

Motivational Factors as Predictors of Teachers' Effectiveness and Teaching of Social Studies in Senior Secondary Schools in Abia State South East Nigeria

By

Uremadu, Charity Egongdu Ph.D

uremaducharity@gmail.com

Department of Educational Management,
College of Education,
Michael Okpara University of Agriculture, Umudike,
Umuahia, Abia State

Abstract

The study investigated motivational factors of social studies teachers as correlates of their teaching effectiveness. Two research questions were posed for study and two null hypotheses was tested at 0.05 level of significance. The study adopted the correlational design. The sample of the study was 94 social studies teachers from a sample of eight local government areas from three education zones. Two structured instruments were used for data collection which were the social studies motivational factors Questionnaire (SSTMFAQ) and Social Studies Teachers Teaching Effectiveness Questionnaire (SSTMEQ). The two instruments were face validated by three experts. The internal consistencies of () and (SSTMFAQ) were 0.76 and 0.83 respectively which were determined using the Cronbach Alpha. Data were collected through the administration of 94 copies of each of the research instruments to the respondents where 100% recovery was recorded. The simple linear regression was used to analyze the data collected. Result revealed that significant high positive correlation exists between social studies teachers' professional development and their teaching effectiveness. Also, significant moderate positive correlation exists between social studies teachers' compensation and their teaching effectiveness. Based on the findings, the study recommended that Government and school administrators should continue to ensure that motivational factors especially in the aspect of professional development and compensation be encouraged in recruitment and retention of teachers by the Ministry of Education in Abia State. School administrators should provide conducive atmosphere for effective teaching and learning.

Keywords: Motivational Factors, Predictor, Social Studies, Teachers' Effectiveness, Senior Secondary Schools.

Introduction

Social studies remain an important subject at the secondary school level that will lead to tremendous transformation of the nation. To this extent, an acceptable definition of social studies was given by Obot & Essien, (2014) who define social studies as the study of human society and interaction of individuals within it. It also aims to develop critical thinking, analytical skills and appreciation for diversity and global perspectives.

The achievement of these objectives could be dependent on the effective teaching of social studies by social studies teacher. Effective teaching is one of the qualities a good social studies teacher must possess in order to achieve the objectives of social studies, enhance good academic achievement and stimulate students interest in the study of social studies. With respect to this, Agomuo (2015) defined effective teaching as the process a classroom teacher performs his/her instructional roles; given the necessary facilities such that students' learning will be maximized. Thus, the social studies teacher is a facilitator, motivator, an interventionist, a catalyst; who excites learning by creating a proper environment for the students to participate (Oguejiofor, 2021). The variables of teachers' teaching effectiveness do include teacher's knowledge of the subject matter, enthusiasm and responsibility for learning; teacher's activities that encourages learning; promoting assessment activities that encourage learning through experience; effective assessment and feedback mechanism and respect for the students (Oni, 2021). They also include teachers' ability to reflect, collaborate with colleagues and continue ongoing professional development. This is why effective teaching is one of the criteria to determine the students' academic achievement in social studies.

Over the years, there has been a record of poor academic performances of the students in external examination especially in social studies, this trend of poor performances of secondary school students has also been confirmed by the West African Examination Council (WAEC). WAEC result analysis for the year 2015, 2016 and 2017 revealed that the performances of students have been inconsistent and relatively poor on the average. In this regard the student's poor performances in social studies could be attributed to some factors which include the motivational factors. It is on this basis that the present study focused on determining the

relationship between motivational factors of the social studies teachers and their teaching effectiveness.

Motivational variables include professional development opportunities, compensation, recognition, job satisfaction (Dindam, 2019). Thus the motivational variables for which the present study focused on are professional development and compensation. When teachers access continuous learning, it contributes to their professional growth. Also improved teacher welfare which is compensation packages enhance their teaching effectiveness. This collaborate with the findings of Siamoo (2022) and Kule (2013). Ideally, if the social studies teachers teach the students social studies effectively, the students will show high academic achievement in internal and external examination. However, the academic achievement of student in social studies in public examination like West African Examination Council (WAEC), National Examination Council (NECO) and National Business and Technical Examination Board (NABTEB) have not been encouraging and inconsistent on the average over the past decade. These has raised an incessant complaint and comment from the public on the quality of social studies teachers' effectiveness in teaching the students social studies which will enhance their performances. and prepare them for higher institutions. Meanwhile efforts by many researchers to proffer solutions to the problem of ineffective teaching of the teachers through variables such as teacher's qualification, school organizational climate and school environmental factors have not yielded the expected significant result.

