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Learning – A book in Honour of
PROF. TOLULOPE WALE YOLOYE

@ 60

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The Editor

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TEACHER MOTIVATION AND TEACHER EFFECTIVENESS AS CORRELATES OF LEARNING OUTCOME IN GOVERNMENT AMONG SENIOR SECONDARY SCHOOLS IN EKITI, NIGERIA

Junaid, Ikmat Olanrewaju
And
Famoroti, Adeola Ayodeji

Abstract

The quality of education provided in any society and nature of the change effected by that education are both dependent on the motivation of teachers and effectiveness of their teaching in schools. It determines the aspect of life and the world with which the learners are brought into contact. Hence, there is need to look into the motivation and teaching effectiveness of teachers as factors that could affect the learning outcomes of Government as a subject. The study therefore, sought to investigate teacher motivation and teacher effectiveness as correlates of students' learning outcome in SS2 Government among public secondary schools in Ekiti State. Multistage sampling technique was employed to select eighty (80) Government secondary school teachers and eight hundred (800) senior secondary school students from eighty public secondary schools in eight Local Government Areas in Ekiti state. A total of eight hundred and eighty (880) respondents were used in all. Three instruments were used for the study, namely: Teacher Motivation Questionnaire (TMQ), Teacher Effectiveness Rating Scale (TERS) and Student Achievement Test in Government (SATG) with reliability coefficients of 0.82, 0.83 and 0.79 respectively. Data were analysed using multiple regression. Results of findings show that teacher motivation (Salaries and other Fringe Benefits, Conducive Environment, Advancement on the Job, promotion) and teacher effectiveness had composite contribution to students learning outcome in Government ($R = .555$; Adjusted $R^2 = .261$; $F_{(5, 75)} = 6.578$; $P < .05$). It was also found that, there was a positive relative contribution of each factor to the learning outcome in Government, Salaries and Fringe benefits ($\beta = .227$), Conducive Environment ($\beta = .044$), Advancement on the job ($\beta = .140$), promotion ($\beta = .273$), and Teacher effectiveness ($\beta = .239$). However, it was revealed that, only Salary and Fringe Benefits ($\beta = .277$; $t = 2.100$, $P < .05$), Promotion ($\beta = .273$; $t = 2.587$, $P < .05$) and Teacher Effectiveness ($\beta = .239$; $t = 2.95$, $P < .05$) were the most influential factors that contribute to learning outcome in Government. It is therefore recommended that school stakeholders should employ different ways of motivating their teachers towards imparting the contents of the

curriculum effectively. School Principals should monitor very closely that the strategies employed by the teachers are in accordance with the contents of the school curriculum where the worthy policies of education are written.

Introduction

Government as a subject plays vital roles in developing the nation, as it unveils and inculcates into students the civics values inherent in the constitution and other bedrock of the state, etc. The poor governance in the country today that is increasing at an alarming rate day by day which is evident in the present political administration where insecurity, bombing, embezzlement, fund mismanagement, kidnapping, etc. become the order of the day as a result of inadequate preparation for future. Knowledge of Government as a subject has recently gained the attention of curriculum planners, by considering it as a panacea to all the irregularities in the country by incorporating it into school curriculum and also making it compulsory at all levels especially in secondary schools and in all tertiary institutions. Knowledge of Government as a subject becomes imperative for students because of its encapsulation of worthwhile beliefs, norms, values, customs, attitude and other bedrock that will be transferred through school curriculum. The level of development envisaged by a country in future depends on the amount of values transferred to students in the country.

According to Appadorai (2004), Government is an agent or machinery of a state through which the will of the state is formulated, expressed and realised, it is made up of those people that are saddled with the responsibility of making and enforcing the law, rules and regulations of the society; it furthermore deals with the authoritative allocation of resources. Government studies the machinery through which people are governed for the purpose of peaceful co-existence and survival, therefore, the citizen needs to have and appreciate the knowledge of Government, and it has become indispensable in the Governmental institutions and even in domestic affairs of individuals. Ogunde (2004) asserted that, the importance of Government as a discipline and as a key to human existence and intervention has been recognised in Nigeria since early 60s, also a certificate examination was taken on it at the ordinary level. Government is a living subject which relates to everyday human activities, it is therefore necessary to positively groom and develop students in secondary schools towards mastering the subject.

