieve the goals set for them, either by themselves or by the teacher (Theobald, 2006).

This makes the issue of teachers' motivation to become a matter of debate and concern in educational systems and standards. In most developing countries of the world, including Nigeria, there has been a growing awareness about teacher motivation, which is a key to quality assurance, quality outcomes/delivery and high standards in the educational system. It is acknowledged that any nation that is aspiring to maintain high and quality standards or achieve quality assurance in its educational system must take teachers and their motivational needs with high level of seriousness.

However, prior to Nigeria independence, teaching was considered by almost all sectors of our society as a highly respected profession. Teachers played key leadership roles in local communities and acted as role models. However, after independence when the demand for educated labor grew rapidly, many teachers left the profession to take up jobs in the public and private sectors.

The 1925 memorandum on education in British Colonial territories highlighted the importance of establishing a sound system of education with an effective cadre of teachers. It recommended therefore, significant improvement in the conditions of service of teachers in order to attract the

best candidates into the profession. In the following year, the formal registration of teachers became a mandatory requirement which provides a major fillip to the professionalization of teaching in Nigeria (Adelabu, 2005). It was the Udoji Commission of 1972 that made the most impact on teachers' status and welfare in Nigeria. The commission recommended the creation of a uniform grading and pay scale for public servants, including teachers. The Commission also ensured that teachers enjoyed comparable salary status with other key public sector workers, but it failed to harmonize the salaries and other conditions of service of teachers in line with the major public service professions, which have remained a source of major discord among teachers. The demand by the National Union of Teachers (NUT) for a just and more equitable job evaluation, remuneration and grading of teachers was not therefore sufficiently reflected in the commission reports (Adelabu, 2005).

In other words, the impact of teachers in making the educational objectives and goals effectively realized had been recognized. The teacher is the one that would translate educational objectives into knowledge and skill and transform them to students in the classroom. Accordingly, the teacher assists and commands the image of one who improves the physical condition of the classroom through orderliness, effective decision - making, discipline and control and also make diagnosis of the students feeling and attitude inferred from their behavior and response in the classroom environment (Godfrey & Enefiok, 2000).

Thus, teachers are indispensable in the entire educational system of any nation and are pivots on which education wheels revolve. Ashimole (2011) underscores that teaching and learning is hinged largely on teachers, and that it is on teachers' number, quality and devotion that reel the effectiveness of all educational arrangements, development, and growth. In the same way, Akinsolu (2010) posits that teachers are fundamental prerequisites for students' attainment of educational goals and objectives. The National Policy on Education of Federal Republic of Nigeria (FGN, 2014) recognizes the relevance of teachers by stating that; 'no nation's education

system can be greater than the standard of their teachers.' This explains that the teacher is ultimately accountable for translating educational policies and principles into actions based on practice during interaction with the students.

The foregoing emphasizes that effective teachers are very important for students' learning. However, teachers' effectiveness is difficult to define since there has not been a consensus agreement on what measured quality teacher (Stronge et al; 2011). However, it is possible to measure some teachers' attributes like; interaction with students, teaching strategy, motivation, pedagogical content knowledge and classroom management through qualitative research approach and classroom climate as important factors that facilitate teacher's motivation and effectiveness. These teachers' attributes could act in a long way to determine teachers' effectiveness. If a teacher sees the classroom as a safe, healthy, happy place with supportive resources and facilities for teaching for optimal learning, the teachers play a vital role in creating an environment that supports students' learning. They often do this through their support for students' autonomy (Schuitem et al; 2016). Teachers enable students to identify with self, personal interests, and values by supporting their freedom of choice (Ferlazzo,2015). By supporting students' choices and interests, teachers help students develop personal interest, involvement, and ownership of their work, which aid in motivation (Schuitema et al; 2013). In other words, teachers motivate their students to learn by providing them with positive feedback, to develop competence. Providing feedback enables students to gain control over their own learning and a sense of belief about their abilities (Bain, 2004; Ferlazzo, 2015). Teachers who provide feedback to students about their efforts give them the idea that through hard work, they can achieve tasks and do well (Ferlazzo, 2015; Theobald, 2006). Therefore, depending on the degree of congruence with classroom practices and school environment, teachers teaching activities will enhance students' performance.

