Motivation as a Deter Mination of Teacher's Performance in Secondary School Social Science Subjects. A Case Study of Ibadan South-East Local Government of Oyo State, Nigeria

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Abstract: This study investigated motivation as the determination of. Teacher's performance in secondary school social science subjects. The study was carried out in Ibadan, Oyo State, Nigeria. Eight secondary schools were randomly selected for the purpose of carrying out the study . However, the sample population represents all secondary school teachers in the State. The study employed survey design for the study. Questionnaire was used to gather information and it was well validated before use. Among other things, the study revealed that most teachers expected good performance from their students as this will make them to feel fulfilled at least to some extent. It was also reveled that where the teacher's salaries were so bad and poor, many teachers looked for greener pastures while those that endured had divided interests. The study also showed that the principals good leadership styles provided motivation for teachers. The study concluded by making some recommendations which include: That teachers should be given special salary packages as being enjoyed lecturers in the tertiary institutions. That principals should be more firmed, highly considerate and humane in their relationship with their teachers. That government should organize seminars and workshops for teachers on regular basis to brush them up.

Key words: Secondary school, social science, motivation, deter mination teacher's performance, Nigeria

INTRODUCTION

Education has been found to be vital in the life of every human being. Education leads to the integral development of the whole person and this is probably the reason why the new National Policy on Education emphasizes the development of affective, cognitive and psycho-motor aspects of individual child.

Osokoya (1989) says that the word 'Education has been derived from two Latin words. The first is Educare which means "to draw out" or "to lead out", which simply means to draw out or lead out the potential of the recipient or the learner. The second word Educare which means "to nourish" or "to bring up" or "to raise". Education is therefore seen as the process of raising each individual to lead the fullest life he is capable of living. Osokoya further said that, the aim of education is to prepare the child for life.

The National Policy on education (1998) gives the following as the objectives of secondary education:

- To provide all primary school leavers with the opportunity for education of a higher level, irrespective of sex social status, religious or ethnic background.
- To offer diversified curriculum to cater for the differences in talents, opportunities and future roles.
- To provide trained manpower in the applied science, technology and commerce at sub professional grades.
- To develop and promote nigerian languages, art and culture in the context of world,s cultural heritage.
- To inspire its students with a desire for self improvement and achievement of excellence.
- To foster national unity with an emphasis on the common ties that unite us in our diversity.
- To raise a generation of people who can think for themselves, respect the views and feelings of others, respect the dignity of labour, appreciate those values specified under our broad national goals and live as good citizens.

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- To provide technical knowledge and vocational skills necessary for agricultural, industrial, commercial and economic development.

Secondary education in Nigeria is under funded. There are no teaching/learning materials that are relevant, teachers' salary is not commensurate to their status and this affects them negatively. All these and many other factors have been found to hinder the performance of the students and attainment of quality in secondary education in Nigeria. A teacher like any other person is constantly in need of one thing or another for survival. Some of these needs include, food, water, shelter, promotion or recognition, social approval, prestige, or power, self esteem, comfort, achievement, happiness etc. Bakare (1986) has noted that as soon as these needs are aroused, attempt to gratify them commence. If the attempts succeed, the needs are met and the state of equilibrium is restored. If this state of well being occurs all the time and it is maintained and sustained (which is unlikely because of many militating factors), then the individual teacher achieves psychological adjustment and there is feeling of psychological well-being.

Motivation of teachers: Motivation, according to Durosaro and Ogunsaju (2000) refers to the drive or intrinsic force within the individual or human organism that makes him want to contribute action towards the achievement of an organisational goal. Therefore, to motivate is to "translate one into performing what he would not naturally perform but due to motivation, he is stirred-up to actions". A teacher is known as both a facilitator and a trainer, an instructor as well as a leader. He imparts knowledge using his accumulated teaching skills and methodologies. His performance as a teacher can be improved if adequately motivated. His productivity can be boosted and his morale raised if given the right drive.