It is against this backdrop that the present, study sought to provide answers to the following questions: to what extent does professional development of social studies teachers correlates their teaching effectiveness? To what extent does compensation of social studies teachers correlate their teaching effectiveness?

Purpose of the Study

The purpose of the study was to determine the extent motivational factors of social studies teachers relate to their teaching effectiveness in public senior secondary schools in Abia State.

Specifically, the study sought to;

- i. determine the extent social studies teachers' professional development correlate their teaching effectiveness.
- ii. Find out the extent to which social studies teachers compensation correlates their teaching effectiveness

Research Questions

The following research questions were posed for the study

1. To what extent does social studies teachers' professional development correlate their teaching effectiveness?
2. To what extent does social studies teachers' compensation correlate their teaching effectiveness?

Hypotheses

Two null hypotheses were formulated and tested at 0.05 level of significance.

H₀₁: There is no significant correlation between social studies teachers' professional development and their teaching effectiveness.

H₀₂: There is no significant correlation between social studies teachers' compensation and their teaching effectiveness

Methodology

The correlational research design was adopted for the study, correlational design aimed at determining the relationship between two or more variables and enabling us to ascertain the extent to which variation in one variable are associated with variations in another (Nkemakolam, 2009). The study was carried out in Abia State and it covered all public senior secondary schools in Abia State. The population for the study was 298 social studies teachers from a total of 247 secondary schools that cut across 17 local government areas in the three education zones of the state namely Aba, Umuhaia and Ohafia Education Zones respectively.

The sample of the study was 94 teachers which represents 32% of the total population from a sample of 72 secondary schools representing 29% across the 8 local Government Areas representing 35% of the population selected from three Education Zones.

The sample size for the teachers and schools was considered adequate because (Nwanna, 2007) recommended even the use of 10% for a population of a few thousand. The multistage sampling was adopted where the first stage involved the use of proportionate stratified sampling technique to select the teachers, school and Local Government Areas. The second stage also involved the use of the simple random sampling techniques to select the required number of Local Government Areas from each of the Education Zones. The third stage involved the selection of the schools from each of the Local Government Areas sampled. The last stage involved the selection of teacher from each of the schools selected using the purposive sampling techniques since most of the schools gave one social studies teachers with exceptions of some schools having two teachers. Two structured instruments were used for data collection, the instruments were the social studies teachers' motivational factors (SSTDF) and social studies teachers' teaching effectiveness scale (SSTMFS). The social studies teachers' motivational factors scale (SSTMFS) consisted of 16 items. Social studies teachers' motivational factors scale (SSTMFS) is divided into three sections. Section A focused on the Bio data of the respondents, while section B focused on professional development which contained 8 items and section C focused on compensation and contained 8 items. Social studies teachers teaching effectiveness scale (SSTTES) was adopted from Agomuo (2015). Social studies teachers teaching effectiveness scale (SSTTES) consisted of 25 items. To ensure the validity of the instruments the two instruments were presented to three validates two from the Department of Educational management, and one expert from the Department of Science Education (Measurement and Evaluation) who ensured the face validity by vetting items on the instruments.

The corrections and recommendations were affected by the researcher. The internal consistencies of the social studies teachers' motivational factors scale (SSTMFS) and social studies teachers teaching effectiveness scale (SSTMFS) were determined using the Cronbach Alpha which yielded an internal consistency indeces of 0.77 and 0.83 for social studies teachers

motivational factors scale (SSTMFS) and social studies teachers teaching effectiveness scale (SSTTES) respectively. The researcher distributed 94 copies of each of the research instrument questionnaire through the help of research assistants who are teachers and after which they retrieved the instruments which have been scored. Thus 100% recovery was recorded. Research question 1 and 2 were answered using simple linear regression (SLR) while the two null hypotheses were tested using the analysis of variance (ANOVA) of the simple Linear Regression (SLR).