Szreter (1975) in Ogunde (2004) postulated that, "it was felt that a secondary school leaver could not be said to have been adequately prepared for life in modern society, if he/she could not appreciate such government topics like Organs of Government, Forms of Government, Election, Fundamental Human Right, Citizenship to mention but few." To corroborate this, the National Curriculum for Senior Secondary School listed the following objectives for Government as a subject

- To equip students with basic forms, tiers and type of Government necessary for useful living and higher education.
- To help educate and motivate citizen towards the goals and objectives of the state.
- To create responsible and responsive leadership through the dissemination of appropriate political rules and regulations.

- To also serve as intellectual training for its learners.
- To serve as a process of preparing students for citizenship education, and
- To also provide vocational training for political career.

It should be noted here that, in spite of the numerous importance and meaningful objectives of Government highlighted in the curriculum, literatures has revealed that, the outcome of the enrolled Government students in the public examinations is still not good as it is expected. Aruleba (2011) asserted that in the past few years, education system in the state has collapsed completely to the extent that National Examination Council (NECO) result could not scale over 2.2% success rate in almost all subjects students enrolled for in the state, particularly in social sciences subject. In the same view, Adelaja, (2012), posited the falling standard of education in Ekiti State has become a source of worry to many people both in the state and nationally. This to some extent can be traced down to some mechanism (teachers) put in place to impart and achieve these objectives. Therefore, subjects like Government should not be handled with levity hands; instead it should be committed into the hands of teachers that are effective (competent) and well-motivated in the school that is well facilitated with the needed quality facilities that will enhance the realisation of the national objectives of education of the country. For many years, educators and researchers have debated over which variable(s) influence students' achievement. This study, therefore, sought to look at what role the combination of teachers' motivation and teachers' effectiveness could play in students' learning outcomes in government in the senior secondary.

Barelson and Steiner (1964), cited in Ajayi and Ayodele (2002) defined motivation as an inner state that energizes and activates an individual towards a goal. Motivation relates to the drives, desire, needs and forces that move individuals towards the achievement of the goals. Motivators are therefore those measures and situations that induce and sensitize an individual to perform. In educational settings, there is a need for the school administrators to motivate their members of staff. The school system can be regarded as having low morale of personnel resulting in high attrition rate in the system. Adelabu (2005) investigation on teachers' attrition revealed that good number of teachers leave the profession intentionally for another jobs. Those that remain in the system are left with no option to face the escalating unemployment cum abject poverty in the country. Therefore the need to apply motivational theories or strategies to retain and equally make them effective cannot therefore be ignored.

Ofoegbu (2004) posited that teacher motivation naturally has to do with teachers' attitude to work. It has to do with teachers' desire to participate in the pedagogical processes within the school environment. It has to do with teachers' interest in student discipline and control particularly in the classroom. It can therefore be said that it could underlie teacher's involvement or non-involvement in academic and non-academic activities, which operate in schools. Teachers are the instruments of transformation that translates educational philosophy and objective into knowledge and skill and transfers them to students in the classroom. Classroom climate is important in teacher motivation. If a teacher experiences the classroom as a safe, healthy and happy place

with supportive resources to enhance optimal learning, he/she tends to participate beyond expectation in the profession.

Salaries and other fringe benefits are two of the many ways of motivating teachers, by taking care of physiological needs of the teachers such as food, clothing, and shelter which is considered basic for the survival of human beings. These needs can be satisfied with a good salary that is paid on regular basis. Other fringe benefits of teachers such as furniture allowance leave bonus, meal subsidy and health services should also be paid to them on the regular basis. When all these are met, they become motivators. Carnoy (2007) posited that, teachers know how to increase student learning but are not willing to do so unless they get pay premiums. At this stage every naira earned means much to the employee. It must be emphasised that irregular payment of salaries and fringe benefits to the teachers dampen their morale as their basic needs suffer, and this may adversely affect their job performance. Kazeem (1999) asserted that teachers and other school workers tend to remain contented and reasonably motivated as long as salaries are paid on time and they are promoted regularly.