Both material and money can serve as motivation, job condition, hygeine factor and many others can serve as motivators. A teacher that is not well paid, recognised, stirred-up can not put in his best in achieving the nation's goals on education.

Statement of problem:

- The secondary school education is seen to be falling below the standard. The problem cannot be divorced from the teachers' performances.
- The teachers' morale if not boosted would generate unchallant attitudes to their productivity.

- Unproductive teachers will rear up undisciplined students-lacking good moral (affective), academically unsound students (cognitive) and lazy students who would not be able to use their manipulative skills to develop themselves and the nation at large (psychomotor).
- All these problems will make the future of our youths and the nation as a whole bleak without hope.
- The National Policy on Education objectives may not be realised.

Purpose of the study: This study is aimed at:
- Identifying the reasons for the fall in the standard of secondary school education
- Searching into how teachers could be of help to solve the problem above
- Highlighting what kinds of motivation teachers would need to give maximum productivity.

Research questions:

- What are the causes of fall in the standard of secondary school education in Nigeria?
- Why do secondary school students behave abnormally?
- What roles do teachers play in shaping the lives of secondary school students?
- What are those things that motivate teachers?
- What roles has the government in teachers' motivation?
- What are the roles of old students and parents in teachers' motivation?

Motivation theory: The performance of a work may be attributed to the drive he has. Productivity of a teacher is largely based on how well he is motivated either internally or externally. The inducements received to put in more effort and or threats given to create fear of not loosing his job or his pay all together called determinant are called motivation.

It is true that people participate in an organised enterprise and indeed, in all kinds of groups in order to achieve some goals that they cannot attain as individuals. But this does not mean that they will necessarily work and contribute all they can to be sure that these goals are accomplished. Barnard (1938) says

"If all those who may be considered potential contributors to an organisation are arranged in order of willingness to serve it, the scale gradually descends from possibly intensive willingness through neutral or zero willingness to intensive unwill-ingness or opposition or

hatred. The preponderance of persons in a modern society always lies on the negative side with reference to any existing or potential organisation".

This observation or statement of Barnard contains more truth than most people are willing to admit. But a moment of reflection and deep thought would show how true it is. We have to think of various organisations we belong to - be it company, club, school, church, mosque or professional society and ask ourselves how intensively we are willing to serve them without some inducement or reward other than the fact of our membership. The joy of a teacher is not only in his fat salary but also in making his students attain excellence in their academic endeavours but to be realistic he needs inducement in many forms to be able to perform very well and achieve this noble goal of building a brighter tomorrow.

This means that every stakeholder or those who are responsible for the management of any organisation must build into the entire system factors that will motivate or induce people to contribute effectively and efficiently as possible. The manager does this by building into every possible aspect of the organised climate those things which will cause people to act in desired ways.

Studies had shown that motivation comes from inside individual, though often unconscious, motivations of behaviour stem from fundamental human needs, e.g., for air, water, food and shelter, for belonging (in relationships where affection and loyalty are given and received), for "ego" gratifications (including opportunities to achieve, to feel self esteem, to develop current and latent capabilities) and for spiritual satisfactions (as in devoting oneself to some course perceived as more important than any purely personal goal). Inner motivation to meet such needs can be a force more powerful than any external inducement.

Motivation comes as a whole and not just in part. A person is said to be motivated as a whole. Maslow (1954) pointed out that basic needs determine to a great extent what a person tries to do at any given time. All those needs are interrelated because each individual is an integrated, organised whole, for example, it is Kate Olaolu who wants food, not just Kate Olaolu's stomach. Moreover, because man is a wanting animal, when Kate gets what she had wanted, she soon feels the need for something more. A teacher who is agitating for a regular salary will soon ask for more pay and promotion immediately the first need is met.

It is now seen clearly that when a need is met, it loses its power as a motivator.

