MOTIVATION AND PERFORMANCE OF SECONDARY SCHOOL TEACHERS

(A CASE STUDY OF GGSS KOFAR GAYAN ZARIA)

BY

UBANGIDA YUSUF

MBA\ADM\9474\1992-93

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DECLARATION

I hereby declare that this project is my work, and is to the best of my knowledge has never been presented for any degree. All sources of information have been duly acknowledged.

UBANGIDA, YUSUF	----------	29/8/2008
NAME OF STUDENT	SIGNATURE	DATE

CERTIFICATION

This project entitled "The effect of motivation on the performance of secondary school Teachers" 'A case study of G G S S Kofar Gayan Zaria' by Ubangida, Yusuf meets the regulations governing the award of Degree of Master of Business Administration (M B A) of the Ahmadu Bello University, Zaria and is approved for its contribution to knowledge and literary presentation.

PROJECT SUPERVISOR	SIGNATURE	DATE 29/8/2000
EXTERNAL EXAMINER Dr. A. D. Shaida	SIGNATURE	DATE
HEAD OF DEPARTMENT	SIGNATURE	DATE 30/8/00
DEAN OF POSTGRADUATE	SIGNATURE	DATE 10/05/02

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DEDICATION

This project is dedicated to my Allah upon whom I depend.

ACKNOWLEDGEMENT

My course in life has been shaped by Allah, and it is through Him it was possible for me to read the MBA course. I am grateful to Almighty Allah for His guidance, love and protection throughout my academic pursuit.

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I wish to express my thanks and appreciation to all those who have contributed one way or the other in helping me to complete this work.

ABSTRACT

One of the ways in which many principals let teachers do their work efficiently and effectively is through motivation. Here the principal can induce teachers to work to the best of their ability.

The confidence of teachers must be won by management and one important factor is the environment to maintain the needs of teachers: Physiological, safety, social, esteem and need for self actualization. If the above needs are satisfied or maintained teachers would be dedicated on their work and they would not go on strike. This will help in raising the standard of education.

Teachers for effective and efficient teaching need: Prompt payment of salaries, leave grant besides other allowances, adequate teaching facilities, in service training and encouragement for hardwork. The government and society should appreciate their work. Teachers also need job security and adequate supervision from the inspectorate division of the ministry of education. The ministry should recruit qualified teachers and renovate infrastructural facilities and complete abandoned projects.

The ministry of education should arrange for workshops, seminars and symposia for fostering development in various fields.

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CHAPTER ONE

INTRODUCTION

1.1 INTRODUCTION

Motivation is a process which starts, steers, sustains, and finally steps a goal directed sequence of behavior. Most, if not all behaviour is caused by the individual's attempts to satisfy his or her needs. Similarly the individual avoids activities that do not provide rewards.

The development of any society or nation scientifically, technologically and even socio-politically depends on its well set out educational policies and frame work as well as their realization through professionally trained teachers and their maintainance in conducive operational set up. The success of an educational programme in any country depends to a large extent, on the quality and calibre of the teachers. It is the quality of teachers which is the yardstick of any positive educational result. If we cannot employ teachers who are motivated and intelligent and have good sense of duty and integrity, also if we cannot keep them happy and comfortable in their career, no educational programme can ever has the chance of success.

1.2 HISTORICAL BACKGROUND

Government Girls secondary school Kofar Gayan Zaria was established on the 17th of March, 1980 for the following objectives:

1. To provide a broad general education to girls within Zaria City in order to fit them into society so that they can earn their livings and contribute effectively to

the economy of the State while, generally to equip them better for responsible citizenship.

2. To equip the students to live effectively in this modern age of science and technology.
3. To develop sense of spiritual and moral values, integrity and uprightness.
4. To raise the generation of people who can think for themselves, have respect for the views and feelings of others and respect the dignity of labor.
5. To foster the unity of Nigeria and develop the ties and the common elements which unite us.
6. To inculcate the spirit of self-reliance, industry and versatility in the students.
7. To develop a sense of desire for achievement and excellence.
8. To develop in our girls social, economic and political sophistication to understand, and contribute to their community life.
9. To develop self discipline in our girls.

The school took off in very humble surroundings in a primary school's building in 1980 with a population of 45 teachers and 129 students. Presently the school has 40 teachers and 1,139 students. The first principal was Mrs. N N Babajo. She was ambitious to build the school into an institution reputed in academic achievements as well as morals. To achieve her goal she confronted with the following problems:

1. Inadequate classrooms for the students.
2. Insufficient teaching aids.
3. Lack of a library.

4. Shortage of science equipments.

5. Negative attitude of students to learning

6. Language barriers.

The first 4 problems were solved soon by the Government by providing sufficient funds. For negative attitudes of the students towards learning, the principal sought the co-operation of both the teachers and the parents. Students were encouraged to devote seriously to their studies. There was adequate supervision of the day students by the principal, teachers and inspectors. On the problem of communication between the teacher and the students, the principal and teachers planned grouping of the incoming students according to their understanding of the English Language.

1.3 STATEMENT OF THE PROBLEM

The study is to find the needs of the teachers for effective teaching/learning processes. These include prompt payment of their salaries, regular promotion, adequate teaching facilities, in service training and reward for hardworking.

1.4 OBJECTIVE OF THE STUDY

i. To identify the motivational needs of the teachers.

ii. To find the effect of motivation on the performance of the teachers and the students.

iii. To give possible suggestions and recommendations about the motivational factors of the teacher.

1.5 SIGNIFICANCE OF THE STUDY

i. The study provides a possible solution to the motivational needs of the teachers of Kaduna State ministry of Education.

ii. The study is important for efficient and effective teaching' learning processes.

iii. The study is important to the society as well, which send its children to schools.

1.6 SCOPE OF THE STUDY

i. The study is restricted to the G G S S K/Gayan Zaria.

ii. The period to cover is from 1980 to 1998.

iii. It is concerned with the factors that motivate teachers to work hard.

1.7 HYPOTHESIS

i. It is assumed that lack of prompt payment of teachers' salaries results in inefficiency of the teachers leading to poor performance of the students.

ii. It is assumed that lack of respect and recognition by the society, compels the teachers to leave teaching profession and seek jobs in the army, police, custom, emigration and commercial- organizations.

1.8 LIMITATIONS OF THE STUDY

The limitations of the study are:

Lack of enough data in the school understudy.

1.9 RESEARCH METHODOLOGY

The data used in this study was collected through two major sources:

1. The primary source
2. The secondary source.

The primary source used was the interviews, which were conducted in the school. The persons interviewed are:

The principal, vice principal I and II, senior master (academic) senior mistress welfare, the head of departments and subject teachers. A questionnaire was designed and given to the teachers to respond.

The secondary data used were mainly the school magazines, school history file, circulars from the ministry, school charts, minutes of the principal's meetings, N.U.T. requisitions letters to the ministry of education. Other publications such as newspapers, seminar papers, books and educational journals.

1.10. DEFINITION OF THE TERMS

MOTIVATION: Motivation is a process, which starts, steers, sustains and finally stops a goal-directed sequence of behaviour.

MOTIVATOR: it means something that causes somebody to act in a particular direction.

NEED: Need means want or requirement.

INCENTIVE: An incentive is an objective for which individual is willing to strive.

REWARD: It means to recompense for service or merit.

PROMOTION: Promotion is the act of giving a higher position or rank.

DRIVE: This refers to the purposive activity which is initiated by both internal and external stimulation

HOMEOSTASIS: This is a condition of equilibrium i.e. State of balance between internal and external environments.

ORGANIZATION: Is the orderly arrangement of work force. It is concerned with the division of work and its allocation among groups and persons.