Conducive environment is another motivational factor. Every teacher desires safety environment the physical, social and physiological environments of the school must be safe for staff so that they can be motivated. Ajayi (2007) posited that the safety needs become important to teachers, because it takes care of the areas like protection from danger, illness, economic disaster and free from fear etc. Adelabu (2003, 2005) opined that facilities in most schools are dilapidated and inadequate. Also Kazeem (1999) submitted that greater attention should be given to improving work-related conditions of teachers to improve the quality of education and to also increase the teachers' productivity and learning outcome of students.

Advancement on the job is also a way of motivating teachers to increase their productivity by allowing them to add more to knowledge, this is so imperative, because the educational system itself is not static. It is expedient for the school administrators to welcome such development and encourage teachers to embark on this, as it will make them increase in knowledge and motivate them to do more. This can be achieved through periodic attendance of teachers at seminars, workshops, and conferences for necessary updates and by granting study leave for any qualified teacher that apply for it.

In addition to these, promotion of staff is another factor, which is a great boost that enhances productivity in the school settings. Regular promotion immediately reflects on salary will motivate teachers to work harder than before and begin to anticipate a better future. On the other hand, a teacher that does not receive regular promotion because of poor records keeping in the ministry may not likely be committed to the work. Teacher effectiveness is defined as the collection of competencies and behaviours of teacher at all educational levels that enable students to reach desired outcomes, which may include the attainment of specific learning objectives as well as broader goals such as being able to solve problems, think critically, work collaboratively, and become effective citizens. Darling-Hammond (2000) put forward that school can make a great difference in term of student achievement, and a substantial portion of the differences is

attributable to teachers. This connotes that differential teacher effectiveness is a strong determinant of differences in student learning. Sanders (2002) pointed out in his explanation of teacher effectiveness that, it is essential for the teachers that is said to be effective to have adequate knowledge of the techniques and methods that are related to their profession and must understand that student learning must increase over the course of the year. Teacher effectiveness is related to how a teacher can manipulate all qualities within his/her reach to enhance students' better performance. Barbara (2009) posited that teacher effectiveness is a matter of the degree to which a teacher achieves the desired effects upon students.

Clarke (1993) submitted that teacher effectiveness involves ability to increase student knowledge. Teacher effectiveness involves the ability of teachers to provide instruction to different students of different abilities while incorporating instructional objectives and assessing the effective learning mode of the students. Good learning outcome is a function of teachers' effectiveness; teachers' effectiveness is related to how a teacher can manipulate all qualities within his/her reach to enhance students' better performance. Seweje, and Adeosun, (2005) shared the consensus that the quality of any education system depends very much on the effectiveness and motivation of the teachers.

The quality of education provided in any society and nature of the change affected by that education are both dependent on the motivation of teachers and effectiveness of their teaching in schools. The teacher occupies an unquestionable position of authority in schools. He determines the aspect of life and the world with which the learners are brought into contact. In short the multitudinous daily decisions made by teachers are fundamental bases of educative process in our schools. Hence, there is need to look into the motivation and teaching effectiveness of teachers as the factors that will affect the learning outcomes of students in all subjects, Government inclusive. The knowledge of Government as a subject helps in grooming and preparing the young adults that will take over the leadership (rulership, economy, peacekeeping, international relation, treaties, etc.) of the state in future, through the teachers that are saddled with the responsibility of interpreting and imparting the objectives of Government inherent in the curriculum to students. However, the outcomes of the enrolled students in the public examinations are still not good enough. A lot of research work has investigated ways of improving students' achievement looking at teacher factors and school related variables. The link between these variables and students' learning outcome in Senior Secondary School Government has not been exclusively determined. The study therefore investigated the extent to which teachers' motivation variable and teachers' effectiveness variable correlates students learning outcomes in Senior Secondary Schools in Ekiti State.