Frustration of basic needs makes a person sick. When individuals are blocked in trying to meet basic needs, they become mentally ill. And some sick individuals turn to alcohol or drugs. A teacher who is not given needed incentives may grow wild and neglect his responsibilities or hold such with slack hands.

It has been discovered that basic needs take effect as motivators on different levels. Fundamental human needs are arranged in a hierarchy but this hierarchy is not rigid. Lower level needs do not have to be completely satisfied before higher level needs are emerged as motivators. Prompt payment of salaries of teachers does not stop them from agitating for a jumbo pay. A rise in pay does not stop teachers from asking for a more conducive job environment.

Since not all behaviour is inner-directed, we can say that motivational patterns are unique. No two individuals are motivated equally but as unique beings. What greatly motivates A may not serve as a motivator for B. We must identify whom a person is and what motivates him.

Herzberg (1981) proposed duality of human nature. Motivation-Hygiene (M-H) Theory. He said that human beings have two entirely different types of needs. One stems from the animal side of our nature. The other comes from uniquely human side.

Concept of motivation: As Berelson and Stainer (1964) have defined the term, a motive "is an inner state that energises, activates, or moves (hence "motivation") and that directs or channels behaviour of an individual toward goals". In other words, according to Koontz *et al.* (1982) motivation is a general term applying to the entire class of drives, desires, needs, wishes and similar forces. Likewise, to say that managers motivate their sub-ordinates is to say that they do those things which they hope will satisfy their drives and desires and induce the subordinates to act in a desired manner so as to achieve the organisational goals.

Oyedeji (1998) while quoting Thieraf defines motivation as those inner drives that activate or move an individual to action. Motivation is a concept which has been used in several ways to explain why people behave as they do. At times it refers to something innate within the individual, a kind of energizer or driving force, a desire or an urge that causes the individual to perform.

A more comprehensive meaning of motivation can be identified as a process of arousing enthusiasm in an individual so that he can perform his duties with pleasure and high interest in pursuance of the organisation and his personal goals. Motivation could be referred to as a tool of management. All organisations do exist to achieve some goals and if the organs of the organisations are inefficient and ineffective, the aims and objectives of the organisation may not be achieved. Motivation is therefore one of the ways of making people to; put forth their best effort in an efficient and effective manner in order to achieve organisational objectives.
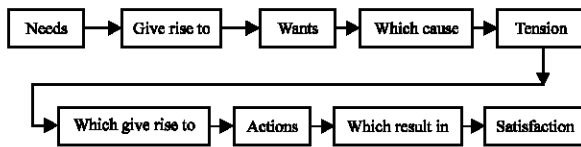
Fig. 1: Action toward achieving goals

Durosaro and Ogunsaju (2000) refer to motivation as the drive or intrinsic force within the human being or organism that makes him want to contribute action towards the achievement of an organisational goal. Motivation, viewed from another perspective could refer to how behaviour gets started, sustained, directed or stopped and what kind of subjective reaction is presented in the system while all those are going on. It is strongly believed that motivation leads to job satisfaction of workers and this could enhance high performance and productivity. Koontz *et al.* (1982) see motivation as involving a chain reaction, starting out with felt needs, resulting in wants or goals sought, which give rise to tensions (that is unfulfilled desires), then causing action toward achieving goals and finally satisfying wants, this chain is shown in Fig. 1.

Need-want-satisfaction chain: Primary needs may hang on psychological needs but environment has a major influence on our perception of secondary needs. The promotion of a colleague may kindle our desire for higher status. A challenging problem may stir-up our desire to accomplish something by solving it. A congenital social group may increase our need for affiliation and of course being alone more than we want to be can give us strong motivation for affiliation.

In this second premise, the need-want-satisfaction chain does not always operate as simply as portrayed. Needs do cause behaviour but needs also may result from behaviour. Satisfying one may lead to a desire to satisfy more needs.