Results and Discussion

Research Question One: To what extent does social studies teachers' professional development correlate their teaching effectiveness?

Table 1: Simple Linear Regression analysis showing the extent of correlation between social studies teachers professional development and their teaching effectiveness

R	R squared	Adjusted R-squared
0.715 ^a	0.511	0.505

a. **Predictor: (Constant), professional development**

The data in Table 1 revealed that there was a high positive correlation of $r = 0.715$ between social studies teachers' professional development and their teaching effectiveness. The calculated R^2 of 0.511 which also indicates that the variance observed in their teaching effectiveness was accounted for by the teacher's professional development

Hypothesis One: There is no significant correlation between social studies teachers' professional development and their teaching effectiveness?

Table 2: Analysis of variance (ANOVA) of the Simple Linear Regression analyses showing the significant correlation between social studies teachers professional development and their teaching effectiveness.

Model	Sum of squares	Df	Mean square	F	Sigg.
Regression	1630.499	1	1630.499	95.996	0.000
Residual	1562.618	92	8.223		
Total	3193.117	93			

a. Dependent Variables: **Teaching effectiveness**

b. Predictors: (Constant), **Teacher professional development**

Data in table 2 shows an F- value of 95.996 and p – value of 0.000 since the p – value of 0.000 is less than 0.05, the null hypothesis which states that there is no significant correlation between the social studies teachers professional development and their teaching effectiveness was rejected. This implies that there is a significant high positive relationship between the social studies teachers’ professional development and their teaching effectiveness. Since the corresponding research question revealed a high positive relationship between social studies teachers’ professional development and their teaching effectiveness.

Research Question Two: To what extent does social studies teachers compensation correlate their teaching effectiveness?

Table 3: Simple Linear Regression analysis showing the extent of correlation between social studies teachers compensation and their teaching effectiveness

R	R squared	Adjusted R-squared
0.581 ^a	0.337	0.330

a. Predictor: (Constant), teacher compensation

The data in Table 3 revealed that there was a moderate positive correlation of $r = 0.581$ between social studies teachers’ compensation and their teaching effectiveness. The calculated R^2 of 0.337 indicates that the variance observed in their teaching effectiveness was accounted for by the teacher’s compensation.

Hypothesis Two: There is no significant relationship between social studies teachers’ compensation and their teaching effectiveness.

Table 4: Analysis of variance (ANOVA) of the simple linear regression analyses showing the significant correlation between social studies teachers compensation and their teaching effectiveness

Model	Sum of squares	Df	Mean square	F	Sig.
Regression	1077.224	1	1077.224	46.838	0.000
Residual	2115.893	92	22.999		
Total	3193.117	93			

a. Dependent Variables: **Teaching effectiveness**

b. Predictors: (Constant), **Teacher compensation**

Data in table 4 shows an F- value of 46.838 and p-value of 0.000 since the p- value of 0.000 is less than 0.05, the null hypothesis which states that there is no significant correlation between the social studies teachers compensation and their teaching effectiveness was rejected. This implies that there is a significant high positive relationship between the social studies teachers' compensation and their teaching effectiveness. Since the corresponding research question revealed a moderate positive relationship between social studies teacher's compensation and the teaching effectiveness.

Discussion

The analysis of research question one and its corresponding hypothesis one revealed that there was a high positive correlation which was significant between the social studies teachers' professional development and their teaching effectiveness in secondary schools. This finding agreed with the findings of Eleoma, (2018) which revealed that there was a significant positive correlation between teachers professional development and their teaching effectiveness. Meanwhile these findings were contradicted by the findings of Balogun (2014) whose findings revealed that there was no significant relationship between teachers professional development and their teaching effectiveness. This finding could be attributed to the fact that when these teachers are professional developed in the course of their teaching with their students and fellow colleagues, it predisposes them to be very careful in maintaining the ethics of effective teaching thereby influencing their teaching effectiveness. Also, when teachers are not professionally developed, the teachers, teaching effectiveness will not be effective. The implication of this finding is that academic performances of the students in social studies will be enhanced since there is effective teaching as result of the social studies teacher's professional development.