Research questions

Based on the stated problem, the study provided answer to these research questions:

1. What is the composite contribution of teacher motivation (salaries and fringe benefit, conducive-environment, advancement on the job, and promotion) and teacher effectiveness students' learning outcome in Government?
2. What is the relative contribution of teacher motivation (salaries and fringe benefit, safety environment, advancement on the job, participation in decision

making, and promotion) and teacher effectiveness on learning outcome in Government?

3. Which of the independent variables in the model is/are most influential?

Methodology

The study was a correlation design that adopts survey approach; there was no manipulation of variables in the study. The target population for this study comprised all Government teachers in Public Senior Secondary Schools and all SS 2 Government students in all public Senior Secondary Schools in Ekiti State. A multistage sampling technique was employed in the study. Simple random sampling was used to select eight (8) Local Government Areas out of the sixteen (16) that make up the state, while purposive sampling techniques method was used to select ten (10) public schools that offer Government as a subject from each selected Local Government Area. Also, purposive sampling technique was used to select one (1) Government teacher per school which formed the total number of eighty (80) teachers in all. However, simple random sampling was used to select ten (10) SS 2 Government students from each school that was used in the study to rate the effectiveness level of their Government teacher and also used to answer the achievement test, this amounted to 800 students in all. The total respondents for the study were 880 respondents. The unit of analysis for this study is teachers. The table below further explains the sample.

Two self-constructed and one adopted instruments were used to collect data. They are: Teachers' Motivation Questionnaire (TMQ); Teachers' Effectiveness Rating Scale (TERS) and Student Achievement Test in Government (SATG). Teachers' Motivation Questionnaire (TMQ, consisting of 44 items) was validated by subjecting it to face and construct validity with the help of experts in the institute; after that the survived items was administered to a population that is relatively large (60 respondents) and related in characteristics to the target population, thereafter cronbach alpha was used to estimate the reliability value of the instruments which was found to be 0.83. The second instrument, Teachers' Effectiveness Rating Scale (TERS, comprising 29 items) is also a self-constructed instrument. It was validated by subjecting it to face and construct validity with the help of experts in the institute; after that the survived items was administered to a population that is relatively large (260 respondents) and related in characteristics to the target population, thereafter cronbach alpha was used to select the items that are good, it was also used to estimate the reliability value of the instruments which was found to be 0.82. Third instrument, Student Achievement Test in Government (SATG, consisting of 40 items) was adopted from Olabisi, (2009). It is made up of 40 items multiple choice with four options per item, each having one correct option and three distracters. The instrument followed the order of SS1 third term syllabus. The reliability coefficient of the instrument was determined using test-retest method. The instrument was revalidated by administering it to the sample of fifty (50) students in Oranmiyan High School, Ile-Ife, after two weeks the same instrument were re-administered on the same sample. The two set of scores were correlated using Pearson Product Moment Correlation. The reliability coefficient of 0.79 was obtained. The instrument was also correlated with the students' scores in the similar school examination and concurrent reliability obtained was 0.73. Data were collected with the help of eight research assistants and analysed using multiple regressions

Results and Discussion

Research Question 1: What is the composite contribution of teacher motivation (salaries and fringe benefit, conducive environment, advancement on the job, promotion) and teacher effectiveness on learning outcome in Government?

Table 1: Intercorrelational Matrix of the variables

Y	X1	X2	X3	X4	X5		
Pearson correlation	score	1.000	.375	.239	.125	.383	.377
Salary and benefit	.375	1.000	.208	-.097	.250	.353	
Conducive environment	.239	.208	1.000	.314	.312	.083	
Advancement on the job	.125	-.097	.314	1.000	-.083	.014	
Promotion	.383	.250	.312	-.038	1.000	.190	
Teacher Effectiveness	.377	.353	.083	.014	.190	1.000	

The above table showed that multicollinearity does not occur among the five independent variables (salary and fringe benefits, conducive environment, advancement on the job, promotion) and teacher effectiveness, because the zero order correlation are lesser than 0.85; more importantly, none of the correlation among the independent variables is greater than 0.35

Table 2: Regression model summary of the variables

Model	R	R ²	Adj. R ²	Std Error of the Estimate
1	.555	.308	.261	9.258

Table 3: ANOVA of composite contribution of teachers' motivation and teachers' effectiveness on student learning outcome in SS 2 government