Motivators on the other hand, according to Koontz *et al.* (1982) are those things which induce an individual to perform. These may include higher pay, a prestigious title, a name on the office door or table, the acclaim of colleagues and a host of other things that give people a reason to perform. While motivation reflects wants, no motivators are perceived towards or incentives that sharpen the drive to satisfy these wants.

A motivator, then is something that influences an individual's behaviour. It makes a difference in what a person will do. Obviously, in any organised enterprise, managers must be concerned about motivators and also inventive in their use. He must use these motivators to

lead people to perform effectively and efficiently for the enterprise that employs them. No manager can expect to hire the whole person since people always have desires and drives outside the enterprise. But if a company, or any other kind of enterprise (educational) is to be efficient and successful, enough of every person's drive must be stimulated and satisfied to assure this.

Motivation and satisfaction: Motivation defers from satisfaction. While motivation refers to the drive and effort to satisfy a want or goal, satisfaction refers to the contentment experienced when a person's want is satisfied. In other words, motivation implies a drive towards an outcome, while satisfaction involves outcome already experienced.

From management point of view, this means that a person might have job satisfaction (as a teacher, he has enough time for himself and any other business after the school hours) but a low level of motivation for the job because of the low-pay, or the reverse may be true. A teacher who is satisfied with teaching that gives him more time for other private businesses or agency may be at low level of motivation. He does not look for another full time employment. He finds his position rewarding but he is being paid considerably less than he desires or thinks, he will probably seek for another job or do less work except he is given incentives to induce him put-in his best.

The need theory: Agbato (1990) like Abraham Maslow, Fred Herzberg, Dare McCleveland, Leon Festinger and Clay Alderfer contend that all individuals have identifiable inherent needs and that their motivations stem from a desire to fulfil these needs.

Maslow's hierarchy of needs theory: The starting point of Maslow's hierarchy of needs theory is that most people are motivated by the desire to satisfy specific groups of needs. These needs are as follows:

Physiological need: Needs for food, sleep, sex, drink, clothing, shelter, air-these form the basics for the individuals immediate survival. When these needs are satisfied, never and still higher needs will come to the force. One does not need to satisfy all the needs before moving to the next need.

Safety need: This involves such things as needs for freedom from danger, deprivation and threat, need for personal security, health insurance, income protection, retirement plans, secured job and safe working environment. We can only ask for these only when the physiological needs are satisfied.
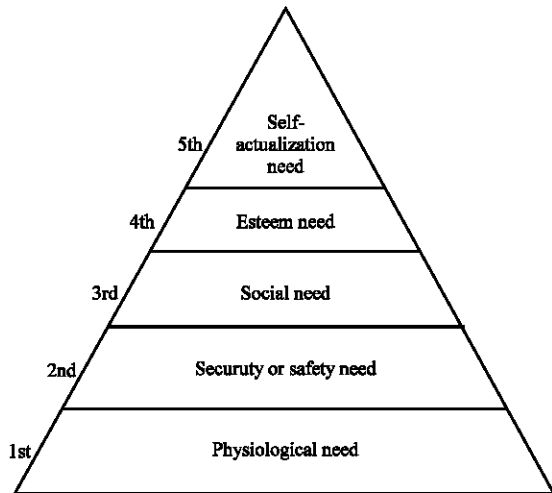
Fig. 2: Abraham Maslow's hierarchy of neet

Social need: Social need is fulfilled through personal friendships, work group memberships, a place in a social club.

Esteem need: Need for self-respect, staff esteem, one's reputation, status, recognition, etc. The satisfaction of this need leads to feeling of self-confidence, worth, capability and adequacy of being useful.

Self actualisation: This is directed at becoming what one is capable of becoming. Low level workers do not need titles but money to buy food or shelter. Again, the General Manager or the School Principal does not care for money to buy food but status and high recognition. Therefore, Maslow's hierarchy is in ascending order-from the lowest need to the highest need. He concluded that when one need is satisfied it ceases from being a need (Fig. 2).