CONTROLLING: Control seeks to compel events to conform to plans. It measures performance, corrects negative deviations, and assures the accomplishment of plans.

PLANNING: It refers to precasting future circumstances and requirements, deciding objectives, making long-and short-term plans, determining policies to be followed and the standards to be set.

CO-ORDINATING: Co-odinating involves seeing that all groups and persons work efficiently, economically and in harmony, towards the common objectives.

DISCIPLINE: Is the willing obedience to rules and regulations.

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CHAPTER TWO

REVIEW OF LITERATURE

Most educational organizations are inefficient, primarily because workers are ill-motivated to work. Maslow (1954) has developed "a hierarchy of human needs which consist of interdependent levels, vis: physiological, safety, social, esteem and needs for self actualization. When man's needs for air, water, or food (physiological needs) are not satisfied, then these needs become a highly potent motivator of human behavior and continue to exist as powerful influence on an individual until satisfied. But, when the first order of needs is satisfied then the next level of needs becomes the focus of motivation for the behavior of the individual. Other level of needs are security, social, esteem and self actualization. When members of the faculty are relatively well fed, clothed and sheltered and feel safe and secure there is possibility for them to become accepted members of the social or professional groups. The achievement of these needs contributes to the individual's concern for personal growth, profession, recognition and esteem by fellow workers. These are powerful, pervasive and continuing needs for organization members. It is through the teacher's motivation of this level of need fulfillment that is possible to release energy to improve the quality of education of the students".[1]

The highest order of need in the Maslow formulation is need for self actualization. This is the 'Capstone" of person's attempt to become what he can become. The possible fruits are great personal accomplishment and dedication.

Few attempts have been made to test the validity of Maslow's ideas in the schools and colleges. A big problem is that people do not necessarily satisfy higher- order needs

through their jobs or occupations, and this cannot really be tested. Another point is that he viewed satisfaction as a major motivator and this is not directly related to production. He also did not mention the time period between various needs.

In 1968 Hall and Nougaim studied a company in the States and used four of the Maslow's needs hierarchies i.e safety, social, esteem and self actualization. The survey of 49 young managers in an organizational setting only provided modest support to this theory but stressed the importance of environmental factors in the development motivation would only appear, when managerial action focuses not only on those factors that surround the job." He said "factors which create satisfaction (satisfiers or motivators) are those stemming from the intrinsic contents of job (e.g recognition, responsibility, meaning and challenge) these satisfy higher needs; factors which create dissatisfaction (dissatisfieers or hygiene factors) stem from the extrinsic job content (eg working conditions, pay, supervision) these satisfy lower needs".[2]

Victor Vroom (1974) in his Expectancy theory of motivation has expressed; "motivation depends not just on the outcome desired by the worker between his and other's previous effort (such as hard work, honesty, loyalty, other directedness) and the desired outcomes (promotion, praise, models etc). Individuals will evaluate various strategies of behavior and then choose the particular strategy that they believe will lead to those work-related rewards that they value."[3]

Research findings of Oloko (1977) suggest "the Nigerian worker does not perceive that his advancements depends much on how hard he works. If a worker sees high productivity as a path leading to the attainment of one or more of his personal goals, he

will tend to be a high producer, conversely, if he sees how as a path to achievement of this goal he will tend to be a low producer".[4]

Adam's Equity Theory States "If individual perceives that the amount of rewards he receives is not concomitant with his efforts, vis-a vis his colleague will be motivated to reduce his effort proportionately. Discrepancy or inequity exists whenever a person perceives that the ratio of his or her job outcome (pay, promotion, Recognition etc, to job inputs (efforts, skills, education etc.), in comparison with a reference person may be some one in an individual's group, in another group, or outside the organization."[5] This theory implies that the management of organizations must emphasize equitable rewards for employees and that decision concerning equity (or inequity) is not made purely on personal basis, but involves comparison with other workers, both within and outside the organization. Put in another way, it is not how much an employee is being paid, but the question is that is he comparably being paid as others with similar jobs?

Hahn (1961) did a similar study in the U.S. Air force and got results that tend to support the Hertzberg's findings. The "stories" describing the "good-day" situations tended to fall in the self-realization category and included such factors as "recognition", productive effort, sense of belonging and cooperative effort. Dissatisfying experiences were generally associated with the general job environment category"[6].

Sergiovanni (1967) found that "achievement, recognition and responsibility were statistically significant contributors to teachers satisfaction. The factors which were found to be significantly related to teacher's dissatisfaction include interpersonal relations with subordinates, superiors, peers and teaching supervision, school policy and administration

and personal life".[7]

There is considerable evidence that supervisors who seek to realize the potential of organization members need to produce opportunities for teachers to feel more adequate as professionals, to see greater significance, possibilities, and responsibility in their role, and perceive the situation as one in which improvement is not only possible but highly valued. A friendly pat-on-the back is nice, but far from adequate. What is essential is positive logistical and psychological support system as the teachers 'push out' to explore and test new approaches to teaching, words of praises are not enough. Rather, definitive feed back on the outcome of their teaching efforts is required.

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CHAPTER THREE

STRUCTURE, ORGANIZATION AND MANAGEMENT OF G.G.S.S. K/GAYAN ZARIA

3.1 ORGANISATION

Organization is the orderly arrangement of work force. To organize is to arrange in a system or to put into working orders. Organization may be regarded as the establishment, with necessary authority, and provision for condition of relationship between persons assigned in the performance of specialized task for the achievement of an enterprize objectives. It is a structural relationship by which enterprize is brought together and the frame where individual works are co-ordinated.

Management organization is therefore the process of identifying responsibility or authority and establishing relation for the purpose of enabling people to work effectively together in accomplishing objectives.

In order to accomplish its objectives, Government Girls Secondary School Kofan Gayan Zaria has a defined organization structure for effective management of the school. The organization structure of the school is like this:

THE PRINCIPAL: Who is responsible for controlling all the school activities, like teaching, punctuality, conducting assemblies, supervision, making sure that proper records of work, like registers, syllabi, schemes of work, lessons plans and lessons notes are kept up to date. She is also responsible for solving the problems of teachers, like late payment of salaries and overdue for promotion and general welfare of the teachers. She also keeps the account of the school. She attends meetings either in the school, zonal

headquarters or at the ministry of education.

THE VICE PRINCIPAL ADMINISTRATION:

Assists the principal in running the school administration. He conducts assemblies on fridays, maintains discipline and punctuality among the teachers and the students. He makes sure that teachers attend their lessons regularly and discharge their duties effectively. He is also responsible for preparing plan of activities for each term. He checks registers and comments at the end of every week. He encourages the teachers to conduct houses and year groups assemblies. He makes suggestions for the overall improvement in the school.

THE VICE PRINCIPAL ACADEMICS:

She is responsible for the academic progress of the students. She assists the principal in supervision of teachers and students while at work. She makes sure that students have a minimum of 70% attendance, before allowed to take examination. She also evaluates the performance of each student and give comments, whether the student is to be promoted or repeated.

SENIOR MASTER:

The senior master assists the vice-principal in conducting assemblies, supervision, ensuring that teachers attend their lessons and have complete record of the work. He assists the school in preparing the general time table.

SENIOR MISTRESS WELFARE:

She is responsible for the welfare of staff. She helps the teachers to get fertilizer from the local government during farming season, which she sells on credit to staff at

lower prices. The welfare mistress presents gifts to newly married staff and the new born babies. She organises send-off parties for the transferred or outgoing teachers.

HEAD OF THE DEPARTMENTS: The H.O.D's control the work of the teachers and give advise to them. They hold meetings with them to discuss the problems facing their departments and find possible solutions.