Effectiveness is a measure of the match between stated goals and their achievements. It is always possible to achieve 'easy', low-standard goals. In other words, quality in higher education cannot only be a question of achievements 'outputs' but must also involve judgements about the goals part of 'inputs'(Oluremi,2013).To achieve classroom teaching effectiveness, teachers' motivations as well as students' motivation are two important areas that must be properly taken care of. According to Domyei (2001), teacher's skills in motivating learners should be seen as central to teaching effectiveness. Social psychologists have distinguished three ways through which a teacher can get a student to do what is required in the lesson, to follow the teacher's instruction. One of them is "reward". Reward is an effective and more cheerful way to get students to respond (Dornyei, 2001). When teachers are adequately rewarded, they put their best into the job. An adage says, "behavior rewarded is always repeated". Effective teaching is synonymous with teaching (teacher) effectiveness and has been defined in three basic ways by Evans (2006) to include; (1) Teachers' personalities (2) Teacher-pupil interactions and (3) Teachers' impact on pupil's behavior. The presage, process and product aspects of teaching are well represented in these definitions. The presage and process aspects of teaching bear direct relationship to teachers' personalities and teacher-pupil interactions (Evans, 2006). Similarly, the product aspect bears direct relationship to teacher impact on pupil's behavior and academic achievement (Evans, 2006).

An effective teaching should not only be concerned with students' academic goals but also encompasses concern for students' personal goals. Students come from different backgrounds with different minds apart from academic which an effective teacher should bear in mind. An effective teacher should always maximize instructional time and make good use of it (Stronge et al., 2011). And that is why their motivation or empowerment should be at the forefront of government policies, in order to enhance quality education and attain the goals and objectives of education

(Agharuwhe et al; 2009). In other words, teachers' motivation is the key to guaranteed quality education, as such influences quality assurance in the educational system. Without efficient and effective teachers in the education industry, qualitative learning outcomes cannot be achieved. That is why they should be motivated properly in order to enhance quality in the educational system. As such, any credible analysis of achieving quality education in the Nigerian education system should critically examine the roles played by teachers in enhancing quality assurance in education.

The foregoing explains that teacher's motivation emanates from individuals' intrinsic values to choose to teach and sustaining teaching, and the intensity of teacher motivation which is indicated by effort expended on teaching as influenced by a number of contextual factors. Teacher's motivation, therefore, is anything done to make the teacher happy, satisfied, dedicated and committed in such a way that will bring out the best in them, which will make students, parents and the society greatly benefit from their services. It is based on this premise, that this study, intends to see the relationship between motivational factors and achievement of classroom teaching effectiveness in Lagos, Nigeria, with a particular focus on Agege Local Government Area of Lagos State, Nigeria.

Statement of the Problem

The teacher holds the axis upon which the world of education rotates. That is why in Nigeria, the National Policy on Education emphasized that 'no educational system can rise above the level of its teachers'. Despite the obvious leading roles teachers play in the classroom towards attaining educational objectives, teachers' motivation in Nigeria has not always been given due attention. The societal image of the teacher has made the noble profession unattractive and considered as not been adequate for meeting economic, social and psychological needs. This has no doubt, translated into teachers' low morale, which in turn translated into students' poor performance in examinations, involvement in examination malpractice and other negative dispositions.

The teachers in Nigeria are becoming increasingly unhappy, frustrated, uninspired and unmotivated. Public secondary schools are dotted with dilapidated building, equipped with outdated laboratory facilities and equipment. The long-term effects of decreased teachers effectiveness in the teaching and learning are better imagined than experienced. Many educational programs have failed because they did not take cognizance of techniques that could increase teacher's effectiveness and motivation. Teachers' in-effectiveness and poor motivation, result in poor teaching and learning and poor students' performance. In Agege Local Governments area of Lagos, Nigeria, every parent wants his/her child or children to acquire education and skills through teachers, but apparently none seems to worry whether teachers can cater for their family, educate their children, settle health bills, and contribute meaningfully to community development. The problem of this study, therefore, is that poor motivation for teachers could be attributed to poor achievement of classroom teaching effectiveness.

Review of Literature

In all educational institutions, the whole teaching-learning process is directed towards achievement in the academic field as well as in the sphere of co-curricular activities. The academic achievement is required to be of greater value and for the attainment of which the students, teachers and parents strive towards it (Verma, 2016). Achievement is the act of accomplishing attaining or finishing something that has been accomplished successfully, especially by means of skill, practice, or preference. The innate phenomenon, motivation is influenced by environmental factors. (Lawrence & Hanitha, 2017).

In order to achieve their goals, needs and instincts, human beings acquire sufficient motivation, particularly with respect to students, motivation for academic achievement is of great importance. By such motivation, people are stimulated to successfully complete an assignment,

achieving a goal or a degree of qualification in their profession. In educational perspective, motivation has a multi-dimensional structure which is correlated with learning and academic motivation (Mohamadi, 2006).

Therefore, according to Adeyemo et al. (2013) teachers` motivation to undertake a task depends on their expected reward. Efficient teaching and moral will take place when there is a strong motivation in terms of wages and innovation from both employers, also the students` performance in mathematics sometimes may serve as a motivation for the teachers in other to perform efficient in the subject. This motivation may be aroused by either extrinsic or intrinsic stimuli both of which are important in directing and regulating the learner`s behavior towards attainment of the desired goals.