Aesthetic need: Agbato (1990) raises another need which is not included in the Maslow's Hierarchy of needs. Aesthetic need is the need for love of beauty, love for arts and music. This is basically the love for the need for comfort. For instance, most homes today are adorned with beautiful flowers, different brands of music instruments and air-conditioners. Apart from beauty, all these add aesthesis to the homes. Even banks and offices as well as educational institutions have today adopted this by installing-in offices beautiful flower pots; music while-you-work etc. A teacher who crave for this need would be satisfied to see beautiful flowers in pots on the classroom windows and flower beds around the school premises.

MATERIALS AND METHODS

Research design: The survey design was used for this research work. Survey design was adopted because it is appropriate for current practices and occurencies. It would find out the influence of motivation as a determinant of teacher's productivity. This method is to enable the researcher move round the selected schools, sample some respondents and having administered the research instrument determine whether or not motivation has any bearing on the teacher's productivity and performance.

Study population: The population for this study consisted of all secondary school teachers in Ibadan South East Local Government area of Oyo State from which eight secondary schools were sampled. The schools were from three zones namely: Aperin/Elekuro zone, Eleta/Odinjo zone and Molete/Kudeti zone. These schools were:

- Adekile Goodwill Grammar School, Aperin, Ibadan
- Aperin Boys' High School, Aperin, Ibadan
- Methodist Secondary School, Elekuro, Ibadan
- Adelagun Memorial Grammar School, Odinjo, Ibadan
- Ibadan City Academy, Eleta, Ibadan
- Ibadan Grammar School, Molete, Ibadan
- Community Grammar School, Kudeti, Ibadan
- Olubi Memorial Grammar School, Kudeti, Ibadan

Instrumentation: The research instrument for this project was questionnaire. The instrument contained 2 sections. Section one was based on personal data numbering from 1-8. Section 2 contained questions on motivation and teachers' attitude to motivation. The impact of motivation on the teacher's productivity was the target of the questions numbering from nine to twenty one; thirteen questions.

Validation of instrument: The questionnaire was given to the project supervisor who took pain to read through and made necessary corrections.

It was necessary to know if the questionnaire items would measure adequately to the standard of the teachers from whom response was solicited. The research supervisor amended and reframed some research questions to suit the purposes for which they were designed. The questionnaire was later taken to the supervisor who finally approved them for administration after necessary corrections and suggestions were noted.

The questionnaire was the final one approved by the researcher's supervisor as shown in the appendix.

Procedure for data collection: The researcher went to each of the sampled schools, created friendship with the teachers and carefully selected one to represent him in distributing and monitoring the collection of the questionnaire among the school's staff. He went to those schools two days later to collect the completed questionnaire. It was not so easy to retrieve all copies of the questionnaire since only a representative was used for each school and was not able to collect all distributed copies.

Method of data analysis: Data were presented and analysed as they related to the specific areas of study. The analysis was conducted against the background of the already set research questions. However, descriptive research was used in analysing the data. Tables were also used to determine effect of motivation on the performances and productivity of secondary school teachers in the Local Government area of the study.

RESULTS AND DISCUSSION

In this study, the data collected through the questionnaire were presented, analysed and interpreted. The order of the research questions formed the sequence of data presentation and analysis.

The questionnaire items numbered 21 were grouped into 2 sections. Questions 1-8 formed the first section based on respondents' personal data while questions 9-21 based on motivation and its influence or impact on the respondents' productivity. The said questions were answered by the selected teachers from the sampled schools in Ibadan South East Local Government Area. The sample was evenly made from the three zones: Aperin/Elekuro zone, Eleta/Odinjo zone and Molete/Kudeti zone. These schools were:

- Adekile Goodwill Grammar School, Aperin (A.G.G.S)
- Aperin Boys' High School, Aperin (A.B.H.S)
- Methodist Secondary Grammar School, Elekuro (M.S.G.S)
- Adelagun Memorial Grammar School, Odinjo (A.M.G.S)
- Ibadan City Academy, Eleta (I.C.A)
- Ibadan Grammar School, Molete (I.G.S)
- Community Grammar School, Kudeti (C.G.S)
- Olubi Memorial Grammar School, Molete (O.M.G.S)

The data collected so far were tabulated and analysed as follows:

Personal data: From the Table 1, there were more male teachers than females in the teaching service of Oyo State, especially in the Local Government Area of this study. 72.9% males and 27.1% females.