YEAR GROUP MASTERS/MISTRESS: He or she is responsible for conducting year group assembly once a week. During the assembly he advises students to be punctual and dedicated to their studies. He supplies timetable to his students. He also assists the principal and school accountant (Brusar) in the collection of school fees. He also collects registers from his form masters/mistress for checking and signing every Friday.

HOUSE MASTERS/MISTRESSES: They conduct house assemblies once a week. They advise students to come to school early in the morning and properly maintain their houses and get ready for inspection. He or she ensures the cleanliness of his or her students.

FORM MASTERS/MISTRESSES: They take the daily attendance of the class. They make all the necessary work in the register like daily attendance, the total attendance for the week and for the term. They investigate why the students are late or absent in the classes. They take all the necessary measures to encourage the student's punctuality and regularity.

TEACHERS: Teachers train in good behavior, and impart knowledge to the students. Teachers are concerned with the security of their students. They reward and also punish students appropriately for their behavior. They correct the bad behavior among the students. Teachers set examples of life before the students, in honesty, punctuality, good

dressing consistency and dedication to duty.

GUIDANCE AND COUNSELLING MASTER/MISTRESS: They organise carrier talks for the students which guide them in the selection of subjects suitable for different jobs, like: teaching, nursing, medicine, engineering and law etc. professionals from different fields are invited to deliver lectures to the students for their guidance.

GAME MASTERS/MISTRESSES: He or she trains the students for games and sport activities. He carries the students to participate in interschool competitions. He keeps the facilities and equipments of games and sports.

ACCOUNTANT OF THE SCHOOL/BURSAR: He is responsible for preparing vouchers and payment of salary. He collects school fees and keeps the school accounts.

LIBRARIAN: He looks after the library and supervises the students while studying. He makes sure that the books are not illegally removed from the library. He lends and collects books returned by the students.

STORES OFFICER: He is responsible for storage and safety of the materials and equipment in the store.

HEAD GIRL: She assists the school in maintaining discipline. She directs students to go for assembly and settles minor problems of the students. She also assists in maintaining the cleanliness of the school surroundings.

3.2 PLANNING THE ORGANIZATION OF G.G.S.S KOFAR GAYAN ZARIA

The satisfactory running of the school cannot be left to look after itself. Planning and forethought are necessary all the time.

The following are some of the routine matters that the principal gives thought and plans for in her capacity as administrator.

1. Before a new session

Long before the school session commences, farming and school cleaning materials are to be checked. If these are inadequate for the needs of the new session, orders for fresh supplies are planned. Necessary repairs of benches and furniture etc are likewise reported to the appropriate authorities in good time so that they can be completed before the school reopens.

The date of opening is well publicized so that the parents know. When the school opens the principal holds a staff meeting to discuss the programme for the year, inform the teachers of their duties and to introduce the new members of the staff. Teachers are issued copies of syllabuses, registers and other materials.

A provisional time table for the whole school is prepared, based on the qualifications and interest of his staff. This allows the school to begin work on the very first day.

2. The first day of the term

The necessary tidying up of the school and issue of equipment is planned so that it takes minimum amount of time and allows to start teaching as soon as possible. Class teachers prepare their registers and make preparations for the routine duties of their classes. The school chooses prefects on the first day of the term, and sometimes prefer to leave the selection until the students have settled down.

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3. The last day of term

Apart from the general cleaning and tidying up that has to be done, the principal sees that all equipments are checked and stored in a safe place.

4. Special occasions

Events such as parents' day, sports days and educational visits are planned in advance in order to avoid confusion and disappointment. Such occasions are planned at a staff meeting so that all teachers know about their participation accordingly.

5. Sport activities

Early in the year the teacher in charge of the games draws up a programme of the matches to be played during the year. He then writes to the schools with whom these matches are planned and get confirmation of the dates.

6. Staff meetings are to help the principal in the following:

   a. Planning the programme of future events.

   b. Providing information to the teachers. Information both from the school, directorate and ministry of education - Kaduna State.

   c. Deliberating all the necessary changes for improvements in the school organization, discipline and other practical matters.

   d. Stimulating interest in modern educational thought and practice.

   e. Encouraging fellowship and cordial relations among staff.

3.3 MANAGEMENT

The principal, in addition to the task of planning the activities of the school, makes sure that these plans are effectively and efficiently put into action. The following are useful for assuring good management:

1. The Principal's office.

   The principal is the nerve centre of the school, to whom go all the reports and information which enable her to plan the activities of the school and assess the extent to which the school is attaining its objectives. Out of the office come all plans and programs that make the school what it should be.

2. The allocation of teaching staff.

   The principal allocates teachers to various classes where they can do their best according to their professional expertise.

3. Staff duties

   The staff of the school work together, there is understanding and fair allocation of the duties.

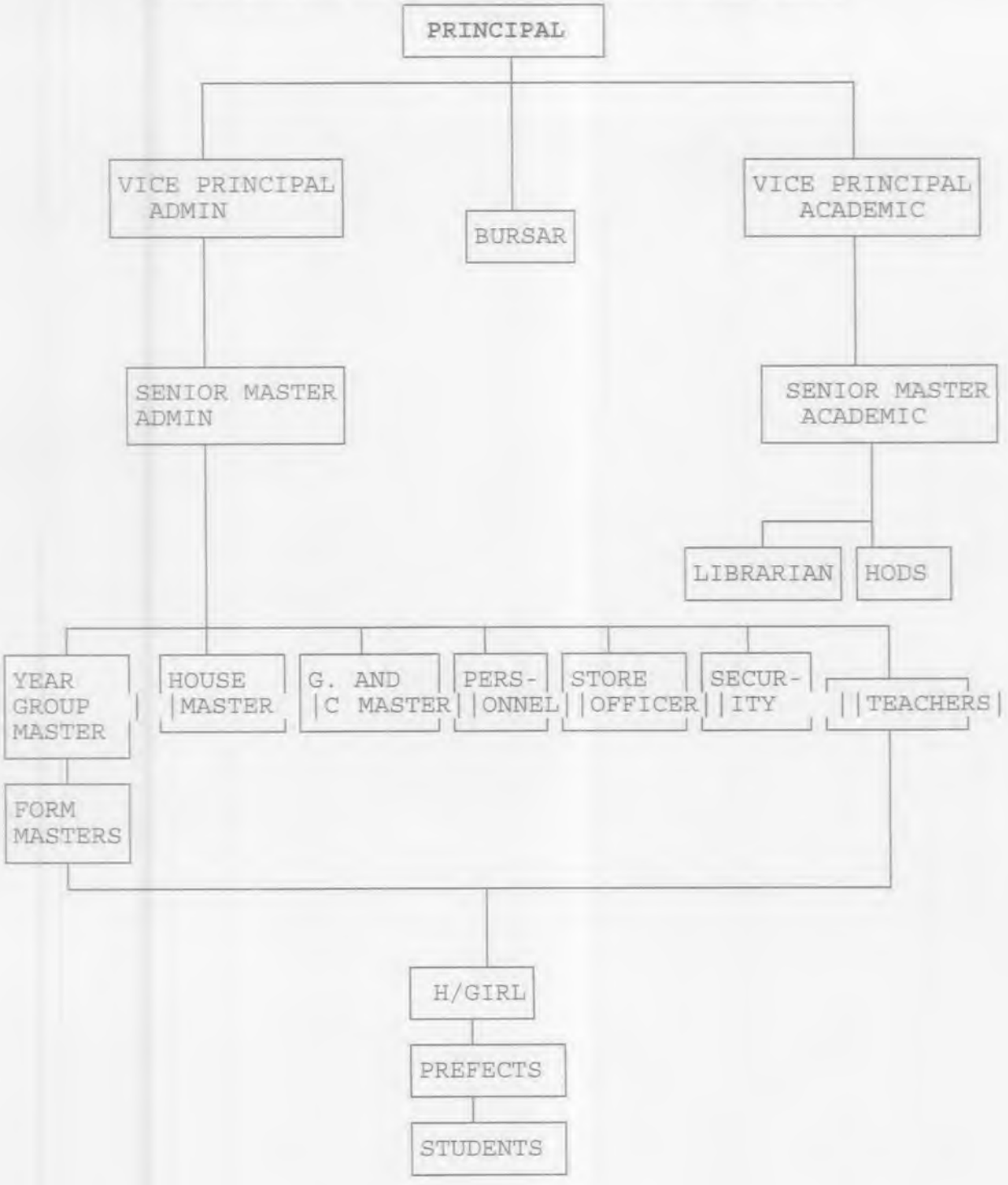
4. Time Table

   By means of the time table the subjects are available, teachers along with teaching aids etc are brought together in the best possible way.