Teachers must therefore 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 encouragements for students.

Teachers at all levels of the education system should be adequately trained, respected, remunerated, and able to participate in decisions affecting their professional lives and teaching environments. When teachers are enabled to do their job effectively, their students are enabled to learn effectively. A well-motivated teacher always completes the tasks set for him, even when such tasks or assignments are difficult or seem uninteresting, because the motivation he receives enhances his effectiveness. This agrees with Agharuwhe et al. (2009) that posit that effective teachers produced better performing students.

To produce academically sound students according to Oviawe (2016), it is important to produce high quality teachers. These teachers

should maintain approved lesson period, utilize visual aids, voice, eye contacts and body movement as a way of stimulation the students, summarize lesson and evaluate lesson using all sort of techniques. Basic Technology teachers in-training should be made to realize that the quality of classroom interactions with students have a vital role to play in their effectiveness as teachers (Oviawe, 2016).

Teachers 'effectiveness has therefore been accepted as a multidimensional construct since it measures a variety of different aspects of teaching such as subject mastery, effective communication, lesson preparation and presentation (Oluremi, 2013). The influence of teachers' teaching effectiveness on the learning outcome of students as measured by students' academic performance has been the subject of several studies (Akinsolu, 2010; Ajayi, 2009; Ashimole, 2011; Lawrence & Hanitha,2017). The above studies suggest that effective teaching is a significant predictor of students' academic achievement. Therefore, effective teachers according to Akiri (2013) are supposed to produce students of higher academic performance.

Other factors according to Mustapha (2011) that contribute to teachers effectiveness include; relationship between the students and the teacher; teachers' teaching experience and qualifications. The prevailing conditions would show a negative or positive influence on the instructional quality in schools, which may translate to either good or poor academic performance, attitude, and values of students. Oviawe (2016) concurs that improving the quality of the teaching force in schools is the key to raising student achievement, consequently, Schiefele and Schaffner (2015) and Verma (2016) claim that education cannot be provided by just anybody, it requires a teacher who plans and delivers the lessons or instruction in such a way that objectives can be achieved.

Corroborating this, Adeyemo et al. (2013) state that government should find all possible means to retain veteran and experienced teachers who are still willing to serve so that they can contribute their wealth of

experience to improving the system. Although teachers' strong effect would significantly influence students' academic achievement, other factors such as socio-economic background, family support, intellectual aptitude of student, personality of student, self-confidence, and precious instructional quality have been found to also influence students' examination either positively or negatively score (Sugita & Takeuchi 2012). However, Ashimole, (2011) argues that students' grades and test scores may not be good indicators of the quality of teachers' instruction. In support of this view, a study carried out in Nigeria by Joshua, et al. (2007) show that Nigerian teachers condemn the use of student achievement scores as indicators of teachers' competence, performance or effectiveness. However, Oni et al. (2017) state that teachers also rely on classroom interactions with the students to gauge the effectiveness, level, and pace of their instruction.

The foregoing explains that motivation involves several psychological factors that start and maintain activities towards the achievements of personal goals and refers to reasons that underlie behavior that is characterized by willingness and volition. Motivation in education can have several effects on how students learn and their behavior towards subjects matter (Oni et al., 2017). Motivation of teachers and students in the teaching and learning process can have direct behavior towards particular goals, this leads to increase effort and energy, enhances cognitive processing, increases imitation of and persistence in activities, determines what consequences are reinforcing and it can also lead to improved performance (Ashimole, 2011). Oni et al. (2017) are of the view that motivated teachers always look for better ways to do their teaching job and, as a result, they are more productive. Therefore, it means that motivated teachers are determined to give their best to achieve the maximum output.

Theoretical Framework

Theory of Motivation. According to Srivastava & Barmola (2011) psychologists have been exploring on motivation, which has led to the

development of human motivation, which is now widely applied. It should be noted that job satisfaction is closely associated with motivation and some important motivational theories relevant to this study are described below.

Maslow's Hierarchy of Needs Theory. This study first, adopts motivation theories such as those of Hertzberg (1966), Locke (1976), Maslow (1943), and Vroom (1964). Yet the central tenet of Maslow's "hierarchy of need theory," is that individuals' motivation by higher-order needs increases to the extent that their more basic needs are satisfied, has an intuitive appeal in Nigeria, with their great inequalities of income and working conditions. It is understandable, for example, if teachers who suffer from an extreme scarcity of materials are not much motivated by involvement in curriculum development. It is also to be expected that the fine-tuning of pay to individual teacher performance, tasks or skills, which has received so much attention recently in the USA and England (Chamberlin et al., 2002) will not be seen as a major issue where teachers feel that they do not earn a "living wage." Maslow's ideas, although they have received only limited empirical support (Mark, 2015), are a useful source of interpretation for the present research.