The Table 2 revealed that most of the teachers in secondary schools in the Local Government Area were matured minds fallen between ages thirty six years and above. Only in Aperin Boys' High School and Ibadan Grammar School were found some very young men and women between ages twenty and twenty five years.

The data showed that most of the teachers in secondary schools in the Local Government Area were married (Table 3). A few percentage were singles while widows and single parents were very rare if the respondents were faithful.

From the data shown in Table 4, most of the teachers were qualified hands. Only a few were without teaching

Table 1: Sex distribution

	Sex group		
	Male	Female	Total
Frequency	43	16	59
Percentage	72.9	27.1	100

Number of respondents 59 (98.3%) Number of non-respondent 1 (1.7%)

Table 2: Age distribution

	Age group				
	20-25 years	26-30 years	31-35 years	36 and above	Total
A.G.G.S.	--	1	16	8	
A.B.H.G.	1	1	3	3	8
M.S.G.S.	--	--	--	7	7
A.M.G.S.	--	--	1	6	7
I.C.A.	--	--	1	6	7
I.G.S.	2	--	4	2	8
C.G.S.	--	--	3	4	7
O.M.G.S.	--	--	3	4	7
Frequency	3	2	16	38	59
Percentage	5.1	3.4	27.1	64.4	100

Table 3: Marital status

	Single	Married	Widow/ widower	Single parent	Total
Frequency	6	53	--	--	59
Percentage	10.2	89.5	--	--	100

Table 4: Academic qualification

	NCE	HND, B.A, B.Sc	PG.D.E	B.A and B.Sc (Ed) B.Ed	M.A/ MSc	M.Ed	Total
A.G.G.S	3	1	--	4	--	--	8
A.B.H.S	3	--	1	3	--	1	8
M.S.G.S	5	--	--	2	--	--	7
A.M.G.S.	2	1	--	3	--	1	7
I.C.A	2	1	1	3	--	--	7
I.G.S.	2	4	--	2	--	--	8
C.G.S.	1	1	3	2	--	--	7
O.M.G.S.	1	--	--	6	--	--	7
Frequency	19	8	5	25	--	2	59
Percentage	32.2	13.5	8.5	42.4	--	3.4	100

qualifications. Those with higher degrees were so few. N.C.E. teachers were evenly distributed but the %age (19%) was relatively low. Most of the N.C.E. teachers had completed their degree programmes. Some of those without teaching qualifications have completed their Post Graduate Diploma in Education (P.G.D.E) profession.

The Table 5 showed that a good number of experienced teachers were in the service of secondary school education in the Local Government Area. 22.1% fell below 6 years experience while those above twenty one years were 27.1% of the sampled population.

The data in Table 6 indicated that there were competent hands in the Social Sciences which included Commercial and Social Science subjects like: Government, Accounts, Commerce, Economics, Geography, Typewriting and Shorthand. It was discovered that some Accounts and Business Administration majors were used to teach Economics while some H.N.D. holders in Secretarial Studies were made to teach commerce where no enough hands were available.

Out of the 55 respondents, no one attributed the blame of the fall in the standard of secondary education to the teachers (Table 7). The entire society was blamed which was comprised of all the stakeholders while the government was said to share most of the blame if compared with students and teachers.

Item 10 showed that students' attitudes had strong effects on their academic performances. The research revealed that 74 (74.6%) of the sampled opinions supported the proposition that students' attitudes had strong effects on their academic performances while 24.4% approved less effect.