Model	SS	df	MS	F	Sig
1 Regression	2818.838	5	563.768	6.578	.000
Residual	6342.149	75	85.705		
Total	9160.988	79			

a. Predictors: (Constant), TeacherEffectiveness, AdvancementOnTheJob, Promotion, Salary and Fringe Benefit, Conducive-Environment

Dependent variable: Scores

The result in table 2 reveals that the combination of all the predictor variables (Salaries and fringe benefit, Conducive-environment, Advancement on the job, promotion and Teacher Effectiveness) are jointly related to the predicted variable (Students' learning outcome in SS2 Government), the correlation is positive and moderate ($R = .555$). More importantly, they accounted for 26.1% of the variance in the Students' learning outcome in SS2 Government.

Furthermore table 3 ANOVA revealed that there is a strong joint contribution of the predictor variables (Salaries and fringe benefit, Conducive environment, Advancement on the job, promotion and Teacher Effectiveness) to students' learning outcome in SS2 Government $F(5, 74) = 6.578, p < 0.05$. Based on the result, it was revealed that teacher motivation and teacher effectiveness variables; when used together significantly contribute to students' learning outcomes in SS2 Government.

Research Question 2: What is the relative contribution of teacher motivation (salaries and fringe benefit, conducive -environment, advancement on the job, promotion) and teacher effectiveness when each is use alone to explain learning outcome in Government?

Table 4: Regression Co-efficient of relative contribution of teacher motivation and teacher effectiveness on student learning outcome in SS 2 Government

Model	Unstandardized Coefficient			Standardized Coefficient		Sig.
	B	Std. Error	Beta	t		
1 (Constant)	-55.449	20.514		-2.703	.009	
Salary and						
Fringe benefit	1.487	.708	.227	2.100	.039	
Conducive environment	.192	.486	.044	.394	.694	
Advancement on the job	.672	.500	.140	1.344	.186	
Promotion	1.733	.670	.273	2.587	.012	
Teacher effectiveness	.247	.107	.239	2.295	.025	

Dependent Variable: Scores

Table 4 reveals the relative contributions of the five predictor variables (salaries and fringe benefit, conducive-environment, advancement on the job, promotion and teacher effectiveness) to the students' learning outcome in SS2 Government as it was given by beta weight. The β value indicates the contribution of each of the five predictor variables to the criterion variable (students' learning outcome in SS2 Government). The higher the β value the greater the contribution of the predictor variable. This implies that salaries and fringe benefit, promotion, conducive-environment, advancement on the job and teacher effectiveness when used alone are important factors and motivators for Government teachers to increase students' learning outcomes in SS2 Government. This means that the more the teachers are motivated on salaries and fringe benefit, conducive-environment, advancement on the job, and promotion, the higher the students' learning outcome in SS2 Government. It also implies that, the more the teacher effectiveness is given attention to, the higher the students' learning outcome in SS2 Government. Since the standardized β coefficient of each of the predictor variables is positive, it can now be concluded that, each of the predictors; when used alone contributes to students learning outcome in SS 2 Government.

Research Question 3

Which of the independent variables in the model is/are most influential?

Table 5: Regression coefficient of most influential variables in the model

Model	Unstandardized Coefficient			Standardized Coefficient	
	B	Std. Error	Beta	t	Sig.
1 (Constant)	-55.449	20.514	-2.703	.009	
Salary and					
Fringe benefit	1.487	.708	.227	2.100	.039
Conducive environment	.192	.486	.044	.394	.694
Advancement on the job	.672	.500	.140	1.344	.186
Promotion	1.733	.670	.273	2.587	.012
Teacher effectiveness	.247	.107	.239	2.295	.025