Motivation- Hygiene Theory. Although influenced by Maslow, Hertzberg's (1966) "motivation-hygiene theory" argues that factors intrinsic to work, such as achievement and responsibility, have more potential for a positive effect on motivation, while extrinsic factors such as pay, managerial policy and working conditions have more potential for a negative effect if they are "sub-standard." This theory appears to be more relevant to educational systems in which resources and expertise are abundant than to ones in which both elements tend to be scarce. It is therefore expecting that, in the latter situation, improvements in pay or managerial policy could be important positive motivators. Nevertheless, that teachers in Nigeria, as in richer countries, are likely to be motivated by a mixture of intrinsic and extrinsic factors.

Expectancy Theory. With reference to specific incentives, Vroom's (1964) "expectancy theory" is relevant to developing countries because of its recognition that the links between effort and reward may be very tenuous. Improved pay for senior posts, for example, may not motivate eligible teachers if they have no confidence in the system of assessment and selection for such posts. Advantages of this theory to teachers are that:

- It is based on self-interest individual who wants to achieve maximum satisfaction and who wants to minimize dissatisfaction.
- This theory stresses upon the expectation and perception.
- It emphasizes on reward or pay offs.

Hence, this theory builds the expectation of teachers' effectiveness since it can facilitate reward in working place, for instance, in schools. Thus, the foregoing discussions of theories serve as the theoretical strength of this study, explaining how motivation can facilitate the effectiveness of teachers in the classroom.

Research Questions

To successfully carry out the study, these two research questions were raised:

1. Would teachers' motivation improve classroom teaching effectiveness in Agege Local Government area of Lagos State Nigeria?
2. What specific motivational factors would ascertain classroom teaching effectiveness among the male and female teachers in public secondary schools in Agege Local Government area of Lagos State, Nigeria?

Hypotheses

1. There is no significant relationship between the regular payment of salaries and other remuneration and the achievement of classroom teaching effectiveness.

2. There is no significant relationship between the provision of adequate teaching facilities, equipment, and the achievement of classroom teaching effectiveness.
3. There is no significant relationship between regular promotion of teachers and the achievement of classroom teaching effectiveness.

Method

Participants

The study employed the descriptive survey research design. This design is suitable for systematic collection of data in a sparsely populated and distantly located population of study. It is also suitable to determine the extent or degree of relationship between two or more intervening variables and use the results of such association to make valid predictions. The study population comprised all the sixteen 16 public secondary schools in Agege Local Government area of Lagos State, Nigeria. Out of this population, a sample of ten 10 schools was chosen for the study which covers 62.5% of the total population under study. Twenty 20 members of teaching staff were randomly selected from each school by using simple random selection method. All the teachers used are professionals or certificated teachers in education. To do this, the names of all sixteen 16 public secondary schools in the local government area were written separately on pieces of paper, rolled up and ten pupils were called to pick each at random. The picked ones were used by the researcher. This ensured that all schools stood equal chance of being selected. The total number of participants used for the study was two hundred 200 teachers.

The instrument used to collect data for this study was a self-designed Teachers' Motivation Questionnaire (TMQ) which has three parts. The first part consists of demographic data, which sought information on variables; as gender, qualification and experience of teachers, location, and types of schools.

The second part contains directional response of agreed and disagreed. This was used to find out from teachers if and how teachers' motivation determined classroom effectiveness and quality of teaching in their schools. The third part was self-developed Inventory of Motivational Forces (IMF), in which the participants were requested to express their opinions on the motivational factors most likely to stimulate teachers towards classroom effectiveness with the response patterns of agreed or disagreed. The survey instrument of the study was adopted after it has been validated by four experts in the area of measurement and evaluation, psychology of education, sociology of education and educational management.

A pilot study was conducted on fifty (50) members of teaching staff in some selected public secondary schools in Shomolu Local Government Area of Lagos State, Nigeria. This was done to ensure the reliability, consistency, and accuracy of the instrument. The co-efficient of regression for the test-retest analysis was 0.80. The data collected were analyzed by using descriptive and inferential statistics. In doing this, percentage, means and Pearson's Product Moment Correlation Coefficient statistical tools were used to test the three hypotheses postulated to guide the research.

Results

The results of the data collected from two hundred (200) teaching staff randomly selected from ten (10) public secondary schools in Agege Local Government area of Lagos State were analyzed. The two research questions raised were answered using simple percentage. The three hypotheses postulated in were also tested using Pearson Product Moment Correlation co-efficient at 0.05 level of significance. In the analysis of the questionnaires administered, the computation of the ratings of the various items on the questionnaire was done by allotting scores to the responses in order of 2:1 for positive items and 1:2 for negative items. This method is applicable to both the analysis of the research questions as well as the testing of the hypotheses.