From the Table 8, teaching and discipline were the major tools and roles teachers used to influence the students positively. Only 5.1% of the responses supported discipline only while none agreed with teaching only but 54.9% imbibed teaching and discipline.

The Table 9 indicated that job security in the teaching service made a lot of teachers (55.9%) of the sampled population put in their best in performing their roles as teachers and in-loco-parentis while 28.5% envied their job environment and 15.3% said their fat salary as motivators to deliver their best as secondary school teachers.

From the data, students' good performance boosted the morale of the teachers (Table 10). They were after the success of their students. So also was the government expected to pay commensurate salaries and provide good job environments as well as sizeable class population as against the over crowded class population. A few teachers had joy of self-interest in teaching while none desired any gift from the parents as a motivator. They did not show a noticeable action on the school system.

Table 5: Teaching experience

	1-5 Year	6-10 Year	11-15 Year	16-20 Year	21-Above	Total
Frequency	13	13	10	7	16	59
Percentage	22.1	22.1	16.8	11.9	27.1	100

Table 6: Areas of specialisation

	Ars	Social sciences	Commercial	Science	Total
Frequency	2	32	24	1	59
Percentage	3.4	54.2	40.7	1.7	100

Table 7: Who to blame for the fall in the standard of Secondary Education in Nigeria-Item 9

	Students	Teachers	Government	Whole society	Total
Frequency	7	--	19	29	55
Percentage	12.7	--	34.6	52.7	100

Respondents: 55 (91.33%), Non-respondents: 5 (8.66%)

Table 8: Roles that teachers played to have positive influence on students: Item 11

	Teaching only	Discipline	Teaching discipline	Total
Frequency	--	3	56	59
Percentage	--	5.1	54.9	100

Table 9: What motivated teachers to put in their best in the performance of their roles as teachers: Item 12

	Fat salary	Job environment	Job security	Total
Frequency	9	17	33	59
Percentage	15.3	28.8	55.9	100

Table 10: Items 13, 15, 20 and 21

	Govt	School system	Self Interest	Student good performance	Gifts for parents	Moderate salary and sizeable population
A.G.G.S	4	--	4	8	--	6
A.B.H.S	5	2	1	8	--	3
M.S.G.S	6	--	1	5	--	6
A.M.G.S.	5	--	2	6	--	5
I.C.A	4	--	3	6	--	7
I.G.S.	5	1	2	8	--	7
C.G.S.	4	--	3	5	--	3
O.M.G.S.	5	--	2	6	--	4

Item 13-Where motivation was expected, Item 15- Causes of ineffectiveness on the teachers' part, Item 20-What teachers expected from the Government as motivators, Item 21-Events that made teachers happy as a source of motivation

Table 11: Roles expected from parents

	Child training	Regular visit to school	Gift from parents	Total
Frequency	9	17	33	59
Percentage	15.3	28.8	55.9	100

The Table 11 showed that the respondents (52.5%) wanted students' parents to pay regular visits to schools so as to obtain full information about their children while 47.5% of the study population saw child training as the major role expected from parents. The character built in the students by their parent affected teachers' productivity to some extent. None desired any gift from parents as a motivator.

From the data, only 5 secondary schools from the sampled schools have established Old Students'

Table 12: Items 16, 17 and 18

	Established OSA	Visitation to School				Impact on the School			
		Often	Rarely	Never noticed	Total	Edu. materials	Talks/ symposia	Parties	Total
A.G.G.S	Yes	--	5	3	8	--	5	--	5
A.B.H.S	No	--	--	6	6	1	1	1	3
M.S.G.S	Yes	3	4	--	7	5	1	1	7
A.M.G.S.	Yes	--	5	1	6	--	2	2	4
I.C.A	Yes	1	4	2	7	2	--	--	2
I.G.S.	Yes	3	4	1	8	4	1	1	6
C.G.S.	No	--	2	4	6	--	1	--	1
O.M.G.S.	No	--	--	7	7	--	--	--	0
Frequency	5/8	7	24	24	55	12	11	5	38
Percentage		12.7	43.65	43.65	100	42.9	39.3	17.8	100