5. Examination

   Examination is well organized by the examination officer. He prepares an examination time table. He prepares the rooms, materials and allocates duties to the invigilators.

ORGANIZATION CHART OF G.G.S.S. K/GAYAN ZARIA.



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CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

MOTIVATIONAL FACTOR FOR EFFECTIVE TEACHING PROCESSES

Motivation refers to the way urges, aspirations, drives and needs of human beings, which direct or control or explain their behavior. It may-simply be described as keeness for a particular pattern of behavior.

A large part of a principal's task is getting things done through teachers, she must therefore try to understand teachers' motivational needs. The aspect of the management of direction is concerned with inducing teachers to work to the best of their abilities. All aspects of motivation of teachers cannot be provided by management as other influences occur outside working environment, e.g community and family pressure.

There are many problems facing teachers of G.G.S S K/Gayan Zaria, which contribute to inefficient and ineffective teaching process and lead to poor performance of teachers and students. Teachers are not satisfied with what they get. Their needs include prompt payment of their salaries, regular promotion, adequate teaching facilities, inservice training and reward for hard work from the government and the society. There is no job security and adequate supervision of schools.

LATE PAYMENT OF SALARIES: Since many years teachers have not been receiving their salaries on time . They receive salary after 45 even 60 days. Teachers have been complaining about this problem through the principal, inspectors, zonal/coordinator and the Nigerian Union of Teachers. Nothing has been done to solve the problem. Teachers need their salaries on time to buy necessaries of life. As a result many have no liking

for putting efforts to discharge their duties effectively.

IRREGULAR PROMOTION

Many teachers are overdue for promotion, it is discovered that many teachers have been in the teaching profession for the past fourteen years without any promotion. It has now become necessary for the teachers to pass the civil service examination (C.S.E.) before their appointments are confirmed and they are promoted to the next level. Many teachers have passed the examination but their confirmations and promotions are delayed by the Civil Service Commission and Ministry of Education. Large amount of money is usually illegally deducted from the promotion arrears of teachers by the paying officers for unknown reasons. A teacher receives either 1/2, 1/3 or 1/4 or nothing of his promotion arrears. Teachers have been complaining about this problem through the apppropriate authorities and nothing has been done to solve the problem. The teachers have to console themselves by leaving wrong doers to God.

CUT IN THE TEACHERS' SALARIES:

Sometimes there is random cuting the teachers' salaries. There were many deductions in April, 1998 salaries. The governor of the state dealt properly with those who made unathorised deductions in the salaries of the teachers.

STATUS

Generally, people consider teachers as the lowest in the hierarchy of the society. Also many parents do not take interest in the education of their children. This encourages some students to develop negative attitude towards learning. Only few parents care to visit the school to find out the progress of their children.

NO REWARD FOR HARD WORKING TEACHERS

Generally the teachers are dedicated to their duties but no reward is given to them. Recently the principal of Kofan Gayan has introduced prizes for the hard working teachers. Some teachers received the merit award certificates during the 1996 speech and prize giving day. She struggled for the payment of science allowance to science teachers. She also introduced the payment of responsibility allowances to form-masters/mistresses, year group masters/mistresses, house masters/mistresses etc.

LACK OF TEACHING FACILITIES

There are not enough teaching facilities in the departments, especially the science department. There is a problem of borrowing the teaching aids from other schools especially during the S.S.C.E. practicals.

TRANSPORTATION PROBLEM:

Many teachers are living away from the school because of lack of enough accommodation in the school, and they can not get loans from the government to buy even bicycles.

INADEQUATE PROVISION OF WELFARE:

There is little care on the welfare. Students receive only first aid treatment for minor ailments from the health mistress in case of sudden illness or accident. There is no grant for the teachers in case of illness or injury. Teachers cannot claim money for their treatments.

LACK OF INSERVICE TRAINING:

Many teachers are not permitted for inservice training to further their education.

STRIKES

For not satisfying the needs of the teachers over a long period, the Nigerian Union of Teachers (N.U.T.) Kaduna State branch called teachers to join the strike embarked by the civil servants. It had adversely affected teaching in the schools, the students remained at home and became not interested in their studies. The teachers could not cover the prescribed syllabus, and the West African Examination Council (W.A.E.C.) which did not change its scheduled programme of the exam. Some teachers had to organize extra-lessons for the students in order to cover the syllabuses.

It is sad, that some negative developments have been retarding progress towards the provision of qualitative education in the state. Before the establishment of model secondary schools in 1994, it was generally believed that scanty resources were being in many schools including G.G.S.S K/Gayan Zaria accounted for the inadequate impact on the schools. Since the, Government has been committing large sums of money towards the school improvement programme special attention is given to the provision of furniture and teaching materials and the rehabilitation of structures. The schools have been allowed to retain 80% of fees collected by them to provide for immediate needs. The position is that both the model schools and the other secondary schools are now better funded before.

SCHOOL IMPROVEMENT

After nearly four years of the school improvement programme started by the previous regime and given a greater impetus by the present administration, one would have expected that clear signs of improvement would have been manifested in the school system by now. It is not too early to expect improvements in the performance of the students especially at external examinations. This has not been the case as revealed by the poor performance of our students in the 1997 May/June S.S.C.E. results. Preliminary analysis of the result show that out of the 159 results released so far, only 5 students passed with credits in at least 5 subjects including English generally they had problems with either English, Mathematics or both. The grand total of candidates who are likely to gain admission into higher institutions so far representing 3% of the total results released.

There are several disturbing issues other than poor academic performance of the students. The Ministry of Education has discovered that a good number of principals do not judiciously use resources at their disposal. The manner and ways they conduct the affairs of the schools do not encourage both their staff and the students to work hard for good results. Some principals are extravagant. It is a fact that where a principal is busy in his personal matters, the school under him, suffers from various maladies including scarcity of funds and lack of supervision.