Research Question One

Question 1: Would teachers' motivation improve classroom teaching effectiveness in public secondary schools?

Table 1

Influence of Teachers' Motivational Factors on Classroom Teaching Effectiveness

S/N	Motivation influence	Agreed	%	Disagreed	%
1.	With motivation, teachers can more readily encourage students to improve their attitude towards their students	184	92	16	8
2.	Teachers improve the quality and standard of education	180	90	20	10
3.	No money can make teachers to take management roles in the classroom	24	12	176	88
4.	Teacher's motivation is the secret of classroom effectiveness	190	95	10	5
5.	Without motivation, teachers are ready to remain retire in teaching job	50	25	150	75
6.	No level of motivation can keep teachers long on teaching job	148	74	52	26
7.	Motivation bring s about teacher's enthusiasm to control and discipline students in the school	54	26	146	74
Total		830	59.29	570	40.71

The result of the influence of teachers' motivation on classroom teaching effectiveness in the selected public secondary schools shows that if teachers are well motivated, they would as well be ready to encourage their students to study hard, and improve their attitudes towards their studies. The agreed response has 92% against 8% disagreed response. Also, the response to the improvement of quality and standard of education has 90% agreed response and 10% disagreed response. On teachers remaining in the teaching job without motivation, disagreed response has 75% against the agreed response of 25%. For teachers to take management roles in the classroom, agreed response has 12% against the disagreed response of 88%.

These indicate that with motivation, teachers are ready to take management roles in the classroom. 95% of the responses received agreed that teachers' motivation is the secret of classroom teaching effectiveness, while 5% participants disagreed. 74% participants disagreed that motivation brings about teachers' enthusiasm to control and discipline students in the school while 26% agreed. This therefore implies that when teachers are adequately motivated, they are ready to discharge their duties efficiently which will make classroom teaching effectiveness to be achieved.

Question 2: What specific motivational factors that could ascertain classroom teaching effectiveness among the male and female teachers in public secondary schools?

Table 2

Motivational Factors That Could Ascertain Classroom Teaching Effectiveness

S/N	Motivational Factors	Agreed	%	Disagreed	%
1.	Regular payment of salary and other remunerations	170	85	30	15
2.	Provision of adequate teaching facilities and equipment	150	75	50	25
3.	Provision of free education for the children of teachers	60	30	140	70
4.	Promotion of teachers regularly as compared with other work area.	177	88	23	11.5
5.	Sponsoring of teachers to participate in service training such as conference, seminars and workshops	90	45	110	55
Total (%)		647	64	453	35.3

Table 2 reveals the responses of the participants on the specific motivational factors that could ascertain classroom teaching effectiveness in the public secondary schools in the Local Government area. The results indicate that regular payments of teachers' salaries and other remunerations, promotion of teachers regularly as compared with other work areas and provision of adequate teaching facilities and equipment have

85%, 88.5% and 75% as agreed responses respectively against 15%, 11.5% and 25% as disagreed responses respectively. Provision of free education for the children of teachers and sponsoring of teachers to participate in in-service training, such as conferences, seminars and workshops have 30% and 45% agreed responses respectively against 70% and 55% disagreed responses respectively. In all, the results show that regular payment of teachers' salaries and other remunerations, promotion of teachers regularly and adequate provision of teaching facilities and equipment would ascertain classroom teaching effectiveness while provision of free education for the teachers' children as well as sending teachers to conferences, seminars and workshops would not have much influence in motivating teachers to discharge their duties effectively in secondary schools in Agege Local Government area of Lagos State, Nigeria. This implies that regular payment of teachers' salaries, regular promotion of teachers as at when due and provision of teaching facilities and equipment would influence male and female teachers in public secondary schools in the local government to perform their duties to the very best of their abilities, hence, the classroom teaching effectiveness would be achieved.

Testing of Hypotheses

1: There is no significant relationship between the regular payment of salary, provision of other remunerations and the achievement of classroom teaching effectiveness.

Table 3

Regular Payments of Salaries, Other Remunerations and Classroom Teaching Effectiveness

<i>Variables</i>	<i>n</i>	<i>Mean</i>	<i>SD</i>	<i>df</i>	<i>r-cal</i>	<i>t-tab</i>
<i>Regular payment of salaries and provisions of other remunerations</i>		X=198.80	X=123.75			
<i>Classroom teaching effectiveness</i>	200	Y=130.80	Y=99-79	198	0.457	0.195

Table 3 shows the calculated r-value of 0.457 against the table value of 0.195. Since the calculated correlation value of 0.457 is greater than that of the table value of 0.195, it shows that there is relationship between the regular payment of salaries and other remunerations and classroom teaching effectiveness. This implies that regular payment of teachers' salary and other remunerations stimulate teachers to discharge their duties efficiently and therefore, classroom teaching effectiveness would be achieved.