Dependent Variable: Scores

The above regression co-efficient table shows that three independent variables out of five independent variables i.e. Salary and fringe benefit ($\beta = .227$, $t = 2.100$, $p < .05$), Promotion ($\beta = .273$, $t = 2.587$, $p < .05$) and Teachers' effectiveness ($\beta = .239$, $t = 2.295$, $p < .05$) were most influential independent variables in the prediction of students' learning outcome in SS2 Government, because they were statistically significant. Corollary to this table is that conducive environment ($\beta = .044$, $t = .394$, $p > .05$) and advancement on the job ($\beta = .140$, $t = 1.344$, $p > .05$) are not influential in the prediction of students' learning outcome in SS2 Government

Discussion

The result of findings corroborates the findings of Seweje, and Adeosun (2005) that submit that the quality of any education system depends very much on the effectiveness and motivation of the teachers. It also agrees with the findings of many researchers. Ofoegbu (2004) that posited that teachers' motivation naturally has to do with teachers' attitude to work. It has to do with teachers' desire to participate in the pedagogical processes within the school environment. Pintrich and Schunk (1996) found a direct relationship between how motivated a person is and how much he or she achieves. "In learning or teaching situation, an individual who is motivated will try to complete a task and work hard to achieve success. A person who is not motivated will not try, will not work hard, or will bring in some other behaviour that sabotages the outcome of the situation" (Eggen and Kauchak, 1999).

The findings of research question 2 from table 4 shows the relative contribution of each predictor variables of the model. It was revealed that each of the predictor variables positively contributed to the students' learning outcomes in SS2 Government; Salary and Fringe benefit had a beta weight of .227; Conducive environment had a beta weight of .044; also Advancement on the Job had a beta weight of .140; while promotion had a beta weight of .273 and lastly teachers' effectiveness had a beta weight of .239. This implies the following:

Firstly, if the teachers' salary and other fringe benefit can be improved upon (or increased), the teacher will be motivated to do more in imparting the students and this

will bring out more improvement in the learning outcome of the students. This result is supported with the findings of other researchers like, Geeta and Francis (2002) that work on performance related pay and asserted that, pay structure is potentially an important incentive tool to make teachers more productive, the better the pay the better the input of teachers. In the same view the investigation of Glewwe and Jacoby (1994), on impact of teachers' salaries on student outcomes found that a positive impact of wages on achievement reflects the fact that higher wages likely attract better quality people into the pool for applicants for teaching jobs.

Secondly, the work environment of the teachers should be more conducive by providing good offices that is well furnished; a safe office where valuable materials can be kept should be provided; environment that is not devoid of internet services should also be made available; also the environment where teachers are teaching should not be vulnerable; while dilapidated buildings (both staffroom and classroom) should be renovated. When all these are met, it will serve as an urge for the teachers to do more on their job and this will definitely reflect positively on the students' learning outcome. This result is in agreement with Adelabu (2003, 2005), who found that facilities in most school are dilapidated and inadequate. In addition, Kazeem (1999), that submitted that greater attention should be given to improving work-related conditions of teachers to improve the quality of education and to increase the teachers' productivity and learning outcome of students.

Thirdly, teachers should be allowed (if not compelled) to put in for programmes that will keep them updated such as postgraduate studies, seminars, workshops, conferences, capacity building, etc. This will boost their morale and also earn them latest information on their area of specialisation that will improve their teaching as well as learning outcome of the students. This result however concurred with the findings of Adesoji (2004), Adili (2009) and Akinsanya (2006) that training could make a born teacher better. Teachers are to be exceptionally good in helping students to be high achievers, and teachers must have a sound training to make him knowledgeable. Angrist and Lavy (2001) also shared same view, that on-the-job teacher training can yield increases in student performance. Contrary to these results are the works of other researchers like Vegas, Pritchett and Experton (1999); Urquiola (2000); Vegas (2000) that found that, more education and experience do not necessarily lead to increases in students' learning. In addition, promotion of the teachers should be made timely and gain quick reflection on their take home (salary), this tends to ginger them up and put a responsibility of hard work on them and definitely it will bring about change in the learning outcome of the students. This result is supported by the Vroom **Expectancy theory (1964)** that proposed that a person will decide to behave or act in a certain way because they are motivated to select a specific behaviour over other behaviours due to what they expect that the result of that selected behaviour will be. In essence, the motivation of the behaviour selection is determined by the desirability of the outcome. If teachers did not see the expectancy (i.e. motivation), the level of valence input will be drastically reduced and the adverse effect will be on the student learning outcome.