The analysis of research question two and its corresponding hypothesis two revealed that there was a moderate positive correlation which was significant between the social studies teachers' compensation and their teaching effectiveness in secondary schools. Supporting this finding from Oni (2021) shows that there is a significant relationship between compensation and teaching competency of higher secondary school teachers. Thus, it is in view of these

inconsistencies that the present study provides empirical answers on the extent social studies teachers compensation correlate their teaching effectiveness. This finding could be attributed to the fact that when these teachers are compensated in the course of their teaching with their students and fellow colleagues, it predisposes them to be very careful in maintaining the ethics of effective teaching there by influencing their teaching effectiveness. Also, when teachers are not compensated, the teachers teaching effectiveness will not be effective.

Conclusion

The study investigated the correlation between social studies teachers motivational factor and their teaching effectiveness in secondary schools. In summary, it can be concluded that high positive significant correlation exists between the social studies teachers' professional development and their teaching effectiveness in secondary schools. Also moderate positive significant correlation exists between the social studies teachers' compensation and their teaching effectiveness in secondary schools. The finding of this study provide positive implications towards the teaching of social studies in secondary schools. Thus, compensation of social studies teachers contributes in ensuring effective teaching.

Recommendations

Based on the findings, the following recommendations were made

1. Government and school administrators should continue to ensure that motivational factors especially in the aspect of professional development and compensation should be encouraged in recruitment and retention of teachers by the Ministry of Education in Abia State.
2. Workshop seminars and other sensitization programme should be organized for the practicing teacher. This will help to build them up professionally and enhance the teaching effectiveness.
3. The school administrators should ensure that teachers who are recruited are highly motivated so as to be effective in their teaching.

4. The school administrators should also ensure that teachers are compensated from time to time for effective teaching.

References

- Agomuo, N. C. (2015). Emotional intelligence predicts effective teaching of teachers in secondary schools. Rivers State. An unpublished M.Ed submitted to the school of post graduate studies, Michael Okpara University of Agriculture, Umudike.
- Balogun, A. O. (2014). Influence of motivation on teachers' effectiveness in Ilorin West Local Government, Kwara State. An unpublished M.Ed submitted to the school of postgraduate studies UNIBEN.
- Dindam, A. (2019). Assessment of motivation in enhancing job performance of primary school teachers in Langtang North Local Government Area of Plateau State.
- Ekeome, U. (2018). Relationship between motivational teaching competency of social studies teachers in Kafunchan public secondary schools in Kaduna State. An published M.Ed thesis submitted to the post graduate school ABU, Zaria.
- Federal Republic of Nigeria, (2013). *National Policy on Education* (4th ed). NERDC, Press.
- Kule, J. (2013). The Relationship Between Motivation of Teachers and Academic Performance of Secondary Schools in Ibadan Town Council: Fulfillment for the Award of a Post Graduate Diploma in Education
- Nkemakolam, E. O. (2009). *Measurement in Education: An introduction*: Enugu Jobaco Publishers.
- Nwanna, O. C. (2007) *educational measurement for teacher*. Lagos: Thomas Nelson and Sons Press.
- Obot, I. M., & Essien, E. E. (2014, March). Teachers' motivational skills as a strategy for enhancing effectiveness in methods of teaching social studies education towards national development in Nigeria.
- Oguejiofor, C. N. N. A. (2021). Teachers' motivation as a factor for classroom effectiveness and students' academic performance in secondary schools in educational zones in Enugu State. Enugu: Jobacco publishers

Oni, A. (2021). Motivational Factors and Achievement of Classroom Teaching Effectiveness in Nigerian Public Secondary Schools.

Siamoo, P. (2022). Extensiveness of Teachers' Motivation Strategies in Enhancing Form Four Students' Academic Performance in Public Secondary Schools in Nantumbo District – Tanzania

West African Examination Council (2017). *Senior school certificate examination*. Chief examiners report. WAEC.