2: There is no significant relationship between the provision of adequate teaching facilities and equipment and the achievement of classroom teaching effectiveness

Table 4

Provision of Adequate Teaching Facilities, and Other Equipment and Classroom Teaching Effectiveness

Variables	n	M	SD	df	r-cal	t-tab
Provision of adequate teaching facilities and teaching equipment		X=237.86	X=136.97			
Classroom effectiveness	200	Y=108.00	Y=98.56	198	0.457	0.195

Table 4 shows the relationships between the provision of adequate teaching facilities and equipment and the achievement of the classroom teaching effectiveness. The results show that there is significant relationship between the provision of adequate teaching facilities and equipment and the achievement of classroom teaching effectiveness. The calculated r-value of 0.457 is greater than the table value of 0.19. This implies that, with the provision of adequate teaching materials and other equipment, teachers would be able to teach very well and this would assist the students to perform well in their examinations, hence the classroom teaching effectiveness would be efficiently achieved.

3. There is no significant relationship between regular promotion of teachers and the achievement of classroom teaching effectiveness.

Table 5

Regular promotion of teachers and classroom teaching effectiveness teaching effectiveness

<i>variables</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>df</i>	<i>r-cal</i>	<i>t-tab</i>
Regular promotion of teachers		X=203.60	X=117.36			
Classroom teaching effectiveness	200	Y=121.20	Y=86.98	198	0.457	0.195

Table 5 shows the relationship between regular promotion of teachers and the achievement classroom teaching effectiveness. This result reveals that there is a significant relationship between teachers' promotional aspects and the achievement of classroom teaching effectiveness as the correlation value of 0.457 is greater than the table value of 0.195. This implies that regular promotion of teachers as at when due would make the teachers to discharge their duties efficiently and effectively and therefore, classroom teaching effectiveness would be achieved.

Discussion

Research question one, addressed the influence of teachers' motivational factors and the achievement of classroom teaching effectiveness in Public Secondary Schools in Agege Local Government area of Lagos State. The findings that emanated from the study revealed that if teachers were well motivated, they would readily encourage students to improve their attitudes towards their studies. Also, teachers would take management roles in the classroom and would be ready to remain and retire in the teaching job. The findings is in line with the position of Onocha (2002) who opines that teachers' motivation relates to a purposive and goal-directed behavior, performance and attitudes towards work. It includes considering such factors as the physiological, psychological and environmental differences of individual employees. It also leads to job satisfaction which is defined as the feelings (either good or bad) one has about his/her work and the work environment (Onocha, 2002). The motivation of teachers in the educational system is of

crucial importance and significance to the quality of educational innovation and delivery outcomes (Pilot, 2007).

Teachers' motivation is the secret of classroom teaching effectiveness. Motivational resources in secondary schools should preferentially target the teachers. The teachers need appropriate assistance to help the students to accomplish success in their education. There is therefore the need to set a motivational program to enhance teachers' classroom management.

On the research question asking, "What specific motivational factors would ascertain classroom teaching effectiveness in public secondary schools in Agege Local Government area of Lagos State"? The findings revealed that, out of all motivational factors rated by the participants, the participants that would mostly ascertain the achievement of classroom teaching effectiveness in the Local Government area agreed upon the followings:

The regular payment of teachers' salary and other remunerations would certainly ascertain the achievement of classroom effectiveness. This is in line with the view of Schiefele & Schaffner (2015) that the salary scales for both primary and school teachers are often very flat with very small salary increments awarded on the basis of seniority/ experience with little or no link with actual job performance. The study is also in agreement, with Sugita et al. (2012) who assert that when teachers' salaries fail to keep pace with the cost of living, they undergo a reduction in real income, their morale suffers, and the able ones shift to better paying jobs thus pulling down the quality of instruction. Zhang (2014) looks at this scenario and affirms that where teachers are disillusioned and frustrated about conditions of service, the quality of education is likely to deteriorate even with substantial input of equipment and material. However, they conclude that if a teaching force is reasonably paid, and well-motivated, they can achieve much for the quality of education even against great odds. Research has shown that, in

education system, teachers' salaries and best conditions attract and retain better teachers. This implies that when teachers receive their salaries regularly and well remunerated by their employers, they would certainly discharge their duties very well and honestly, hence, classroom teaching effectiveness would be achieved.