Lastly, teachers' effectiveness can still be closely monitored by the stakeholders

(Principal, Vice Principal and H.O.D) to ensure that teachers are teaching the contents of the syllabus, also to ensure that they are not missing their periods. They should also ensure regular writing of lesson note and periodical continuous assessment. All these taken together will make teachers more effective and it will automatically increase the learning outcome of the students. Many research works in the field of education supported this result, like Jacob and Lefgren (2006) that found a positive correlation between a principal's assessments of how effective a teacher is at raising students' achievement. He suggested that administrator's rating may also be one of a comprehensive evaluation system to measure teachers' effectiveness in secondary schools. Reynolds (1998) also found that, teacher effectiveness has a significant effect upon student performance and based on this it will be a good idea on the part of the school principals and other stakeholders in the schools to adopt different ways of helping teachers to become more effective, such as creating an applied science of teaching to provide guidelines on how to teach, aiming some school reforms at the teacher at the classroom level instead of at the general school level only.

Table 5 revealed that salary and fringe benefit, promotion and teachers' effectiveness are most influential in the prediction of student learning outcome in SS2 Government. This means that salary and fringe benefit, promotion, and teachers' effectiveness have greater contributions to learning outcome of students in SS2 Government than conducive-environment and advancement on the job. This implies that Government teachers needed to be motivated more on salary and other fringe benefit by reviewing and improving the existing salary scale and structure. The way promotion is being awarded to teachers should also be improved upon; effort should be made to make it timely and accurate. The new improvement should also reflect on their monthly salary and in their status immediately.

For the teachers' effectiveness, the school administrators, principal, H.O.D. etc should ensure close and thorough supervision on teachers, by ensuring that teachers do not just go to class to teach only, but they should teach the contents of the syllabus sequentially and cover the syllabus, also their teaching should be based on adequately prepared lesson note that will allow sequential impartation and assimilation that will increase students learning outcome in Government. Teachers should be reminded and compelled to give periodic and continuous assessment since it is part of teachers' effectiveness that will increase students' learning outcome. It can now be said that, the more the most influential predictor variables are taken care of, the higher the students' learning outcome becomes. This result is well corroborated with the assertion of Seweje and Adeosun (2005) that the quality of any education system depends very much on the effectiveness and motivation of the teachers.

Conclusion

The findings of this study revealed that all the teachers' motivation factors (salaries and fringe benefits, conducive-environment, advancement on the job, promotion) and teachers' effectiveness have significant contribution to students' learning outcome in Government. Considering the findings of this study, it was concluded that teachers'

motivation and teachers' effectiveness are critical variables in students' learning outcomes in secondary schools in Ekiti State, Nigeria.

Recommendations

Based on the findings, it is recommended that:

- ❖ Effort should be made to provide for all the incentives that can motivate teachers to increase their input as well as learning outcome of the students.
- ❖ Promotion of the teachers should be regular as it plays important roles in the status of each teacher at the same time facilitate increment in students' learning outcome.
- ❖ There should increment in the salaries of the teachers and prompt payment of both salary and other fringe benefits. These serve as energizers to the teachers; this way they will be more zealous in their teaching which will also yield positive effect on the students' learning outcome.
- ❖ The study also recommends that conducive environment of the teachers should be looked into, by making the staff room safe, well-furnished and covered with internet service, this will allow them access to latest materials that can make them 21st century teachers. Teachers tend to be more motivated when they can compare themselves with other staff of the same qualifications in another establishment outside teaching profession.
- ❖ There should be on-the-job training for Government teachers, this will improve and keep them current. Since education is a continuous process, teachers are enjoined to see it as such by attending seminars, workshops, conferences, etc. to share knowledge with other colleagues in their field.
- ❖ The study also recommended that the school principals should monitor the teachers very closely to ensure that teachers are very effective. Principals should check the contents of the syllabus to see whether teachers are teaching them sequentially, and ensure the usage of instructional materials to teach students, and where there is need for students to go for excursion, the school principal should give his approval.

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