NUMBER OF THE STUDENTS OF G.G.S.S.K/GAYAN ZARIA
FOR THE YEAR 1995, 1996 AND 1997

CLASS	NUMBER OF STUDENTS AND YEAR 1995	1996	1997	NO OF PERIOD IN A WEEK
SS 3^A	50	60	69	8
SS 3^B	50	65	60	8
SS 3^C	50	50	48	8
SS 2^A	55	58	70	8
SS 2^B	60	60	74	8
SS 2^C	60	55	54	8
SS 1^A	55	60	64	8
SS 1^B	55	58	70	8
SS 1^C	50	50	50	8
JS 3^A	60	60	68	8
JS 3^B	60	60	68	8
JS 3^C	60	60	68	8
JS 2^A	60	55	68	8
JS 2^B	55	55	74	8
JS 2^C	50	60	54	8
JS 1^A	56	50	60	8
JS 1^B	55	55	70	8
JS 1^C	55	53	50	8
TOTAL	996	1,022	1,139	8

TEACHERS IN G G S S K/GAYAN ZARIA IN 1995, 96 AND 97

	1995	1996	1997
Science Teachers	10	9	10
Art and Social Sc.Teachers	15	15	16
Languages Teachers	16	16	19
Total	41	40	45

The ratios of students to teacher
In 1995:
996 Students
41 Teachers = 24.2 Students Per Teacher
In 1996:
1022 Students
40 Teachers = 25.5 Students Per teacher.
In 1997:
1139 Students
45 Teachers = 25.3 Student Per Teachers

COMPARATIVE ANALYSIS OF S.S.SC.E.RESULTS OF G.G.S.S K/GAYAN ZARIA AND G S S ZARIA FOR THREE YEARS 1995, 1996 AND 1997

In general and particularly in Kaduna State teachers have no motivation to work. A look on the survey of two schools done by me is enough to support my contention.

If a cursory look of the results of two schools (G.G.S.S. K/Gayan and G.S.S. Tukur-Tukur) is sufficient to support my survey. As for example:

In 1995 the two schools performed badly in the following subjects:

English Language. 150 students of G.G.S.S. K/Gayan took the exam, 20% passed and 80% failed. 20 students passed with grade P7, 10 with P8 and 120 failed. While in G.S.S. Tukur-Tukur 332 students appeared in the exam, 10.2% passed and 89.8% failed. 2 students obtained grade A3, 1 with C4, 4 with C6, 27 with P and 282 failed.

Mathematics. Out of 150 candidates of G.G.S.S. K/Gayan who attempted in the exams, 13.3% passed and 86.7% failed. 3 students obtained grade C, 17 with P and 130 failed. While 330 students of G.S.S. Tukur-Tukur took the exam, 36.9% passed And 63% failed. 1 student obtained grade A2, 1 A3, 12 C, 102 P and 206 failed.

Physics: 30 students of G.G.S.S. K/Gayan attended the exam, 30% passed and 70% failed. No student obtained grade C, 4 of them passed with grade P and 120 failed.

See appendix number 1 and 2.

Some of the 1996 results of S.S.C.E. for the two schools are as follows:

Chemistry: 140 students of G.S.S.S. took the exam, 15% passed and 85% failed. Only 1 student obtained grade C, 2 P7, 3 P8 and 34 failed. While in G.S.S. out of 102 students who attempted the exam, 15% passed and 85% failed. 15 students obtained

grade C, 5 P and 97 failed.

Biology: 130 students of G.G.S.S. K/Gayan attended the exam, 16% passed and 84% failed. 8 students passed with grade C, 5 with P and 119 failed. While in G.S.S. 273 candidates were present, 9% passed and 91% failed. 9 students obtained c< 13 with P and 249 failed.

Agric. Science: The number of students who took the exam were 50, 14% passed and 86% failed. 2 students obtained grade C, 8 with P and 43 failed. While in G.S.S. 273 students wrote the exam, 9% passed with 91% failed. 14 students obtained grade C, 15 with P and 249 failed.

See appendix number 3 and 4.

In 1997, some of the S.S.C.E. results for the two schools (G.G.S.S. K/Gayan and G.S.S. Tukur-Tukur, Zaria) are as follows:

Geography: 65 students of G.G.S.S. took the exam, 20.9% passed and 79.1% failed. 6 students obtained grade C, 7 with P and 49 failed. While in G.S.S. 298 students attempted the exam, 9.7% passed and 90.3% failed, 17 students obtained grade C, 11 with P and 269 failed.

Government: 51 students of G.G.S.S. appeared in the exam, 29.4% passed and 69.6% failed. 4 students obtained grade C, 11 with P and 36 failed. While in G.S.S. 126 Candidates took the exam, 31.7% passed and 68.3 failed. 2 candidates obtained grade A, 14 with C, 14 with P and 86 failed.

History: In G.G.S.S. 53 students attended the exam, 13.2% passed and 86.8% failed. While in G.S.S. 55 candidates wrote the exam, 5.4% passed and 94.6% failed.

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See appendix number 5 and 6.

REASONS FOR POOR PERFORMANCE

1. STUDENTS ATTITUDE TO LEARNING

Many students are not interested in learning especially in Mathematics. They do not care to study and to do the assignments given to them. Most of them are not punctual.

2. UNQUALIFIED TEACHERS

Many teachers are not trained in the teaching profession. Lack of employment necessitates many graduate without teaching qualification to enter into the teaching profession, but the moment they get another job they leave teaching profession.

3. GOVERNMENTAL FACTOR

Government do not pay much attention to education. There is inadequate supervision of the schools. There are poor conditions of teaching service which influence the teachers to go on strike.

4. PARENTS ATTITUDE TOWARDS EDUCATION

Only few parents have interest in the education of their children. Some parents do not provide their children even writing materials and school uniform on time. They do not care to find out the progress of their children.

5. LACK OF TEACHING FACILITIES

There are not adequate teaching facilities in many schools including G.G.S.S. K/Gayan, Zaria especially in science subjects.

6. TEACHERS ATTITUDE TO TEACHING

Many teachers become discouraged with the teaching they do because of lack of good conditions of service. There are circumstances that make some teachers to absent themselves from the school, for example when there were no salaries for two or three months as it happened in 1997 in Kaduna State of Nigeria.

APPENDIX 1

ANALYSIS OF S.S.C.E. RESULT MAY\JUNE 1995
OF GOVERNMENT GIRLS SECONDARY SCHOOL KOFAR GAYAN, ZARIA

S/N	SUBJECT	NO OF CANDIDATES SAT	GRADES-									% PASSED	% FAILED
			A1	A2	A3	C4	C5	C6	P7	P8	F91		
1.	English Lang	150	-	-	-	-	-	-	20	10	120	20	80
2.	Mathematics	150	-	-	-	-	3	-	9	8	130	13.3	86.7
3.	Physics	30	-	-	-	-	-	-	4	5	21	30	70
4.	Chemistry	55	-	-	-	-	3	-	2	2	48	12.7	87
5.	Biology	150	-	-	-	5	4	10	11	13	103	28.6	71
6.	Agric. Sc.	50	-	-	3	3	-	5	6	5	28	44	56
7.	Geography	60	-	-	-	-	-	2	3	-	55	8.3	91.7
8.	Arabic	20	-	-	-	3	3	6	2	3	5	75	25
9.	History	50	-	-	3	-	-	3	3	2	39	22	78
10.	Government	50	-	-	-	-	2	6	3	4	35	30	70
11.	Economics	45	-	-	-	-	2	5	3	5	38	33.3	67.7
12.	I.R.K.	120	-	-	-	6	5	10	19	17	63	47.5	52.5
13.	C.R.S.	25	-	-	-	5	1	2	3	2	12	52	48
14.	Hausa Lang.	120	-	3	5	6	15	40	8	10	23	72.5	27.5
15.	Hausa Lit.	40	-	-	-	-	5	13	12	8	2	95	5
16.	H/Mgt	45	-	-	-	4	5	5	20	5	6	86	14
17.	Health Sc.	20	-	5	3	5	4	3	-	-	-	100	0