Also, provision of adequate teaching facilities and equipment to the schools is another motivational factor that would ascertain the classroom teaching effectiveness. According to the findings. It was discovered that when adequate teaching materials are available in the school, most especially, the science and technical equipment, as well as well-equipped library with modern and current textbooks, all these would bring out the interest in the teachers to effectively teach their students appropriately. Availability of instructional material in schools has some inherent advantages that make them unique in teaching. They provide the teachers with interesting and compelling platform for conveying information, since they motivate learners to want to learn more and more (Medayeso, 2010).

Furthermore, the findings also revealed that regular promotion of teachers is another motivational factor that would determine the achievement of classroom teaching effectiveness in the Local Government area. The finding revealed that teachers in the Local Government area want the promotion of teachers in the state to be based on the performance of their students in the various subjects, during the final examinations, which is one of the major yardsticks to measure the teaching effectiveness in schools. This is in line with the observations of Martin et al. (2000) which showed that in a situation where experienced teachers were not promoted out of the classroom into management positions, level of experience had a significant influence on the teaching effectiveness of the teachers, Stearns (2013) finds that teaching experience of teachers is significantly related to their teaching effectiveness and Theobald (2006) who finds that teaching experience contributed highest to variance in students' achievement. The possible

explanation of the finding is that over the years, a practicing teacher can acquire extra skills and aptitude to impart knowledge to the students.

Classroom teaching effectiveness would certainly be achieved in the public secondary schools in the Local Government areas, if the promotion of teachers, is regular and adequate, and based on the performance of students in their various examinations.

The research hypothesis which states that "there is no significant relationship between the regular payment of salaries and other remunerations and the achievement of classroom teaching effectiveness" was tested and the finding revealed that a significant relationship existed between the regular payment of salary and other remunerations to teachers and teachers' classroom teaching effectiveness.

The essence of working as a teacher is not only to produce educated and skilled people, but also to make the teacher be in the position to meet financial obligations. "Man" as the saying goes "does not live by bread alone". The problems caused by delay and inconsistency in the payment of teachers' salary had conflicted seriously with teachers' classroom activities, (Ofoegbu, 2004).

The fact that here in Nigeria, the financial rewards is regarded as the motivator, majority of Nigerian employees regarded money as a motivator. The obvious answer is to pay the teachers well enough, not only to make them efficient in the classroom, but also to retain them in the teaching profession. A study by Benncll (2004) indicates that lack of diversity in teaching profession, coupled with inadequate remuneration can affect a profession; this is a strong intrinsic motivator to the otherwise downward pressures on teacher status. Ryan & Deci (2000), warn that intrinsic motivation is derived from within the person or from the activity itself and, positively affects behavior, performance, and wellbeing.

The second research hypothesis which states that "There is no significant relationship between the provision of adequate teaching facilities, equipment and the achievement of classroom teaching effectiveness" was tested and the finding revealed that a significant relationship existed between the provision of adequate teaching facilities and equipment and teachers' classroom teaching effectiveness. According to Ajayi (2009), the current emphasis all over the world among educational practitioners is on learner-friendly school environment with learner-friendly instructional delivery system. Modern school environment put emphasis on the provision of facilities such as adequate and spacious classrooms, workshop/laboratories, computers, good water supply, toilet facilities, functional libraries, transport, and communication systems among others. All these facilities are required in appropriate quantity and quality. The learner is the center point of learner-friendly education, which starts at the primary and junior secondary school level. Primary school is the fulcrum for all other levels of education. It is therefore important that care should be taken in organizing, coordinating and managing educational activities at these levels. Thus, Mustapha (2011) posits that physical resources in the school (instructional and non-instructional materials) have been observed by many scholars to have positive effect on the academic performance of students under the UBE scheme. The importance of textbooks and other instructional materials in teaching and learning process cannot be over emphasized.

It is obvious that effective instructions cannot be accomplished without the use of instructional materials. The reason is not far-fetched; advances in technology have brought instructional materials to the fore front as the most radical tools of globalization and social development which have affected the classroom teaching-learning situation positively.

Thus, Usman (2007) notes that without the teacher who is knowledgeable, educational materials/resources cannot create change and progress in the learner. With all these, it is clearly discovered that adequate

provision and availability of teaching facilities and equipment in public secondary schools would assist teachers in Agege Local Government area of Lagos Slate to teach effectively, hence, classroom teaching effectiveness would be achieved.