Item 16-Established old students association, Item 17-Visitation by the old students association, Item 18-Contributions by the old students' association, O.S.A.-Old students' association

Table 13: Item 19: How motivative the principals were

	Always insulting and bossy	Always indifferent	Always brain wasting	Always firm and considerate	Total
A.G.G.S	--	--	--	8	8
A.B.H.S	--	2	1	5	8
M.S.G.S	1	--	2	4	7
A.M.G.S.	3	--	1	3	7
I.C.A	1	--	--	6	7
I.G.S.	--	1	1	6	8
C.G.S.	--	--	1	6	7
O.M.G.S.	--	1	--	6	7
Frequency	5	4	6	44	59
Percentage	8.5	6.8	10.2	74.5	100

Associations (Table 12). Aperin Boys' High School, Community Grammar School and Olubi Memorial Grammar School have no any established Old Students Association.

Among those that have, only Methodist Secondary Grammar School and Ibadan Grammar School Old Students' Associations visited their school very often, while Adekile Goodwill Grammar School, Adelagun Memorial Grammar School and Ibadan City Academy Old Students visited seldomly. It was not ever noticed in Aperin Boys' High School, Community Grammar School and Olubi Memorial Grammar School.

Only Methodist Secondary Grammar School, Ibadan City Academy and Ibadan Grammar School Old Students Associations used to supply educational materials to their old schools, while Adelagun and Adekile Old Students' Associations were found of holding symposia and career talks but Adelagun old Students held regular annual parties as well.

The Table 13 showed that most secondary schools' principals in the study area were highly motivative. The record revealed that 74.5% of the study population confirmed that their school principals were always firm and highly considerate. They carried their sub-ordinates along with item in achieving the common goals of their institutions. Never-the-less, 8.5% of the study population indicated that their school principals were always insulting and bossy. 6.8% were said to be indifferent, full of carefree attitude, while 10.2% were said to be deceptive and brain-wasting.

CONCLUSION

Motivation has been described as a major drive or force that propels performance and productivity. No teacher had ever performed up to expectation without a kind of motivation either intrinsic or extrinsic. For the teacher to put in all his best at work to achieve the general and specific goals of education he would need to be motivated.

This study had revealed that most desired good performances from their students and this single and noble purpose propels them to do all they could to achieve this. Besides, over populated class and non availability of educational materials were seen as cog in the wheel of progress and good performances of the students.

Where the teachers' salaries were so bad and poor, many teachers looked for greener pastures and those endured had divided interests. They taught and run personal/private business or engaged in some other employments at the same time. But now that the take-homes were better, attitudes have changed positively especially for those who have the right and pricking conscience.

The attitudes of the parents were as highly necessary in motivating the teachers to perform very well. When students were highly disciplined and full of good morals teachers were highly motivated and ready to render every needed assistance to better the lot of the students.

The support of the Old Students' Association would go a long way to boost the morale of the teachers and lead to productivity.

The principals good leadership styles also had been seen as motivations which had or boosted the teachers' high spirit which had been seen as a strong determinant of teachers' performance.

RECOMMENDATIONS

With reference to my experience in the course of carrying out this research work and for the importance of teachers' high performance in our secondary schools, I would recommend as follows:

- That more teachers be employed to alleviate the heavy loads carried by the teachers.
- That more blocks of classrooms be constructed and the existing class over population be depopulated.
- That teachers be given special salary packages as being enjoyed at the higher schools of learning.
- That principals be more firm, highly considerate and humane in their relationship with their subordinates.
- That parents give attention to their wards and give them moral training so as to motivate the teachers.
- That old students associations be established and saddled with motivative academic and social programmes for the secondary school students and teachers alike.
- That government should organise seminars and workshops for teachers on a regular basis to brush them up.

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