APPENDIX 2

ANALYSIS OF S.S.C.E. RESULT MAY\JUNE 1995
OF GOVERNMENT SECONDARY SCHOOL TUKUR-TUKUR, ZARIA

S/N	SUBJECT	NO OF CANDIDATES SAT	GRADES									% PASSED	% FAILED
			A1	A2	A3	C4	C5	C6	P7	P8	F9		
1.	English Lang	332	-	-	2	1	-	4	7	20	282	10.2	89.8
2.	Mathematics	330	-	1	1	2	4	12	28	74	206	36.9	63.1
3.	Physics	136	-	-	-	-	-	-	10	6	120	11.7	88.3
4.	Chemistry	134	-	-	3	3	2	10	20	21	75	44	56
5.	Biology	299	-	-	-	-	2	4	3	3	280	4.0	96.0
6.	Agric. Sc.	330	-	-	2	1	8	15	23	48	230	29.3	70.7
7.	Geography	337	-	-	1	1	2	4	1	8	306	5.0	95
8.	Arabic	13	-	-	1	-	-	5	4	2	1	92	8
9.	History	71	-	-	-	-	-	3	1	18	46	30.9	69.1
10.	Government	65	-	-	-	1	-	2	-	14	48	26.1	73.9
11.	Economics	128	-	-	-	-	-	1	1	3	121	3.9	96.1
12.	I.R.K.	287	-	-	9	5	18	50	49	55	98	65.5	34.4
13.	C.R.S.	16	-	-	1	2	1	-	3	3	6	62.5	27.5
14.	Hausa Lang.	326	-	-	-	2	7	29	21	33	219	28.2	71.8
15.	Tech. Draw.	29	-	-	1	-	-	-	-	2	26	10.3	89.7
16.	Commerce	38	-	-	-	-	-	-	-	-	37	2.6	97.4

ANALYSIS OF S.S.C.E. RESULT MAY\JUNE 1996 APPENDIX 3
OF GOVERNMENT GIRLS SECONDARY SCHOOL KOFAR GAYAN, ZARIA

S/N	SUBJECT	NO OF CANDIDATES SAT	GRADES									% PASSED	% FAILED
			A1	A2	A3	C4	C5	C6	P7	P8	F9		
1.	English Lang	130	-	-	-	-	-	-	5	5	120	7.6	92.4
2.	Mathematics	130	-	-	-	-	-	-	6	5	119	8.4	91.6
3.	Physics	40	-	-	-	-	-	1	2	3	34	15	85
4.	Chemistry	40	-	-	-	-	-	1	2	3	34	15	85
5.	Biology	130	-	-	-	2	1	5	5	8	119	16	84
6.	Agric. Sc.	50	-	-	-	-	-	2	2	3	43	14	86
7.	Geography	50	-	-	-	-	-	-	3	1	46	8	92
8.	Arabic	20	-	-	-	-	2	1	2	-	15	75	25
9.	History	45	-	-	1	-	-	2	1	2	39	13	87
10.	Government	50	-	-	-	-	-	1	3	2	39	20	80
11.	Economics	50	-	-	-	-	1	1	5	7	36	28	72
12.	I.R.K.	80	-	-	2	3	7	16	15	16	21	73.7	26.3
13.	C.R.S.	20	-	-	1	2	2	1	1	1	12	40	60
14.	Hausa Lang.	110	-	2	3	4	10	30	12	5	44	60	40
15.	Hausa Lit.	30	-	-	-	-	-	-	2	10	18	40	60
16.	H/Mgt	40	-	-	-	-	5	6	5	15	9	77.5	12.5
17.	Health Sc.	15	-	-	-	-	1	3	2	3	6	60	40

ANALYSIS OF S.S.C.E. RESULT MAY\JUNE 1996
OF GOVERNMENT SECONDARY SCHOOL TUKUR-TUKUR, ZARIA

APPENDIX 4

S/N	SUBJECT	NO OF CANDIDATES SAT	GRADES									% PASSED	% FAILED
			A1	A2	A3	C4	C5	C6	P7	P8	F9		
1.	English Lang	283	-	-	-	-	-	1	6	4	272	3.8	96.2
2.	Mathematics	282	-	-	1	-	-	6	7	15	253	10	90
3.	Physics	108	-	-	1	-	1	4	7	8	87	19	81
4.	Chemistry	102	-	-	-	1	3	6	4	1	97	15	85
5.	Biology	273	-	-	-	-	1	8	6	9	249	9	91
6.	Agric. Sc.	283	-	-	2	1	-	8	4	5	263	7	93
7.	Geography	283	-	-	1	1	1	11	9	5	81	11	89
8.	Arabic	026	-	-	1	1	-	7	5	3	2	73	27
9.	History	035	-	1	-	1	-	3	4	10	16	54	46
10.	Government	103	9	-	3	1	1	3	5	6	83	19	81
11.	Economics	135	-	-	2	3	3	8	4	12	103	25	75
12.	I.R.K.	236	2	3	3	8	10	37	23	28	102	56	44
13.	Hausa Lang.	276	-	-	6	5	11	32	13	20	138	31	69
14.	Metal Work	005	-	-	-	-	-	-	2	3	-	100	0
15.	Tech. Draw.	018	-	-	-	-	-	-	-	-	18	0	100
16.	Commerce	07	-	-	-	-	1	-	-	1	5	28	72

APPENDIX 5

ANALYSIS OF S.S.C.E. RESULT MAY\JUNE 1997
OF GOVERNMENT GIRLS SECONDARY SCHOOL KOFAR GAYAN, ZARIA

S/N	SUBJECT	NO OF CANDIDATES SAT	GRADES									% PASSED	% FAILED
			A1	A2	A3	C4	C5	C6	P7	P8	F9		
1.	English Lang	140	-	-	-	-	-	-	9	8	123	12.1	87.9
2.	Mathematics	140	-	-	-	-	-	-	8	16	116	17.1	82.9
3.	Physics	45	-	-	-	-	-	-	5	3	37	17.7	82.3
4.	Chemistry	51	-	-	-	-	-	1	4	3	43	15.6	84.4
5.	Biology	140	-	-	-	3	2	7	12	10	106	24.2	75.8
6.	Agric. Sc.	62	-	-	1	2	-	3	4	3	49	20.9	79.1
7.	Geography	65	-	-	-	-	-	1	2	9	53	18.4	79.6
8.	Arabic	22	-	-	-	1	2	1	4	2	12	45.4	54.6
9.	History	53	-	-	1	-	-	2	2	2	46	13.2	86.8
10.	Government	51	-	-	-	-	1	3	8	3	36	29.4	69.6
11.	Economics	53	-	-	-	-	1	2	11	8	31	41.5	58.5
12.	I.R.K.	100	-	-	3	5	8	18	18	16	34	68	32
13.	C.R.S.	23	-	-	1	1	1	8	3	2	7	69.5	30.5
14.	Hausa Lang.	123	-	2	3	4	12	32	14	16	42	46	54
15.	Hausa Lit.	40	-	-	-	-	-	1	3	12	24	40	60
16.	H/Mgt	45	-	-	-	-	-	6	17	17	5	88	12
17.	Health Sc.	18	-	1	5	2	4	2	4	-	-	100.0	0

ANALYSIS OF S.S.C.E. RESULT MAY\JUNE 1997
OF GOVERNMENT SECONDARY SCHOOL TUKUR-TUKUR, ZARIA

APPENDIX 6

S/N	SUBJECT	NO OF CANDIDATES SAT	GRADES									% PASSED	% FAILED
			A1	A2	A3	C4	C5	C6	P7	P8	F9		
1.	English Lang	298	-	-	-	2	-	5	13	9	269	9.7	90.3
2.	Mathematics	298	-	-	2	1	-	3	4	5	283	5.0	95
3.	Physics	127	-	-	-	1	-	2	8	14	77	19.6	79.4
4.	Chemistry	127	-	-	3	3	3	13	7	-	99	22	78
5.	Biology	298	-	-	-	2	1	7	3	14	271	9.0	91
6.	Agric. Sc.	298	-	-	-	-	1	1	3	6	277	3.6	96.4
7.	Geography	298	-	-	1	1	3	13	4	7	269	9.7	90.3
8.	Arabic	023	-	1	2	3	2	3	2	1	9	60.8	39.2
9.	History	55	-	-	-	-	-	2	1	-	52	5.4	94.6
10.	Government	126	-	-	2	3	1	10	9	5	86	31.7	68.3
11.	Economics	174	-	-	2	-	1	5	7	15	144	17.2	82.8
12.	I.R.K.	286	-	-	7	2	7	23	28	38	181	36.7	63.3
13.	C.R.S.	15	-	-	1	-	-	4	1	2	7	53.3	42.7
14.	Hausa Lang.	298	-	-	16	13	25	55	21	32	136	54.3	45.7

7. **CONCLUSION:** The standard of education is progressively falling because teachers are not motivated. The three general approaches to motivate teachers towards greater productivity are fully discussed in chapter four page 38.