The third research hypothesis which states that "There is no significant relationship between the regular promotion of teachers and the achievement of classroom teaching effectiveness" was tested, and the findings revealed that a significant relationship existed between the regular promotion of teachers and the achievement of classroom teaching effectiveness. The finding is in line with the view of Ibadan & Emeka (2009) who opine that motivation helps to share knowledge through an intra-organizational social media platform which can help the organization to reach its goals and objectives. Kuvaas (2006) finds the impact of high performing work systems, also called human resource practices, on perceptual measures of firm performance. Ellerslie & Oppenheim (2008) recognize that employees have both a mind and a spirit and seek to find meaning and purpose in their work, and an aspiration to be part of a community, hence, making their jobs worthwhile and motivating them to do at a high level with a view to personal and social development A motivated workforce means a highly productive staff, all of which will help to achieve business goals. And this should be a main objective in organizational and business plan. Consequently, in order to justify this recognition, the employee promoted puts in more efforts in his work. Promotion puts new life on the individual and activate his knowledge, skill, and he, in consequence, strives harder to be effective in his new job. It ought to be a regular formalized and recorded review of the way in which an individual is performing his or her job. The promotion in school organization should be based on merit. The approach to be adopted for teachers' promotion should be performance oriented and focuses on goals and objectives.

The present system of promotion on the basis of seniority in public secondary schools in the state is as undesirable as it is dysfunctional. It discourages those young newly recruited teachers with drive, initiative and ambitions who become frustrated by this rigid fixed method. It was clearly discovered that with regular promotion of teachers, based on performance and merits, teachers would work harder to see that the classroom effectiveness is achieved in the Local Government area.

A most important summary of this study is that the findings overwhelmingly support Herzberg's Two Factor Theory because the respondents (teachers) considered both intrinsic and extrinsic motivation as important for their job performance and wellbeing. However, the findings challenge Herzberg's suggestion that lowering intrinsic motivations would not decrease staff motivation. On the contrary, as this study confirms via questionnaire responses that teachers considered both intrinsic and extrinsic motivation as equally important in the sense that absence of any of two categories would certainly depress the teachers or lead to their job dissatisfaction and hence demotivating to perform.

Based on the result, the research findings are summarized as follows:

1. When teachers are adequately motivated, they would discharge their duties efficiently, hence classroom teaching effectiveness would be achieved.
2. Provision of free education for teachers' children does not have any influence on the achievement of classroom teaching effectiveness.
3. There is a significant relationship between regular payment of teachers' salaries with other remunerations and the achievement of classroom teaching effectiveness.
4. Provision of adequate teaching facilities and equipment is significantly related to the achievement of classroom teaching effectiveness.
5. There is a significant relationship between the regular promotion of teachers and the achievement of classroom teaching effectiveness.

Conclusion

Today, everyone, all over the globe is concerned about education. To achieve this, the impact of teachers' motivation should be properly diagnosed. More in-depth studies need to be earned out at all levels of our education and with greater number of participants. The following areas are therefore suggested for further studies:

1. Influence of on-the-job development on teachers' morale and the achievement of classroom effectiveness.
2. Leadership administrative strategies and the achievement of classroom effectiveness.
3. Achievement of teacher efficiency through effective staff/personnel administration.
4. Students' motivational factors and the achievement of classroom teaching effectiveness.

It behooves on the school managers to know that it is expected of them to offer a high standard supervision to the teaching personnel via the motivational variables. Teaching personnel should be led and not 'bossed' so that they can be free to carry out their functions efficiently and effectively without pressure, towards fulfilling school goals and objectives. A good leader must be sensitive to the needs and emotions of his people. He also needs to understand and identify with his teachers' challenges before scolding or melting out any form of corrective action.

Furthermore, school administrators should educate the users of the facilities provided for the schools, to handle them with care for proper passage of instructions to the learners when they were provided. Thus, there is the need for a unify mock examinations for all the senior secondary school three (3) students in all public secondary schools in Lagos State. This would provide a basis upon which the students' academic performance can be compared in relation to the available educational facilities in those schools.

Schools should also appeal to the Non-Governmental Organizations, private sectors, philanthropists and industries to come to their aid in supplementing and substituting obsolete educational materials.

The results of the findings generally imply that whatever the state does, it cannot do without the service of the teachers. The level of teachers' motivation in the area covered by the researcher was discovered to be averagely good. However, in order to help teachers in the area, the state government through her Board of Education and those concerned with education should pay more attention to the needs of teachers. They should set up in-service training program to enable teachers adjust better and acquire the modern and current knowledge of the present "dos" and "don'ts of teaching profession. Therefore, there is the need to set a motivation program to further enhance teachers' classroom management, since lack of motivation may lead to stress which eventually may translate to ineffective classroom management and achievement of classroom teaching effectiveness.

The results of the findings equally recommended that better motivation strategies should be used so as to make the teachers work better mainly in the public schools. This could be done by giving them letters of recommendations or certificates whenever they teach and their pupils perform well. This should be done in all classes. Oni et al. (2017) reveal this when they assert that workers should be given motivation like recognition and letters of recommendation that would lead to growth and advancement that people find intrinsically rewarding. Promotion of teachers should be basically based on the teaching performance of the teacher revealed by his pupils performance in class and not automatic promotion after teaching for a number of years.

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