IMPROVING THE PERFORMANCE OF STUDENT

It is the responsibility of the government, parents and teachers to see that the education of children is improved. The following points should be put into consideration for the improvement of the performance of student:

1. **MOTIVATION OF TEACHERS**

The ministry of education should use the following three general approaches to motivate teachers towards greater productivity:

(i) **THE ECONOMIC INCENTIVE APPROACH:**

(a) Financial incentive Approach (Adam Smith) He insisted that people are oriented towards self interest. They can be motivated to work by giving the strong enough incentives. To Smith monetary rewards should be set in steps with amount based on result contributed to organisation. Adams Smith's book title The wealth of nations was published in 1776.

(b) Piece rate standard approach (Frederick Taylor) How to motivate according to taylor: Work must be divided and assigned to those fitted to do it. Worker's a need to be scientifically selected trained, and developed in the job best suited to them. Give workers a job situation in which work is broken up into standards, assign pay to those standards, and give easy procedure to reach the standard.

(c) Job Analysis and wage structure (Hugo Musterberg) Motivate by giving workers a structure in stops assigning, money rate, and providing merit evaluation when the jobs have been achieved.

(ii) **THE BEHAVIORAL APPROACH:**

The behavioral approach is based on the view that people work to meet their needs. They come to the organisation to see how many of these needs can be met. Five contribution of this approach are:

1. Abraham Maslow. The theory of hierarchy of needs was developed be Abraham Maslow. The order of needs start from basic survival or lower order needs to higher order need. The hierarchy are as follows:

   (a) Physiological needs: According to Maslow, when these physiological needs are deprived for a long period, all other needs fails to appear or recede the background. Examples of these needs are food, clothing and shelter.

   (b) Safety needs: Safety needs are mainly concerned with maintaining safety and security. People feel the need of law and order and to be under someone's direction.

   (c) Belongingness and love needs: The need of this category emphases the basic psychological nature of human beings to identify with group life.

   (d) The Esteem needs: Esteem needs are divided into two categories:

      (i) Self esteem: self respect, self regards and self evaluation.

      (ii) Relating to respect others: Reputation, Status, and Self valuation.

   (e) Self actualisation: It means to fulfil one's individual nature in all its aspects being what one can be. Self actualising person wants be free from restraints of the society. People can be motivated towards self actualisation only when their lower needs have been satisfied.

Maslow's hierarchy of need

Self Actualization need to do work we like
Esteem. Need to feel worthy and respected
Belonging (social) Need for love, to be a member of a group
Security. Need to feel safe and secure
Physiological need Need to stay alive, to breathe to eat, drink, to sleep, to reproduce

Maslow's theory of motivation is the best theory to apply for the motivation of teachers.

2. Douglas M.C Gregor: Motivate by giving manager a view and set of attitudes about people and their environment for best achieving the goals of the people and organisation.
3. David Mcclelland: motivate by giving worker entrepreneurial development opportunities to experience high level of achievement.
4. Frederick Herzberg: Motivate by giving workers motivation within the job content that will lead to satisfaction.
5. Victor Vroom: Motivate by giving opportunities in which rewards are great and the and the probability of achieving them is high.

(iii) **The Management Approach**

This approach has three techniques viz:

1. **Contingency Approach:**

Motivate by analysing the situation, selecting elements from a vast array of possibilities, and forming a model that will work for a given situation.

2. **System Approach:**

Motivate by developing a systems model for an organisation in which the current motivational process is identified and finding the changes agents for its improvements.

3. **Expectancy Alignment Approach:**

Motivate by planning and obtaining the closest alignment (needs coincidence) possible between employee expectancies and organisations.

2. **PARENT-TEACHER SUPPORT EDUCATION**

Parents and teachers must have interest in the education of their children. Parents should feed, cloth, send their children to school, pay school fees, provide writing materials and visit the school from time to time to find out the progress of their children. When children come back from the school the parents should check their exercise books and see what they have learned. They should be encouraged to do the assignment given to them by the teachers.

Parents and teachers should apply this theory.

THEORY OF ACHIEVEMENT MOTIVATION

Theory of achievement motivation was developed by Mclelland and his associate in 1951 at the University of Harvard. According to him "Human beings differ from one another in strength of achievement motive. It is this difference in strength of motivation to achieve that is important in understanding the difference in economic growth of nations.

Development of achievement motivation is affected by a number of variables in home, school and society. Home plays an important role in the early training of children for the development of attitudes and motives. Parental expectation and guidance to the child to develop need for high achievement in life.

How to Develop Achievement Motive by a Teacher:

1. The teacher should provide a proper environment in the class and outside class and outside class. The teacher's attitude and enthusiasm will create better environment for achievement motive in children.
2. The teacher should relate motive with future life of students and assign independent responsibility of them.
3. The teacher should make clear in the importance of achievement motive in life by means of telling the stories of great men and their achievements from all walks of life.
4. The teacher should make clear to the student that new motive will improve their self image and that it is an improvement on prevailing cultural values.
5. The teacher should make students committed to achieving concrete goals in life related to the newly developed motive.

6. Self study should be emphasized.

7. The teacher should make an effort to develop conducive social climate in the class so that every individual should feel that he belongs to a group.

8. The teacher should ask the students to keep the record of their progress towards their goal.

MOTIVATION IN THE CLASS

Psychologist have developed some common techniques which may be used by class-room teacher to motivate children in their work. The teacher should not strictly adhere to one theory of motivation but he should make use of various approaches in his teaching, keeping into consideration the individual differences among the students. below are some of the important techniques of motivation in the class room teaching - learning situation:-

1. **Use rewards and punishment:-** The teacher must occasionally administer reward and punishment in his class - room teaching. The teacher must use punishment very sparingly because punishment creates behavior troubles. He may use reward of different types, as material, symbolic and psychological. reward has a positive effect in motivating children for learning. The teacher must remain cautious that the reward should not become an end in itself but it should create learning desire in the learner, and also lead learners to independent learning beyond the classroom situation.

2. **Aspiration level:-** It means the level of performance to which one aspires for future. The teacher must see that the activity of the class is tailored in accordance with the aspiration level of the students. The teacher should design the level of difficulty of class - room

task keeping into consideration the level of aspiration of the class. According to Barow (1956) the level of aspiration depends on several factors like intelligence, socio-economic status, parental relation and expectation from children. The teacher should organise activity in such a way that students should keep striving and give a promise of goal attainment. Classroom goals should be attainable and the students should feel that they are able to achieve them. School work must be sufficiently varied and paced so that every pupil may succeed at his level. The students should be encouraged to participate in learning activity, in order to arouse their interest.

3. **Use praise and blame:-** It is human nature that every one wants some praise for his achievement. An experiment was conducted by Hurlock to study the effect of praise and blame on children. She found that praise is more effective than blame for motivating children. Praise can be used in may ways, like a nod of teachers, smile, a good luck, and verbal praise etc. The teacher should be cautious while using praise in the classroom. For each and every activity, children should not be praised. Blame should be sparingly used because it creates personality maladjustment.

4. **Feed-back:-** (Knowledge of the result). It is true that some events following a response tend to increase the frequency of the response. The events are commonly called as reinforcers and constitute a broad category of events. Some of the reinforcers are pleasure, pain, reward and punishment, praise and blame etc.

Some confusion exists between the term reinforcer and knowledge of the result (feed back). Let us first clarify it with the help of an example. A child is given a chocolate for remaining quite in the presence of a visitor, and this increases the

probability that quite behavior will occur next time, a visitor comes. The chocolate here work as an enforcer. Second example. A child correctly responds a question in the class. The teacher says "that is right" the statement of the teacher is likely to reinforce the behavior of the child. Here the teacher is providing information (feed-back) about the correctness of the response.

B.F. Skinner has developed a technique of learning called programmed learning. The learner immediately gets the knowledge of his performance in programmed learning, whether he is right or wrong. This knowledge of the performance of the learner works as motivating force in learning activity. Learners continually remain involved in the learning activity. Learning is faster and effective when the learners are provided with the knowledge of their progress. It has been experimentally established by psychologists that knowledge of result facilitates motivation and improves content mastery of the learners. The teacher should provide proper feed back to the students to motivate them in learning.

5. **Use Competition and Co-operation.:-** Teacher should stress friendly relation rather than rivalry that breeds interpersonal antagonism among students. Competition should involve a degree of equality among contestants. The teacher can use the following three types of competition in his teaching:-

(a) International competition among peers.

(b) Group competition

(c) Competition with one self

Like competition, Co-operation is also strong incentive for motivating children. Lowry (1969) has concluded on the basis form of intergroup relationship. Competition

and co-operation both can be used in the class-room learning for gaining high scores. The teacher should encourage active participation of all the student in learning activities.

6. **Setting of goal.:-** Motivation is goal-oriented behavior the lead to derive -reduction in the organism. We can mention that goal, which the students sets for himself, plays some important role. If a student has a worthwide goal, then he is willing to forego immediate pleasure and even expose himself to some suffering in his effort brings him closer to his goal. Goal setting is an important component of human motivation. Teacher should set goals both for individual and class which are attainable.

7. **Novelty:-** Every novel thing create interest in the individual, teacher must introduce into his teaching. Novelty has merit when teacher points out the relationship between the and the already known, use familiar procedures and himself shows enthusiasm or the expansion of knowledge into new areas. The teacher should present subject matter in a variety of ways to bring novelty in his teaching.

According to Travers, one of the essential ingredients involved in energising pupils in the classroom is the provision of materials that permit them to move into ever new fields of exploration. The subject matter should be presented in novel ways so that curiosity and interest of student may be maintained.

Travers is of the opinion that the teacher may turn the task into a game, Particularly, small children cannot sit idle in their seats in silent contemplation of their work but they do like to play games with other children. Some component of many different subject matter can be converted into games that two students can play. the School subject in game has been used to the greatest advantage in mathematics.

8. **Avoid the use of stressful procedure:** No doubt, some amount of mild anxiety accelerates the problem solving effort of the students but too much anxiety and tension disorginises the cognitive process and hinders the performance of the learners. The teacher should create mild tension in his students by his attitude and ideal living, written or verbal presentation and by use of audio-visual techniques.

9. **Provide real life and symbolic models.** It is a fact that most of learning in human beings is acquired through the process of observation and imitation. Teacher can influence the behavior of his students by his attitude and ideal living, written or verbal presentation and by use of audio-visual techniques.

10. **Create needs to learn and involve students.** The teacher must create psychological and social need for learning should be related to future life of the students. The students should be actively involved in learning task.

11. **Use the principal of pleasure and pain.** The oldest theory of behavior holds that pleasant experiences are avoided by the organism. This theory has direct implication in class-room teaching-learning in the sense that teacher must provide pleasant and satisfying experiences to his students. Such type of experiences will motivate student for further learning.

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CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

CONCLUSION

After a careful data collection and analysis of GGSS and TUKUR-TUKUR, I was able to make some findings about the effect of motivation on the performance of secondary school teachers. The conclusion is that the teachers do not have any motivation to work, particularly in Kaduna State.

Finally, with poor state of motivation teachers in GGSS K/Gayan, Zaria are definitely working less than their actual capacities. The comparative study of SSCE results of the two schools (GGSS K/Gayan Zaria and GGSS Tukur-tukur, Zaria) shows that the performance of the student was bad because of many factors, which include, parents and teacher-student and motivational factors.

RECOMMENDATIONS

The following are my recommendations for the motivation of the teachers which would, in my opinion guarantee improved results not only in Kaduna State but also in Nigeria.

1. **PROMOTION OF TEACHERS**

The ministry of education should give recognition to good services and promote the deserving teachers across all grade levels.

2. **SUPPLY OF SCIENCE EQUIPMENT AND OTHER TEACHING MATERIALS**

Government should provide materials for teaching especially in science and technical subjects. These materials should be purchased and distributed to the schools which need them.

3. **RECRUITMENT OF TEACHERS**

The ministry of education should recruit only qualified teachers especially for science, technical subjects, English language and Mathematics.

4. **AWARD FOR EXCELLENCE**

The ministry of education should recognise good performance in the areas of general school administration, use of resources and examinations of the Principals, Teachers and Zonal Directors. The principals and teachers should be awarded for good results in SSCE. Accordingly teachers and principals should be reprimanded for poor performance.

5. **INSPECTION AND SUPERVISION OF SCHOOLS**

There should proper supervision and inspection of the schools.

6. **IMPLEMENTATION OF TEACHERS SALARY STRUCTURE (TSS)**

The government should implement the teacher's salary structure.

7. **NON-AUTOMATICALLY PROMOTION FOR STUDENT**

The Ministry should see that only the students who perform well are promoted to the next class. Teachers and the students should be asked to work hard and complete the syllabus at the appropriate time.

8. **PROMPT PAYMENT OF TEACHERS SALARIES**

Payment of teachers salaries should be made without delay because salaries are used for necessaries of life. Salary Vouchers should be prepared at the Headquarters and be computerised.

9. **EXPENDITURE BASED ON APPROVED BUDGET**

All expenditures should be budgeted and approval be accorded in time by the ministry. Principals and Zonal Directors should forward their expenditure plans well in advance to minimise undue delays in approvals.

10. **PARENTAL SUPPORT ON EDUCATION OF THEIR CHILDREN**

Parents must encourage their children to learn and provide them writing materials, school uniforms and feed them properly. They must see that their children are punctual and regular in the schools. Parents should from time to time visit the schools to find out the progress of their children.

11. **SCHOOL CURRICULUM**

The government should take more interest in the curriculum of the secondary schools, seeing that the subjects taught are needed for the achievement of a prescribed purpose. The government should prepare a hand book for teachers on each subject, which should be available to all schools.

12. **EDUCATIONAL RESEARCH**

The government must encourage educational research on a continuous basis.

13. **REVOLVING LOAN**

A kind of revolving loan should be introduced to new schools. Such a loan should

be refundable after, say five years and will continue to become available for new schools and/or older schools for developmental projects.

CONCLUSION

To conclude I would wish if my recommendations are properly implemented I am sure that results comes up soon.

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